การพัฒนารูปแบบการสอนอ่านเน้นภาระงานโดยใช้กลวิธีอภิปัญญาสำหรับผู้ใหญ่ เพื่อส่งเสริมความเข้าใจในการอ่านภาษาอังกฤษ

The Development of Task-based Instructional Model by Using Metacognitive Strategies for Enhancing Adult Learners' Reading Comprehension

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) พัฒนารูปแบบการสอนอ่านเน้นภาระงานโดยใช้กลวิธีอภิปัญญา 2) ใช้กลวิธีอภิปัญญาก่อนและหลังเรียน และ 3) ศึกษาความพึงพอใจของผู้เรียนที่มีต่อการสอนกลุ่มตัวอย่าง คือผู้เรียนจำนวน 12 คน ที่สมัครเรียนวิชาอ่านภาษาอังกฤษ ณ ศูนย์รวมนักศึกษาแบ็บติสต์ กรุงเทพฯ ระหว่างเดือนกรกฎาคม-สิงหาคม 2555 เป็นเวลา 6 สัปดาห์ๆ ละ 90 นาที เครื่องมือที่ใช้มีแผนการเรียนรู้ แบบสัมภาษณ์ แบบบันทึกการบอกความคิด แบบประเมิน และแบบทดสอบ โดยสถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ การทดสอบที ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน การวิจัยนี้เป็นแบบผสมผสานวิธี โดยขณะรวบรวมแบบสอบถามเพื่อทำการวิจัยเชิงปริมาณ จะมีการเก็บข้อมูลเชิงคุณภาพด้วยการสัมภาษณ์วิเคราะห์ร่วมด้วย ได้ผลดังนี้ 1) รูปแบบที่พัฒนาขึ้นผู้เชี่ยวชาญ 5 ท่าน ประเมินว่าดีมาก องค์ประกอบที่ถูกประเมิน คือ หลักการ วัตถุประสงค์ การดำเนินงาน กระบวนการเรียนการสอน และการวัดประเมินผล รูปแบบเรียกว่า META Model มี 4 ขั้นคือ M: จัดการก่อนปฏิบัติงาน E: สนับสนุนขณะปฏิบัติงาน T: ฝึกฝนหลังปฏิบัติงาน และ A: ประเมินผลลัพธ์ ส่วนแผนการเรียนรู้ภายใต้รูปแบบมีประสิทธิภาพนำมาใช้ได้ 2) คะแนนเฉลี่ยความเข้าใจการอ่านโดยใช้กลวิธีอภิปัญญาของผู้เรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และมีผู้เรียนอ่านตีความและสรุปความดีขึ้น 3) คะแนนเฉลี่ยการใช้กลวิธีอภิปัญญาหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และมีผลให้ใช้กลวิธีถามคำถามและกำหนดวัตถุประสงค์เพิ่มขึ้น 4) ผู้เรียนพอใจมากหลังเรียน และมีผลทำให้ผู้เรียนสนุกกับการอ่านภาษาอังกฤษ

คำสำคัญ: การสอนเน้นภาระงาน/ กลวิธีอภิปัญญา/ การอ่าน

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Abstract

The purposes of this study were to 1) develop the task-based instructional model by using metacognitives strategies. 2) investigate the learners' use of wietecognitive strategies and 3) to investigate the learners' satisfaction towards the model. The sample was 12 leaners' that participated in a reading course at Baptist Student Center, Bangkok, during July and August, 2012. The experiment took place for 6 weeks, one session per week and 90 minutes per session. The research instruments were lesson plans, interviews, think-aloud protocol, questionnaires and reading comprehension tests. The data were analyzed by t-test, percentage, mean, and standard deviation. Mixed methods research was employed. When questionnaires were collected for the quantitative data, the qualitative data from interviews were analyzed according to research. The findings of the study revealed that: 1) the developed model was rated at a very good level by 5 experts. It comprised of principles, objectives, procedure, roles of the teacher and the students, and evaluation. The model called META Model comprised 4 steps: M: managing for pre-task, E: encouraging in doing task, T: training for post-task, and A: assessing the outcome. The lesson plans were efficient at an accepted level; 2) the average score of students' reading comprehension using metacognitive strategies after using the model was higher than the average score before using the model and the average scores were significanfly different at the .05 level and the students improved in interpretation and summarizing; 3) the average score of students' using metacognitive strategies after using this model was significantly higher than before using this model at the .05 level and the students improved in using questioning and setting a purpose strategies and 4) the learners satisfaction toward task-based reading instruction was at a high level and they reading English.

Keywords: Task-Based Instruction/ Metacognitive Strategies/ Reading

Introduction

Metacognitive knowledge involves cognition and knowledge about self-thinking. Students have to be taught metacognitive strategies due to lack of opportunity to control their own thinking (Pintrich, 2002: 219). Teaching only cognition is not enough to help students to be good readers. It is necessary to point out the higher strategies which are called thinking about thinking or metacgnitive reading strategies which students not only know how many strategies there are but also know how to use those strategies and how to use them for their gain (Eskey, 2005: 563). Consequently, good readers can select strategies that correspond to their reading objectives, as well (Nunan,

2001: 5). The selection of metacognitive reading strategies should include a variety of strategies. Think aloud protocol was a tool to help learners for strategic selection (Anderson, 2003: 1). Hence, readers should be aware of and controlled by using metacognition processing; If they cannot understand during reading, they should know how to change reading strategies in order to understand the passage. (Irwin, 1991: 4)

The research review showed that relationship between metacognitive strategy awareness and L1, L2 reading ability was related significantly. Also, grouping students with different reading ability could be useful in helping them solve problems (Hassan, 2003: 6). Recently, the paradigm in language syllabus design has shifted from emphasis in form to task-based learning and a communication process for using natural language (Breen, 1987: 160). The reasons to use task-based instruction (TBI) were encouraged by some scholars as follows:

1. TBI's emphasis on meaning before form causes students to have more effective awareness (Skehan, 1996: 42) because students make progress in learning by the natural communication. (Willis, 2000: 23)

2. TBI aims for broadening students' education in area such as thinking, culture, life skills, and languages. (Krahnke, 1987: 85)

3. TBI enhances critical thinking in solving problems by communication. (Bygate, 1999: 35)

Furthermore, the research review of TBI in the 1970 found that Allwright did an experiment in University of Essex by using tasks in library with foreign graduate students. The results showed that through communication, students could acquire language at a high level of satisfaction (Harmer, 1992: 34). In addition, another student was conducted by Zhang who studies the results of performance-based Chinese L2 reading instruction, comprised of three steps of: reading for understanding, performing tasks, and reading authentic material. He found that learners could recall remembrance, and they had chances to accomplish tasks better whether they performed daily life tasks (Zhang, 2009: 1).

The literature review indicated that the teaching of metacognition was important and instructors should take the effort and time to teach it (Osman and Hannafin, 1992: 84). In addition, the more modern expansion technology is increased, the more reading skills are needed (Grabe and Stoller, 2004: 4). In developing reading ability as a second language, an issue which has been emphasized among scholars since 1970 is use of strategic reading skills such as predicting, questioning, connecting, reasoning, summarizing, and reflecting. (Moktari and Sheorkey, 2002: 3)

Also, from this research, after 5 teachers at Baptist Student Center, a non-formal education institute in Thailand Bangkok, were interviewed, it was found that many adult learners who graduated several years ago did not know how to use metacognition-thinking about thinking-in reading comprehension. Students used only a few strategic reading skills and did not know

how to set an appropriate objective. In addition, after adult learners graduate from schools or university, they work in their work places. Most of them were required to use English as a foreign language for such reasons as promoting their careers, prolonging higher education, or dealing with foreigners. In addition, non-formal education in Thailand contributes to people's quality of life and lifelong education and having reading skills is the foundation of education. (Ministry of Education, 2008: 2)

In summary, this research could be used to develop adult life long education for good readers as stated in the Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008). When teacher provide metacognition reading strategies integrated with task-based instruction for adult learners, the learners would gain satisfaction, develop cognition, learn self-control, and enjoy life by reading (Mayer and Poon, 2001: 819)

Objectives of the study

1. To develop the task-based instructional model by using metacognitive strategies for enhancing adult learners' reading comprehension
2. To compare reading comprehension scores before and after using the model
3. To compare use of metacognitive strategies in reading comprehension before and after using the model
4. To study the satisfaction after using the model

Sample group

The research sample was 12 learners who participated in a reading course at Baptist Student Center in Bangkok during July and August 2012. The experiment took place for weeks, one session per week and 90 minutes per session. The sample was comprised of adult learners who were or over. They 20 years old have careers and do not know each other well. They took an English placement test and they were placed at the intermediate level.

Variables

1. Independent variable: The Task-based Instructional Model
2. Dependent variables:
   - 2.1 ability of reading comprehension
   - 2.2 use of metacognitive strategies
   - 2.3 the satisfaction in the task-based instructional model

Experimental design

The research design was experimental with one-group pretest-posttest. The statistics were t-test, percentage, mean, and standard deviation. Mixed methods research were used. When questionnaires were collected for the quantitative data and the qualitative data from interviews were analyzed. (Creswell, 2007: 67)

Research Instruments

Research instruments were rated by 3 experts in the field of teaching metacognitve strategies reading, task-based instruction, and curriculum and instruction. Then the instruments were corrected and selected by the index of item-objective congruency (IOC) > 0.67.

1. The needs assessment questionnaire, for quantitative data, was used with twelve similarly sampled students to survey the needs of reading interesting topics for implementing syllabus with appropriate lesson plans.

2. The students' fundamental background questionnaire, for qualitative data, was used to interview 5 non-formal instructors who teach at Baptist Student Center.

3. The reading comprehension test, for quantitative data, with 20 items of multiple choice questions was used for students' pre-test and posttest to compare their reading ability scores.

4. The twelve metacognitive strategies survey questionnaire, for quantitative data, was used for students' pre-test and posttest to compare the ability of using metacognitive strategies in reading.

5. The think-aloud protocol interview form, for qualitative data, was a tool for collecting qualitative data in using reading metacognitive strategies

6. The satisfaction questionnaire, for quantitative data, and the satisfaction interview form, for qualitative data, was used after the experiment to survey the students' satisfaction in using the model.

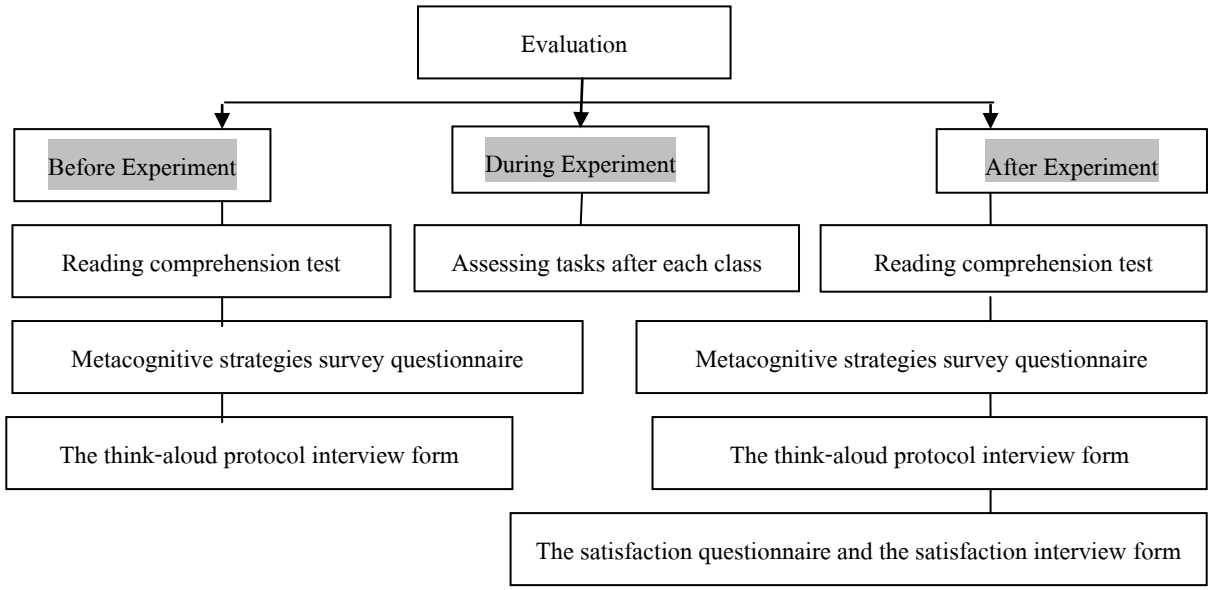

Figure 1 Research instruments for evaluation

Theoretical framework of research and development

In step 1, the task-based reading instructional model was composed of the conceptual framework of research and development which encourages adult learners to use metacognitive strategies for enhancing reading comprehension (see Figure 1). The fundamental theoretical framework used to synthesize and develop the model was needs assessment, schema theory, creative construction theory, task-based instruction, model of teaching, and metacognitive strategies. Also, basic situation and needs assessment were analyzed Then the model was developed in step 2.

In the task-based reading procedure of using metacognitive strategies, there are 4 stages which were synthesized from task-based reading instruction and from teaching metacognitive strategies. The task-based reading procedure was synthesized and shown in table 1. There are 3 steps: pre-task, task, and post-task. Yet the metacognitive strategies were synthesized and shown in table 2. There are 4 steps: managing, encouraging, training and assessing. When the META Model was constructed, there are 4 steps: the assessing step had to be included because it is an important step in teaching.

Table 1: Synthesized teaching reading steps by using task-based instruction

Name / Step	Prabhu (1987: 76)	Willis (2000: 38)	Ellis (2004: 147)	Nunan (2001: 10-11)	Synthesized
Pre-task	Teacher explores the tasks with Question and answer type.	Teacher explores the topic with the class. Students may hear a recording of others doing a similar task.	Teacher explores the tasks with the class by giving example or strategies to do tasks.	Teacher activates background knowledge and controls students doing task. Students practice in content.	Teacher activates background knowledge and explores the tasks with the class by giving examples or strategies to do tasks.
Task-cycle	Students do the task alone, in pairs or small groups. Teacher evaluates tasks.	Students do the task, in pairs or small groups and prepare to report. Teacher monitors from a distance. Some groups present their reports to the class.	Students do the task by giving condition of target language.	Teacher gives students similar or authentic task and teaches language focus. Students do the tasks and practice by communication.	Students do the similar or authentic task, in pairs or small groups and prepare to report. Teacher monitors from a distance. Some groups present their reports to the class. Teacher feeds back the correct answer.
Post-task		Students examine and discuss specific features of the text. Teacher conducts practice.	Students may involve in evaluation.	Students communicate when doing tasks.	Students examine and discuss specific features of the text. Teacher conducts practice.

Table 2: Synthesized teaching reading steps by using metacognitive strategies

Name	Concept	Synthesized
Oxford (1990:6)	Composed of 4 Steps: 1. Monitoring 2. Correcting Errors 3. Word recognition 4. Recognizing Important Idea	A metacognitive reading strategy involves the processing of monitoring, self control, and recognition. There are 4 stages. 1. Managing 1.1 Activating background knowledge 1.2 Planning 1.3 Setting a purpose 2. Encouraging - Connecting and/or - Questioning and/or - Predicting 3. Training - Summarizing and/or - Checking comprehension and/or - Repairing faulty comprehension 4. Assessing - Judging the objectives and/or - Reflecting and/or - Applying
Wilhelm (2001:3)	Composed of 9 Steps: 1. Activating background knowledge 2. Setting a purpose 3. Decoding for meaning 4. Connecting 5. Predicting 6. Building imagination 7. Questioning 8. Checking comprehension and Summarizing 9. Applying	
Mokhtari and Sheorkey (2002:4)	Measure reading strategies with 3 groups: 1. Global reading strategies such as planning, monitoring and managing 2. Problem solving strategies such as speed reading, guessing, and rereading 3. Support strategies such as using dictionary, taking notes, and underlining	
Anderson (2003:2)	Composed of 5 Steps: 1. Preparing and planning for effective reading 2. Using particular reading strategies 3. Monitoring strategy use 4. Orchestrating various strategies 5. Evaluating reading strategy	

Figure 2: Conceptual frameworks of research and development

The findings of the study revealed that:

1. The synthesized task-based instructional model, called the META model, used metacognitive strategies for enhancing adult learners' reading comprehension and was comprised of 5 components: principles, objectives, procedure, roles of the teacher and the students, and evaluation. The procedure was comprised of 4 steps: managing for pre-task (M), encouraging in doing task (E), training for post-task (T), and assessing the outcome (A). The model was rated by 5 experts who evaluated the instructional model at a very good level. The results are shown in Table 3 below. Also, the task-based lesson plans were efficient at an accepted level.

Table 3: The model quality evaluation result from 5 experts

Detail	$\overline{X}$	S.D.	Interpreted	Rank
1. Principle of the model:	**4.50**	**0.55**	**Excellence**	**1**
1.1 is according to theory and concept	4.60	0.55	Excellence	(1)
1.2 is according to objective	4.40	0.55	Very good	(2)
2. Objective of model:	**3.80**	**0.65**	**Very good**	**3**
2.1 is according to content	4.20	0.32	Very good	(1)
2.2 is according to step of activities	3.60	0.55	Very good	(3)
2.3 is according to theory and concept	3.80	0.84	Very good	(2)
2.4 is according to evaluation	3.60	0.89	Very good	(3)
3. Procedures:	**3.75**	**0.88**	**Very good**	**4**
3.1 Managing for pre-task (M) appropriates for students preparation	4.20	0.84	Very good	(1)
3.2 Encouraging in doing task (E) appropriates for role of the teacher and students	3.60	0.89	Very good	(2)
3.3 Training for post-task (T) appropriates for long time remembrance and summarizing	3.60	0.89	Very good	(2)
3.4 Assessing the outcome (A) reflects learning and applying	3.60	0.86	Very good	(2)
4. Roles of the teacher and students:	**3.87**	**0.71**	**Very good**	**2**
4.1 role of the teacher appropriate to students	4.00	0.71	Very good	(1)
4.2 material appropriate for learning	4.00	0.71	Very good	(1)
5. Assessment for post-task appropriates to theory and concept	**3.60**	**0.89**	**Very good**	**5**
Total	3.98	0.76	Very good	

2. The average score of students' reading comprehension pre–test and posttest was shown to be significantly different, with the posttest score increasing by .05 level. The results are shown in Table 4 below, and the students could be able to interpret and summarize better.

Table 4: The difference of reading comprehension scores from sampling pretest and posttest

Sampling	N	Full Score	$\overline{X}$	S.D.	t-test
Pretest	12	20	14.33	0.45	2.727*
Posttest	12	20	15.25	0.39	

*Statistical significant level .05

3. The different average score of students' using reading metacognitive strategies after using this model was 4.50, significantly higher at the 0.05 level; the results are presented in Table 5 below, and the students could be able to approve in using questioning and setting a purpose strategies

Table 5: The difference in using metacognitive strategies between the pretest and posttest questionnaires

Sampling	N	Full Score	$\overline{X}$	S.D.	t-test
Pretest	12	5	2.56	0.74	4.50*
Posttest	12	5	3.01	0.94	

*Statistical significant level .05

4. The students' satisfaction toward task-based reading instruction was at the highlevel and they enjoy in reading English.

5. After implementing the model in the other first, the second and the third terms, students who study these reading comprehension courses were enthusiastic to in doing tasks through collaborative learning.

Discussion

The research procedures were comprised of two phases.

1. In phase 1, the researcher studied the context, background, concepts of task-based activities and a reading comprehension model using metacognition instruction, synthesized a task-based activities model by using metacognitive

reading strategies, and the proposed model was verified by five experts. The findings of the study revealed that the task-based reading activities model developed by the researcher was comprised of five components: principles, objectives, procedure, roles of teacher and students, and evaluation. The synthesized task-based activities using metacognitive reading strategies called META model is comprised of four steps: Managing for pre-task (M), Encouraging in doing task (E), Training for post-task (T), and Assessing the outcome (A). The model was rated by 5 experts that can be interpreted as a very good level. The implementation of the model in the classroom, all the qualitative data corresponded to quantitative data. Also, the task-based lesson plans efficiency was at the accepted level. In phase 2, the model was implemented in the classroom with the Research and Development at Baptist Student Center, Bangkok, Thailand. The research sample was 12 students who participated in a reading course at Baptist Student Center, Bangkok, during July and August, 2012. The experiment lasted for 6 weeks, one session per week and 90 minutes per session. The instruments used for this study were 1) the six reading lesson plans under the Meta Model; 2) the pre-post reading comprehension tests; 3) the pre-post questionnaire and think-aloud protocol in using reading metacognitive strategies; 4) the questionnaire for studying the students' satisfaction toward the task-based reading instruction.

A paired samples t-test was used to analyze the gathered data in order to assess the students' reading comprehension before and after using the model and to assess their abilities in using reading metacognitive strategies. In addition, the mean and standard deviation of items were used to evaluate the students' satisfaction toward the model and the satisfaction towards the task-based reading activities. This might result from the theories and concept studies that scholars synthesized such as models of teaching, schema theory, creative construction theory, metacognitive strategies, task-based instruction, and andragogy theory.

2. The findings of the study in classroom revealed that the different average score of students reading comprehension pre–test and posttest was significantly higher at the .05 level and the students could interpret and summarize better. This might result from the concept of task-based instruction that students have to plan and report (Willis, 2000: 58). Summarizing is one of the metacognitive strategies that students were taught in class (Wilhelm, 2001: 5). In addition, task-based instruction could help students succeed in language learning because students would have the opportunity to use every skill for natural communication and be encouraged to learn. (Littlewood, 1983: 40)

3. The different average score of students' using reading metacognitive strategies after using this model was 4.50 and it was significantly higher than the average score before using the model at the .05 level. The students were able

to improve in using questioning and setting purpose strategies. This is identical to Linderman (1962: 8) stating that adult learners were self-directing and would like to solve problems by themselves rather than be taught by others. This finding also is in agreement with Mokhtari and Sheorkey (2002: 2). They had been stated that good readers not only know reading strategies but also know how to use them - regulating and monitoring. Moreover, this is identical to the research results of Cubukcu and Eylul's (2008: 1) revealing that students who practiced using reading metacognitive strategies could develop reading comprehension both in online reading and in the normal classroom.

4. For the students' satisfaction toward task-based reading instruction the students showed was high satisfaction and enjoyment in reading English. They said that learning by doing tasks was interesting, fun and effective instruction. They could improve their reading comprehension as well as their grammar. This finding was in agreement with Willis (2000: 72) stating that students had more freedom in the reading tasks than when the focus is on accuracy in language forms or grammar. They were concerned with accuracy, but with communication. However, the teacher gave feedback on content and form later in order to have them practice. Moreover, the results from interviews after the experiment showed that the students enjoyed performing the tasks in pairs and small groups. However, one student recommended that sometimes students would like to do activities alone as well. This is identical to Vygotsky (1962: 86-87) stating that recently learning and doing activities in cooperation encourages students in active learning; adult learners had a lot of experience and self-directing abilities, so the teacher's roles should be mutual inquiry with students rather than teaching. (Knowles, 1980: 56) Hence, it was shown that the qualitative data corresponded to quantitative data.

Research recommendations for further study

Although the META Model was designed for adult learners at Baptist Student Center, (Non-formal education), it should be used with other larger groups of formal education learners who desire to enhance or develop their reading skills. The online reading by using metcognitive strategies should be developed for enhancing reading comprehension as well. Lastly, further studies should be undertaken to construct models on other skills such as writing, listening, and grammar.

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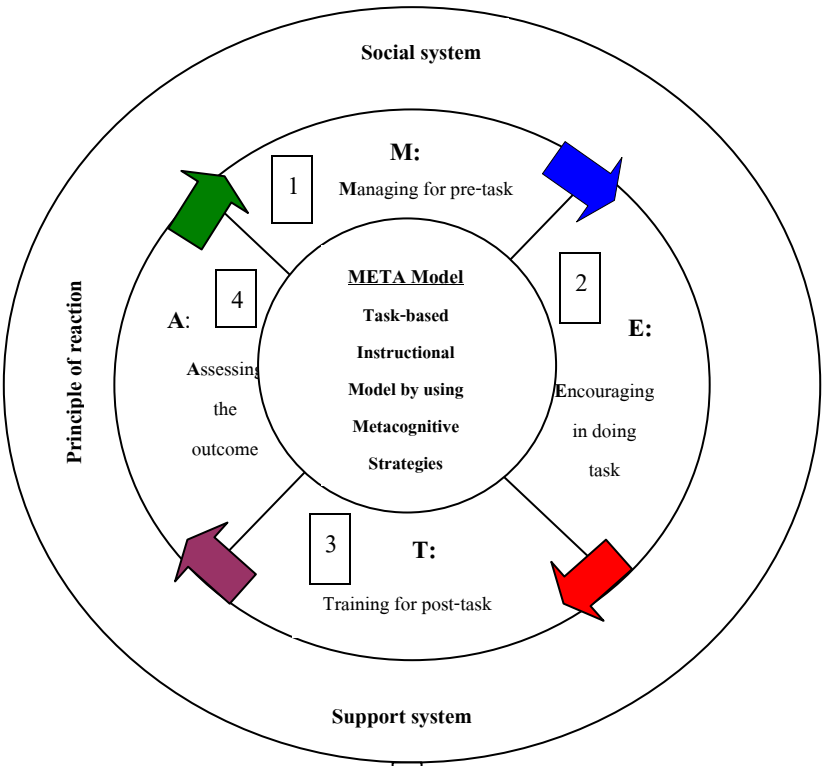
Figure 3: META Model

Principles: To enhance reading comprehension and positive motivation in value of using metacognition by tasks. Learners do tasks in pair work or small groups, and are advised by both their peers and teachers. The activities emphasize meaning before form by using materials appropriate to learners.

Objective: To develop reading abilities and enable to use metacognitive strategies by doing task-based instruction. Learners are able to enhance their reading comprehension, use metacognitive strategies, and satisfy learning.



Adult learners will be able to:
1. Enhance their reading comprehension
2. Use metacognitive strategies
3. Find satisfaction in Task-based Instructional

Roles of the teacher and students		
Stage	**The student's role: SPRI**	**The teacher's role: FMCC**
1	Stimulation	Facilitate participation
2	Preparation	Motivate using strategies
3	Report	Coach students
4	Implementation	Create Relaxing Environment

PROCEDURE

Stage 1

M: Managing for pre-task

1.1 Setting a purpose

1.2 Activating Background Knowledge

1.3 Planning

Stage 2

E: Encouraging in doing task

- Connecting and/or
- Questioning and/or
- Predicting

Stage 3

T: Training for post-task

- Summarizing and/or
- Checking comprehension and/or
- Repairing faulty comprehension

Stage 4

A: Assessing the outcome

- Judging how well objectives and/or
- Reflecting and/or
- Applying

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