

**การพัฒนารูปแบบการเรียนการสอนอ่านด้วยการสอน  
แบบเน้นภาระงานบูรณาการการสอนอ่านเชิงกลวิธีแบบร่วมมือ  
และเทคนิคสแคมเปอร์เพื่อส่งเสริมความคิดสร้างสรรค์  
ของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง**

**Development of Reading Instructional Model through Task  
Based Approach Integrating with Collaborative Strategic  
Reading (CSR) and SCAMPER Techniques to Enhance Creative  
Thinking of Vocational Diploma Students**

*Richavee Chatviriyawong \**

*WisaChattiwat \*\**

---

**Abstract**

The objectives of this research were to:  
1. construct the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students,  
2.investigate the effectiveness of the Reading Instructional Model based on the assigned criteria 80/80, 3.compare students' reading

comprehension ability between pre-test and post-test, 4. evaluate students' creative thinking ability after using the Reading Instructional Model, and 5. evaluate multiple reading comprehension strategy usage of students after using the Reading Instructional Model. The samples of this research were 401st year diploma students majoring in Accounting, who enrolled in Academic year B.E. 2560 for the

---

*\*This article is published to fulfill the requirement for Ph.D in Curriculum and Instruction, Silpakorn University, Thailand.*

*\* Department of Foreign Language, RTC*

*\*\* Faculty of Education, Silpakorn University*

course of Business English at Rayong Technical College, selected by Random Sampling technique. The experiment was carried out for 18 weeks, 54 hours in total. The research results were 1) the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students consisted of 4 components; principles, objectives, teaching and learning procedures, and evaluation and was named the "CRTE Model", consisting of four steps: "Conceptualizing" (C), "Reacting" (R), "Thinking Creatively" (T), and "Evaluating" (E), 2) the efficiency of the model was 83.46/ 82.90, meeting the E1 / E2 standard, 3) the students' reading comprehension abilities scores obtained in post-test were significantly higher than pre-test at .01 level of statistical significance, 4) students' creative thinking performance after using the Reading Instructional Model passed the set

\*This article is published to fulfill the requirement for Ph.D in Curriculum and Instruction, Silpakorn University, Thailand.

\*\*Richavee Chatviriyawong, Department of Foreign Language, RTC, richavee@yahoo.com

\*\*\*Assco. Prof. Dr. WisaChattiwat, Faculty of Education, Silpakorn University, wisachat@gmail.com

criteria (70%), in Satisfactory level, and 5) students' usage of multiple reading comprehension

strategies after the implementation of the Reading Instructional Model in overall was in the highest level.

**Keyword:** Task Based Approach / Collaborative Strategic Reading (CSR) / SCAMPER

### บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์เพื่อ (1) สร้างรูปแบบการเรียนการสอนอ่านด้วยการสอนแบบเน้นภาระงานบูรณาการการสอนอ่านเชิงกลวิธีแบบร่วมมือและเทคนิคสแคมเปอร์เพื่อส่งเสริมความคิดสร้างสรรค์ของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง (2) หาประสิทธิภาพของรูปแบบการเรียนการสอนอ่านตามเกณฑ์ที่กำหนดไว้ 80/80 (3) เพื่อเปรียบเทียบความสามารถในการอ่านของผู้เรียนจากการทดสอบก่อนและหลังเรียนหลังการสอนด้วยรูปแบบการสอนอ่านที่สร้างขึ้น (4) เพื่อประเมินความสามารถในการคิดสร้างสรรค์ของผู้เรียนหลังการใช้รูปแบบการสอนอ่าน และ (5) เพื่อประเมินการใช้กลวิธีการอ่านแบบหลากหลายของผู้เรียนหลังการใช้รูปแบบการสอนอ่าน กลุ่มตัวอย่างในงานวิจัยนี้เป็นนักศึกษาชั้นปีที่ 1 ระดับประกาศนียบัตรวิชาชีพชั้นสูง สาขาการบัญชี จำนวน 40 คน ที่ลงเรียนวิชาภาษาอังกฤษธุรกิจ ปีการศึกษา 2560 ที่วิทยาลัยเทคนิคระยองโดยใช้การสุ่มแบบเจาะจง การทดลองใช้เวลา 18 สัปดาห์ รวมทั้งสิ้น 54 ชั่วโมง

ผลการวิจัยพบว่า 1) รูปแบบการเรียนการสอนอ่านด้วยการสอนแบบเน้นภาระงานบูรณาการการสอนอ่านเชิงกลวิธีแบบร่วมมือและเทคนิคสแคมเปอร์เพื่อส่งเสริมความคิดสร้างสรรค์ของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูงประกอบด้วย 4 องค์ประกอบ คือ หลักการ วัตถุประสงค์ ขั้นตอนการเรียนการสอน และการประเมินผล มีชื่อว่า "CREATE Model" มี 4

ขึ้น คือ “Conceptualizing” (C) “Reacting” (REA) “Thinking Creatively” (T) และ “Evaluating” (E)  
 2) ประสิทธิภาพของรูปแบบการสอน คือ 83.46/ 82.90 ซึ่งเป็นไปตามเกณฑ์มาตรฐาน 80/80 (E1/E2) ที่ตั้งไว้  
 3) คะแนนความสามารถในการอ่านหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญที่ระดับ 0.01 4) ผลงานความคิดสร้างสรรค์ของผู้เรียนหลังเรียนด้วยรูปแบบการสอนอ่านผ่านเกณฑ์ร้อยละ 70 ที่ตั้งไว้ในระดับน่าพอใจ และ  
 5) การใช้กลวิธีในการอ่านที่หลากหลายของผู้เรียนหลังการใช้รูปแบบการสอนอ่านโดยรวมอยู่ในระดับมากที่สุด

**คำสำคัญ:** วิธีสอนแบบเน้นภาระงาน / การสอนอ่านเชิงกลวิธีแบบร่วมมือ / สแคมเปอร์

## 1. Introduction

As we all recognized for the rapid changes of our interconnected global community, it is anticipated that to efficiently and effectively survive and prosper in the information-laden future, the new generations need to master the skills, knowledge and expertise matched to the dynamic environments of the 21<sup>st</sup> Century (P21, 2009). Thus what students have learnt today may be impractical in their future career and life. It is also anticipated that most of them will enter workforce for the careers that have not yet existed in today's world. The knowledge, skills and expertise students must master in order to succeed in future work and life is a blending of content knowledge, specific skills, expertise and literacy. Apart from the traditional needed literacy three Rs (reading, writing and arithmetic) a new set of literacy (four Cs; creativity and innovation, critical thinking and

problem solving, communication and collaboration) are defined as the need for students' readiness in the 21<sup>st</sup> century.

Furthermore, as labor market has involved with more and more international transactions, workers have been required to be able to communicate in English; to have conversations with their foreign colleagues, to read and understand work manuals or related documents or to present their ideas in working etc. Better English proficiency has high association with higher incomes, more exports, an easier environment for doing business, and more innovation. For the sake of education, English opens access to tremendously resources and opportunities. The ability to communicate sufficiently well in English to utilize this enormous pool of online information is an advantage for the competent ones over the ones who lack of it. Besides, creative people usually share their work online, which English is inevitably a medium for them in communication. This has driven the rapid proliferation of ideas and innovations around the world, leaving behind for those who are unable to access online or communicate in English.

While such trend seems to provide an auspicious opportunity for better quality of life to Thai society, however, a number of Thai people have long been struggling in learning English. Although they have spent many years in schools and large proportion of budget both of individuals and of the government, most of them still have limited ability for English

communication. This has been evidenced by the reports for English Proficiency Index (EPI), the world's largest ranking of English skills conducted by Education First (EF) along with OECD Programme for International Student Assessment (PISA) which revealed that Thai learners' performance is far more under average of the test (OECD, 2014).

There is no exception for vocational students. The low performance in English of vocational students has been revealed through the results of V-net test; the Vocational National Education Test formally starting in 2012. According to the reports of the National Institute of Educational Testing Service (NIETS, 2014), the 2014 V-Net test taken by vocational students in countrywide has the average score of English of 26.64% out of 100%. This result is corresponding to various studies conducted by related organizations (Office of the National Economic and Social Development Board (NESDB), 2005, Senator Educational Committee, 2012, Office of National Economic and Social Development Committee, 2014, which revealed that the workforces produced by vocational education system in Thailand could not match the demand of the country, as many students decided to move on to study in higher education level, aside from the problem that the students do not have sufficient basic knowledge due to their weak academic background. Their English ability is limited and thus is the main obstruction to compete with manpower of other countries (Gerawatanakaset., 2008).

EFL learners' low engagement in reading class and poor reading proficiency has been a long lasting and widespread problem challenging English teachers in Thailand, especially in Vocational Education. Traditional English teaching approaches have been proven for unsuccessfulness to enhance learners' English proficiency (Chomchaiya&Dunworth, 2008, Akkakoson, 2011, Noom-ura, 2013). Thus, it is obvious that vocational education in Thailand is in demand for urgent development.

To enhance academic performance and to prepare learners for readiness in their future workplaces, reading is considered as one of essential skills since it is through reading that they acquire much of their knowledge and understanding of the different subject areas. Learners in the 21<sup>st</sup> century have increasing need for comprehension skills both as independent learners and to succeed in educational settings. Reading comprehension is a critical component of functional literacy for it helps people not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

However, reading comprehension is quite complex and multifaceted. It therefore takes time to develop ability of readers to comprehend texts quickly and independently. Researches indicate that people build comprehension through the teaching of comprehension strategies and environments that support an understanding of text. Comprehension strategies are mental tools that

readers use to aid their understanding of a text before, during, and after reading. Reading comprehension strategies must be taught over an extended period of time and must be refined, practiced and reinforced continually throughout life. As reading materials become more diverse and challenging, learners need to learn new tools for comprehending these texts. Researchers of foreign language reading have long recognized the importance of reading strategies.

Moreover, it has been acknowledged that reading strategies can be taught and that reading strategy instruction can benefit all students. Research has also shown that reading instruction is even more effective when several strategies are combined or used together in a flexible, responsive interaction between the teacher and the students (Gaskins, 1998; Pressley, 2000; Duke et al., 2004.). In more recent studies, there has been increased interest in instructional approaches that focus on multiple comprehension strategies instruction (Dole, Nokes, & Drets, 2009) or called MCSI by Davis (2012) concerning the approach to teach students to deploy several strategies so they are better equipped to handle the complex demands of text comprehension in a way that resembles the cognitive and metacognitive reading processes of experienced and skilled readers.

For these reasons, Collaborative Strategic Reading (CSR); a kind of multiple comprehension strategy instruction drawing from the concepts of reciprocal teaching and cooperative learning is a promising instructional approach to address with the low English reading performance of

vocational students, since it was initially developed to help struggle readers including L2 learners (Klingner & Vaughn, 2004).

Furthermore, to enhance students' communicative language ability and skills in performing various English tasks, task-based instruction is deemed as an appropriate approach for classroom teaching and learning (Chen, 2005; Donna, 2000; Ellis, M. & Johnson, 1996). Task-based instruction is a second/foreign language teaching approach which takes a strong view of communicative language teaching (Ellis, 2003). In this type of instruction, teachers employ tasks (see the definition provided later in this chapter) as the central units in the syllabus with its primary focus on meaning, rather than on forms, and tasks are used by teachers as tools for communicative acts. Through learning by communicating in task-based instruction, as opposed to learning for communicating, students have greater opportunities for communicative language experience and intellectual growth (Ellis, 2003; Nunan, 2004). It is also extensively acclaimed by research that tasks create the conditions for second language acquisition (SLA), and that doing tasks enable learners to develop the language and skills in line with their own internal syllabi (Ellis, 1998). In addition, task-based instruction is advocated for foreign language teaching contexts, including Thailand, where there are limited occasions outside classrooms for students to gain authentic communicative experience (Ellis, 2003). Based on one significant

principle of Task-Based learning; authentic task, the learning environments are heavily based on topics of general interest to the learner.

The most remarkable aspect in the process of the task-based instruction is the encouragement of learners' creativity. By exploiting creative activities, the learning lessons are significantly more efficient and more interesting. Task-based instruction gets learners involved immediately or almost immediately in working individually or together on tasks that have some relationship to the real world. Through accomplishing the tasks, learners are required to exchange personal information, solve a problem, or make a collective judgment which forms a relationship to things that happen outside the classroom in a way that differs from doing traditional learning activities. Teachers can use tasks to foster the process of negotiating, modifying, rephrasing, and experimenting with language, the process involved in second language acquisition (Richards & Rodgers, 2001).

Creative thinking skill is another area, heavily emphasized by scholars and educators whose vision is that it will be one of crucial skills in 21st century. Educators are now generally agreed that it is in fact possible to increase students' creative thinking capacities through instruction and practice. Novelty and originality may be the characteristics most immediately associated with creativity. It is taking an idea and putting it into action. It is bringing something unprecedented into being, solving a problem, inventing new techniques or dreaming up

innovative products or services. Appropriate teaching strategies and learning environments facilitate their growth as do student persistence, self-monitoring, and open-minded, flexible attitudes. Creativity involves divergent and convergent thinking to produce new ideas (Crowl et al., 1997). Creativity involves the consistent use of basic principles or rules in new situations. Besides, creativity concerns selecting the relevant aspects of a problem and putting pieces together into a coherent system that integrates the new information with what a person already knows (Sternberg & Davidson, 1995; Crowl et al., 1997). Creativity overlaps with other characteristics, such as "intelligence, academic ability, dependability, adaptiveness, and independence" and can "evolve within each of the seven intelligences" (Crowl et al., 1997, pp. 195-196). Creativity requires many of the same conditions for learning as other higher order thinking skills. The learning processes are enhanced by supportive environments and deteriorate with fears, insecurities, and low self-esteem. Creativity deteriorates with extrinsic motivation, restraint on choice, and the pressure of outside evaluation (Crowl et al., 1997).

With the intention to nurture creative thinking skill for learners through learning various contents, some newly lessons have been designed using SCAMPER; the creative thinking strategies that encourage students to think creatively and increase their understanding the lessons or reading texts by deciding how to change story parts or change something in the

reading texts, for example in response to one of the SCAMPER challenges. SCAMPER is a mnemonic acronym that stands for: Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, and Reverse. The strategy provides a structured way to assist students and teachers with understanding creative problem solving and developing extension-building activities based on prior ideas and processes. The SCAMPER technique offers a systematic and practical way to stimulate divergent thinking, imagination, originality, and intuition while scaffolding students' creative thinking for independent use on other tasks and assignments. Some recent studies on across subject contents using SCAMPER technique to foster creative thinking reveal the efficiency of the application of the instructional design prepared via the SCAMPER techniques (Toraman, 2013).

With an attempt to prepare vocational learners to be ready for the complex, sophisticated, and promising future workplaces and society, this current study focuses on instructional model development based on task based learning approach integrating with Collaborative Strategic Reading (CSR) and SCAMPER to enhance capabilities of vocational students on reading comprehension and creative thinking with the expectation that the findings of this research can be used as a guideline for English learning and teaching development to elevate English proficiency of vocational students.

## 2. Objectives of Research

1. To construct the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students

2. To investigate the effectiveness of the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students based on the assigned criteria 80/80.

3. To compare students' reading comprehension ability between pre-test and post-test after the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques

4. To evaluate students' creative thinking ability after using the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques

5. To evaluate multiple reading comprehension strategy usage of students after using the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students.

### Sample

Samples were 40 first year of Vocational Diploma students at Rayong Technical College, majoring in Accounting, and had enrolled in Business English in second semester of 2017, taught by the researcher. The sample derived by Simple Random Sampling for 1 classroom as a sampling unit.

### Variables of the study

The variables in this study were as follows:

1. Independent variables were the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking.

2. Dependent variables were namely;

2.1 Reading comprehension ability,

2.2 Creative thinking ability,

2.3 Use of Multiple reading comprehension strategies

### Duration

The study was conducted over a semester of 4 month period, from October 2017 to January 2018 with three hours of class time per week. An introduction to experiment, a pre-test and post-test were included in the duration of the research.

## 3. Materials and Methods

This study was a Research and Development (R&D) conducted with a quasi -

experimental design which was a mixed-method including qualitative and quantitative research studies. The type of the study is one - group pretest - posttest design.

Research instruments

Research instruments used for collecting data of the model efficiency are as follows;

1. Reading instructional model through task based approach integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to enhance creative thinking,

2. English reading test,

3. Self-report questionnaire for students' perceived use of reading strategies,

4. Think aloud assessment form,

5. Creativity evaluative form with Rubric score

This research consisted of four phases; 1) Phase 1: Analysis, 2) Phase 2: Design and Development, 3) Phase 3: Implementation, and 4) Phase 4: Evaluation.

### Phase 1: Research 1: R1 (Analysis)

The researcher had investigated many secondary sources of the related documents including Vocational Diploma Curriculum B.E.2557 for Commercial Trade, reading comprehension and creative thinking, Task Based Approach, multiple strategy instruction, Collaborative Strategic Reading (CSR) and SCAMPER Techniques. The questionnaires for 82 Diploma students, as well as interview of 3 English teachers were conducted in order to gather basic needs analysis of stakeholders for



constructing and developing reading instructional model through task based approach integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to enhance creative thinking. The research instruments thus were developed from the data.

**Phase 2: Develop 1: D1 (Design and Development)** The Reading Instructional Model was derived from the fundamental concepts and related theories, consisting of communicative language teaching (CLT), Task-based language teaching approach, Reading comprehension strategy instruction, multiple reading strategy instruction, Collaborative strategic reading, creative thinking, and SCAMPER Techniques. Learning and teaching procedures of CREATE Instructional model consists of four steps as depicted in the figure1. After the approval of the draft of model by 5 experts, 8 units of lesson plan, exercises and teacher's manual and all related instruments were developed and verified in accordance to the CREATE Instructional model. The units' specifications were shown in Table1.

### **Phase 3: Research 2: R2 (Implementation)**

before implementing the Reading Instructional model, 3 tryouts was conducted to evaluate the efficiency of process (E1) and product (E2) using the efficiency formula criterion 80/80. The three steps were; individual tryout, small group tryout and field tryout with a group of students from the Rayong Technical College, majoring in Accounting, which is similar to the sample group.

After the Reading Instructional model was evaluated its efficiency and adjusted, the implementation was carried during the second semester of the academic year 2017 with a sample group of 40 students, studying in year one of Vocational diploma, majoring in Accounting, for the course of Business English, at Rayong Technical College. The semester lasted for 18 weeks, 54 hours in total including pre-test and post-test.

**Table 1:** Units, Learning Objectives and Teaching Procedures

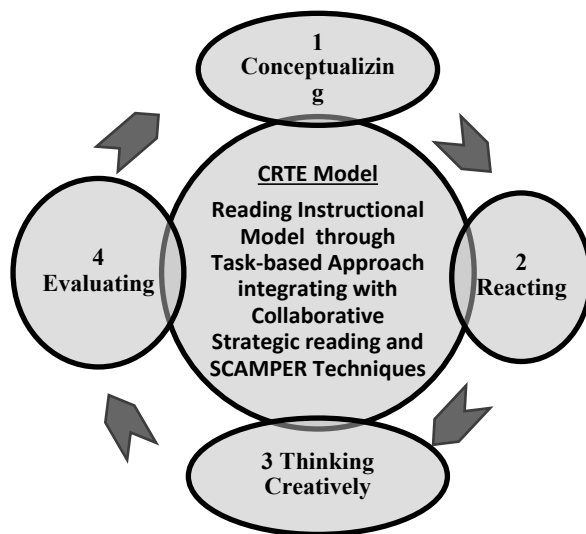
Unit No. / Topic	Objectives	CREATE Model Teaching Procedures
<b>Unit 1:</b> Introduction to Business	1. Ss. will be able to employ reading comprehension strategies to interact with texts; Preview, Click and Clunk, Get the gist, and Wrap up  2. Ss. will be able to assess personal level of comprehension.  3. Ss. will be able to employ creative thinking strategies 4. Ss. will be able to work collaboratively	<b>Components of the Model</b> <u>Step 1</u> (Pre-task) <b>Conceptualizing</b> 1.1 Model and teach strategies Preview/ Click and Clunk /Get the gist /Wrap Up 1.2 Form mixed ability groups with assigned role for each member <u>Step 2</u> (Task Cycle) <b>Reacting</b> 2.1 Implement Reading Strategies Preview/Click and Clunk/ Fix-Up/Get the gist/Wrap Up <u>Step 3</u> (Post task) <b>Thinking Creatively</b> 3.1 Model and Implement <b>SCAMPER</b> 3.2 Create product/Outcome 3.3 Make presentation <u>Step 4</u> (Post task) <b>Evaluation</b> 4.1 Evaluate reading comprehension ability 4.2 Evaluating products/outcomes by; (1) peers, (2) the teacher, and (3) self -assessment 4.3. Evaluate strategy usage
<b>Unit 2:</b> Jobs and Career		
<b>Unit 3:</b> Work Attitude		
<b>Unit 4:</b> Teamwork		
<b>Unit 5:</b> Networking		
<b>Unit 6:</b> Problem Solving		
<b>Unit 7:</b> Emails for business		
<b>Unit 8:</b> Culture Clash		

After the end of the course, the summative assessment were as follows;

The achievement test on reading comprehension was administered which was the same test used in Pre-test, then, t-test was applied to examined the difference between Pre-test and Post-test.

The creative thinking evaluation form was administered to measure creative

Development of Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students



### Model of Teaching Procedures

### Outcome

Principle	Components of the Model	Outcome
Task-based reading instruction model integrating with Collaborative Strategic Reading and creative thinking strategies can help to develop students' reading competence and strategies use in order to achieve their learning purposes. It can motivate learners to use the language in real-life situations. Task-based activities allow students using meaning focused more than form focused. Students develop their competence through collaborative reading and apply creative thinking strategies	<b>Step1 (Pre-task)</b> <b>Conceptualizing</b> 1.1 Model and teach strategies <ul style="list-style-type: none"> <li>- Preview</li> <li>- Click and Clunk</li> <li>- Get the gist</li> <li>- Wrap Up</li> </ul> 1.2 Form mixed ability groups with assigned role for each member <b>Step2 (Task Cycle)</b> <b>Reacting</b> 2.1 Implement Reading Strategies <b>Preview</b> <b>Click and Clunk</b> <b>Fix-Up</b> <b>Get the gist</b> <b>Wrap Up</b> <b>Step3 (Post task)</b> <b>Thinking Creatively</b> 3.1 Model and Implement SCAMPER 3.2 Create product/Outcome 3.3 Make presentation <b>Step4 (Post task)</b> <b>Evaluation</b> 4.1 Evaluate reading comprehension ability 4.2 Evaluating products/outcomes by; (1) peers, (2) the teacher, and (3) self-assessment	<b>Reading comprehension abilities</b> (a) Predicting ability; finding clues in the title, subheading, pictures and content of passage, (b) identifying text structures; description, sequence, comparison, cause and effect and problem and solution relationships (c) dealing with vocabularies, (d) recall of details, and main ideas, (e) making inferential and summarizing <b>Creative Thinkingabilities</b> SCAMPER Techniques 1. Fluency 2. Flexibility 3. Originality 4. Effectiveness <b>Reading Comprehensionstrategies</b> Collaborative Strategic Reading 1. Activate background knowledge 2. Making prediction 3. Self-comprehension monitoring 4. Fix-up strategy 5. Identifying main idea 6. Making Inference 7. Questioning 8. Synthesizing Information
<b>Objective</b> To enhance students' reading comprehension ability and employment of reading and creative thinking strategies used after using task-based reading instruction model.		
<b>Social system:</b> Cooperative learning and Individual learning. Learning by doing <b>Principle of reaction:</b> Teacher's role as a facilitator and students' role as learning and acquiring by doing. <b>Support system:</b> Materials and multimedia resources.		

## Data Collection

### Figure1 CRTE Model

thinking ability of students from the creative assignments.

3) Self-report questionnaire for students' perceived use of reading strategies was administered to measure the strategies used by students.

4) Think aloud assessment form is administered to gather qualitative information concerning the reading and creative thinking strategy use.

Phase 4: Develop 2: D2 (Evaluation)  
After the implementation, the Reading Instructional Model and the tryout results were presented to 5 experts to verify the model.

## 4. Results

The findings are summarized as follows;

1. The developed drafted Reading Instructional Model was evaluated by five experts and received a positive level evaluation. The evaluation of the drafted Reading Instructional Model by the experts revealed that it was at the highest congruence to the theories' rationality and the probability. The theories' rationality was at the highest level ( $\bar{X} = 4.56$ , S.D. = 0.50) and mean score of the probability was at a high level ( $\bar{X} = 4.47$ , S.D. = 0.50), it thus could be used to implement the model in the next phase. The congruence of the Reading Instructional Model was also at the high level ( $\bar{X} = 4.57$ , S.D. = 0.50).

2. The results after the implementation found that the efficiency of the model met the

E1 / E2 standard, which was consistent to the study's research hypothesis no. 2. The efficiency of the model was 83.03/ 82.90

3. The students' reading comprehension abilities scores obtained in post-test were higher than pre-test after applying the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques (CREATE Model) at .01 level of significance. This was consistent with the study's research hypothesis no.3.

The percentage of the overall reading abilities were at high level (81.40%). In consideration of each ability, it was found that the first rank ability was '*Identifying text structures; description, sequence, comparison, cause and effect and problem and solution relationships*' (91.00%) with the mean score of 4.55 out of 5. The second rank was '*Dealing with vocabularies*' (90.72%) with the mean score of 9.98 out of 11. While the third rank was '*Predicting ability; finding clues in the title, subheading, pictures and content of passage*' (88.25%) with the mean score of 3.53 out of 4, followed with the fourth rank '*Recall of details, and main ideas*' (78.92%) with the mean score of 11.05 out of 14, and the fifth rank '*Making inferential and summarizing*' (72.50%) with the mean score of 11.60 out of 16.

4. Students' creative thinking performance after using the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER

Techniques, evaluated by 1) the teacher, 2) self-evaluation in each group, and 3) Peer (the other 6 groups) using the Rubric, passed the set criteria (70%). The average scores and percentage stipulates that creative thinking performance of students passed the criteria at 70% in 'Satisfactory' level in all units and had gradually increased to nearly reaching Exemplary level in Unit 8.

5. The results of the self-report questionnaire of students using multiple reading comprehension strategies after the implementation of the Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques in overall was in the highest level. It was found that students reported the usage of 11 strategies in the highest level.

Meanwhile, the results of think aloud protocol, which was carried out to gather qualitative data from the sample group after the treatment, to elicit the students' use of the multiple reading strategies during the reading process and the content analysis was applied to interpret the qualitative data from think aloud protocol. It was found that the most frequently used strategy was Fix-up strategy ( $\bar{X} = 97.00$ ). The second strategy used by students was Questioning ( $\bar{X} = 91.00$ ), and the third was Synthesizing information ( $\bar{X} = 89.00$ ), respectively. While the least strategy used by students was Making inference ( $\bar{X} = 61.00$ ).

## 5. Conclusion

The Reading Instructional Model was designed systematically based on the analysis and synthesis of the course syllabus, related theories and related researches in order to fill in the gaps identified as the needs of Vocational learners and the actual situations and problems of English learning and teaching; the lack of motivation in reading class and the weak English background of students. Moreover, the content in each unit was based mainly on the need analysis of learners, by which the researcher took priority on the findings of learners needs for the topic of interests and language functions. Besides, the reading texts were excerpted from authentic materials and accorded to the trend of 21st century's need awareness. This concept is consistent to what Iliana Franco-Castillo (2013) suggested in her study about benefits to students when using authentic materials.

Moreover, the Reading Instructional Model was an integration of the merits of each theory; Task Based Teaching Approach, Collaborative Strategic Reading and SCAMPER Techniques. Through the concept of task based learning, learners were required to complete meaningful, and real world tasks that focus on meaning rather than forms. It was consistent to learning by doing techniques they were familiar with and always involved in the learning process in their professional fields. The challenges and issues that emerge in the activity are addressed during participation in the task itself. Rather

than being mere passive learners, students engage, comprehend, interact and learn.

This concept is evidenced by the studies of Majid Hayati and Alireza Jalilifar (2010) proving that Task-Based teaching not only led students to reach higher academic reading performance but also gained learner autonomy, and reading habits.

Furthermore, the "CRTE Model" consists of teaching steps that nurtures students to use reading strategies sustainably. It is consistent to the characteristics of task-based approach where the learning approach focuses on the outcome rather than the process (Nunan, 1989; and Willis, 1998;). It is mainly based on Task Based approach which accords to the views of Richards, Platt, and Weber (1985). Spontaneously, through the integration of Collaborative Strategic Reading, the positive effects were (1) promoting students' academic achievement in content area reading; (2) increasing students' retention; (3) enhancing students' satisfaction with their learning experience; (4) developing students' social skills; and (5) improving English content term vocabulary, as affirmed by Vaughn, S., Klinger, J. K. & Bryant, L. (2001).

## 6. Recommendations for further study

The Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques can be implemented with students of other levels; for undergraduate students, or higher.

1. The Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques could be implemented and emphasize for other productive skill (writing skill) to see if the students' writing ability could be enhanced after the treatment.

2. The Instructional Model may focus on enhancing the fidelity of CSR implementation within classrooms comparing to the treatment through other multiple strategy approach.

## 7. The Authors

Richavee Chatviriyawong, Ph.D. candidate in Curriculum and instruction, Faculty of Education (Silpakorn University). She is teaching at Rayong Technical College. Assoc. Prof. Wisa Chattiwat, Ph.D., thesis advisor. She got her doctoral degree in Curriculum and Instruction from University of Missouri, Columbia, U.S.A. Her teaching experience is in the Faculty of Education, Silpakorn University.

## References

- Akkakoson, S.(2011). **Raising the comprehension skills of Thai tertiary readers of English throughstrategies-based instruction**. Doctor of Philosophy.University of Otago.
- Edith Cowan University. (2008). **Proceedings of the EDU-COM International Conference**, 2008, April 1,Perth, Western Australia: Edith Cowan University
- Crowl, T. K., Kaminsky, S., &Podell, D. M.(1997). **Educational psychology**: Windows on teaching. Madison, WI: Brown and Benchmark.
- Ellis, R. (2003). **Task-Based Language Learning and Teaching**. Oxford: Oxford University Press.
- Gerawatanakaset,,M.(2008). A Strategic Planning of Thailand Vocational Education
- Klingner J.K. (2004), **Remedial and Special Education**. (Online). <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.4220&rep=rep1&type=pdf>. August, 11 2014.
- Klingner, J. K., Vaughn, S., Boardman, A., & Swanson, E. (2012b). **Now we get it! Boosting comprehension with collaborative strategic reading**. San Francisco, CA: Jossey-Bass.
- Hayati, Abdolmajid&Jalilifar, Alireza. (2010). **Task-based Teaching of micro-skills in an EAP Situation.(Online)**. [https://www.researchgate.net/publication/228841938\\_Task-based\\_Teaching\\_of\\_micro-skills\\_in\\_an\\_EAP\\_Situation](https://www.researchgate.net/publication/228841938_Task-based_Teaching_of_micro-skills_in_an_EAP_Situation). March 20, 2013.
- Noom-ura, S. (2013). **English-teaching problems in Thailand and Thai teachers'**
- Nunan, D.(2004). **An Introduction to Task Based Teaching**. Cambridge: CambridgeUniversity Press.
- OECD. (2014). **PISA 2012 Results in Focus**: What 15-year-olds know and 2 what they can do with what they know Programme for International Student Assessment.(Online). [www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf](http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf).June 9, 2014.
- Richards, J. C. (2001). **Curriculum development in language teaching**. Cambridge: Cambridge University Press.
- The Partnership for 21st Century Skills. (2006). Corporate Voices for Working Families, and the Society for Human Resource Management. (Online). [www.P21.org](http://www.P21.org).August5, 2014.
- Toraman, S., and Altun, S. (2013). **Application of the Six Thinking Hats and SCAMPER Techniques on the 7<sup>th</sup> Grade Course Unit "Human and Environment,,**: An Exemplary Case Study. Mevlana International Journal of Education (MIJE). Volume 3(4): 166-185.
- Willis, J. (1996). **A Framework for Task-based Learning**. Essex: Longman
- Willis, D. and Willis, J. (2007). **Doing task-based teaching**: Oxford University Press.