



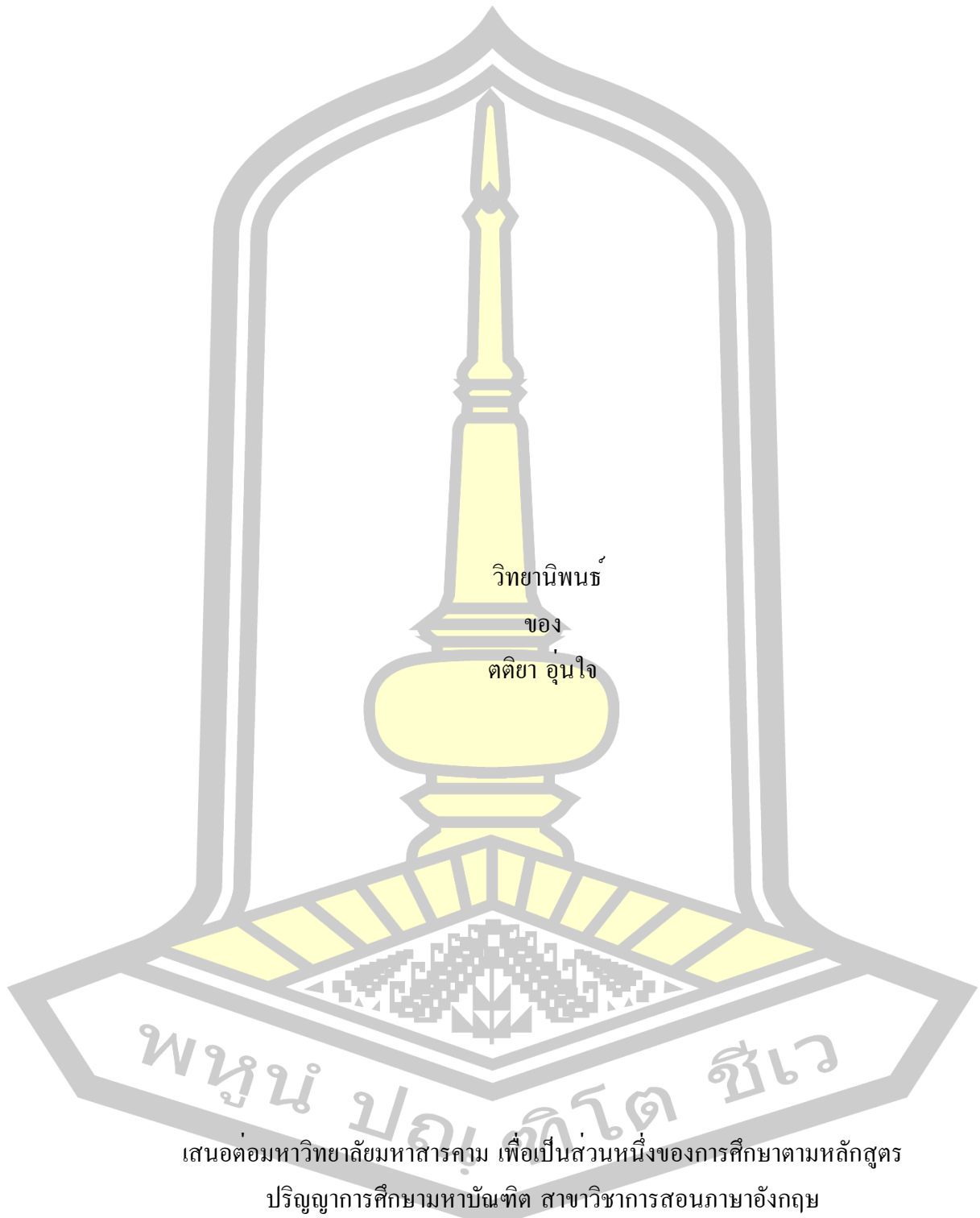
Factors Affecting Thai Primary Students' Extensive Reading

Tatiya Unchai

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching
June 2021

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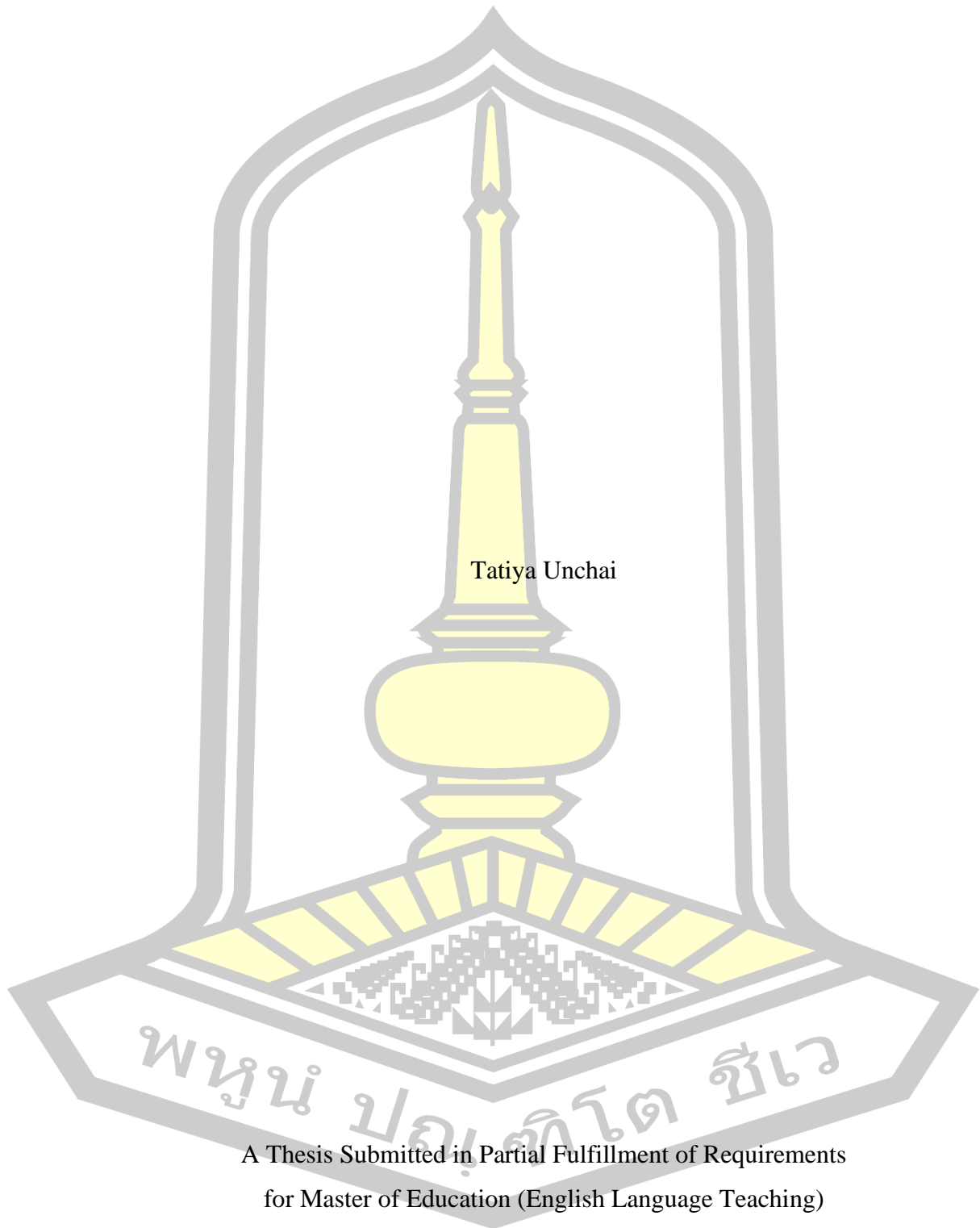
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June 2021

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ABSTRACT

Extensive reading (ER) is an effective teaching approach recently implemented to enhance the English language. With the right reading materials, ER might bring advantages to students. In contrast, students tend to be bored through reading materials that do not match their interests and language levels. This study aimed to investigate what text features attract Thai students to read and what factors hinder their reading comprehension when they read ER materials. Ten third-grade Thai students who had the same English proficiency voluntarily participated in the study. The data was obtained from a semi-structured interview, a stimulated recall interview, and a reading log. Each participant was required to read five books over five hours of the program. Before reading, they were asked what text features attracted them to read ER books with a semi-structured interview. After reading, the participants did the reading log and were asked what factors hindered their reading comprehension through a stimulated recall interview. The results revealed that easy vocabulary and front covers attracted students to read ER books the most, followed by illustrations, titles, book levels, and interesting plots. Rather than vocabulary and structure, students' reading comprehension was hindered by many factors. Pronouns and their referents were the most frequently faced while reading, followed by onomatopoeias, names, phrases, punctuation marks, illustrations, and finally, unexpected plots. These findings offered several significant implications. Selecting reading materials and ER implementation were discussed.

Keyword : extensive reading, extensive reading materials, books' text features, reading factors, hindering reading comprehension

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Tatiya Unchai

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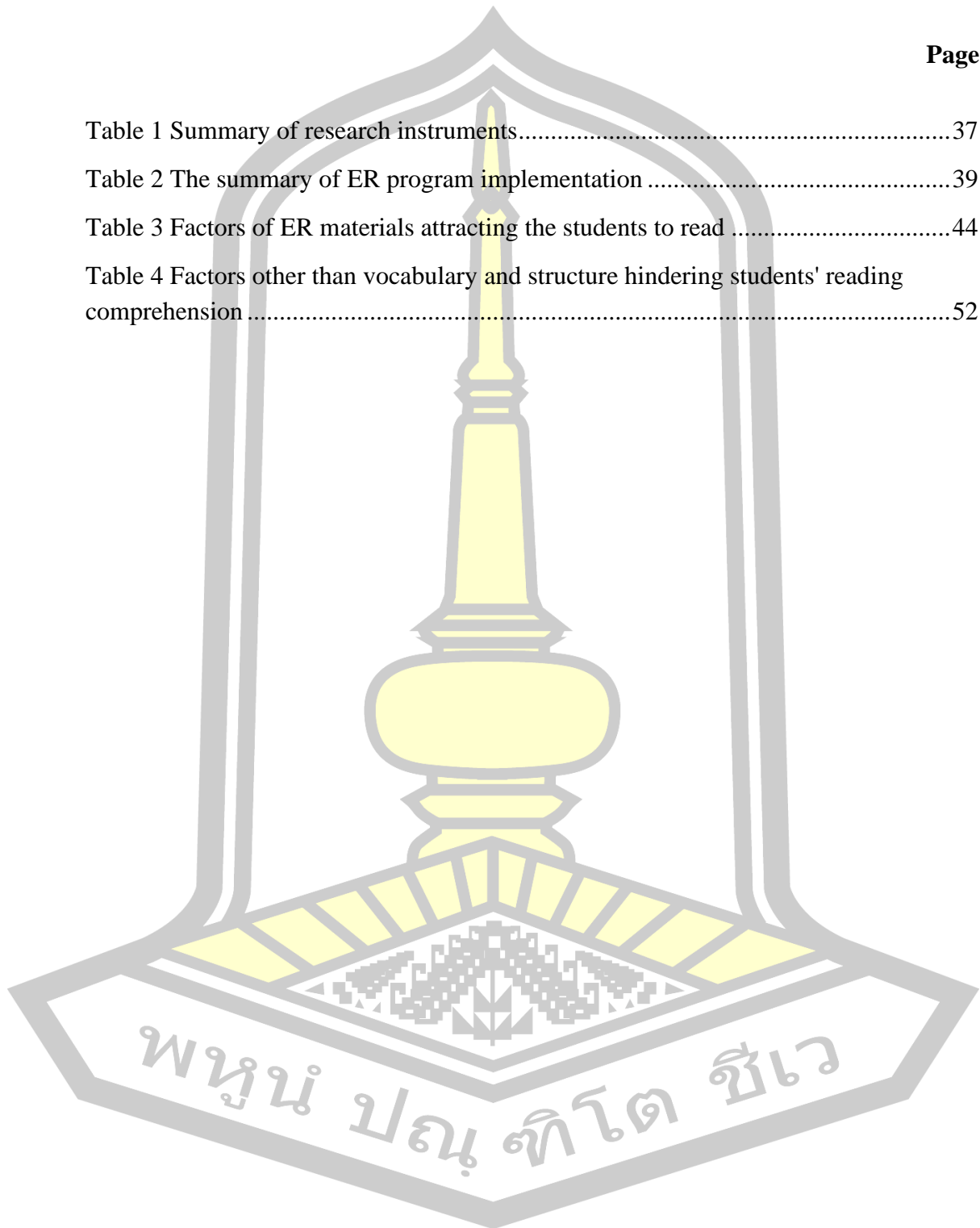
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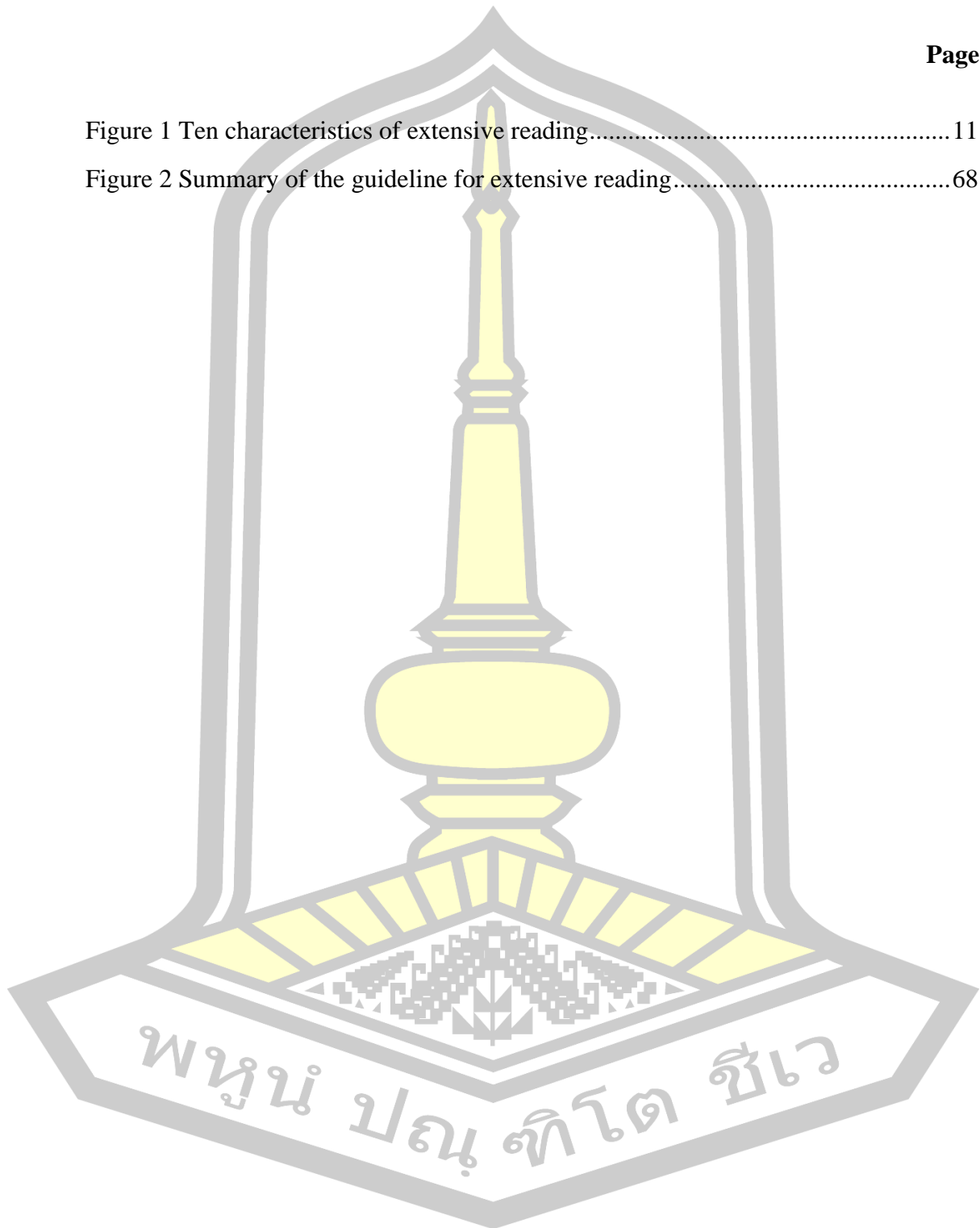
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CHAPTER I

INTRODUCTION

The introduction includes the background of the study, purposes of the study, scope of the study, the significance of the study, definition of terms, and outline of the study.

1.1 Background of the Study

World reading habits in 2020 shows that Thailand readers spend only 9.24 hours of time reading per person per week. In contrast, India has the most time spent reading in the world, with 10.42 hours (Global English Editing, 2020). It is highly challenging for Thailand to reach India with the 1.18-hour difference between the two countries. According to the 2018 Survey on Reading of Thai Population from the National Statistical Office of Thailand, 78.8% of the Thai population over the age of six reads. However, that means the rest of 21.2% or 13.4 million people do not read. The statistics also shows that the readers have a higher percentage in Bangkok, which is at 92.9%. In the Northeastern region, however, there is merely a 75% group of the readers which is lower than the Central and the North region (National Statistical Office of Thailand, 2019). Furthermore, The National Economic and Social Development Council (NESDC) reports on The State of Thai Society in the second quarter of 2019 towards Thai people reading habits is that Thailand faces many urgent reading issues. One crisis issue is that 13.7 million Thai people or 21.2 percent of the population did not read because promoting reading habit activities was not adequate (NESDC, 2019). Thus, Thai reading habits, especially school children, should be immediately addressed.

Currently, one of the latest effective methods used in enhancing students to read is extensive reading. Extensive reading (ER) is the idea of reading a lot and regularly in which students can learn better reading habits and enjoy it (Jacobs & Farrell, 2012). In extensive reading, students choose their own interesting books to read. Students read books that suit their language levels in which they understand what they read without assistance, such as dictionaries or other people. By reading at the appropriate level, they may not know every word in reading; however, they will be able to comprehend what they do read (Jacobs & Farrell, 2012). Extensive reading can promote language learning and other positive aspects of learning also. ER remarkably affects students' positive

motivation and attitude; significantly, it can make them like learning English (Day, 2017). Suk (2016) investigated the longitudinal research on the impacts of extensive reading in Korean EFL university students. The results showed that extensive reading positively affected reading comprehension, reading rate, and vocabulary acquisition. According to Boakye (2017), extensive reading helps university students improve reading proficiency in reading for pleasure and academics. Also, it fosters students to love reading to the point that extensive reading motivates students to read and be willing to read anytime.

In extensive reading programs, graded readers are mostly used as the primary reading materials because they can be suited to students' English levels (Gillis-Furutaka, 2015). Graded readers are the books written with the language that the second language learners at each level usually meet in their regular coursework. The graded reader is created based on levels of difficulties to control unfamiliar vocabulary and structure of L2 learners at each level (Macmillan Readers, 2014). However, Gillis-Furutaka (2015) exploring Japanese students found that factors excluding vocabulary and structure hindered their reading comprehension while using graded readers. These factors include illustrations, cultural differences, pronouns and their referents, idiomatic and figurative expressions, onomatopoeia, literary devices, and unexpected plots of the story. She suggested that it is challenging to select the right extensive reading books which are both attractive and easy to read. Although teachers may match the appropriate books to their students' reading proficiency level, the students may face other factors hindering their reading comprehension.

Students learn to read with the expectation of success. If they begin with difficulties, they might lose confidence in their ability to read. Further, they may avoid reading which may lead to slower reading development (Scanlon, Anderson & Sweeney, 2016). When students are confused in their reading, the negative attitudes may begin. Students who begin with a love of reading likely love and enjoy the books they read (Scanlon, Anderson & Sweeney, 2016). Students who start with successful reading will learn to read confidently and motivationally (Westwood, 2016). Selecting appropriate reading materials can encourage reading confidence, reading ability, and a life-long love of reading in English. In contrast, selecting inappropriate materials can lead students read slowly, not understand, do not enjoy, and spend less time with (The Extensive Reading Foundation, 2011).

One important factor affecting students in selecting books to read is text features (Birketveit, Rimmereide, Bader, & Fisher, 2018; Edmunds & Bauserman, 2006; Gibson, 2011; Mohr, 2006). Text features are the elements of the texts that are not the main body, such as the book cover, title, book-length, print or font size, and the back of the book summary (Kelley & Clausen-Grace, 2014). Based on extensive reading principles, students choose the books they are interested in (Nation & Waring, 2019). With interesting books, students will relax and have a positive attitude and motivation in reading. Hence, selecting the right ER books for students is significant because ER books with attractive text features can attract students to read. Also, their reading should begin with desire and without difficulties. Exploring the students' book interests before starting an extensive reading program can help them find desirable books (Panprom & Adipattaranan, 2017). Teachers play an essential role in providing the appropriate ER reading materials to the students. Chang and Renandya (2017) found that teachers in the Asian context faced many difficulties in implementing extensive reading. The difficulty in ER implementation is that the students lacked interest in reading. They also suggested that the students have read only the given texts, and thus, it is very challenging for them to select the right books. With the right books, students can read and will read by themselves (Chang & Renandya, 2017).

Nation and Waring (2019) claimed that extensive reading studies are mostly conducted on adult learners or students of high English ability. However, ER is significant for young learners because their development is a sensitive period (Richards, 2014, as cited in Watkins, 2018). Children's L2 learning and reading attitudes should be shaped. They tend to develop their learning successfully if they begin with the good step. There is a very little investigation in extensive reading in the Thai context, especially in primary students or young learners, which needs to be explored. Most extensive reading studies in Thailand examined improving reading skills and the effects on students. There is no widespread introduction on selecting good quality reading materials for children or investigating factors hindering reading comprehension in extensive reading. Furthermore, many extensive reading studies are quantitative designs. Qualitative research of extensive reading should be more widely explored to gain more insight.

Therefore, the current study is significant for teachers to find suitable reading materials and to define the good characteristics of extensive reading materials in the primary level in Thailand. This study explores more qualitative research on extensive reading and confirms the previous studies on investigating books' text features attracting students to read ER books. The factors beyond vocabulary and structures that hinder students' reading comprehension are also investigated. The study focuses on factors affecting extensive reading; thus, it aims to investigate text features that attract students to read and to investigate factors other than vocabulary and structure hindering students' reading comprehension in ER materials conducted on Thai EFL primary students. The results are significant to guide teachers to select the appropriate extensive reading materials for their students, implement extensive reading, and design effective English language teaching. Especially at the primary level in Thailand, reading English is a basis that needs to be concerned in order to develop students' learning successfully.

1.2 Purpose of the Study

To investigate factors affecting extensive reading, the purposes of the study include: 1) investigating text features that attract students to read extensive reading materials and 2) investigating factors other than vocabulary and structure that hindered students' reading comprehension when students read extensive reading materials.

According to the purposes, two research questions are formulated as follows:

- 1) What text features of ER material attracting the students to read it, and why?
- 2) What factors other than vocabulary and structure hindering students' reading comprehension in ER materials?

1.3 Scope of the Study

The current study focuses on the factors affecting extensive reading: book's text features and factors hindering reading comprehension. Text features are physical features that are not the main body of the text which can attract students to read ER books, including front cover, illustrations, title, book-length, print size, and back of the book summary, described by the study results of Gibson (2011). This study was conducted on primary students as the participants of the study of Gibson (2011). The factors that hindered reading comprehension, excluding vocabulary and structure, that caused confusion while reading, were studied by Gillis-Furutaka (2015). This previous study was conducted with Japanese students and was in an EFL context as the current

study context. These previous studies guided teachers on how to select suitable books for their students. These helped teachers to be aware of how their students choose the books to read. Also, it was beneficial for parents and librarians to select the books for their children. The current study was grounded on these previous studies because they were designed reliably and validly. The categories of text feature by Gibson (2011) were found that could attract students to read the books. Also, the list of factors by hindering by Gillis-Furutaka (2015) were found hindering students' reading comprehension.

1.4 The significance of the study

Extensive reading is one practical approach to enhance the reading of second language learners (Boakye, 2017; Suk, 2016). However, selecting appropriate ER materials might be a problem for teachers to choose the right books for their students. Hence, this study is significant to suggest how to choose suitable ER materials for the students, especially in Thai primary schools. Further, the implications can be recommended to parents, the library, or school administrators to find good quality English reading materials for their children and to implement ER successfully. Moreover, the results will guide to design effective teaching of the English language.

1.5 Definition of Terms

The following key terms used throughout this study are defined.

1) Extensive Reading (ER)

Extensive reading (ER) is an approach in which learners read silently and independently many materials that they are interested in and suitable for their levels (Nation & Waring, 2019). By reading at the right level, students can comprehend what they are reading without the assistance of aides such as dictionaries or teachers. Reading silently and independently means that students read the books silently, following their own language levels and interests. Reading many materials can also encourage students to learn more vocabulary, promote reading fluency, and develop language knowledge.

2) Extensive reading materials

Extensive reading materials are the printed English language books that students assess to be suitable to their language levels. Oxford Reading Tree and Usborne My First Reading Library were the extensive reading materials used in the study. The books are children's books and graded readers designed for primary students and beginners.

The books tell the stories through simple and short words and a series of pictures. The aim of the extensive reading materials is reading for pleasure, not for academic purposes. They were graded readers designed for readers in primary and beginner levels that were suitable for the participants of the study and were convenient preparing.

3) Text features

Text features define physical features that are not the main body of the text. In this study, text features include front cover, illustrations, title, book-length, print size, and back of the book summary.

4) Factors hindering students' reading comprehension

When students read extensive reading materials, there are many factors hindering their reading comprehension. Vocabulary and structures are the primary factors that students usually face while reading. In this study, other factors beyond vocabulary and structures are investigated. These factors include illustrations, cultural differences, pronouns, and their referents, idiomatic and figurative expressions, onomatopoeia, literary devices, unexpected plots of the story, and others (Gillis-Furutaka, 2015).

1.6 Outline of the Study

This study consists of five chapters.

Chapter I presents an introduction, including the background of the study, purposes of the study, scope of the study, the significance of the study, definition of terms, and outline of the study.

Chapter II reviews the literature and previous studies, consisting of six main topics: reading, extensive reading, factors affecting EFL learners' reading, factors hindering students' reading comprehension, text features, and previous studies.

Chapter III presents the participants and settings, extensive reading, research instruments, data collection, and data analysis.

Chapter IV is the results of the study discussed following the research questions.

Chapter V is the final chapter, including the summary of the study, the discussions of the findings, the implications for extensive reading, and recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews related literature and previous studies, which consist of six main topics: reading, extensive reading, factors affecting learners' reading, factors hindering students' reading comprehension, text features, and previous studies.

2.1 Reading

2.1.1 Definitions of reading

Reading is a thinking process that readers use their knowledge and predict the words in the sentence (Johnson, 2021). For prediction, the brain uses three cueing systems: semantic, syntactic, and phonological. Semantics means using context and background knowledge to identify words and guess what the following words would be. Syntactic refers to the grammatical structure of the language. The readers use knowledge such as grammar, language structure, and word order to recognize words. Phonology or phonetics is the way of using letter sounds to figure out what the next word might be. When reading, the reader looks at visual data, and this data moves to the part of the brain called the thalamus. The brain uses these three cueing systems to recognize the words and understand them. Next, it moves to the cortex, where the brain thinks and memorizes the data. The reader receives and interprets the data in the cortex to predict what they are encountering. To confirm this prediction, experienced data stored in the brain or schema will help the reader understand what he is reading. With schema, the readers interpret what they read based on what they already know, then integrate that with the content of what they are reading (Nunan, 1999 as cited in McDonough et al., 2013). Reading texts written by authors of different cultures will create different schemata. It can lead to being problematic in reading.

Reading consists of two components: word reading and language comprehension (Gough & Tunmer, 1986 as cited in Oakhill, Cain, & Elbro, 2015). Word reading or decoding is the ability to read a single word without context. Language comprehension relates to an ability to understand words, sentences, and texts. The relationship between decoding and language comprehension is emphasized by using multiplication as $\text{Reading} = \text{Decoding} \times (\text{times}) \text{Language comprehension}$ (Gough et al., 1996 as cited in Tennent, 2015). If a reader cannot decode the word, the decoding score will be zero. At

the same time, if the reader has no language comprehension skills, language comprehension will score zero. If either decoding or language comprehension is zero, the overall reading will be zero. Thus, without these two components, the reader cannot read. Besides these two components, Kibui (2012) adds one more component, which is the response. Readers decode the written text to its oral speech to know what the text is saying. After decoding the printed text, the readers interpret the meaning of the text, referred to as comprehension. Finally, the readers respond to what they read by reacting to their personal feeling or thoughts.

Like Alderson et al. (2015), reading involves cognitive processes on two levels: lower and higher levels. On the lower level, the processes are related to mechanical reading skills or decoding. It is the knowledge of symbols and sound correspondences. The higher level refers to comprehension involving drawing inferences and making the connection between text and the reader's background. Reading is also an interaction between the reader and the text (Pollard et al., 2014). While reading, readers make meaning from the text using their prior knowledge. Readers may interpret the texts differently based on their background. They also need to have the ability to construct meaning from the interpretation of the message. The reader should not have the ability to read the written words only, but they also need to understand the meaning beyond the story and information (Warren & Paxton, 2014 as cited in Hayes, 2016). Then, they should be able to talk and to give comments about what they have read.

Decoding and language comprehension help readers are able to read. However, there are other factors that influence readers to read successfully. Reading is affected by many factors from both internally, memory and motivation, and externally such as text features (Woolley, 2011). Moreover, reading in a first language is different from a second language (Grab & Stoller, 2002; Reichl, 2009; Ridder, 2003 as cited in Kalmane, 2012). Time and effort are needed to practice reading skills and reading comprehension to master foreign language reading (Kalmane, 2012). Reading is essential to perform various daily activities, such as studying at school, gaining knowledge, understanding directions, or reading for entertainment. Thus, teaching reading should be emphasized in every classroom, especially for children who need to have an excellent basis for reading.

2.1.2 Types of reading approaches

There are two main types of reading approaches introduced in language classrooms: intensive and extensive reading. Intensive reading aims for students to understand the texts, read for details and to collect information (Rather, 2018). It is for knowledge, and the information is specialized. In intensive reading, readers pay attention to everything in the text, especially vocabulary and grammar, more than the overall meaning (Wang, 2011). Because of this, readers tend to read slowly and have trouble improving their reading fluency. Also, young readers become bored with intensive reading.

In classrooms, intensive reading is a language-focused activity in which learners read with assistance such as with teachers, friends, dictionaries, or other supports (Webb & Nation, 2017). Without this assistance, the learners cannot comprehend the texts. Reading materials used for intensive reading are often short texts. The learners comprehend the texts through explanations from their teacher. Teachers point out the difficult vocabulary, grammar, figurative expressions, or idioms and explain the ideas of the texts. It is rich in instructions with paying attention to its form, meaning, and use.

With intensive reading, students have no chance to select their own texts to read (Brian, 2018). The topics and reading materials are recommended to them. They are asked some questions or to do some activities related to the objectives by teachers. Students are encouraged to read in detail to complete specific aims and tasks (Hasselgreen et al., 2012). An example of an aim is skimming the text for specific information, and tasks may be filling in the gaps in a sentence with missing words, matching headings to paragraphs, or rearranging the paragraphs. Learning through intensive reading is limited.

Intensive reading is used purposively to teach reading skills (Mughtar, 2019). When learning through intensive reading, students will read if they are asked to read. Outside of the classroom, they seldom read or do not read. Day and Harsch (2008, as cited in Mughtar, 2019) indicate three circumstances that might happen in an intensive reading classroom. These consist of students learning to read English without reading in an English text, students disliking reading, and students rarely reading. Students only learn English skills when teachers ask them to read. Beyond their teachers' instructions, they infrequently read. Also, they do not love and enjoy reading. With the drawbacks

of intensive reading, extensive reading is an alternative teaching approach for language classrooms. It is explained in the next section.

2.2 Extensive reading

This topic presents the definition and characteristics of extensive reading, comprehensible input, the benefits of extensive reading, and extensive reading materials.

2.2.1 Definition and characteristics of extensive reading

Extensive reading or ER is an approach to enhance reading. Jacobs and Farrell (2012) explain that extensive reading is an idea that includes reading a lot and regularly. Students are encouraged to read plenty of books that they are interested in. Sometimes, they may choose books through suggestions from teachers, friends, or others. Students read extensive reading materials that are suitable for their language levels. They can understand what they are reading without help from dictionaries or teachers. With reading materials at their current language levels, students may not know every word in reading. However, they will be able to comprehend the texts they are reading. Thus, students can enhance their reading ability, and they tend to take pleasure in reading.

Moreover, extensive reading refers to students reading silently and independently (Nation & Waring, 2019). Reading in silence is faster than reading aloud. Students can read much more silently than reading out loud with a teacher. Independent reading refers to students reading on their own using books geared to their language levels and interests. Also, reading many materials allows students to be exposed to more vocabulary, promotes reading fluency, and develops language knowledge.

ER is a way that students learn to read a second language as they would their first language. They can read many materials, especially books in English, to obtain meaning, information, and entertainment. By selecting their own books, students can expand their reading comfort zone where they easily read and understand the texts. If the reading materials are not exciting or too difficult for them, they will stop reading (Day, 2017).

In extensive reading, readers should focus on the meaning, not on the language of the books. Attention to syntax and morphology of the texts may block readers' pleasure in reading. Students read a large number of reading materials, and they read to comprehend the subject matter and the overall meaning. Extensive reading is the

reverse of intensive reading that aims to understand mainly grammar and vocabulary. In contrast, extensive reading pays attention to the meaning in context without concentrating on structure rules (Rather, 2018).

To understand the extensive reading approach, Day and Bamford (1998) proposed ten characteristics of extensive reading as presented in Figure 1.

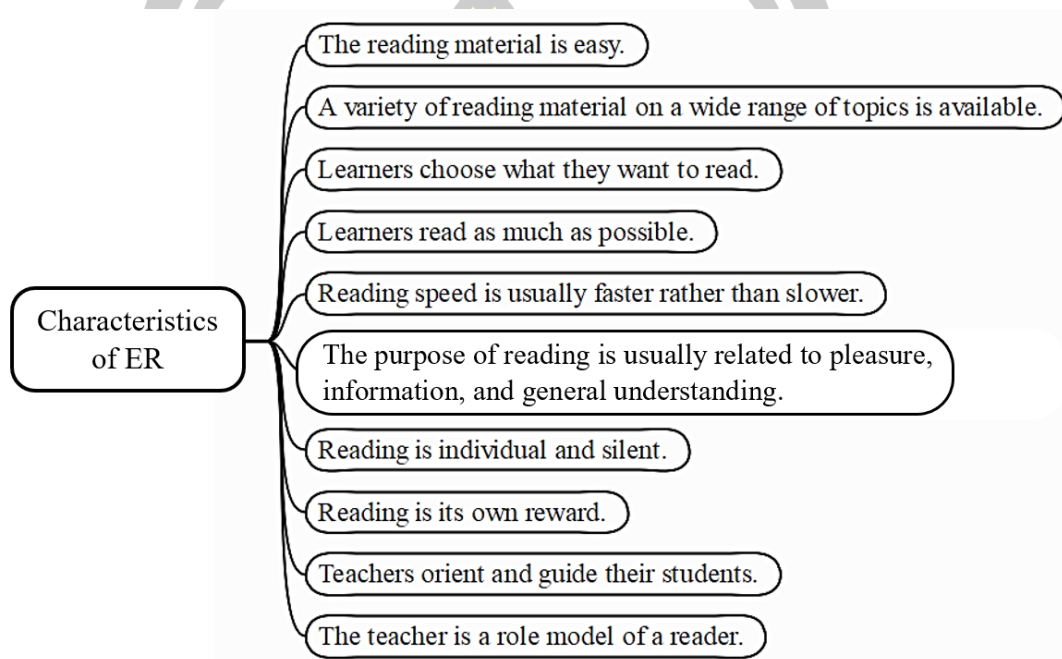


Figure 1 Ten characteristics of extensive reading

1) The reading material is easy.

The reading materials should be suitable for the language level of students. With appropriate materials, students will enjoy and complete their reading. Conversely, difficult texts may hinder the success of their reading.

2) A variety of reading material on a wide range of topics is available.

A variety of reading material is beneficial to help students become exposed to interesting texts. Reading materials should be plentiful with a wide variety of topics for students.

3) Learners choose what they want to read.

Self-selection of reading materials can motivate students to read. Students choose the books they like without being forced by teachers or the curriculum. They have no stress in reading and tend to read happily.

4) Learners read as much as possible.

The more students read the more input they get. Much reading will help students become familiar with vocabulary and text structures. They also enhance reading confidence and reading skills.

5) Reading speed is usually faster rather than slower.

Extensive reading aims to get the overall meaning of the texts. Students should not be blocked in their reading by any difficulties.

6) The purpose of reading is usually related to pleasure, information, and general understanding.

In contrast to intensive reading, extensive reading aims to read for pleasure, information, and general understanding rather than grammatical rules.

7) Reading is individual and silent.

Each student has their own reading material; reading is a process for an individual. Reading in silence is more beneficial for reading comprehension and vocabulary acquisition than reading aloud.

8) Reading is its own reward.

After reading a text, there are a few or no follow-up exercises. Students should be joyful with their reading experiences.

9) Teachers orient and guide their students.

Teachers must introduce what ER is to the students and encourage them to read as much as possible to promote their confidence, fluency, and literacy.

10) The teacher is a role model of a reader.

Students follow people they respect; teachers will be the role models of good readers. Teachers should include in ER programs that they are seen as concentrated and joyful readers. They also share the enjoyment of reading books with students and help them to navigate reading difficulties.

Ten characteristics provide the main principles of extensive reading as well as teachers' roles in an ER program. In the current study, ER is implemented following these characteristics as explained in section 3.3 ER program of Chapter III. To sum up, extensive reading refers to an approach that encourages students to select their own interesting reading materials in English to read silently and independently. The extensive reading materials should be suited students' language levels. With their right

levels, students can comprehend what they read without help, such as using dictionaries or asking teachers. They have an opportunity to select the books they like for entertainment or for getting information, not for learning any language rules. After reading, students will do the reading logs to reflect on their reading experiences. The reading materials should be provided to students, and these materials should be appropriate to students' language levels and interests. Thus, teachers will play essential roles in providing suitable and available reading materials for students and encouraging them to read.

2.2.2 Comprehensible input

The theory involving extensive reading is a comprehensible input (Nation & Waring, 2019). According to the theory of Krashen's Comprehension Hypothesis, "We acquire language and develop literacy when we understand messages, that is when we understand what we hear and what we read when we receive 'comprehensible input'" (Krashen, 2003 as cited in Krashen et al., 2017). The result of obtaining comprehensible input is a way to acquire the components of language. Skills such as grammar and vocabulary are developed through getting comprehensible input. Thus, the more that students read, the more comprehensible input they will get.

Students will be exposed to comprehensible input beyond their current language levels presented with the concept 'i+1'. The 'i' refers to the input which represents a level of learner's language ability (Richards & Rodgers, 2018). Next, 'i+1' represents the input that should be slightly beyond the level of the learners' proficiency. 'i+2' represents that the input is too difficult for the students. Thus, the input should be 'i+1' for all students' acquisition levels to increase new concepts or challenges. Moreover, to help raise language acquisition, students will pay attention to interesting input (Krashen, 2003 as cited in Krashen et al., 2017). Students tend to read a lot, and often if they read at their right level and interests.

Based on extensive reading principles, students are encouraged to read many texts at their language proficiency. The more students read, the more they get comprehensible input. The amount of comprehensible input impacts the amount of vocabulary learning, reading fluency, and other aspects of language acquisition students develop (Nation & Waring, 2019). Reading many materials at their current language level in an ER program allows students to get the amount of comprehensible input

needed for vocabulary and structure exposure. Furthermore, they can build their language knowledge and develop their reading fluency. Thus, students will read a lot and get much comprehensible input if they can access reading materials that suit their language ability and interests. In an extensive reading program, teachers must provide the ER materials as much as possible to students at their right level and without factors hindering their reading comprehension. Teachers also need to know what kinds of materials interest students to read.

2.2.3 Benefits of extensive reading

Most of the research on extensive reading has shown that ER affects students' reading ability, vocabulary, grammar knowledge, and reading attitude.

1) Reading ability

Suk (2016) compared reading ability between extensive and intensive reading groups. He used two tests to investigate Korean university students' reading ability. The results showed that the extensive reading group had upgraded their reading ability: reading comprehension, reading rate, and vocabulary acquisition slightly more than an intensive reading group. ER also enhances the reading ability of primary students. Endris (2018) investigated the reading comprehension of grade 8 students who were divided into an intervention and a control group. After ER implementation, the intervention group had a reading comprehension score better than the control group. Likewise, Koc (2017) examined the impacts of ER on students' foreign language achievement. For seven weeks of the experiment, the participants of the ER class did much better post-test results compared to the control group. They gained in overall language achievement, including reading, grammar, vocabulary, as well as writing. Hence, ER is the method mainly used to improve students' reading ability.

2) Vocabulary and grammar knowledge

ER not improves reading but also language knowledge, such as vocabulary and grammar. Aka (2019) implemented a one-year extensive reading program for high school learners to investigate language knowledge. She divided two groups of participants: a control group and an experimental group receiving regular grammar instruction and extensive reading instruction. Pre-/posttests were used for the research instruments. The findings showed that the ER group had higher scores than the control group. Other studies obtained similar results as Kiyomi et al. (2018). They claimed that

a one-year ER program also helped Japanese EFL university students to develop grammatical knowledge. The participants were divided into the ER group, and the control group, who studied through textbook-focused teaching. They took three grammar tests before the program and at the end of the first and second semesters. The findings showed that the ER group got higher scores than the control group. Also, in the short term, ER enhances knowledge of grammar and vocabulary, as mentioned in Celik (2018). He checked the effectiveness of extensive reading on elementary adult learners of English vocabulary and sentence structure. A pre-/posttest about vocabulary, sentence structure, and pronunciation was developed based on a graded reading book that was provided to participants. The findings indicated that after ER implementation, the students were aware of how to use collocation and different types of sentence construction. Moreover, they realized that they had to learn the English preposition because it did not match their first language. They also had the chance to learn the flexibility of language in the ER materials. A number of studies have shown that ER positively affects vocabulary and grammar knowledge, so it can be concluded that ER is an appropriate method to enhance students' language knowledge.

3) Reading attitude

Some studies have also shown the benefits of ER in terms of reading attitude. Dickinson (2017) studied the effects of extensive reading on EFL Japanese university students' reading attitudes. ER activities were implemented for 15 weeks over three years. In each year of the study, pre-/post questionnaires were used to collect learner evaluations of the ER activities and data on reading attitudes. The participants had a positive attitude of ER, especially those who had English reading difficulties. Most of them indicated that they enjoyed reading in English after completing ER activities and would like to continue reading English books on their own in the future. Similarly, Salameh (2017) used a questionnaire to investigate the attitude toward ER conducted with undergraduate students in Hawaii. Before ER implementation, most participants did not like reading English. However, after fifteen weeks of the ER program, they responded positively to reading English. The results indicated that students would enjoy reading English when they self-selected their own interesting books. They believed that ER could improve their vocabulary, reading, writing abilities, and literacy in the

English language. Reading without forcing from teacher and curriculum also helped the students to feel independent.

The effectiveness of extensive reading is investigated widely, including other benefits not mentioned in some studies. ER mainly promotes reading ability, vocabulary and grammar knowledge, and a positive attitude in reading. Therefore, with many benefits of ER, it should be emphasized in language classrooms.

2.2.4 Extensive reading materials

Reading material is the main component of extensive reading. Selecting the right reading material is very important to the success of an ER program. There are many kinds of reading materials used in ER implementations; thus, selecting ER materials should be emphasized. Using authentic materials in an ER program helps students to become exposed to English used in the real world (Gou, 2012). Authentic materials also promote students' vocabulary knowledge and reading interests that tend to improve their reading comprehension and reading fluency as well. However, Day (2017) notes that language in authentic materials is too difficult for the students. Readers may take time to understand unfamiliar words or complex structures or use dictionaries that impact learning and enjoying reading. He suggests that extensive reading materials should be simplified.

Simplified texts refer to the texts rewritten by changing syntax and vocabulary to be accessed by the learners (Chapelle, 2003). The long sentences, sophisticated vocabulary, the number of idiomatic expressions, and transparent syntactic structures are changed in simplified texts. The mainly simplified text used for extensive reading is graded readers. Graded readers are designed to provide vocabulary, syntax, length, and complexity at appropriate student reading levels (Day, 2017). The vocabulary is based on the frequency of occurrence in English: beginner readers are suitable for high-frequency words, and advanced readers face a few high-frequency words. Also, beginner level readers can understand easy syntax, while advanced level readers can use complex grammar. The length is short or long depending on the level of the reader. The complexity, such as the plot and number of characters, should be easy to understand depending on each level (Day, 2017). Allan (2009, as cited in Ellis & Shintani, 2014) investigated linguistic features in graded readers compared to the British National Corpus. She found that graded readers also contain features as in authentic texts. Both

simplified and authentic materials have different advantages and disadvantages; however, both reading materials are widely used in ER programs.

Although there are various kinds of reading materials used in extensive reading programs, based on the characteristics of extensive reading, ER materials must be grounded in two principles: reading level and interest level (Jacobs, 2014). Firstly, reading level refers to students' ability to read independently: they can comprehend the texts with little or no assistance, such as using dictionaries or asking friends and teachers. At a students' independent reading level or right level, they comprehend the texts by using clues, such as contextual clues, illustrations, and knowledge of the language and content area (Jacobs & Farrell, 2012). However, there are different language levels of students in a program; thus, teachers must provide a variety of materials' reading levels. Moreover, with more reading, students tend to raise their reading levels. Hence, a variety of reading materials should be available for all students to read at their own independent reading levels (Jacobs, 2014). Secondly, the interest level defines that students choose reading materials that attract them to read (Jacobs, 2014). The topic and text type are among the many reasons to select books for reading. Some students may be interested in animal topics, and some students like fantasy. Some readers prefer adventures, while some readers like to read mysteries. The students' interests can also change, especially by being introduced to different topics from friends and teachers. Teachers should provide as many choices of materials as possible (Fisher, Bates, & Gurvitz, 2014). Providing a choice of materials makes students enjoy selecting their own interesting books (Birketveit et al., 2018). Students should have a choice of materials with a large amount of availability of reading materials and with different reading levels and genres. In the current study, Oxford Reading Tree and Usborne were the books used for the ER program. These are graded readers designed for beginners. A variety of topics and a range of book levels of these two publishers were provided in order to follow the reading level and interest level by Jacobs (2014). The details of ER materials used in the study as explained in section 3.3.1 ER materials of Chapter III. Moreover, teachers should pay attention to factors that may impede students while reading graded readers, the main source of reading materials used for ER programs (Gillis-Furutaka, 2015).

2.3 Factors affecting learners' reading

The ELA Common Core State Standards (CCSS) demonstrates that reading motivation is a part of factors that make a text complex, including reader factors, task factors, and text factors (Fisher, Bates, & Gurvitz, 2014).

Reader factors include reading level, interest, and engagement with the text. Firstly, reading level refers to the ability to match the appropriate text levels. Secondly, interest involves the value that students place in reading. Lastly, engagement with the text means the students pay attention and enjoy reading. Students become engaged with the texts if they assess the text they are interested in and at their right level. Furthermore, the reading should be purposeful. Fisher et al. (2014) suggest that to develop and maintain students' interest in reading, the primary concern is choosing the texts that interest students and engage them in the tasks they feel are interesting. The texts should have appropriate topics and levels. With this, students turn to their zone of proximal development, where they are in the process of learning without other's guidance.

Task factors involve zone of proximal development, scaffolded instructions, and text complexity (Fisher et al., 2014). Firstly, teachers design their instructions to make students accountable to their zone of proximal development. Students read with the belief of success. If the reading material is too difficult, they will be frustrated. Secondly, students are also motivated when they need help to complete the tasks. Teachers provide as much scaffolding as possible to help students read successfully. Lastly, teachers should recognize why the text is complex to their students and try to make it easier.

Text factors refer to the reading materials used for teaching reading. Teachers need to be concerned with three components of texts before matching them to the students: surface features, content, and format (Fisher et al., 2014). Surface features include word and sentence difficulty and text's length. Content is the materials that interest students to read. Teachers should be concerned with who students are and where and when they are teaching. With students' existing knowledge, they will understand the vocabulary enough to be able to read and be willing to learn new information. Their reading will be purposeful when adding what they read to their knowledge. Then, the students are accountable for the texts. In essence, interesting texts should be culturally relevant. Finally, not all materials are easy to read, which also

depends on the format. The format includes typeface, layout, and spacing of materials that can impact readability and interest level.

Likewise, Dennis (2008, as cited in Gilakjani & Sabouri, 2016) supported that texts should be grounded in students' interests and levels. Dennis explored factors affecting reading comprehension skills, including the complexity of the reading text, environmental influences, anxiety during reading comprehension, interest, motivation, decoding or word recognition speed, and medical problems. Regarding complexity of the reading text, this depends on the readers' strength and fluency in language and their comprehending of its applications and different meanings. Readers who are good at oral ability will gain a lot of vocabulary. With this, they can guess the unknown words by using their context. Other significant factors are interest and motivation. Readers lack concentration and have lower reading comprehension if they have redundant reading materials. Interesting materials are beneficial to help them understand easier and remember clearer. Students are motivated by reading interesting materials.

According to previous studies, with appropriate texts, students can enhance their reading comprehension. Other factors affecting students' reading comprehension are investigated by Wutthisingchai and Stopps (2018). There are internal factors: learning preferences, motivation, and attitude and external factors: teaching techniques, texts, and environment that affect the English reading ability of Thai high school students. The findings show that the selection of the texts is the most important factor affecting their English reading ability. With this, teachers should provide texts that are suitable for students' levels and interests. Research suggests that teachers grab students' attention by using various techniques and provide sufficient background knowledge. English reading texts are mainly composed from a native speaker's point of view, and some texts may be irrelevant to students' lives that affect their attitudes. If using authentic texts, the teacher can help their students to recall their prior knowledge before reading. It aims to promote students' reading skills and raise awareness of student's reading strategies. Then, they can develop their reading competency and complete reading tasks successfully.

Additionally, Moomaw (2013) suggests there are factors fostering students' reading motivation. When setting up classroom libraries, multiple factors are addressed by providing a large library. The more choices of books to pick, the more motivation

the students will have. Then, independent reading should be focused on instead of guided reading. Skills and strategies for dealing with challenging texts come from guided reading. However, students can develop their reading at independent reading time. Next, students need more time to discuss the texts they read with peers. Talking with friends makes students more excited about reading, and it can also check their reading comprehension.

Therefore, students will succeed in reading by accessing the reading materials that they are interested in and fit to their levels. By reading suitable texts, students can develop their reading comprehension ability. Therefore, texts used for reading are very important factors that teachers need to be concerned with. To get the right reading materials matching students' interests, factors attracting them to read the texts are focused on. In the current study, books' text features are mainly focused on because they attract students to read the reading materials. Students may not want to pick up the reading materials to read without the interesting text features. Thus, text features are the factors that need to be explored. Additionally, to help students understand the texts clearly, factors affecting their reading comprehension should be considered, as explained in the following section.

2.4 Factors hindering students' reading comprehension

The readers must be good at word, sentence, and discourse skills to comprehend the texts (Cain & Oakhill, 2007). Word and sentence reading are the skills that beginner readers should have. To comprehend the texts, readers must rapidly identify words, know the meanings of almost all words, and combine units of word meanings to form coherent messages. In extensive reading, the level of reading materials should be appropriate to students' language ability. However, the level of books does not involve only grammar and vocabulary but also other factors impacting reading levels: unfamiliar context, cognitive level of the content, and literary devices such as metaphor and flashbacks (Jacobs & Farrell, 2012).

In the Thai context, both internal and external factors affect EFL students' reading comprehension ability (Taladngoen et al., 2020). Internal factors include students' linguistic knowledge and their perceptions. Regarding sub-factors of linguistic knowledge, background knowledge impacts students' reading comprehension the most, and the least concerning factor is grammatical knowledge. Successful readers often pay

attention to background knowledge rather than grammatical aspects (Taladngoen et al., 2020). According to sub-factors of perceptions, the researcher suggests that the participants' feelings of stress and anxiety influenced reading comprehension ability the most, while their perception toward the reading difficulty affected them the least (Taladngoen et al., 2020). The main external factors affecting reading include teacher influence, parent influence, and environment. Significantly, internal factors affect reading more than external factors (Taladngoen et al., 2020).

Gillis-Furutaka (2015) reveals that excluding vocabulary and grammar, students confuse other additional factors while reading graded readers in the extensive reading program. These factors are illustrations, cultural differences, pronouns and their referents, idiomatic and figurative expressions, onomatopoeia, inferences, other literary devices, and unexpected changes in the narrative flow.

Previous studies suggest that grammar and vocabulary are not the main factors affecting students' reading comprehension. By knowing other factors impeding students' reading comprehension, teachers can help their students comprehend the texts more easily. In the current study, the researcher focuses on factors hindering students' reading comprehension, excluding vocabulary and grammar while reading ER materials. The examples of factors hindering students' reading comprehension include illustrations, cultural differences, pronouns and their referents, idiomatic and figurative expressions, onomatopoeia, and unexpected plots of the story described as follows.

2.4.1 Illustrations

Illustrations are the pictures inside the books that are designed in many formats (Raven, 2020). For example, 2-page spreads: illustrations are filled in two facing pages, full-page illustrations: illustrations are on a full page, and the facing page is filled with text, and spot illustration: spot illustrations can be alone on a page or grouped with others. The illustration is a factor influencing reading comprehension (Okwilagwe & Aghotor, 2018). Students understand the texts easier with familiar pictures and drawings, and illustrations also help them comprehend the texts' main ideas. Students can interpret the stories and read the stories they do not understand through illustrations, especially primary students. They regard the illustrations in books like the pictures are perfect and proper for the stories, pictures are not many, love to have many pictures, love to read books with colored pictures, and love to see pictures at their present age.

Illustrations present the contents of the text more clearly and transfer from what the texts say to the real point. Mounquengui and Ilouga (2019) support that the students who read with illustrations performed comprehension tasks better than those who read without illustrations. Conversely, illustrations can cause reading confusion and impede comprehension. Some illustrations do not relate to the texts and do not help students understand the story (Gillis-Furutaka, 2015). Thus, if the students do not understand some illustrations, they cannot comprehend the texts.

2.4.2 Cultural differences

In different contexts, different people have created their own unique cultures (Xiao, 2104). Language is the carrier of culture and cannot separate from it. For instance, the word ‘peacock’ refers to good and luck in Chinese culture; conversely, in English-speaking countries, it represents arrogance (Xiao, 2014). Gillis-Furutaka (2015) reveals an example of a cultural difference in reading that is paying for mobile phone services. In the text, pre-paid mobile phones are mentioned, which is a common habit in many countries. In contrast, the participants in her study lived in Japan, where people usually pay for their mobile phone service monthly. The cultural differences would be confusing with some students who unfamiliar with the different methods. In English reading, students should master basic language proficiency and understand foreign cultures. Cultural differences would cause reading comprehension problems for some language learners.

2.4.3 Pronouns and their referents

One issue that happens while reading is ambiguous pronouns and their referents or the words used to replace them. Pronouns and their referents are constraints in comprehending English reading text (Puspita, 2017). While trying to comprehend texts, not only did students face unfamiliar vocabulary but also, they were confused about the appearance of ambiguous pronouns. In addition, students may usually face a mismatch between the pronoun and its referent (Puspita, 2017). Gillis-Furutaka (2015) showed examples of confusion on the pronouns and their referents in graded readers such as “This and That”. These were in some contexts in the books that were too complex to understand, mainly at a low-intermediate level. Readers had to pause their reading and analyze in their first language. Thus, pronouns and their referents are another cause of students’ reading comprehension problems that should be emphasized.

2.4.4 Idiomatic and figurative expressions

The idiom is usually contained in the English language, and it does not mean what the words say literally. It may be difficult for students to understand idiomatic expressions in reading, especially in young second language learners. Also, most English idioms are not similar in meaning to other languages (Lipton & Hubble, 2009). When students read English, one problem influencing students' willingness to read is unknown idiomatic expressions (Su, 2012). The lack of grammar knowledge was not the primary language problem of most students' reading. Knowledge of idiomatic expression can affect the motivation, willingness to read English texts, and reading achievement of the language learners (Su, 2012). To promote reading motivation, teachers should choose proper reading materials that fit students' levels, needs, and interests.

2.4.5 Onomatopoeia

Onomatopoeia is using words that imitate the sounds of its objects. It makes the sound effects of a thing to make the description more expressive and exciting such as honk, beep, blurt, and whisper. (Literary Devices Editors, 2013). Some onomatopoeias do not resemble the object or actions that they denote (Karina, 2017). They are associate the object that the words denote, such as cuckoo, bubble, smash, and whip. In the children's book, onomatopoeia usually appears in the characters' expressions used to support the ideas of the story. Karina (2017) examined the type of onomatopoeia found in children's books and how accurate the children understand the meaning of onomatopoeic words. The findings showed that there were many types of onomatopoeic words in children's books. For example, some words directly imitate the sounds of the objects and words that resemble their sounds. Moreover, the results of the assessment of determining the onomatopoeic words' meaning in children showed that some participants made errors in the assessment. They were unfamiliar with some onomatopoeic words and confused in determining the meaning. The onomatopoeia in one language is not the same as other languages; thus, some students may not understand.

2.4.6 Unexpected plots of the story

The plot of the story is the book's component that makes the readers pay attention and entices them to know what happens next (Barone, 2010). The plots present the

story's sequences, including beginning, middle, and ending; however, some endings do not conclude the stories. Furthermore, some writers create more complex plots, such as using flashbacks and dream sequences. Thus, some plot events will be more difficult and do not follow the logical storyline. The readers must determine the sequences that will be challenging for them to understand. Unexpected plots, especially flashbacks, cause reading confusion (Gillis-Furutaka, 2015). They must understand all plots to comprehend the story. Sometimes they need to pause their reading to think in L1 to check their comprehension. Moreover, misinterpretation occurs when students identify difficultly and rearranged order events. In contrast, readers need excitement and conflict of plots to develop their interest (Norton, 2011). Good plots allow the readers to be involved in and feel the action, conflict, and climax of the story. Finally, they respond to a pleasing ending. The readers expect and enjoy plots suitable to their ages. Young readers delight in simple plots dealing with daily activities. In contrast, adult readers are entertained with complex plots. Although the plot supports the story to be interesting, it can be challenging to comprehend, especially among children.

Therefore, to investigate factors affecting extensive reading, one purpose of the study is to investigate factors other than vocabulary and structure that hindered students' reading comprehension when students read extensive reading materials.

2.5 Text features

Text features are the things in the books, including title, caption, map, and graph, that help the readers make sense of the texts (Boushey & Moser, 2009). Text features are the elements of the texts that are not the main body, such as the table of contents, headings, and diagram labels (Kelley & Clausen-Grace, 2014). The readers can find text features in every book, and there are three types of text features: text structure, print feature, and graphics. Firstly, text structure is designed to organize the information in the texts, such as heading, table of contents, appendix, and glossary. Secondly, print features make the words outstanding in the text, including font, caption, underling, and bold. Lastly, graphics can help readers visualize the text, such as illustrations, graphs, tables, and diagrams (Cameron & Myers, 2013).

Based on Krashen, students will pay attention to interesting input (2003 as cited in Krashen et al., 2017). Interesting reading materials can attract students to read, so interesting texts should be provided to students. Interesting texts refer to the reading

materials that attract student's attention (Rosenfeld & Loertscher, 2007). According to extensive reading principles, students read based on their interests that they can choose in the books they want (Jacobs & Farrell, 2012). When they select interesting books, students tend to relax. Also, they will have a positive attitude and motivation in reading. Text features of the books are the one factor that attracts students to select the books to read. Text features, including pictures, book covers, and titles, affected students' book selection and were found to influence students' book selection (Mohr, 2006). The physical characteristics of books, mainly the exciting book covers, also motivate students to read (Edmunds & Bauserman, 2006). Moreover, in an extensive reading program, Birketveit et al. (2018) found that front and back cover and pictures motivate students to pick the books for reading. The current study is influenced by the text features that were found affecting students to choose the books to read from the previous study by Gibson (2011). The text features are physical features of the books, including the front cover, illustrations, title, book-length, print size, and back of the book summary that affect students to select the book to read.

2.5.1 Front cover

Most people judge the book by its cover, and the cover is the first thing the readers can see in the books. The front cover is the one main factor that attracts students to select the books to read (Edmunds & Bauserman, 2006; Mohr, 2006). Children choose books by their covers, especially younger children (Kiris et al., 2009). They are more likely than older readers to select books with attractive covers. To choose books, children examine books in different ways without opening them. They always look at the front covers more than reading the back covers, reading the titles aloud, or comparing them to other books (Reuter, 2007). To make the first impression to readers, the front cover is easy to read, tells what the book is about, and sets the readers' expected tone (Sickle, 2020). In ER programs, the front cover was found to motivate students to pick the books for reading (Birketveit et al., 2018). Thus, the front cover is the reason that students select books to read.

2.5.2 Illustrations

Illustrations inside the books are another factor influencing students to select the books to read. Students open the books and examine specific aspects of books before selecting them to read. One of these aspects is looking at pictures inside to preview the

contents (Reuter, 2007). Children considered various aspects of illustrations, including colors, characters, objects, and formats of illustrations (Beak, 2014). They are familiar with the characters and objects they thoroughly know. Also, formats of illustrations include pictures and real photos that can attract students to choose the books (Brookshire et al., 2002). Some children also prefer a realistic illustration style more than abstract illustrations. Children usually imagine themselves as characters in the texts, such as heroes or objects in fairy tales (Tursunmurotovich, 2020). They understand the literary text, get an idea of the subject and characters, and evaluate the literary movement's events and signs. They also take part in the literary world, make friends, and love it. If the children have less life experiences, this is challenging for them to recreate what the author says in their mind. They need to imagine by seeing and believing from illustrations. The illustrations present the content of the texts through children's worldviews. Hence, the illustrations start the book selecting procedure for children to read.

2.5.3 Title

The titles must make the readers think about what they are going to read and persuade them into the books. The writers take time to create titles based on two considerations: titles represent the ideas of the book and attract the readers to read (Mayer & Talty, 2012), and the title communicates to the readers what the book is about (Lant, 2018). Readers get a sense of what reading the book will be like. The students may determine difficulty before reading by examining the titles of books (Beak, 2014). They will select the books with the titles that they understand. Thus, titles are designed to attract the readers to choose the books to read.

2.5.4 Book-length

Some children determine difficulty before reading the books by the number of pages (Beak, 2014). They select books based on book length that is not long to read. Also, in the Thai context, book-length is a factor of books or reading materials, attracting students to read extensively in ER programs (Maneekhao & Tepsuriwong, 2016). Thai students prefer to read books with 11-20 pages for extensive reading. The long length of books negatively impacts students to read. They feel that too lengthy books are beyond their reading ability. Furthermore, younger readers prefer fewer pages

of books than older readers. Therefore, book-length is another text feature that attracts students to select ER materials to read.

2.5.5 Print size

During book selection, some children determine the font size of the books as one factor of difficulty in reading for them (Beak, 2014). However, the print size is the factor least affecting students selecting books compared to the other physical features: front cover, illustrations, title, book-length, print size, and back of the book summary (Gibson, 2011). Although print or font size rarely attracts students to select the books to read, it is also one factor that should be considered in the Thai context.

2.5.6 Back of the book summary

The back cover can attract readers to dive deeper into the book (Hochman & Leichman, 2007). It tells what the book is and highlights the book's appeal with a few words. The short paragraph on the back cover is perfectly designed to sell the books (Rich, 2006). The text on the back cover is essential information for readers' decision to read the book or not. The text in a limited space of the back cover must be meaningful and can communicate the book's originality. It should be well-written, easy to read, informative, and attractive. The back-of-the-book summary can motivate students to open books to read (Gibson, 2011). It is a factor influencing the selection of books to read of children that should be considered.

In conclusion, the text features, including the front cover, illustrations, title, book-length, print size, and back of the book summary, influence students to select the books to read. The researcher investigates these text features that attract students to read ER materials to define the good characteristics of reading materials used in extensive reading programs.

2.6 Previous studies

The previous studies are focused on extensive reading materials, text features affecting students to select the books to read, and factors hindering students' reading comprehension.

2.6.1 Previous studies on extensive reading materials

There have been a few extensive reading studies focused only on reading materials. For example, Liu and Zhang (2018) studied the effects of extensive reading on English vocabulary learning: a meta-analysis. The study aimed to investigate the

most useful reading materials. The findings showed that graded readers are the best appropriate materials for ER instruction compared to storybooks and reading power. Although the graded reader is one of the useful reading materials used in the extensive reading programs, it has some drawbacks, as mentioned by Samitayothin and Tapinta (2018). They explored the attitudes of English language Thai teachers towards the use of graded readers in promoting reading skills. Forty-five English teachers from six out of sixty-six secondary schools in Bangkok were asked to interview and complete the questionnaire. They reported the problems of the use of graded readers were that unfamiliar contexts of the stories seem to not be interesting for the students. The students are willing to read the contents of graded readers, which match the current trends and their lifestyles. Graded readers are simplified language and graded into many levels. However, they do not match the students in a Thai class with individual differences in language proficiency. Besides students' language proficiency, there are other factors affecting students to read extensive reading materials, such as unfamiliar contexts and contents of the books.

Likewise, Wan-a-rom (2012) examined how Thai high school students reacted to graded readers of their own reading levels in terms of reading strategy use, comprehension, speed, attitude, and motivation. The participants joined a six-week-extensive reading implementation. Through observations, semi-structured interviews, book journals, and post-reading questionnaires, the researcher suggests that students will be motivated and have a positive attitude on reading when they access ER materials at their right levels. By reading the appropriate book level, students can develop their reading strategies and be confident in reading. The findings also showed that the title of the book and its content could promote students' reading habits. Unfinished reading may be caused by boring storylines or content.

Another study related to ER materials that Thai students want to read is investigated by Maneekhao and Tepsuriwong (2016). They studied Thai learners' desired characteristics of English books for extensive reading or graded readers conducted in nine educational expansion schools in Thailand. These schools got 100 graded readers and were case studies for the Models of Graded Readers Use in Primary Schools Project. The questionnaire surveyed the 475 participants who studied in grades 3-9, and over 100 of them participated in a follow-up semi-structured interview. The

results showed types of materials that attract students' interest to read extensively into four aspects: language, length, topics and contexts, and appearance. Firstly, most students preferred language that suited their language levels and with L1 supports. Secondly, book-length with 11-20 pages was possible to read by most students. Thirdly, they were interested in topics and contexts, which were fiction more than nonfiction books. For fiction books, students favored the adventure topic the most. Students also mentioned that they wanted to read books of Thai stories. Lastly, appearance should display a lot of pictures and colors and less content. The researchers also examined problems students encountered in their graded readers, and they found that graded readers' vocabulary was too difficult and too long to read. The students could not finish the materials on time. However, they had a positive image of the program. Moreover, the students suggested that they needed easier and more attractive materials. They also needed language support from teachers by reading along with the teachers and wanted to participate in group activities after reading.

A review of previous studies has shown that students tend to read books that are interesting to them and suit their language level. With the right level of books, students can develop their reading strategies and will be confident in reading (Wan-a-rom, 2012). Besides, the suitable language proficiency of ER materials, the content, topic, title, and length of the books are also the factors affecting students to read ER books (Maneekhao & Tepsuriwong, 2016; Samitayothin & Tapinta, 2018; Wan-a-rom, 2012). The other factors attracting students to read ER books also were mentioned by Birketveit et al. (2018). They examined the students' responses to the extensive reading materials conducted by Norwegian English learners aged 11–12 in three different schools. The ER materials were books with illustrations and various kinds of topics. Participants took 90 minutes per week in an extensive reading class for 14 months. Two questionnaires were used in the study: during and after the project. While reading, students did a questionnaire about each book they had read or attempted to read. The findings showed that the participants had not finished reading because they mentioned that the books were too boring. They also selected the books by looking at the front and/or back page the most, then reading a few pages, and by recommendations from others. The researchers concluded that students highly valued selecting the reading materials by themselves.

Based on the previous studies, there are factors affecting students to read ER materials, including content, topic, title, length, and front-back covers. These factors are the text features of the books that can attract students to select ER books to read. Therefore, the text features of the books should be emphasized when teachers choose ER books for their students. Without the interesting text features, students may not want to read the books. Thus, text features are the factors that need to be explored and investigated to confirm the previous studies conducted in the Thai context. Text features attracting students to read extensive reading materials are thus investigated in the current study.

2.6.2 Previous studies on text features

The previous studies have found that text features affect students to select books to read. Mohr (2006) investigated children's choices for recreational reading, including preferences, selection processes, and the students' rationales. The participants were first-grade students at primary school. They were 7-8 years old, and they were asked to select their favorite books. These books were high-quality picture books with good illustrations. The books were representative of a variety of genres, genders, ethnicities, and languages (English and Spanish). They were appropriate for first-grade students in the content, well-known among students, and had similar prices. The students were interviewed about their choices and their selection processes. Children's book choices showed that children preferred nonfiction or informal books more than fiction books, and they usually selected books about animals. Regarding children's selection rationales, most students selected books by their topics more than illustrations. They also considered the topic related to text difficulty, and some of them looked at the book-length.

According to Reuter (2007), text features influence children when selecting books for recreational reading. He explored how primary children select books in a public library for recreational reading. This study was a case study design, and the participants were 20 children aged 7-9 years old. Children were observed about their book-selection actions performed during library visits. The findings revealed that all children interacted with the books by closely examining the books' external and internal features. After removing the books from the shelves, most children examined the front cover rather than the back cover, reading titles and comparing them to other books. In

the next step, they considered the internal features of the books and mostly examined them by leafing through the pages to preview the contents. More than half of them examined the books by fanning pages quickly, reading carefully, and looking inside them. A few children examined the front material, looked at pictures, and counted chapters. Thus, children in this study examined the front cover and leafed through the pages for selecting the books.

Moreover, Gibson (2011) mentioned that physical features could impact the book selection process. He conducted a study with twenty-nine fourth and sixty-three eighth grade students. All students were given a questionnaire about the times they could select a book for reading regarding what physical features of the book motivated them to read it. Then, ten students from each grade were randomly selected to interview the insights of reasons and methods for selecting books. The results showed that the front cover impacted the fourth-grade students the most, and the eighth-grade students were influenced mostly by the back of the book summary compared to illustrations, title, book-length, and print size. The top three physical factors influencing both fourth and eighth-grade students include the front cover, the back-of-the-book summary, and the title.

A review of related literature has shown that text features are factors affecting students to select books to read (Birketveit et al., 2018; Gibson, 2011; Mohr, 2006; Reuter, 2007). Therefore, this study aims to investigate what text features attract students to read during extensive reading. Text features of the books focused on this study include front cover, illustrations, title, book-length, print size, and back of the book summary based on the study results by Gibson (2011).

2.6.3 Previous studies on factors hindering students' comprehension

Although students read the right ER materials containing vocabulary and grammar that match their levels, they may face other factors hindering their reading comprehension. Su (2012) investigated students' English language problems while reading English. The participants were 302 Taiwanese students in 11th grade. The instruments were an English reading comprehension test and a set of questionnaires. While reading English, the results showed that one problem influencing students' willingness to read is unknown idiomatic expressions. However, the lack of grammar knowledge was not the main language problem of most students' reading. Lack of

idiomatic expression knowledge can affect the motivation, willingness to read English texts, and reading achievement of the language learners. To promote reading motivation, Su (2012) suggested that teachers should select proper reading materials that fit students' needs and interests.

Other factors hindering reading comprehension were found in the study of Alsubaie (2014). He explored the reading comprehension challenges of Saudi Arabian university students. Think Aloud Protocol (TAP) was used to study student reading aloud processes conducted with sixteen student volunteers from three universities. Then, nine students reflected on their reading aloud processes in the follow-up Retrospective Verbal Report (RVR). All students and their six lecturers were interviewed about the factors influencing English reading. The results showed that Saudi Arabian students' reading comprehension was impeded by a lack of emphasizing punctuation, using ineffective reading strategies, and incorrectly decoding words. Also, they read slowly, which affected the development of coherency, fluency, and comprehension. These reading challenges were caused by the social and cultural framework surrounding the students. The students thought that the social and cultural issues were caused by a lack of resources, poor access to English, poor teaching methods, and a lack of background knowledge as they read. Their reading comprehension challenges were also influenced by their culture's social demands, the failure to teach good phonic skills, and negative mental and emotional states.

Thus, other difficulties are factored into students' English reading comprehension with linguistic and non-linguistic problems. Kasim and Raisha (2017) investigated linguistic and non-linguistic reading comprehension problems among fifty EFL university students conducted by using questionnaires. The findings showed that semantic problems are the biggest linguistic problem in reading English texts. Students had a lack of vocabulary knowledge and did not understand the meaning of new vocabulary. They also faced syntactical problems, including compound-complex sentences, conditional sentences, and word orders. Following lexical problems, students had difficulty in comprehending word derivations, complex sentences, compound sentences, relative clauses, passive voice, and tenses. Moreover, students' reading comprehension was affected by non-linguistic reading problems, including lack of cultural knowledge, text length, lack of reading strategy knowledge, difficulty

differentiating main and supporting ideas, working memory problems, difficulty connecting ideas, and speed reading, and lack of background knowledge. Lack of cultural knowledge and text length was the biggest non-linguistic problems. English texts were challenging caused of a lack of cultural knowledge. Long texts also made students tired and unfocused with comprehending the texts. Kasim and Raisha (2017) suggested that students should be aware of their difficulties in reading comprehension and find ways to overcome these problems. Some findings are aligned with the results of the study conducted by Al-Jarrah and Ismail (2018). They investigated the difficulties faced by Arab EFL university students in reading comprehension. One hundred students responded to questions, and the test results showed that recognizing the types of text was the reading difficulty students faced the most. Other factors influencing students reading comprehension also were found, including vocabulary knowledge, prior knowledge, grammatical knowledge, word difficulty, attention to the text, syntactic, and meaning of phrases.

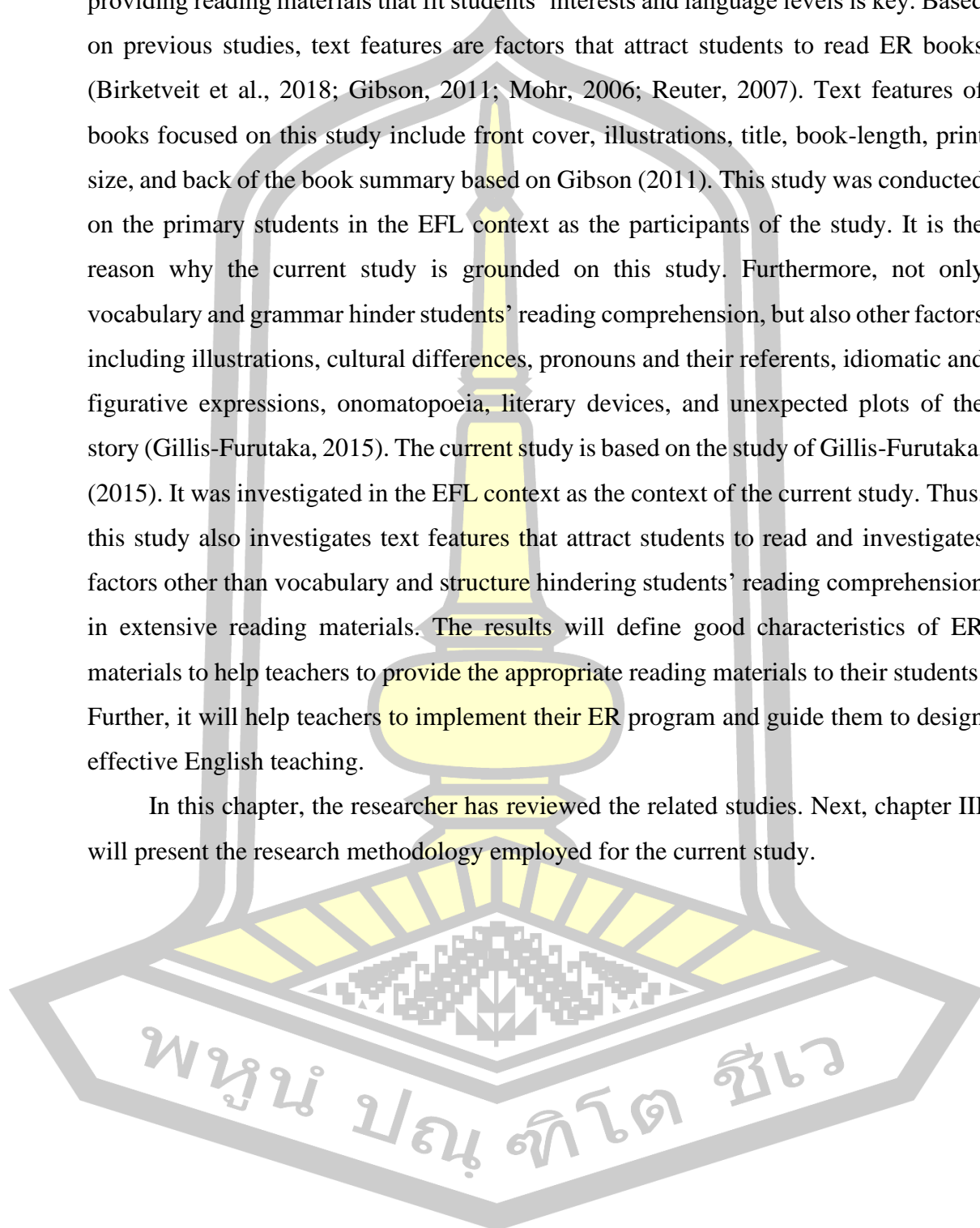
Particularly, in extensive reading, students also had difficulties using graded readers with lexical content and syntax (Gillis-Furutaka, 2015). She investigated the aspects of graded reader texts, excluding lexis and syntax, that impeded reading comprehension. Eighty-three Japanese junior and senior high school and university students had data collected from them for three years by using interviews and think-aloud protocols. The results revealed that excluding lexis and syntax, additional factors should be considered when assessing the level of difficulty of graded readers. These factors include illustrations, cultural differences, pronouns and their referents, idiomatic and figurative expressions, onomatopoeia, literary devices, and unexpected plots of the story. She has suggested that it is challenging to select the right books which are both attractive and easy to read. Although teachers may match the appropriate books to their students' reading proficiency level, they may still be confused by other factors.

Based on previous studies, there were few studies conducted with primary students in Thai contexts. To fill this gap, this study will investigate the factors excluding vocabulary and structure that hindered students' reading comprehension among Thai primary students.

To sum up, reading material is the main component of extensive reading programs. Without the appropriate reading materials, ER programs cannot be

implemented successfully. Students select the books they prefer in ER programs, so providing reading materials that fit students' interests and language levels is key. Based on previous studies, text features are factors that attract students to read ER books (Birketveit et al., 2018; Gibson, 2011; Mohr, 2006; Reuter, 2007). Text features of books focused on this study include front cover, illustrations, title, book-length, print size, and back of the book summary based on Gibson (2011). This study was conducted on the primary students in the EFL context as the participants of the study. It is the reason why the current study is grounded on this study. Furthermore, not only vocabulary and grammar hinder students' reading comprehension, but also other factors including illustrations, cultural differences, pronouns and their referents, idiomatic and figurative expressions, onomatopoeia, literary devices, and unexpected plots of the story (Gillis-Furutaka, 2015). The current study is based on the study of Gillis-Furutaka, (2015). It was investigated in the EFL context as the context of the current study. Thus, this study also investigates text features that attract students to read and investigates factors other than vocabulary and structure hindering students' reading comprehension in extensive reading materials. The results will define good characteristics of ER materials to help teachers to provide the appropriate reading materials to their students. Further, it will help teachers to implement their ER program and guide them to design effective English teaching.

In this chapter, the researcher has reviewed the related studies. Next, chapter III will present the research methodology employed for the current study.



CHAPTER III

RESEARCH METHODOLOGY

The research methodology is explained in this chapter. It consists of participants and settings, research instruments, ER program, data collection, and data analysis.

3.1 Participants and settings

The participants of the study were ten Thai EFL learners in the third grade aged nine years old. They were asked to test in order to see their levels of English proficiency by taking an Oxford Placement Test, a standardized test for young learners. The results showed that these students had the same CEFR A1 qualification. In the school, ER was never used, and most students did not love reading English. There were ten volunteers to join the ER program. It was a limitation of the study. This program was implemented in a supplementary course. This free period did not impact the main study.

These participants had never participated in an extensive reading program before. However, they had a short background in a reading habit development program similar to the ER program for one semester in 2019. In this program, they had opportunities to select Thai books they liked to read outside the class and at home. After reading, they had to summarize and give opinions on what they read in reading logs. This program used Thai reading materials, while the ER program in the study used English reading materials.

With age younger than 18 years old, consent forms were sent to their parents or guardians for permission to participate in the study. Also, the participants were required to complete assent forms. Their names and personal information were not revealed.

3.2 Research instruments

The data were collected with a semi-structured interview to address the research questions: RQ1: What text features of ER material attract the students to read it and why? A stimulated recall interview was used to collect the data of RQ2: What factors other than vocabulary and structure hinder students' reading comprehension in ER materials? A reading log was used as a self-report to support data from all instruments. Thus, there were three research instruments in the current study: a semi-structured interview, a stimulated recall interview, and a reading log.

3.2.1 Semi-structured interview

A semi-structured interview was used to ask the participants what text features of ER material attracted the students to read it and why. In this study, text features were focused on the front cover, illustrations, title, book-length, print size, and back of the book summary. These text features were found to affect students in selecting the books to read (Gibson, 2011). The questions used in the interview were adapted from Gibson (2011) (see appendix A).

The participants self-selected the ER books to read. Before reading, each participant was asked questions about what text features of the book attracted them to read it and explain why. They were interviewed for every book selection, which amounted to five interviews per student. The participants were interviewed individually with their L1 language. They had limitations in the English language; thus, the L1 language allowed the participants to answer the interview questions clearly and to explain their ideas and opinions. All interviews were recorded and transcribed by the researcher to note participants' responses.

3.2.2 Stimulated recall interview

The stimulated recall interview was used to address RQ2. The stimulated recall interview was a semi-structured interview and was developed by the researcher (see appendix B). The stimulated recall interview was used after students finished reading each book. Participants brought their books as prompts for the interview to report the passages that were difficult to understand. The prompts were used to encourage the participants to reflect more deeply about what factors hindering their comprehension during reading. Then, the researcher interviewed them to explain more. Students were required to summarize page by page what they had read. They were also asked some comprehension questions or read some passages to verify that they understood the books. The interviews were recorded and transcribed later by the researcher.

3.2.3 Reading log

After reading each book, the participants were asked to self-report with the reading logs. They were required to complete the following information: the book's title, like/dislike the book, the reasons for selecting the book, the level of the book, and a summary of the book (see appendix C). Also, they wrote what places in the book that were difficult to understand and explain. The data from the reading logs supported data from the other instruments.

All research instruments were checked by three experts in the field of English language teaching, and the researcher completed revisions following their suggestions before collecting data (see appendix D).

3.2.4 Summary of research instruments

The current study was a qualitative design based on the research instruments, which were two interviews and a reading log. The data were analyzed to answer the two research questions as summarized below.

Table 1 Summary of research instruments

Research Question	Instrument	Purpose
RQ1: What text features of ER material attract the students to read it, and why?	Semi-structured interview	To investigate text features that attract students to read extensive reading materials
RQ2: What factors other than vocabulary and structure hinder students' reading comprehension in ER materials?	Stimulated recall interview	To investigate factors other than vocabulary and structure that hindered students' reading comprehension when students read extensive reading materials.
RQ1 & RQ2	Reading log	To support data from the other instruments

3.3 ER program

The extensive reading program in the current study was implemented based on the characteristics of ER proposed by Day and Bamford (1998) (see 2.2.1 Definition and characteristics of extensive reading in Chapter II) and followed the procedures adapted from the Extensive Reading Foundation (2011). ER program was divided into three main steps: setting up the library, ER training, and self-selected reading.

Step 1: The first step was setting up the library. A variety of books on a wide range of topics and levels were provided. This followed the characteristic of ER proposed by Day and Bamford (1998) that *a variety of reading material on a wide range of topics is available*. These books were graded readers and designed for children with simple passages and series of pictures. With many levels of books, participants

had the chance to select the books that they wanted. They could find the books which were easy and suited them. This also followed ER characteristic that *the reading material is easy* (Day & Bamford, 1998). The details of books used for the program were explained in section 3.3.1 ER materials.

Step 2: ER training was the second step. Students were trained to familiarize the ER program. The researcher, as the teacher, told the objective of ER and taught how to do the ER program to the participants. It was consistent with ER characteristics that *teachers orient and guide their students* (Day & Bamford, 1998). The researcher modeled reading a book to the whole class. This step was quite intensive reading. All participants were asked to sit and listen to the teacher. This step was explained in section 3.3.2 ER training. Then, they practiced the next step, self-selected reading, as explained in the next section. They were trained until they could follow the instructions of self-selected reading.

Step 3: The third step was self-selected reading. In this step, the participants were required to read by themselves. There were tables and chairs provided to sit for reading. All participants came to the room and picked up the books on the bookshelves. They could choose the books that they want to read. Like the ER characteristic, *learners choose what they want to read* (Day & Bamford, 1998). Then, each participant read silently on his own without interrupting by the teacher. Based on the ER characteristic, *reading is individual and silent* (Day & Bamford, 1998). With reading suitable books and no interfering from the teacher, students could read fluently. It also followed ER characteristics that reading speed is usually *faster than slower* (Day & Bamford, 1998). After finish each book, they completed their reading log. The reading log was not a follow-up exercise, but it was used to record students' reading experiences. It allowed the students to own their reading. This was consistent with ER characteristics that *reading is its own reward* (Day & Bamford, 1998).

These steps showed that ER program did not aim to teach the English language or grammatical rules. Instead, students had read for pleasure and get information. This was a characteristic of ER that *the purpose of reading is usually related to pleasure, information, and general understanding* (Day & Bamford, 1998). The summary of comparing ER characteristics proposed by Day and Bamford (1998) and ER

implementation in the current study are shown in Table 2: The summary of ER program implementation.

Table 2 The summary of ER program implementation

ER characteristics	ER implantation
1) The reading material is easy. 2) A variety of reading material on a wide range of topics is available.	A variety of books on a wide range of topics and levels were provided
3) Learners choose what they want to read.	The participants could select the books they want to read freely.
4) Reading is individual and silent. 5) Reading speed is usually faster rather than slower	The participants read silently on their own without interrupting by the teacher.
6) The purpose of reading is usually related to pleasure, information, and general understanding.	The participants were not required to learn any structures or focus on language.
7) Reading is its own reward.	There were no follow-up exercises or tests. The participants reflected on their reading experiences on the reading logs.
8) Teachers orient and guide their students.	The participants were trained before reading by themselves.

3.3.1 ER materials

Before starting the ER program, the reading materials had to be prepared. In the current study, ER materials were the English books made for primary students. The books told the stories through simple sentences and a series of pictures. The books were written to read for pleasure, not for academic purposes. The researcher provided a range of book levels from the two publishers as follows.

1) Oxford Reading Tree

Oxford Reading Tree was designed for EFL primary students as well as beginners (Oxford University Press, 2020). The Oxford Reading Tree consisted of 21 levels and

was a book series based on a group of characters, a British family: Kipper, his dog Floppy, his brother Chip, Chip's twin sister Biff, and their friends. They told their stories about the events at home, school, and traveling as well as their other adventures. In this study, book levels 1-5 were provided. These book levels were suitable for participants' abilities and age. The details of the Oxford Reading Tree from each level are shown in Appendix H, The details of ER materials.

2) Usborne My First Reading Library

Usborne consisted of nine levels: Very First Reading, First Reading Level 1- Level 4, and Young Reading Series 1-4. In this study, My First Reading Library was used for ER program. It was a set of books that included 50 books. This collection was divided into three levels. Very First Reading contained the book no.1-22, First Reading Level 1 was the book no. 23-24, and First Reading Level 2 contained the book no. 34-50. These book levels were suitable for beginners as the participants in the study. They were classic fables and folktales with vivid pictures and had many topics: happiness, sadness, family, personal hardships, empathizing, and being kind to each other. Their details are explained as shown in Appendix H, The details of ER materials.

The two publishers had different text features: covers, illustrations, titles, book lengths, and fonts. Therefore, the participants could expose these text features, attracting them to read the ER books and find their interests.

3.3.2 ER training

An ER training was undertaken for the participants to make sure that they understood the process and perform the ER program's given instructions. It began with an ER introduction that aimed to get participants familiar with unfamiliar reading materials and motivate them to read more (Laymon, as cited in Santos & Whiteside, 2015). The ER introduction followed the steps adapted from the guide to extensive reading by The Extensive Reading Foundation (2011) as follows:

1) The researcher chose a book and introduced the book's text features, including front cover, illustrations, title, book-length, print size, and back of the book summary. The participants got the concept of books' text features.

2) The researcher modeled how to read for the whole class through reading aloud with emotion and expression and then let participants try. Also, they were asked some

simple questions such as, “Who are the characters?”, “What is happening?”, “Do you like this book, and why?” and “What places in the book are difficult to understand?”.

3) The researcher explained how to fill out the reading log and asked all participants to do the log. Also, the researcher said the purpose of the ER program was not to study but to practice reading and read for pleasure.

After ER introduction, they practiced the process of self-selected reading and followed given instructions as in the main study (see 3.4 Data collection). Next, the researcher, as a teacher, trained the students for five hours. During ER training, some improvements were found and needed to improve before collecting data, as presented in the following section.

3.3.2.1 ER training reflection

The ER training aimed to train the participants in the program's process and familiarize them with extensive reading. The participants were required to follow the instructions as in the main study. The training was taken for five hours. According to the training, the researcher found the needed improvement before collecting data.

1) Research instruments

Research instruments were two interviews: a semi-structured interview and a stimulated recall interview. Difficult or ambiguous questions and any questions that were not answered as expected were revised.

2) ER materials

ER materials should come from more than one publisher. In training, only Oxford Reading Tree books were used. One more publisher was added when collecting the data. It was Usborne My First Reading Library (see section 3.3.3 Usborne My First Reading Library). In line with RQ1, each student was asked to self-select an ER book and then was interviewed. To get insight data, students' self-selected books should be compared with other ER books. Because one publisher only gave the same text features such as print size, the format of the illustrations, and book-length. The participants were limited in exposure to other text features that may affect them in choosing the books.

3) Data collection procedures

A stimulated recall interview was used after each student finished reading the whole book. To get more insight data, students were required to summarize page by page what they had read. They also were asked some comprehension questions or to

read some passages to recheck that they really understood the books. The difficulties faced while reading was written in their reading logs which were verified with interviews after reading.

3.4 Data Collection

The data were collected during the ER program, but the program still followed the ER characteristics proposed by Day and Bamford (1998), as explained in section 3.3. Firstly, before reading, the participants self-selected the books. Then, they were interviewed in L1 individually about what text features of the ER books attracted them to read it and explain why. The interviews were recorded and transcribed.

Secondly, student read their books silently in the step of self-selected reading. After finishing each book, they self-reported by completing reading logs. In the reading log, the participants provided the book's title, like or dislike of the book and reason, level of the book, and a summary of the book. Also, they were required to indicate to show what passages or words were difficult to understand and explain why.

Finally, the students were interviewed individually by the researcher with a stimulated recall interview. They were asked to bring the books they had read for the interview. Each student recalled places in the books that were difficult to understand and reported to the researcher. The participants were required to summarize page by page what they had read. They also were asked some comprehension questions and to read some passages. A few students did not read and guessed the story from illustrations. This way could help the researcher to recheck that the participants read and really understood the books. They also explained if their reading logs were unclear or gave more information if the researcher needed more details.

Each student read a book a week. They read a total of five books, and the data collected over five hours. Including taking five hours of the ER training, the duration of the program was ten hours.

3.5 Data Analysis

3.5.1 Interview data

There were two interviews used to collect data: a semi-structured interview and a stimulated recall interview. The data from the interviews were transcribed and analyzed by coding. The data from the semi-structured interview were grouped into the categories of books' text features, including front cover, illustrations, title, book-length,

print size, and back of the book summary, adapted from the findings of a previous study by Gibson (2011). In each interview, participants responded to many text features, and they all were counted. One text feature may be mentioned in my times in each interview, but it was counted as one response.

The data from the stimulated recall interview was grouped to the list of codes was developed based on the list of factors other than vocabulary and structure hindering reading comprehension by Japanese university students adapted from Gillis-Furutaka (2015). The factors included illustrations, cultural differences, pronouns, and their referents, idiomatic and figurative expressions, onomatopoeia, literary devices, unexpected plots of the story, and others. Japan was the EFL context as Thailand; thus, these factors were focused on in this study. Every factor that participants faced was counted. Then, the data was tallied and presented in percentages.

3.5.2 Intra reliability check

The data from two interviews were analyzed by coding. Only the researcher analyzed the data yourself. That was a limitation in the study. However, the data had checked the reliability as follows.

1) Checking the transcription

The interviews were L1 and were transcribed by the researcher. Some ambiguous transcripts were back to the participants to explained more. After rechecking the transcription, these data were coded.

2) Double-checking

The transcripts were coded to the categories adapted from the previous study and counted. Then, the results were checked twice by the researcher and then checked again by the supervisor.

3.5.3 Reading log

The reading logs data showed what kinds of ER books participants liked to read and why, and the factors excluding vocabulary and structure hindering their reading comprehension. It supported the data from other instruments.

Finally, data of three research instruments were triangulated to address the research questions. The integration of three data sets was interpreted and explained. Then, all data was concluded to investigate factors affecting extensive reading among Thai primary students.

CHAPTER IV

RESULTS OF STUDY

This chapter describes the results of the study, which consist of two main sections following the research questions.

4.1 RQ1: What text features of ER material attracting the students to read it and why?

Semi-structured interviews and students' reading logs were used to address this research question. Before reading, each participant self-selected an ER book, then they were asked what text features attracted them to select the books to read and why. Each student was required to choose a total of five ER books to read (see Appendix E, Reading Profile), and they were interviewed with every book selection. The data from the interviews were transcribed and categorized into the books' text features, including front cover, illustrations, title, book-length, print size, and back of the book summary, adapted from the findings of a previous study by Gibson (2011). There were 171 responses from 50 total ER books. Each subject had different numbers of responses identified as the frequencies of books' text features attracting students to read. Only one text feature was counted as one response in each book (see Appendix F, The Participants' Responses). The interview data indicated that text features were not only attracted students to read. Other factors also were found, including easy vocabulary, interesting plots, characters, familiarization, challenge, and reading log, as shown in Table 3.

Table 3 Factors of ER materials attracting the students to read

Factors of ER materials attracting the students to read	Number of responses (n)	Percentage
Easy vocabulary	34	20
Front covers	34	20
Illustrations	33	19
Titles	22	13
Book levels	22	13
Interesting plots	11	6

Other factors: characters, book-length, familiarization, challenge, reading log, back covers, and fonts.	15	9
Total	171	100

Table 3 displays the main seven factors attracting students to read ER materials. Easy vocabulary and front covers were the most frequent factors attracting students to read ER materials, with 20% or 34 responses (n=171). It was slightly more than the illustrations marked at 19%. Next, titles had the same numbers as book levels, which was 13%. The last factor was the interesting plots at 6%, a little less than half of titles and book levels. Other factors at the bottom of the table marked 9% were factors of fewer than five responses, including characters, book-length, familiarization, challenge, reading log, back covers, and fonts. Each factor was described as follows.

4.1.1 Easy vocabulary

Easy vocabulary was the most frequent factor attracting students to read ER materials, which was 20% or 34 responses (n=171). Easy vocabulary means how easy a text is to read. Students opened the books and read briefly to see the words inside. They chose the ER books with easy passages that they could mostly read and understand based on the concept of ER. Extensive reading involves students reading on their own that they read the books following their language levels and interests (Nation & Waring, 2019). According to the data from students' reading logs, the two ER books that were read the most were 'The Ball Pit' and 'The Ice Cream' of Oxford Reading Tree, read by three students out of ten. The question 'Why I choose this book?' from the reading logs of these two books shown that most responses looked at the easiness of the texts indicated by students G6, G7, G8, and G9. Easy vocabulary affecting the choice of ER books was also supported by the interviews as follows:

"I looked at the vocabulary that I could read and were easy to understand by looking through the pages. If I do not understand the vocabulary, I will find a new book." (Student G2) [From the book 'Shopping', level 1+, Oxford Reading Tree]

"I look inside the book to see the pictures and vocabulary. The vocabulary should not be too easy or too difficult to understand. I knew the meanings of most vocabulary

in this book. I also could translate these in Thai." (Student G5) [From the book 'Big Feet', level 1+, Oxford Reading Tree]

4.1.2 Front covers

Front covers had the same numbers as easy vocabulary and accounted for 20% of the students' responses (n=171). The beautiful book covers could attract students to select ER books to read. Students might choose the front covers that contained the characters, places, colors, or things that they liked and were interested in. The following are comments from students about choosing ER books based on front covers.

"The book looks interesting because the cover is beautiful." (Student G9) [From the book 'In a Bit', level 2, Oxford Reading Tree]

"The cover is interesting: there is a dog, and I also like its green color." (Student G7) [From the book 'Poor Floppy', level 2, Oxford Reading Tree]

"The cover looks interesting because I see the dog is chasing something." [There is a dog chasing a boy on the bike on the front cover.] The same student also stated that *"The cover that had the characters I liked could attract me to select them to read."* (Student G2) [From the book 'Kipper's Idea', level 3, Oxford Reading Tree]

4.1.3 Illustrations

19% of the responses referred to looking at the illustrations to select the ER books to read. The illustrations in the study were the pictures inside the ER books. The illustration is a factor of children's book selections with many aspects, including characters, colors, objects, and formats of illustrations (Beak, 2014). Students looked through the pages to see the pictures before choosing the books. They wanted to see if the pictures inside the books were beautiful or not. Moreover, they looked at the pictures to see which were easy to understand. The interviews from students have confirmed these statements:

"I looked through the pages of the book to see if the pictures inside are beautiful or not." (Student G9) [From the book 'In a Bit', level 2, Oxford Reading Tree]

"I also looked through pages of the book to see how easy the pictures are. I could understand the story by guessing from the pictures. If the pictures are difficult to comprehend, I will change to the new books." (Student G7) [From 'The Big Egg', level 2, Oxford Reading Tree]

4.1.4 Titles

Participants chose books based on titles comprised 13% of the students' responses (n=171). The title is the name of the book on the front cover. Students described that the titles should be short and easy to read. Interestingly, one student stated that the easy title could represent how easy the passages inside the book. The following are examples from the interviews on how titles affect students to read ER books:

"The title was easy to read and short." (Student G9) [From the book 'Top Dog', level 1+, Oxford Reading Tree]

"If the title is easy, the passage inside tends to be easy." (Student G1) [From the book 'The Toy's Party', level 2, Oxford Reading Tree]

4.1.5 Book levels

Graded readers were the reading materials used in the study. There was a rank of the language levels of the ER books for selection. Students could recognize their appropriate levels. They looked at the back cover to see the book levels that suited them, as seen in the following excerpts:

The excerpts from Students G5 [From the book 'In a Bit', Level 2, Oxford Reading Tree]

Researcher: Why you choose this book? Why not this book instead?

[The researcher compared a student's self-selected book to another publisher.]

Student G5: This book was easier.

Researcher: How do you know it easier?

Student G5: I looked through the pages and looked at the stage (book level).

I chose stage 2, which suited me.

Researcher: What about stage 3 or 4?

Student G5: Stage 3 was a bit difficult, and I could not read at stage 4.

Researcher: How do you know what stage does suits you?

Student G5: The suitable stage for me was the stage that I could read and understand the story.

The excerpts from Students G6 [From the book 'The Trampoline' level, 1+, Oxford Reading Tree]

Researcher: Why you choose this book? Why not this book instead?

[The researcher compared a student's self-selected book to a book of another publisher.]

Student G6: This book was easier. Moreover, I looked at the book levels. I looked at the level 1 and 2. Personally, levels 1 and 2 were my right levels. I used to open level 3 books, and I thought that it was too difficult for me.

4.1.6 Interesting plots

The interesting plot was the story of the book, and it made the readers want to read more. Students opened the books and read briefly to consider the plot inside. From the interview, it was found that the questioning and addictive plots made students want to read the ER books. Some students wanted to know what will happen at the end of the story. The interesting plots could make them want to read to find what is going on as follows.

"I want to know what they are going to do. The story is about "hide and seek." I want to know where they hide." (Student G4) [The story is from the book 'Hide and Seek', level 1+, Oxford Reading Tree. It is about the children playing hide and seeks. One boy sought his friends one by one who was hiding around the house.]

"I want to know why the egg big." (Student G7) [The story is from the book 'The Big Egg', level 2, Oxford Reading Tree. It is about the children who found an egg on the chicken farm. The egg was too big for the hen. They wondered where was the egg comes from. Then, the children helped each other to find it out.]

4.1.7 Other factors

Other factors attracting students to read ER books was 9%, which was 15 responses. Characters were 5 responses, book-length marked 4 responses, and familiarization was 2. Challenge, reading log, back covers, and fonts were 1 response each. Firstly, students had their favorite characters as animals. They revealed that interesting books were about animals, and they usually chose books about animals more than books about people, as seen in the following excerpts from Students G2 and G5.

The excerpts from Students G2 [From the book 'Floppy's Bath', level 2, Oxford Reading Tree]

Researcher: Why did you choose this book?

Student G2: The book looks interesting in that I can see people are bathing Floppy.

Researcher: Do you tend to pick all of your books that have the character, Floppy?

Student G2: Yes.

Researcher: Why did you choose this book? Why not this book instead?

[The researcher compared a student's self-selected book to a book of another publisher.]

Student G2: I prefer this book because I like dogs.

Researcher: Do you tend to pick all of your books this way?

Student G2: Yes. I choose the books that have Floppy.

The excerpts from Students G5 [From the book 'Stop the Cow', level: Very First Reading, Usborne]

Researcher: Why did you choose this book?

Student G5: The book is interesting because I like the cow.

Researcher: Do animals or people in the books affect you to select the books to read?

Student G5: Yes, I prefer animals more than people.

Researcher: Do you tend to pick all of your books this way?

Student G5: Yes, I always choose books about animals.

There were only Oxford Reading Tree books used for ER training. In the main study, one more publisher was added, which was Usborne My First Reading Library. A few responses claimed that they chose the books that they were familiarized with that they had used to read in the ER training, evidenced as follows.

The excerpts from Students B1 [From the book 'Goal', level 1, Oxford Reading Tree]

Researcher: "Why did you choose this book? Why not this book instead?"

[The researcher compared a student's self-selected book, Oxford Reading Tree, to a book of another publisher, Usborne.]

Student B1: "That book is not familiar to me. I never read them." [This Usborne book was from a new publisher added from the ER training.]

Some students chose books based on length as follows.

"I looked at the book-length: number of pages which are 24, 16, or 8." (Student G1) [From the book 'Catkin the Kitten', level 1+, Oxford Reading Tree]

"I preferred the short length of books. I don't like the long length book." (Student G9) [From the book 'Top Dog', level 1+, Oxford Reading Tree]

Only one student preferred the ER book with the beautiful back cover.

"I looked at the back cover that is beautiful or not." (Student G9) [From the book 'The Big Carrot', level 1+, Oxford Reading Tree]

One student wanted to read the more difficult ER books as a challenge to herself.

The excerpts from Students G3 [From the book 'Dog Diary', level: Very First Reading, Usborne]

Researcher: Why you choose this book? Why not this book instead? [The researcher compared a student' self-selected book to another book.]

Student G3: That book is easy to read. I want to read more difficult book.

Also, selecting ER books that were easy to do reading log was a reason to read ER books.

"I cannot do the reading log if I select the difficult books. With this book, I can easily write its summary. It's easy to summarize the story and write it in the reading log." (Student G6) [From the book 'Put It Back', level 2, Oxford Reading Tree]

Besides, student B1 revealed that they picked the books which have the familiarized fonts.

The excerpts from Students B1 [From the book 'At the Park', level 1, Oxford Reading Tree]

Researcher: "There are different text features: length, covers, illustrations, and fonts. Why did you choose this book? Why not this book instead?" [The researcher compared a student's self-selected book, Oxford Reading Tree, to a book of another publisher, Usborne.]

Student B1: "The font also affects to choose the book. It should be

familiarized. I don't like the format of this font. It felt uncomfortable to read. I didn't like it."

To sum up, the findings of Research Question 1 showed that easy vocabulary attracted students to read ER books the most, which accounted for 20% of the total 171 responses. The students would select the ER books that contained the vocabulary that they could read and understand. Front covers, illustrations, titles, and book levels were slightly less than easy vocabulary in the top four ranks. The front covers should be beautiful, and the illustrations inside also were beautiful and easy to understand. They also picked up the ER books with short and easy titles and suited to their right levels. Most participants could recognize what book levels were suitable for their abilities. Interesting plots and other factors were the two least factors impacting the students to select the ER books to read.

4.2 RQ2: What factors other than vocabulary and structure hindering students' reading comprehension in ER materials?

The subjects were ten students reading 50 total ER books. The participants reported the factors hindering their reading comprehension, and they also were asked some comprehension questions through a stimulated recall interview. In each book, the participant might encounter many factors hindering their comprehension, or not face anything. They might face the same factor in one book but in different meanings. Regarding factor 'pronoun and their referent', 'he' could be found in a different context and was used many times in one book. Each factor that each participant faced was counted as a response. There were 48 responses that the participants faced from 50 ER books (see Appendix F, The Participants' Responses). The factors included illustrations, cultural differences, pronouns and their referents, idiomatic and figurative expressions, onomatopoeia, literary devices, unexpected plots of the story, and others. This current study conducted on primary students, and the researcher found other factors excerpted from the list of Gillis-Furutaka (2015), as shown in Table 4.

Table 4 Factors other than vocabulary and structure hindering students' reading comprehension

Factors other than vocabulary and structure hindering students' reading comprehension	Number of responses (n)	Percentage
Pronouns and their referents	20	42
Onomatopoeias	8	17
Names	7	15
Phrases	5	10
Punctuation marks	4	8
Illustrations	2	4
Unexpected plots	2	4
Total	48	100

The table displays a list of factors other than vocabulary and structure hindering students' reading comprehension. Ten participants of the study identified the frequencies of facing these factors from 50 ER books. The total responses were 48. The pronouns and their referents were the most common of the factors at 42% or 20 responses and were far higher than other factors. Then, onomatopoeias comprised 17%. Names were 15%, followed by Phrases marked 10%, and Punctuation marks as 8%. The two least factors hindering students' reading comprehension were illustrations, and unexpected plots marked equally 4% or just 2 responses.

4.2.1 Pronouns and their referents

It was the most common factor hindering students' reading comprehension at 42% of the total responses. Pronouns and their referents refer to the words representing a noun and noun phrase especially referring to characters, things, or pictures in the books. Students mismatched the pronouns and their referents when the researcher asked them for reading comprehension. Although they could tell the meanings of these pronouns in Thai, they referred to the wrong referents. Then the researcher, as the teacher, pointed to mentioned sentences, contexts, and pictures. Through the teacher's hints, the students could guess the correct referents. For example, students G6 and G7 were asked to point out the character of 'she', but they pointed incorrectly to another female character. In some ER books, the writers use 'she', 'he' or 'I' as a pronoun for an

animal, especially for a pet. When the researcher asked students to refer to these pronouns, most students pointed to pictures of people instead of pets. As student G5 referred to the pronoun 'she' to the people, in reality, 'she' in the story was as a cow. Similarly, student G4 read the book 'Good dog', and the researcher asked who says the passage 'You say sit, I sit.'? The line was said by the dog, but the student pointed incorrectly to the pictures of people. Then, the student got hints from the teacher and took the time to identify the correct character. Like student G9 who read the book 'Top dog', they could not refer to 'we' from the passage, although she knew the meaning in Thai, because there are many characters of people on a page. Moreover, 'this', 'that', 'them', and 'one' also were difficult for students' reading comprehension. These pronouns can refer to animals, things, or situations that make students confused. For example, 'them' from the book 'The Ball Pit', referred to the glasses that students G6 and G9 were confused with.

4.2.2 Onomatopoeias

The onomatopoeias were the speech of the characters which represented the characters while doing something. Some onomatopoeias do not resemble the object or actions that they denote (Karina, 2017). They are associate the object that the words denote. In the children's book, onomatopoeia usually appears in the characters' expressions used to support the ideas of the story. These were not the main part of the passages but were in the books. 17% indicated that onomatopoeia such as Yuck, Mmm, Ow, Uh, Oops, and Tug affected students' reading comprehension. The participants could not pronounce some of these onomatopoeias and could not tell their meanings or guess from the pictures. Some words imitate sounds that are different from their mother tongue. Student G3 from the book 'The Big Carrot' and G7 from 'The Apple' described that they had no idea of 'Mmm' although the teacher pronounced the word to them, and it was in the pictures about eating. Other evidence is supported as follows.

The excerpts from Students G5

Researcher: What is 'Ow!'?

Student G5: (The student couldn't answer.)

Researcher: If you do not know 'Ow' meaning, does it affect to your comprehension?

Student G5: A bit. I did not know what does it mean and I may skip some part of the story.

The excerpts from Students G7

Researcher: What does 'Oops!' mean?

Student G7: It means careful. (Incorrect answer)

[The story is 'The Apple' from Oxford Reading Tree. It is about a family who wants an apple on a tree. They try to get it but, the apple is too high. The man uses a stick to get the apple. Accidentally, it is fallen and bounces away. The girl says Oops! Here, the character says after doing something wrong. However, the participants indicated Oops was careful.]

4.2.3 Names

Names were 15% of the students' responses. It also was a factor that makes students confused while reading. Names were the British English names of the characters from the ER books of Oxford Reading Tree and Usborne My First Reading Library used in the study. Students noted that they were not familiar with the names and could not pronounce them such as 'Biff' and 'Wilf'. When the researcher asked them to summarize the story they had read briefly, they often paused telling and asked the researcher how to pronounce these names. Some students could not identify the names, and they thought that names were the vocabulary. As student G7 thought the word 'Chip' was a vocabulary. Interestingly, some names were used as animals. It made the students confused in reading. Student G5 was asked to point to the character of 'Lilly,' and they incorrectly pointed to a person. This name was used as a cow in that book.

4.2.4 Phrases

Further, students were confused about phrases, which was 11% of the responses. Phrases were a group of words that had a particular meaning. 'In a bit' was the phrase in which students G9 and G5 could not guess the meaning from its context or picture. The story is about parents who ask their children to help with the housework. However, their children are watching television and always say 'in a bit'. They did not know the meaning of this phrase and could not comprehend this story. Some students were confused by the phrase "let's", which was a contraction of let us. Also, one student, G2, had difficulty with the phrase "what a job!". It means that it is a difficult job in the

context of the story. However, the student did figure out the meaning, as she guessed from the pictures. People carry many things in the picture, and she guessed that “what a job!” means heavy.

4.2.5 Punctuation marks

Punctuation marks were 6% of the students’ responses. They were the symbols used in the ER books, such as exclamation marks (!), and quotation marks (“...”). The students reported that they did not know these symbols. It made them have trouble with what those passages conveyed and emphasized. Also, while interviewing student G3, they summarized the question sentence to an affirmative sentence. They ignored the question mark that led her to misunderstand some parts of the story. Student G3 was asked to explain an exclamation mark (!) with the word “Tug!!!”. They could tell the meaning of tug in Thai, but she paused to think about this exclamation mark. As in the interview excerpt presented below, she did not know what the exclamation mark was and what it meant.

The excerpts from Students G3 [From the book ‘The Big Carrot’, level 1+, Oxford Reading Tree]

Researcher: What does ‘!’ mean?

Student G3: It may mean shock.

Researcher: Are you confused about it?

Student G3: I was confused a bit about it when reading. If I don’t know what it actually means, I may not understand some parts of the story.

The excerpts from Students G8 [From the book ‘Look After Me’, level 1+, Oxford Reading Tree]

Researcher: What does (“...”) mean?

Student G8: (Student couldn’t answer.)

Researcher: It means this sentence is a speech.

Do you think it affects your reading comprehension?

Student G8: Yes, a bit. If we do not know what it is, we do not know what kind of sentence it is. And we will not understand the story clearly.

4.2.6 Illustrations

The illustrations were the pictures or some parts of the pictures inside the books. The illustrations that had many parts on one page might be difficult for students' reading comprehension. Student G4 described that pictures were difficult for her to understand because many pictures were contained on only a page, and some pictures did not relate to the passages. Also, student G7 stated that some pictures hindered her reading comprehension because they were challenging to identify. The following are excerpts from the interview.

The excerpts from Students G4

Researcher: Is there anything difficulty in your reading?

Student G4: The pictures are not related to their passages. There are many pictures of thoughts.

[This book is A New Dog of Oxford Reading Tree. It is about a family who wants a new dog. Everyone has their own thoughts about the dogs. There have many pictures of thoughts in the book.]

The excerpts from Students G7

Researcher: Is there anything difficulty in your reading?

Student G7: Vocabulary and pictures.

Researcher: Please, explain about the pictures.

Student G7: The feeling of animals that I do not know it feels better or not.

[This book is Poor Floppy of Oxford Reading Tree. The story is about a dog named Floppy. It gets sick, and its owners try to help him feel better. There are illustrations of the dog's feelings in the book.]

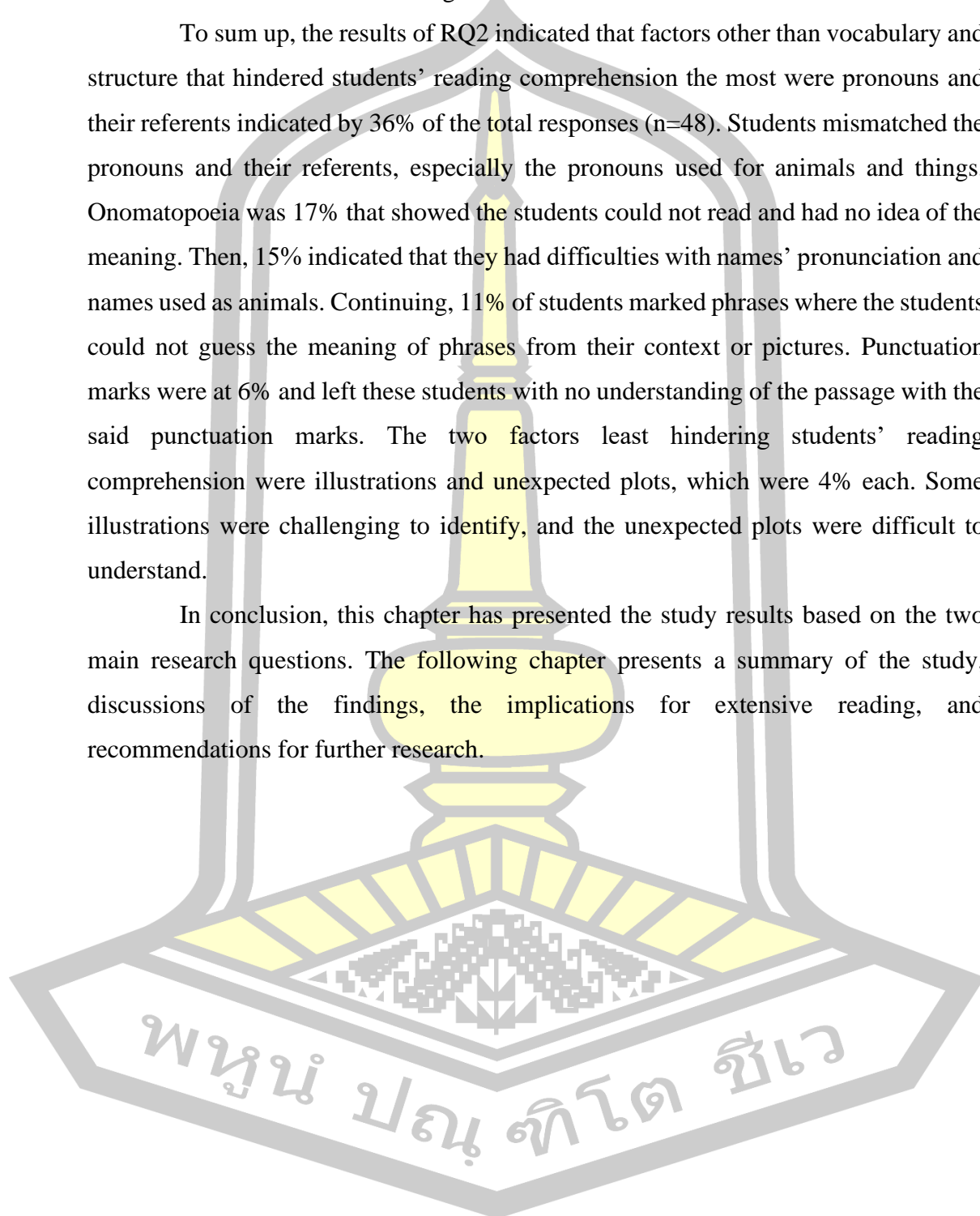
4.2.7 Unexpected plots

The unexpected plots affecting students' reading comprehension accounted for 4% of the responses. The unexpected plots refer to the plots that provide a surprise or the events that readers do not expect. Two students who read the book "*In a Bit*" could not summarize the story's ending. This story is about parents who ask their children for help, but their children were always watching TV and always said: "in a bit". Then, the parents have an idea to make a box like a TV and put themselves inside. When their children ask them for dinner, they are in the TV box and say, "in a bit". This plot was

unexpected, and students could not understand. Thus, the unexpected plot is one factor that affected students while reading ER books.

To sum up, the results of RQ2 indicated that factors other than vocabulary and structure that hindered students' reading comprehension the most were pronouns and their referents indicated by 36% of the total responses (n=48). Students mismatched the pronouns and their referents, especially the pronouns used for animals and things. Onomatopoeia was 17% that showed the students could not read and had no idea of the meaning. Then, 15% indicated that they had difficulties with names' pronunciation and names used as animals. Continuing, 11% of students marked phrases where the students could not guess the meaning of phrases from their context or pictures. Punctuation marks were at 6% and left these students with no understanding of the passage with the said punctuation marks. The two factors least hindering students' reading comprehension were illustrations and unexpected plots, which were 4% each. Some illustrations were challenging to identify, and the unexpected plots were difficult to understand.

In conclusion, this chapter has presented the study results based on the two main research questions. The following chapter presents a summary of the study, discussions of the findings, the implications for extensive reading, and recommendations for further research.



CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This final chapter presents the summary of the study, the discussions of the findings, the implications for extensive reading, and recommendations for further research.

5.1 Summary of the study

The study's objectives were to investigate the text features of ER material attracting students to read them and investigate the factors other than vocabulary and structures hindering students' reading comprehension in ER materials among Thai primary students. The study is significant in providing suggestions on selecting the ER books, the implication of an ER program, and the guidelines of effectively teaching the English language. The research was grounded on comprehensible input theories that the more students read, the more comprehension input they will get. Students will read a lot and get much more comprehensible input if they can access the reading materials that suit their language ability and interests.

To investigate the factors affecting extensive reading, a semi-structured interview, A stimulated recall interview, and a reading log were used to collect the data. Ten volunteers in the third grade who had the same English proficiency level participated in the study. Before collecting data, ER training was taken to train the participants to become familiarized with the ER program. In ER training, the participants were required to follow the instructions as in the main study, but they read a shorter book instead. The researcher, as a teacher, trained students for five hours before collecting data. In collecting data processes, the participants' self-selected ER books. Then, they were interviewed with a semi-structured interview in L1 individually about what text features of the ER books attracted them to read it and explain why. Then, they were required to read the ER books and did a reading log. After that, they were asked to report difficulties in their reading through the stimulated recall interview. The participants were asked to read a total of five books, and the data were collected over five hours. The data of the interviews were grouped into categories and analyzed by counting and presenting in percentages and explained. The reading log data supported the data from the interviews.

The main findings from the study can be summarized following the two research questions. RQ1: What text features of ER material attract the students to read it and why? and RQ2: What factors other than vocabulary and structure hinder students' reading comprehension in ER materials? The first research question found that easy vocabulary and front covers were the two factors most attracting students to read ER books. Students preferred the ER books with easy vocabulary that they can read and understand. They also chose the ER books based on beautiful front covers. Followed by illustrations, it was found that the illustrations inside the books should be beautiful and easy to understand. Then came titles and book levels. ER books with short and easy titles and appropriate book levels were usually picked up. Additionally, they selected the books based on other factors, including characters, book-length, familiarization, challenge, reading log, back covers, and fonts.

Regarding RQ2, the factors other than vocabulary and structures hindering students' reading comprehension in ER materials the most were pronouns and their referents. Although students knew the meaning of the pronouns in Thai, they mismatched these pronouns and their referents. There were many characters and things to identify, and the writers also used some pronouns as animals. Followed by onomatopoeia, the students could not read it and had little understanding of it. Then, names also were difficult to pronounce. Some names were used as animals that were confusing to identify the characters. Moreover, students revealed that they could not guess the meaning of phrases from their context or pictures. Punctuation marks also were a factor hindering students' reading. Lack of knowledge of punctuation marks might lead students to have no idea of the meaning conveyed. The two factors least hindering students' reading comprehension were illustrations and unexpected plots. Some illustrations were challenging to identify, and the unexpected plots were difficult to understand. The findings of the two research questions are discussed in the next section.

5.2 Discussions of the findings

In this section, the major findings of the study are discussed. The scope of the discussion covers the topics of factors attracting students to read ER materials and factors hindering students' reading comprehension while reading ER materials.

5.2.1 Factors attracting students to read ER materials

The first research question grounded in the current study is what text features of ER materials attract the students to read it and why. To answer this research question, a semi-structured interview and a reading log were used to collect data. The results were shown in Table 3: Factors of ER materials attracting the students to read (see Page 45). Easy vocabulary and front covers, illustrations, titles and book levels, interesting plots, and other factors attracted students to read ER materials, as discussed in the following sections.

5.2.1.1 *Easy vocabulary and Front cover*

Easy vocabulary and front cover were the two factors most attracting students to read ER materials. Most students chose the ER books based on the easiness of the vocabulary. They looked through pages to see the words inside that they could mostly read and understand. In addition, students chose ER books that had beautiful front covers. They considered the front cover containing the characters, places, colors, or things they liked and were interested in. To acquire the language, Krashen (2003, as cited in Krashen et al., 2017) stated that students successfully exposed to comprehensible input should read the materials at their right levels and are interested in. The reading materials which are too difficult for students' competence and not interesting will not support their language acquisition. Students may not understand every single word in the books. They comprehended the text by guessing the unknown words. With this, they were exposed to comprehensible input beyond their current language levels presented with the concept 'i+1'. The 'i' refers to the input which represents a level of learner's language ability (Richards & Rodgers, 2018). 'i+1' represents the input that should be slightly beyond the level of the learners' proficiency. Thus, students acquire the language by reading books that match their language abilities and satisfaction.

These results are also partly due to the nature of extensive reading; students read on their own, and they read the books based on their language levels and interests (Nation & Waring, 2019). By self-selecting books, students can expand their reading comfort zone where they easily read and understand the texts (Day, 2017). Students are exposed to more vocabulary, promote their reading fluency, and develop language knowledge by reading a lot of materials (Nation & Waring, 2019). In addition, students

selected the ER books based on easy vocabulary and front covers because they were trained. ER training was carried out in ER introduction before independent reading. It aimed to let students familiarize ER program. They were introduced to how to select the ER books that they were interested in and could read on their own. Therefore, easy vocabulary and front cover are the significant factors affecting students to read ER books that encourage them to read many materials and promote their language knowledge.

5.2.1.2 Illustrations

Students looked through the pages to see the illustrations inside that were beautiful and easy to understand. The illustrations in the study were the pictures inside the ER books that included many aspects such as characters, colors, objects, and formats. The participants described that they chose the books based on their favorite colors being in the illustrations and that the illustrations should be colorful. The results support Beak (2014) that children consider various aspects of illustrations, including colors, characters, objects, and formats of illustrations when self-selecting books. Also, the participants examined the complexity of illustrations as a reason to pick up the books for reading. Children get into the literary world by illustrations that help them to understand the text, get the ideas of the subject and characters, and finally respond to the story (Tursunmurotovich, 2020). With illustrations, children can imagine themselves to be characters in the texts and become involved in the story. With fewer life experiences of children, they need illustrations to help to recreate what the writer says in their minds. Therefore, they often choose books with illustrations that present the content of the texts through their worldview. This confirmed the previous findings of Reuter (2007) in that students open the books and examine specific aspects of books, such as looking at pictures inside to preview the contents. Not only the beauty of the illustrations but also their easiness attracts the students to read the books.

5.2.1.3 Titles and Book level

Titles and book levels got the same percentage of the students' responses. Students selected ER books with short and easy titles. They stated that easy titles could represent how easy the passages were inside the books. Book titles are created to attract readers to read the books (Mayer & Talty, 2012). The writer composes a title that can persuade the readers to read the whole book. Fun and interesting book titles will

motivate students to read and promote their reading habits (Wan-a-rom, 2012). Besides, students examined the book levels before reading. They will be motivated and have a positive attitude about reading when they access ER materials at their right levels (Wan-a-rom, 2012). They choose the books based on the right levels that they can read and understand the text. This agrees with Jacobs (2014), who defined two characteristics of extensive reading materials: interest level and materials' reading level. He said that ER materials should be at students' independent reading level to comprehend the text with little or no assistance. Thus, ER books with given book levels, such as graded readers, can help students to find their right ER books. With reading at the right level and interest level, students can comprehend the text and enjoy reading. ER materials should be with match students' levels and interests.

5.2.1.4 Interesting plots

Interesting plots also impacted students to choose which ER books to read. The interesting plots in the study refer to the story being questioning and addictive and entice students to want to read the books. Students wanted to know what will happen at the end of the story. As student G4 who read the book 'Hide and Seek', wanted to know where the children in the story hide. Also, student G7 who read the book 'The Big Egg' was curious about the big egg. It was too big for the hen, and she needed to find out where it comes from. The plots, which were addictive and questioning, could make them want to find out what is going on in the story. Also, students are willing to read the contents of books, which match the current trends and their lifestyles (Samitayothin & Tapinta, 2018). Readers need excitement and conflict within plots to develop their interest (Norton, 2011). Good plots allow readers to be involved and feel the action, conflict, and climax of the story and then respond to a pleasing ending. The readers expect and enjoy the plots regarding their interests. Young readers especially often delight in simple plots dealing with their daily activities. Based on the characteristic of extensive reading (Day & Bamford, 1998) that is students choose what they want to read. Self-selection of reading materials can motivate students to read. Students choose the books they like without being forced by teachers or the curriculum. They have no stress in reading and tend to read happily. Thus, the plots are the factors that attract students to read ER books.

5.2.1.5 Other factors

Other factors attracting students to read ER books are characters and book-length. Students were interested in ER books about animals and their favorite characters. The results supported the claim of Mohr (2006), the children preferred books about the animals that they liked. The stories about animals can reflect the world around them. Children often delight in the characters that are like real people; they have feelings and can make decisions affecting the plot and the other characters in the book (Hazelbaker, 2020). The books with familiar characters are usually selected by children. Also, students chose books based on length. Some children determine difficulties of reading books by the number of pages (Beak, 2014). They select books based on a book-length that is not long to read. As in the study of Maneekhao and Tepsuriwong (2016), students preferred to read short-length graded reader books with 11-20 pages in extensive reading.

To sum up, the findings of the study confirm that text features attracting students to read ER books based on Gibson (2011), including front covers, illustrations, titles, book levels, and interesting plots. However, another factor was found, too, which was easy vocabulary inside the books. Students mentioned that examining how easy vocabulary was could impact selecting ER books to read. These factors affect students to read ER books; thus, they should be considered in selecting ER reading materials. ER books should contain easy vocabulary that students can read and understand, front covers that are attractive and relevant to students, illustrations that are beautiful and easy to comprehend, titles that are simple and short, book levels that match students' language levels, and plots that make readers want to know what happens next. These characteristics can help teachers to select quality reading materials for use in the ER programs.

5.2.2 Factors hindering students' reading comprehension while reading ER materials

The second research question is about what factors other than vocabulary and structures hinder students' reading comprehension while reading ER materials. To answer this research question, a stimulated recall interview and a reading log were used to collect data. The results were shown in Table 4 Factors other than vocabulary and structure hindering students' reading comprehension (see Page 52). Similar to the

findings of Gillis-Furutaka (2015), the researcher found that pronouns and their referents, onomatopoeia, illustrations, and unexpected plots hindered students while reading ER materials. However, more factors were found, including names, phrases, punctuation marks that affected students' reading comprehension, too. These factors are discussed in the following sections.

5.2.2.1 Pronouns and their referents

Pronouns and their referents were the factors most hindering to students' reading comprehension while reading ER materials. Although students knew the meanings of pronouns in Thai, they mismatched their referents. Because there were many characters, things, and situations in the story that these pronouns can refer to, they could not guess from the context, especially the pronouns used for animals and things. They paused to think, and then they could only answer correctly by getting hints from the teacher. This finding was consistent with the study of Gillis-Furutaka (2015). Some pronouns were too complex to understand that students had to pause their reading and analyze them in their first language. Parent (2015) demonstrated that EFL students have difficulties in pronouns because they are different from their first languages. Pronouns are not used in many languages, and some languages only have one relative pronoun. Sometimes, students feel confused by homonyms of the pronouns "you" that can be used as both subject and object pronoun, and "who" that has no difference between relative and interrogative pronoun. Students need time and practice to master in English pronouns. Similarly, Puspita (2017) found that students may usually face a mismatch between the pronoun and its referent while comprehending the texts. She suggests that students understand pronouns easily if they had enough vocabulary knowledge and use effective reading techniques. With these, students understand the content and can comprehend the text.

5.2.2.2 Onomatopoeia

Onomatopoeia affected students' reading comprehension in that students could not pronounce these words and could not tell their meanings. Although the researcher read and gave hints, the students still had no idea. These words imitated sounds that were different from their mother tongue. According to Karina (2017), students were unfamiliar with some onomatopoeic words and confused in determining their meanings. The onomatopoeia in one language is not similar to other languages; thus,

some students may not understand. Students who always face unfamiliar words when practicing extensive reading and then, they will not be interested and stop reading (Martina et al., 2020). Mezrigui (2011) explains that onomatopoeia is used as a context clue to help readers predict the meaning of new vocabulary. If they do not have knowledge of onomatopoeias, they will not understand the situational context of the story and cannot interpret the texts. Therefore, onomatopoeia is a factor affecting students' reading comprehension.

5.2.2.3 Names

Names were also a factor that made students confused while reading. Students were not familiar with the names and could not pronounce them such as 'Biff' and 'Wilf'. They often paused while interviewing and got stuck while pronouncing the names. Some names were used as animals that made the students mismatch the name and their characters. According to Alsubaie (2014), place and person names are cultural barriers to reading comprehension. The lack of L2 culture knowledge can make students not understand the content. This agrees with the study of Kasim and Raisha (2017). Lack of cultural knowledge is a big problem that usually interferes with EFL students' reading comprehension. A few participants could not identify the names, and they thought that names were the vocabulary. As student G7 thought the word 'Chip' was a vocabulary. Students could not recognize names because they did not understand the rules of capitalization (Alsubaie, 2014). Experienced readers can instantly recognize names according to the capital letters, while less experienced readers may get stuck on these words. English proper nouns as personal names are often decoded with difficulty because they are pronounced irregularly. Their spelling and pronunciation often do not follow normal word patterns (Carney, 1994 as cited in Brown, 2010). It is difficult for those who never encounter and are not familiar with these names. Students activate their prior knowledge or schemata to comprehend the texts to make sense of what the writers say (Alptekin, 1981 as cited in Carlson, 2019). Familiar content can help students interpret the meaning of the text quickly. In contrast, insufficient schemata lead students to deal with unknown terms more slowly. Providing familiarity of names, places, and customs contributes to activating schemata and enhancing students' understanding.

5.2.2.4 Phrases

Students may become confused about phrases that they could not guess the meaning from its context and picture such as ‘in a bit’, ‘let’s’, and ‘what a job!’. Phrases were difficulties in reading comprehension faced by the EFL learners, as revealed in a study conducted by Al-Jarrah and Ismail (2018). They stated that students could not recognize the meaning of phrases in the sentences. This finding was also consistent with previous results of Thao and Tham (2017), students had difficulties in ESP reading comprehension, and one of the difficulties is unknown words. They said that students could not guess the meaning of unknown words or phrases. Some English phrases make texts more complex and difficult to understand among EFL students. Conversely, through reading ER, students can be exposed to the words in natural contexts (Pereyra, 2015). They will discover various lexical chunks in different situations and in different combinations by reading many materials. Although unfamiliar phrases hinder students’ reading comprehension, they can learn new vocabulary and improve their language competence.

5.2.2.5 Punctuation marks

The students reported that they had no idea how to use punctuation marks such as exclamation marks and quotation marks. Interestingly, one student summarized the question sentence as an affirmative sentence. She ignored the question mark that led her to misunderstand that part of the story. The lack of knowledge of punctuation marks made students not know what those passages conveyed and emphasized. This result shares similarities with Alsubaie’s findings (2014). Students might misunderstand the text that the writer tries to convey. If they did not understand punctuation, they might fail to comprehend the text, such as a question mark is used for asking, not for a statement being made. Punctuation marks are one of the factors of language learning that EFL students face difficulty with during reading, as revealed in a study conducted by Suliman et al. (2019). Punctuation marks communicate the message to the readers with clearness. Regarding their study, EFL learners recognize that punctuation marks change the meaning of the texts. Different punctuation marks are used in different situations. Without knowing the usage of punctuation marks, readers are led to identifying and understanding the text with difficulty. Punctuation marks can help readers to follow and comprehend the text easier.

5.2.2.6 Illustrations and Unexpected plots

Illustrations and plots attract students to read ER books (see section 5.2.1.2 Illustrations and 5.2.1.4 Interesting plots). They examine books that contain beautiful and easy illustrations for reading. The easiness and beauty of illustrations can influence students' book selection. In addition, the books with interesting plots attract students to read. They desire to know what happens in the story. It concludes that illustrations and story plot are also reasons to select a book to read.

However, these two factors may block students' reading comprehension. The illustrations that have many locations on one page may be difficult to identify and understand. The study of Okwilagwe and Aghotor (2018) confirmed the findings that students understand texts easier with familiar pictures and drawings. Illustrations also help them to comprehend the main ideas of the texts. As Mounguengui and Ilouga (2019) supported that the students who read with illustrations performed comprehension tasks better than those who read without illustrations. According to the extensive reading concept, students read at their independent reading levels without assistance (Jacobs & Farrell, 2012). They comprehend the texts by using clues, and one of the clues is illustrations. With the easiness of illustrations, students can decipher the texts easier.

Further, unexpected plots could be difficult to understand for students as the students tended to summarize the story incorrectly. Students must understand all plots to comprehend the story. As two participants were confused about the plot of the story 'In a Bit'. This story is about parents who ask their children for help, but they always watched TV and always said: "in a bit". Then, the parents have an idea to make a box like a TV and put themselves inside. When their children ask them for dinner, they are in the TV box and say, "in a bit". This plot was unexpected and students could not understand. Sometimes students needed to pause their reading to think in L1 to check their comprehension and misinterpretation occurs when students identify the difficult events and rearrange the order (Gillis-Furutaka, 2015). However, without complex plots, the story cannot interest readers in reading the books (Norton, 2011). To illustrate, some factors both attract students to read and impede their reading comprehension. Some complex plots and illustrations are hard to decipher, but the books will not be of interest without them.

To sum up, although students accessed ER books that suit their right language levels, they faced factors other than vocabulary and structures that hinder their reading comprehension. For example, the students may face the factors such as pronouns and their referents, onomatopoeia, names, phrases, punctuation marks, illustrations, and unexpected plots. Hence, these factors should be aware to succeed in a students' reading comprehension in an extensive reading program, as discussed in the next section, the implications for extensive reading.

5.3 Implications for extensive reading

Extensive reading programs are not challenging to implement, but they need to be handled carefully. According to the study results, the guideline for extensive reading is developed by the researcher, as shown in Figure 2: Summary of the guideline for extensive reading. It begins with selecting ER materials and follows with ER implementation as discussed in the following sections.

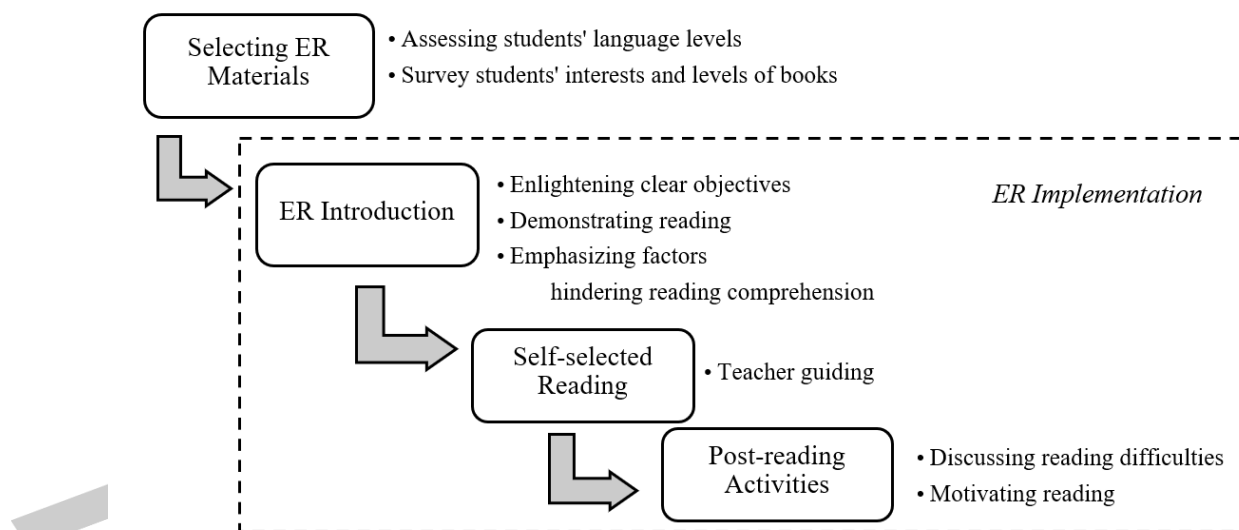


Figure 2 Summary of the guideline for extensive reading

5.3.1 Selecting ER materials

The study confirms that students first select ER books with easy vocabulary to read and beautiful front covers. It is suggested that the teachers should survey their students by giving students time to read the sample ER books before buying the books used in the programs. ER programs aim to match the students' reading level and interest level, according to Jacobs (2014). Materials' reading levels in an ER program involve

the ER books' text difficulty that students can comprehend with none or little assistance (Jacobs, 2014). ER materials should be provided with a variety of book levels due to the different language levels of participants in a program (Jacobs, 2014). The Extensive Reading Foundation (2011) suggests that the books used in the ER program should be at the level of most students with slightly fewer books below and above this level. Thus, teachers should know most students' language levels before implementing ER programs to prepare the ER books appropriately.

Identifying students' proficiency levels helps teachers determine the right book levels. Using a vocabulary size test can assess students' vocabulary size for matching the right ER books (Hu & Nation, 2000; Nation & Beglar, 2007 as cited in Shih & Chern, 2018). Then teachers may give some ER books and ask the students to read to know which book levels match most of the participants' levels. Then, the teachers can prepare the right book levels and the number of each book per level used in their ER program.

Also, providing sample ER books can survey what books students are interested in that match their interest level. Teachers should select the covers of ER books that are beautiful and colorful. Not only should the front covers be beautiful, but the illustrations inside as well. Students might open the books to see the beauty and easiness of the text inside by looking through the pages. Moreover, easy titles are a factor in selecting books. Students sometimes choose the titles that they can read. Further, interesting plots were also factors attracting students to read. The plots that are addictive and questioning can attract students to read. Significantly, both the outside and the inside of the ER books should be beautiful and easy to understand. Thus, to prepare ER materials, teachers should survey the text's difficulty and interests before extensive reading to find the right ER materials for students.

5.3.2 Extensive reading implementation

The findings showed that factors that hindered students' reading comprehension, excluding vocabulary and structures, were pronouns and their referents, onomatopoeia, names, phrases, punctuation marks, illustrations, and unexpected plots. To decrease these factors, the suggestions for ER implementation are presented as follows.

Firstly, it is recommended to begin with an ER introduction. The Extensive Reading Foundation (2011) guides that ER programs should begin with introducing ER to the whole class to help students move to self-selected reading. Students are informed that the ER objective is reading for pleasure and not for academic purposes. Then, teachers read aloud to the whole class, model how to read and point out some important features of the book to make the students get the idea of easy reading. Teachers should emphasize factors hindering students' reading comprehension in the ER introduction to make students familiar with these factors before self-selected reading. The researcher recommends teachers point out some factors hindering reading comprehension, such as pronouns and their referents and punctuation marks. As from the findings, students faced difficulties with some pronouns used as animals and things. They also had no ideas of punctuation mark meanings that the writers wanted to communicate, such as exclamation, quotation, and question marks. To be aware of these factors, teachers may emphasize them while introducing ER. Next, names are another factor that hinders students' reading comprehension. Teachers should let the students become familiar with the characters' names when introducing ER. If the teachers use a series of books that contain the same characters, the teachers should introduce these characters to the students. This method not only lets students become familiar with the names but also encourages them to read the books. ER introduction beneficially gets participants familiar with reading strange new materials and motivates them to read more (Laymon, as cited in Santos & Whiteside, 2015). Thus, during ER introduction, teachers can raise student's awareness of the factors that hinder their reading comprehension.

Secondly, during self-selected reading, teachers should guide students to read extensively. According to Day and Bamford (1998), one ER characteristic is that teachers orient and guide their students. Teachers should encourage students to read as much as possible to promote their confidence, fluency, and literacy. Independent reading is challenging for students. Without supervision, students may have difficulty because they are unmotivated to read and have nobody to guide them (Martina et al., 2020). To start self-selected reading, while students are reading silently, teachers can help students to select their right books by going around the class quietly and asking questions such as "How is the book?", "Is the level OK?", "Is it easy for you?", "Is it enjoyable?", or "Do you understand it?" (The Extensive Reading Foundation, 2011).

Then, teachers can guide them to change the book that is suitable to their ability. Teachers can also check their student's reading comprehension by using informal oral questions during the time students are reading (The Extensive Reading Foundation, 2011). The questions can be used to determine if the student has understood their reading or not. If not, consider what factors hinder their comprehension and how to help the students. Guiding is a valuable way to help students overcome factors that hinder their reading comprehension.

Lastly, these factors hindering reading comprehension can be reduced with post-reading activities. Jacobs (2014) suggest that adding additional activities can make language challenge easier. He suggests peer speaking activities after reading, which are chances to discuss ideas from the reading. It should be short and considerably aim to encourage students to read more. Teachers should be the role models of good readers; they can share the enjoyment of reading books with students and help them to overcome reading difficulties (Day & Bamford, 1998). Teachers and friends can share their reading difficulties and the solutions that they have experienced through post-reading activities.

Thus, emphasizing factors hindering students' reading comprehension in ER introduction, guiding students while self-selected reading, and providing post-reading activities after reading are ways for teachers to encourage students to read extensively. Teachers are significant in the promotion of students to read and implement extensive reading successfully.

5.4 Recommendation for further research

This study investigated the factors affecting extensive reading among Thai primary students. There are some recommendations for further studies given as follows.

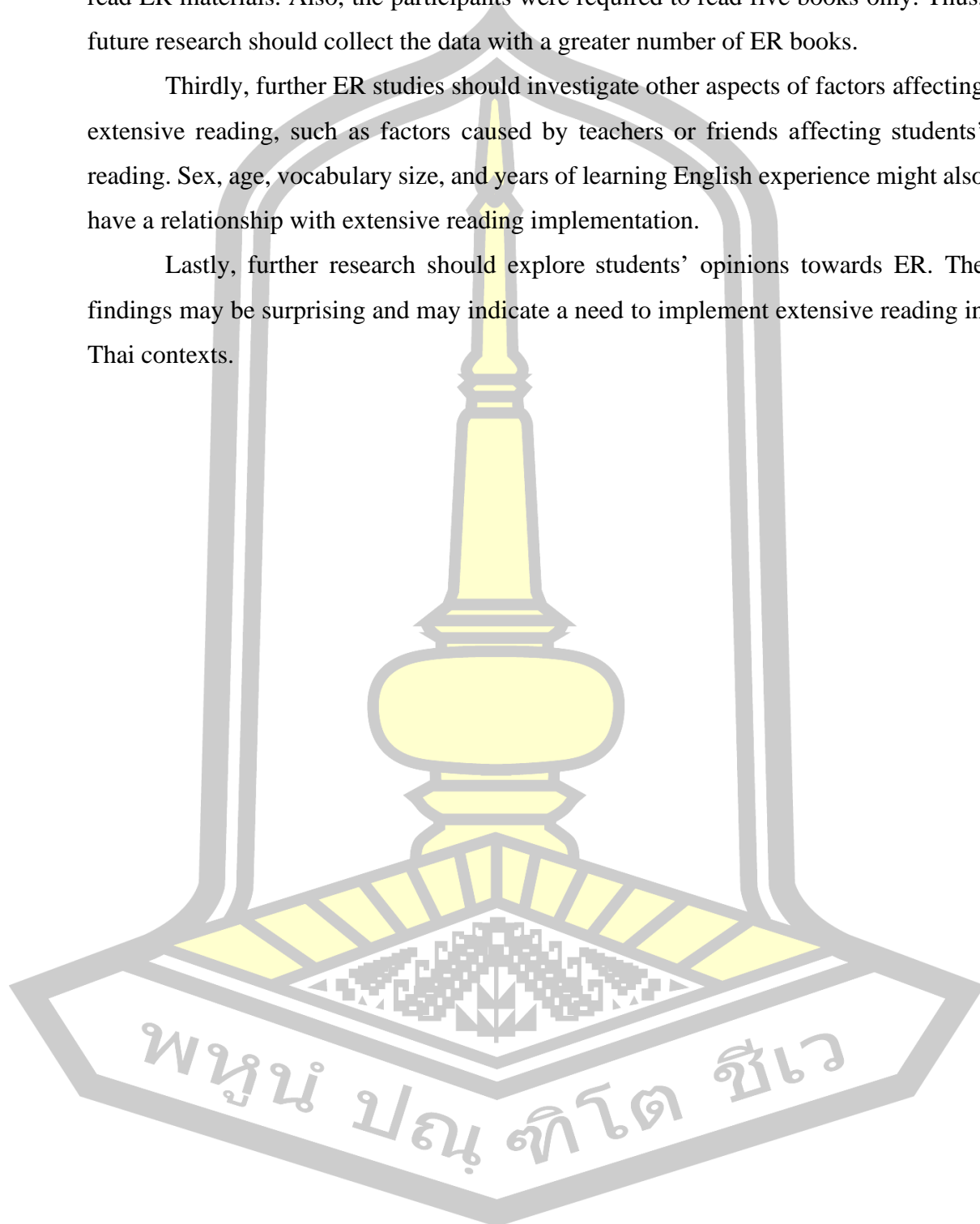
Firstly, the current study was limited by the small number of participants. Ten EFL students studying in the third grade aged nine years old were the subjects in the study. Future studies should be conducted with more participants and include students in other grades. The larger the scale, the more one can generalize the results.

Secondly, this study only used two publishers of ER books, including Oxford Reding Tree and Usborne My First Reading Library, which were English fiction books for kids. It is recommended to use ER books of other publishers, other types of ER materials such as E-books or comics, or other text genres such as non-fiction. Various

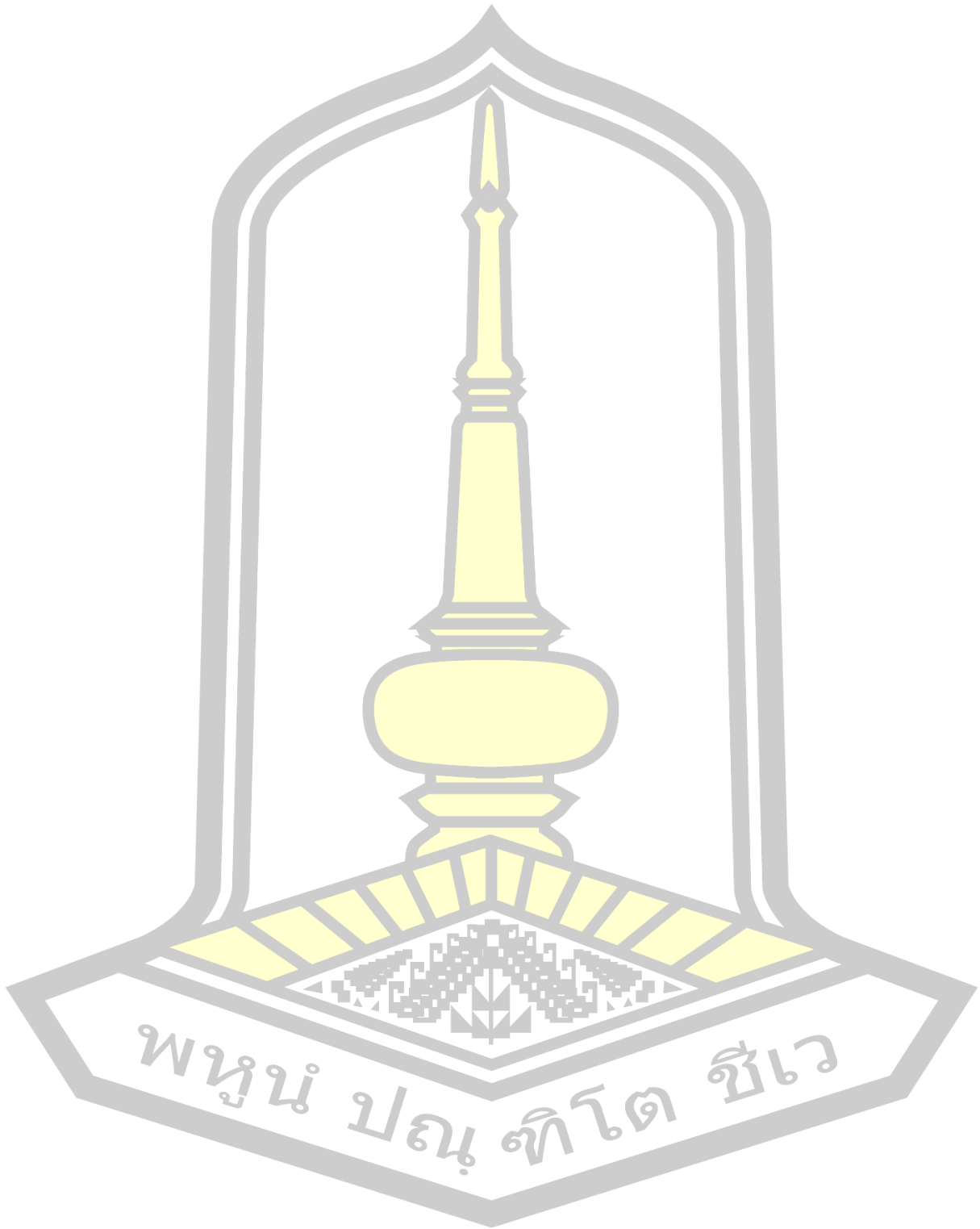
reading materials and text types can give more insight into factors attracting students to read ER materials. Also, the participants were required to read five books only. Thus, future research should collect the data with a greater number of ER books.

Thirdly, further ER studies should investigate other aspects of factors affecting extensive reading, such as factors caused by teachers or friends affecting students' reading. Sex, age, vocabulary size, and years of learning English experience might also have a relationship with extensive reading implementation.

Lastly, further research should explore students' opinions towards ER. The findings may be surprising and may indicate a need to implement extensive reading in Thai contexts.



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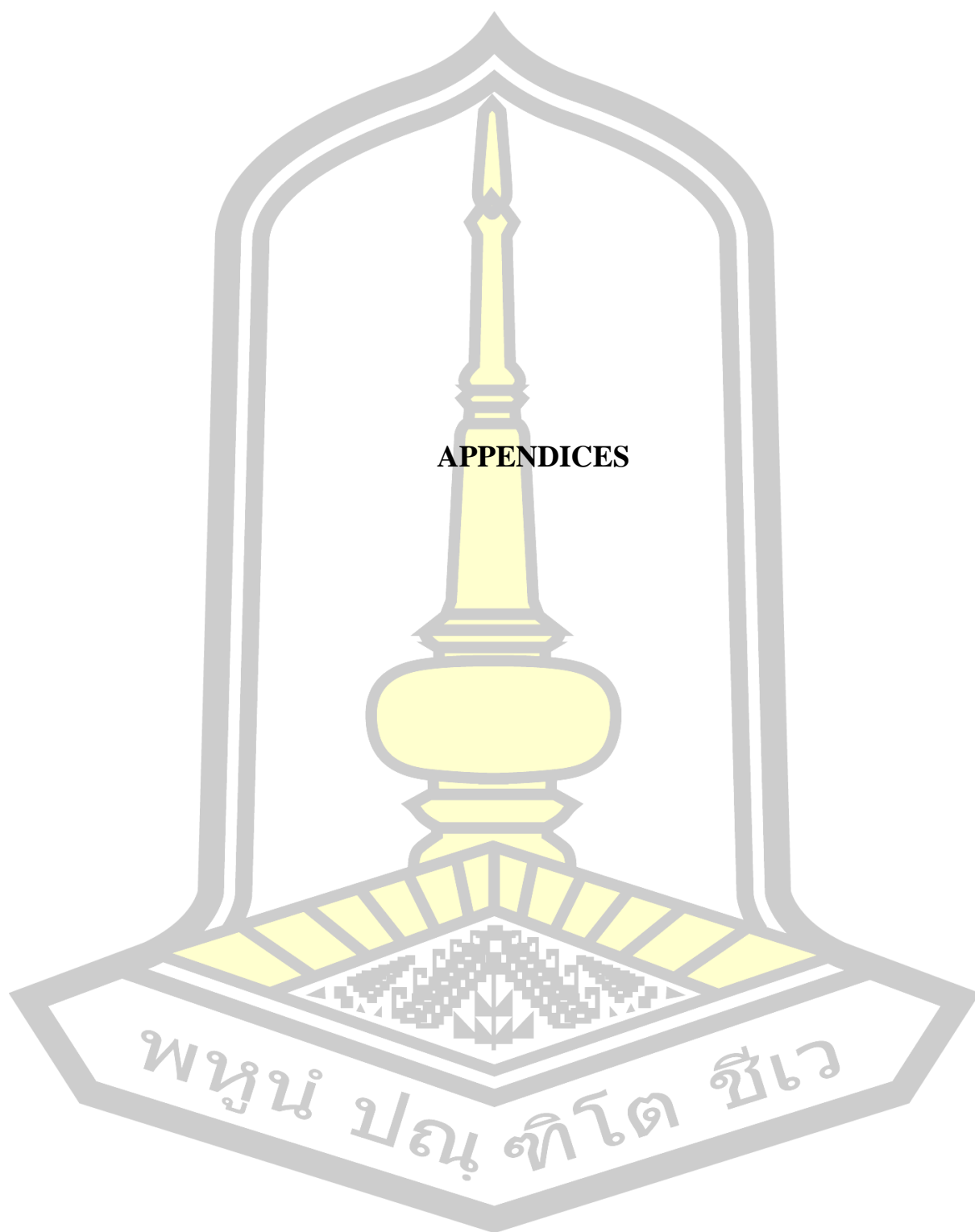
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APPENDICES

พหุณํ ปณฺ ทิโต ชีเว

APPENDIX A

Semi-structured Interview Questions

Student name:Date.....

Title of book.....

(Adapted from the interview questions by Gibson, 2011)

Direction: An interviewee should bring a book that likes the most for discussion.

1. Please tell me about how you choose the books to read for fun?

นักเรียนเลือกหนังสือสำหรับอ่านเล่นอย่างไร

2. What were the factors attract you when choosing the books to read for fun, and why? บอกปัจจัยที่ทำให้นักเรียนสนใจในการเลือกหนังสือสำหรับอ่านเล่น พร้อมเหตุผล

-Why you choose this book? Why not this book instead?

ทำไมถึงเลือกเล่มนี้ ทำไมไม่ใช่เล่มนี้

- Do you tend to pick all of your books this way?

จากเหตุผลที่กล่าวมา นักเรียนเลือกหนังสือแบบนี้ทุกครั้งหรือไม่

- Did any text features of the book or other factors attract when you select the books? มีลักษณะอื่น ๆ ของหนังสือหรือสิ่งอื่นใดอีกหรือไม่ ที่ทำให้นักเรียนสนใจในการเลือกหนังสือ

3. How the text features of books impact you to select the books to read?

นักเรียนคิดว่าลักษณะของหนังสือส่งผลต่อการเลือกหนังสือของนักเรียนอย่างไร

4. When you go to the school library or bookstores, what kind of books do you always go to read?

เมื่อนักเรียนไปห้องสมุดหรือร้านหนังสือ นักเรียนมักจะไปอ่านหนังสือแบบใด

* Other questions may arise as the interview is in session due to responses given by the participants.

APPENDIX B

Stimulated Recall Interview Questions

Student name:Date.....

Title of book.....

1. How is your reading going? Is it fun? Is it difficult?

นักเรียนอ่านหนังสือเป็นอย่างไรบ้าง สนุกไหม ยากไหม

2. Do you need any help? นักเรียนต้องการให้ครูช่วยอะไรไหม

3. Is there anything you do not understand? มีสิ่งที่คุณอ่านไม่เข้าใจไหม

- What did you not understand? Please point out the place that is difficult to understand and explain. อะไรที่คุณอ่านไม่เข้าใจ ตรงไหน จงอธิบาย

- Do you meet it for the first time? If not, where did you find it?
เพิ่งเคยอ่านเจอครั้งแรกใช่ไหม ถ้าไม่ นักเรียนเคยอ่านเจอจากที่ไหน

4. How well do you understand your reading? นักเรียนอ่านเรื่องนี้เข้าใจมากแค่ไหน

5. What is it about? Please, tell me briefly. เรื่องที่อ่านนี้เกี่ยวกับอะไร จงอธิบายสั้น ๆ

- What are the characters? ตัวละครมีใครบ้าง

- Where does the story take place? เหตุการณ์ในเรื่องเกิดที่ไหน

- What has happened in the story? เกิดอะไรขึ้นบ้าง

6. Are there any difficulties in your reading?

มีตรงไหนอีกไหมที่คุณอ่านไม่เข้าใจในการอ่านครั้งนี้

* Other questions may arise as the interview is in session due to responses given by the participants.



APPENDIX C
Example of Reading Log

Reading Log

Student name: [Redacted]

Title of book (ชื่อหนังสือ) The New House 4


I like / dislike this book.

Why I choose this book?

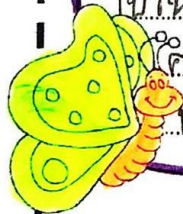
ฉันเลือกอ่านหนังสือเล่มนี้ เพราะ

ชอบตัวละคร และน่าสนใจ



Summary of the book (เนื้อเรื่องย่อ)

มีรถตุ๊กตุ๊กบ้านของฉันไปหกตัวที่คัสตี้โฮม และทช
 นั้บราก็ตัวใหญ่ด้วย เขามาเพื่อหนอง เขาตกใจมาก
 ที่เขาจะต้องหนองเยอะมาก ทชคนซุ่มกั่นบ้านของเข้า
 ไปในรถ พอถึงกั่นสอดทำยมันหนักมาก แต่ทช
 ก็ยืนก็ช่วยกัน พวกเขาไปลาเพื่อนๆ พอจะขนะ
 ของเข้านี้ใหม่ และพวกเขาก็ต้องขนะของอีกครั้ง

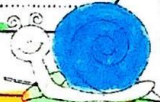


The level of this book is...

easy

right

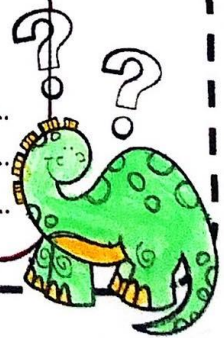
difficult



What difficulties you face in the book?

(อะไรที่เป็นอุปสรรคสำหรับนักเรียนในการอ่านหนังสือเล่มนี้)

คำศัพท์ said Chip things helped



APPENDIX D

Validation of Interview Questions

Validation of Semi-structured Interview Questions

Purpose: to investigate text features that attract students to read extensive reading materials and why.

Interview Questions	E1	E2	E3	Sum	IOC	Result
<p>1. What was the first thing that attracts you to choose this book, and why?</p> <p>อะไรคือสิ่งแรกที่ทำให้นักเรียนสนใจเลือกหนังสือเล่มนี้ เพราะเหตุใด</p> <p>(Front cover, title, illustrations, font size, book-length or back-of-the-book summary)</p> <p>(หน้าปก, ชื่อเรื่อง, ภาพประกอบ, ตัวหนังสือ, ความสั้น-ยาว, เรื่องย่อ)</p> <p>-Why not this book instead? ทำไมไม่เลือกเล่มนี้</p> <p>- Did any of the text features of the book attract when you select the book?</p> <p>มีส่วนประกอบอื่นๆของหนังสือที่ทำให้นักเรียนสนใจที่จะเลือกหนังสือเล่มนี้หรือไม่</p>	+1	+1	0	2	0.67	/
<p>2. Do you tend to pick all of your books this way? จากเหตุผลที่กล่าวมา นักเรียนเลือกหนังสือแบบนี้ทุกครั้งหรือไม่</p>	+1	0	+1	2	0.67	/
<p>3. Do the text features of books impact you to select the books to read?</p> <p>นักเรียนคิดว่าส่วนประกอบของหนังสือส่งผลต่อการเลือกหนังสือหรือไม่</p>	+1	+1	+1	3	1	/
<p>4. Do you feel that the books in your classroom and school library attract you to read? If not, what kind of books would you like to see? นักเรียนคิดว่าหนังสือในห้องสมุดหรือในห้องเรียนน่าสนใจที่จะอ่านหรือไม่ ถ้าไม่ นักเรียนอยากจะทำหนังสือแบบใด</p>	+1	0	+1	2	0.67	/

Interview Questions	E1	E2	E3	Sum	IOC	Result
5. Is there anything else you want to tell me about how you choose books to read for fun? มีสิ่งอื่นหรือเหตุผลอื่นหรือไม่ ในการเลือกหนังสือ สำหรับอ่านเล่น/อ่านเพื่อความเพลิดเพลิน	+1	+1	+1	3	1	/

Validation of Stimulated Recall Interview Questions

Purpose: to investigate factors other than vocabulary and structure hindered students' reading comprehension when students read extensive reading materials

Interview Questions	E1	E2	E3	Sum	IOC	Result
While reading Please point out the place that is difficult to understand and explain. ตรงไหนที่นักเรียนไม่เข้าใจ จงอธิบาย -Do you face it for the first time? เพิ่งเคยอ่านเจอครั้งแรกใช่ไหม -If not, where did you find it? ถ้าไม่ นักเรียนเคยอ่านเจอจากที่ใด	+1	0	1	2	0.67	/
After reading What story is about? Please, tell me briefly. เรื่องที่อ่านนี้เกี่ยวกับอะไร จงอธิบายสั้น ๆ -Who are the characters? ตัวละครมีใครบ้าง -Where does the story take place? เหตุการณ์ในเรื่องเกิดที่ไหน -What is happened in the story? เกิดอะไรขึ้นบ้าง -Do you have any place that is difficult to understand? มีตรงไหนที่นักเรียนไม่เข้าใจอีกบ้างไหม	+1	+1	0	2	0.67	/

APPENDIX E

Reading Profiles

Subjects	Week 1	Week 2	Week 3	Week 4	Week 5
G1	Title: Kipper's Balloon	The Big Egg	What Is It?	The Toy's Party	Catkin the Kitten
	Level: 2	2	2	2	1+
	Publisher: Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
G2	Title: Look at Me	Floppy's Bath	Kipper's Idea	The New House	Shopping
	Level: 1+	2	3	4	1+
	Publisher: Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
G3	Title: The Pancake	Dog Diary	The Mud Pie	The Big Carrot	What a Mess!
	Level: 1	Very First Reading	1+	1+	1+
	Publisher: Oxford Reading Tree	Usborne	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
G4	Title: Hide and Seek	Good Dog	A New Dog	A Sinking Feeling	At the Park
	Level: 1+	1+	2	2	1
	Publisher: Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
G5	Title: Big Feet	Stop the Cow	The Wish Fish	In a Bit	On the Sand
	Level: 1+	Very First Reading	First Reading Level 1	2	3
	Publisher: Oxford Reading Tree	Usborne	Usborne	Oxford Reading Tree	Oxford Reading Tree
G6	Title: The Big Carrot	The Ball Pit	Put It Back	The Trampoline	In the Tent
	Level: 1+	2	2	1+	1+
	Publisher: Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
G7	Title: The Big Egg	Poor Floppy	The Ice Cream	The Apple	Kipper's Idea
	Level: 2	2	1+	1	3
	Publisher: Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
G8	Title: The Ball Pit	The Ice Cream	Look After Me	A Big Bunch of Flowers	The Hole in the Sand
	Level: 2	1+	1	2	2
	Publisher: Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
G9	Title: In a Bit	Top Dog	The Big Carrot	The Ice Cream	The Ball Pit
	Level: 2	1+	1+	1+	2
	Publisher: Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
B1	Title: A Good Trick	The Water Fight	At the Park	Goal	Big Feet
	Level: 1	2	1	1	1+
	Publisher: Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree

APPENDIX F
The Participants' Responses

1. Student G1					
	1st book	2nd book	3rd book	4th book	5th book
Title:	Kipper's Balloon	The Big Egg	What Is It?	The Toy's Party	Catkin the Kitten
Level:	2	2	2	2	1+
Publisher:	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
RQ1	-front cover -easy vocabulary	-easy vocabulary -front cover -book level -illustrations	-title -easy vocabulary -illustrations -book level	-front cover -easy vocabulary -title -illustrations	-easy vocabulary -book level -length -front cover -illustrations
RQ2	-	-	-	-	-Name (Catkin)

2. Student G2					
	1 st book	2 nd book	3 rd book	4 th book	5 th book
Title:	Look at Me	Floppy's Bath	Kipper's Idea	The New House	Shopping
Level:	1+	2	3	4	1+
Publisher:	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
RQ1	-front cover -easy vocabulary -illustrations	-character (dog)	-front cover -characters -interesting plot	- illustrations	-characters -easy vocabulary -interesting plot - illustrations
RQ2	-	-	-	- phrase (what a job)	-

3. Student G3					
	1 st book	2 nd book	3 rd book	4 th book	5 th book
Title:	The Pancake	Dog Diary	The Mud Pie	The Big Carrot	What a Mess!
Level:	1	Very First Reading	1+	1+	1+
Publisher:	Oxford Reading Tree	Usborne	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
RQ1	- front cover - easy vocabulary - title	-easy vocabulary -challenge -illustrations -book level	-easy vocabulary -illustrations	-front cover -book level -easy vocabulary	-front cover -easy vocabulary
RQ2	-	-pronoun -onomatopoeia -name	-	-onomatopoeia (Mmm) -punctuation mark (!) -name -punctuation mark (?)	-

4. Student G4					
	1 st book	2 nd book	3 rd book	4 th book	5 th book
Title:	Hide and Seek	Good Dog	A New Dog	A Sinking Feeling	At the Park
Level:	1+	1+	2	2	1
Publisher:	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
RQ1	-book level -front cover -interesting plot	-interesting plot -easy vocabulary -front cover -book level	-title -illustrations -easy vocabulary -interesting plot -front cover	-interesting plot -easy vocabulary -book level -illustrations	-interesting plot -illustrations
RQ2	-	-pronoun (you) -pronoun (I)	-illustrations	-	-

5. Student G5					
	1 st book	2 nd book	3 rd book	4 th book	5 th book
Title:	Big Feet	Stop the Cow	The Wish Fish	In a Bit	On the Sand
Level:	1+	Very First Reading	First Reading Level 1	2	3
Publisher:	Oxford Reading Tree	Usborne	Usborne	Oxford Reading Tree	Oxford Reading Tree
RQ1	-front cover -easy vocabulary -illustrations -interesting plot	-character -illustrations	-front cover -easy vocabulary -title -book-length	-front cover -easy vocabulary -book level -title -illustrations	-front cover -easy vocabulary -book level -title
RQ2	-	-	-name -pronoun -onomatopoeia	-phrase (in a bit) -unexpected plot	-

6. Student G6					
	1 st book	2 nd book	3 rd book	4 th book	5 th book
Title:	The Big Carrot	The Ball Pit	Put It Back	The Trampoline	In the Tent
Level:	1+	2	2	1+	1+
Publisher:	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
RQ1	-easy vocabulary -title -front cover -illustrations	-easy vocabulary -book level -title -illustrations	-illustrations -book level -reading log	-front cover -easy vocabulary -book level -title	-easy vocabulary -title -illustrations -book level
RQ2	-	-pronoun (them)	-phrase (let's) -pronoun	-	-

7. Student G7					
	1 st book	2 nd book	3 rd book	4 th book	5 th book
Title:	The Big Egg	Poor Floppy	The Ice Cream	The Apple	Kipper's Idea
Level:	2	2	1+	1	3
Publisher:	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
RQ1	-title -front cover -illustrations -book level -interesting plot	-front cover -title -book level -easy vocabulary	-easy vocabulary -book level -front cover	-front cover -book level -easy vocabulary -title	-book level -front cover
RQ2	-	-name (Chip) -pronoun -illustrations -pronoun	-	-onomatopoeia (Mmm) -onomatopoeia (Uh) -onomatopoeia (Oops)	-

8. Student G8					
	1 st book	2 nd book	3 rd book	4 th book	5 th book
Title:	The Ball Pit	The Ice Cream	Look After Me	A Big Bunch of	The Hole in the Sand
Level:	2	1+	1	2	2
Publisher:	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
RQ1	-easy vocabulary -illustrations -title	-easy vocabulary -illustrations -character -book length	-title -front cover	-title -easy vocabulary -illustrations	-easy vocabulary -illustrations
RQ2	-	-pronoun (one) -punctuation mark (!)	-pronoun	-name (Wilma) -pronoun (them)	-pronoun (he)

9. Student G9					
	1 st book	2 nd book	3 rd book	4 th book	5 th book
Title:	In a Bit	Top Dog	The Big Carrot	The Ice Cream	The Ball Pit
Level:	2	1+	1+	1+	2
Publisher:	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
RQ1	-front cover -book level -illustrations -title	-easy vocabulary -illustrations -book length -front cover -title	-front cover -interesting plot -illustrations -back cover	-front cover -illustrations -title	-front cover -illustrations
RQ2	-phrase (let's) -phrase (In a bit) -punctuation mark ("“”) -unexpected plot	-pronoun -pronoun (this)	-name (Ifra) -onomatopoeia (Mmm) -onomatopoeia (Tug!)	-pronoun (one) -pronoun (I) -pronoun (that)	-pronoun (them)

10. Student G10					
	1 st book	2 nd book	3 rd book	4 th book	5 th book
Title:	A Good Trick	The Water Fight	At the Park	Goal	Big Feet
Level:	1	2	1	1	1+
Publisher:	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree	Oxford Reading Tree
RQ1	-front cover -book level -illustrations -little -easy vocabulary	-front cover -title -easy vocabulary -illustrations -book level -familiarization	-easy vocabulary -front cover -font	-front cover -illustrations -familiarization	-interesting plot -front cover -illustrations
RQ2	-	-pronoun -pronoun	-	-pronoun	-

APPENDIX G
Interview transcripts

	Semi-structured interview	Stimulated recall interview
<p>1.Student G1</p> <p>Book</p> <p>Book1</p> <p>Title: Kipper's Balloon</p> <p>Level: 2</p> <p>Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book?</p> <p>S: The cover looked interesting, and I could read this book.</p> <p>R: Why not this book instead?</p> <p>S: Other books contain difficult vocabulary. This book also has difficult vocabulary but less than others.</p> <p>R: Please tell me more about how you choose the books to read.</p> <p>S: I look at the easy vocabulary.</p> <p>R: How the text features of books (cover, color, font) impact you to select the books to read?</p> <p>S: I look at the vocabulary.</p> <p>R: When you go to the school library or bookstores, how you choose the books to read?</p> <p>S: I also look at the vocabulary that I can read.</p>	<p>R: What is it about? Please, tell me briefly.</p> <p>S: Dad and mom are shopping. Kipper meets a balloon seller and buys a balloon.</p> <p>R: What does "they" refer to?</p> <p>S: They refer to dad, mom, and Kipper.</p> <p>R: Next</p> <p>S: Kipper makes the balloon pop. He goes back to the balloon seller and buys a new one. After dad went to the toilet, he sees a balloon flying up. He thinks it is Kipper's balloon, so he chases to catch it. Finally, the balloon is tucked with the horse statue.</p> <p>Dad climbs up to catch the balloon without listening to other people's warnings.</p> <p>R: What does "it" refer to?</p> <p>S: It refers to the balloon.</p>

<p>Book2 Title: The Big Egg Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: How you choose the books to read? S: I look at the vocabulary that is easy or not. I also look at colors inside and outside that are colorful or not. I look at the level and look through pages. R: Do the characters, animals affect you to select the book? S: No. R: Do the font or length affect you to select the book? S: No. R: How the text features of books impact you to select the books to read? S: I look at the vocabulary that I can read.</p>	<p>R: Next S: Dad got the balloon, but it isn't Kipper's balloon. R: Is this book difficult for you? S: A little bit. There is some vocabulary that I cannot read. R: What is it about? Please, tell me briefly. S: The children look after the chickens. They put the eggs into the box. Dad has an idea. Kipper looks at an egg and says, 'This is too big'. Kipper looks at the hen and says, 'That too big for you'. Then, he says, 'look at this'. Mom says, 'it is not the hen's egg, but it is the ostrich's egg'. Finally, dad says 'The egg is too big for me'.</p>
<p>Book3 Title: What Is It? Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: How you choose the books to read? S: I look at the title and passages inside that I can read. I look at the vocabulary inside that I can understand. R: Do you look at the pictures inside? S: Yes.</p>	<p>R: What is it about? Please, tell me briefly. S: Floppy is barking. The dog owner, Biff, comes to see what the dog barking is. Wiff, Biff's friend, also comes to look at it. Everyone comes and looks at it.</p>

<p>Book4 Title: The Toy's Party Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: Do the length or the font affect you to select the book to read? S: No. R: Do you look at the back cover? S: Yes, I look at the stage at the back cover.</p>	<p>Then, mom comes and takes it to the vet. The vet said it is a salamander. R: Is there anything difficult in your reading? S: Vocabulary R: Are the pictures difficult for your reading? S: No.</p>
<p>Book4 Title: The Toy's Party Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: The book cover is so cute. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: It is more difficult than this book. R: What else? S: I looked at the colors and pictures that I could understand. That book has pictures that I do not understand. I also looked at the vocabulary that I could read. R: Do size, font, and length impact you to select the book to read? S: No.</p>	<p>R: What is it about? Please, tell me briefly. S: Kipper wanted a party, but no one did not want it with him. R: How do you know? S: I looked at the pictures. R: Next S: He made some dolls. He wanted a cake. He put on the cereal into the bowl. R: What does 'he' refer to? S: He refers to Kipper. R: Next</p>

<p>Book5 Title: Catkin the Kitten Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Do you think the text features (title, cover) of books impact you to select the books to read? S: Yes. If the title is easy, the passage inside tends to be easy. R: How you usually choose the books to read? S: I look at the pictures and vocabulary.</p>	<p>S: He puts on the tomato sauce, milk, and jam. He puts on sugar and beans. His mom crossed and took the dolls for washing. R: Is there anything difficulty in your reading? S: Yes, it is the word 'nobody'.</p>
	<p>R: Why you choose this book to read? S: Because there is an easy vocabulary. Its stage is easy. R: What stage is easy for you? And how do you know? S: Stage 1-2 are suitable for me. Stage 3 books are difficult because I used to open them. R: What else? S: I look at the book-length: number of pages which are 24, 16, or 8. I also look at the pictures and their colors inside. They are beautiful pictures, and I like them. I also like the front cover. It is so colorful.</p>	<p>R: What is Catkin? S: I cannot read. R: What is it about? Please, tell me briefly. S: Wilma has a kitten. R: What does "Catkin" refer to? S: I cannot read it. But I think it refers to a kitten. R: Next S: The kitten lost. She was not on the bed. R: What does "she" refer to? S: She refers to the kitten. R: How do you know? S: Because she refers to something missing. The kitten is missing. Thus, she refers to the kitten.</p>

		<p>R: Next</p> <p>S: She was not in the bag but in the basket. Wilma wears a bell to the kitten.</p> <p>R: Why?</p> <p>S: She wants to know where the kitten is.</p> <p>R: Is there anything difficult in your reading?</p> <p>S: vocabulary.</p>
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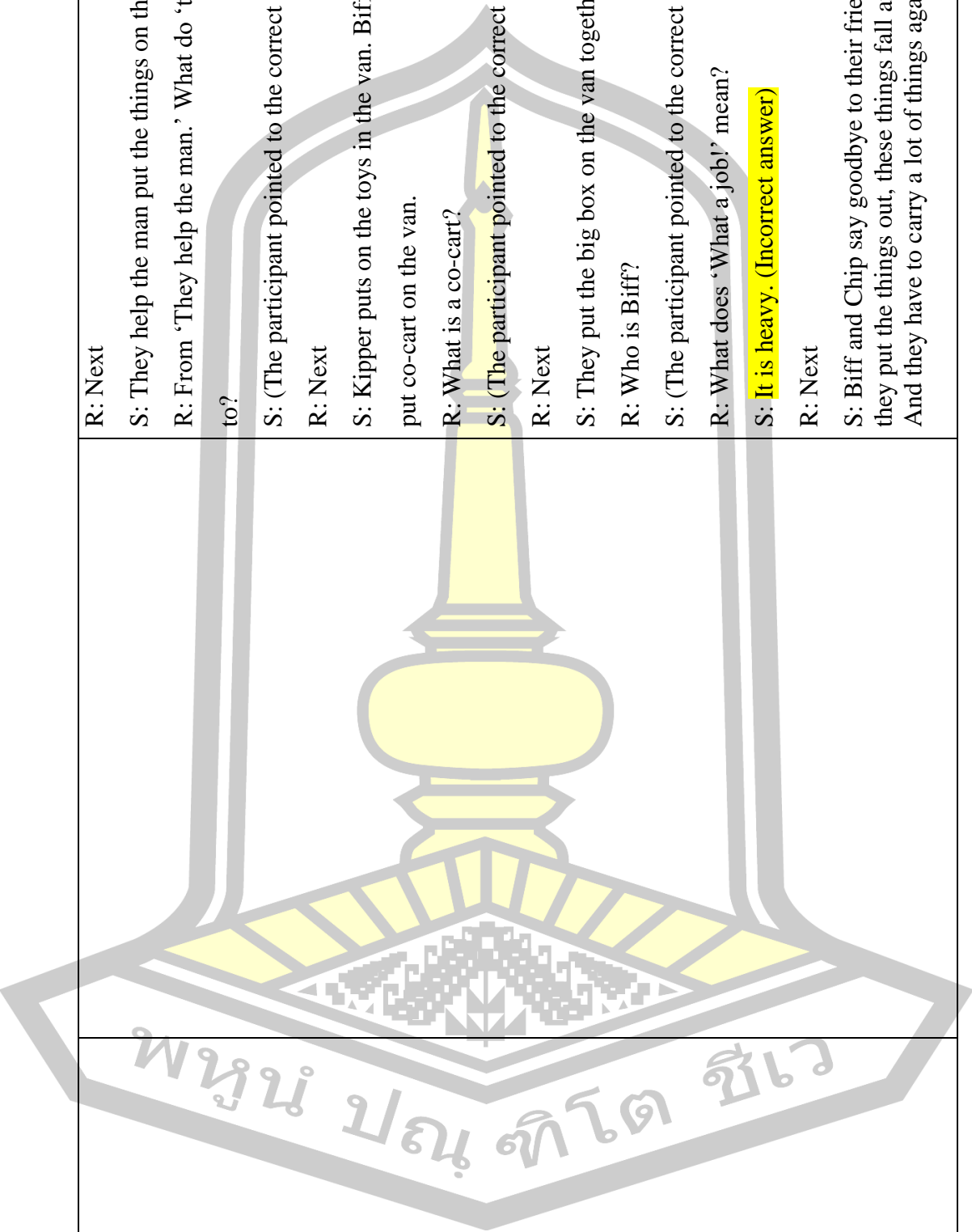
2.Student G2

<p>Book</p> <p>Book1</p> <p>Title: Look at Me</p> <p>Level: 1+</p> <p>Publisher: Oxford Reading Tree</p>	<p>Semi-structured interview</p> <p>R: Please tell me about how you choose the books to read for fun?</p> <p>S: The cover looks interesting because I see the dog is chasing something.</p> <p>R: Do you pick books about animals?</p> <p>S: Yes.</p> <p>R: Do you tend to pick all of your books this way?</p> <p>S: No. Sometimes I look at the vocabulary that I can read and easy to understand by looking through the pages. I also look at the pictures inside.</p>	<p>Stimulated recall interview</p> <p>R: Is there anything difficulty in your reading?</p> <p>S: No, because the vocabulary is easy.</p> <p>R: There are the phrases “look at me...” on every page. How different of these?</p> <p>S: The pictures are different. The boy is riding the bicycle.</p> <p>R: Please tell me briefly about what you have read?</p> <p>S: There is a boy riding a bicycle, and he asks others to look at him.</p>
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<p>Book2 Title: Floppy's Bath Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: How the text features of books (cover, color, font) impact you to select the books to read? S: I look at the vocabulary. R: Do you tend to pick all of your books this way when you go to the school library or bookstores? S: Yes, I look at the vocabulary. R: Why you choose this book? S: The book looks interesting that I can see people are bathing Floppy. (characters) R: Do you tend to pick all of your books that have the character, Floppy? S: Yes. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: I prefer this book because I like dogs. R: Do you tend to pick all of your books this way? S: Yes. I choose the books that have Floppy. R: Do font, length or back cover affect you when selecting the book?</p>	<p>R: Is there anything difficulty in your reading? S: Vocabulary R: What is it about? Please, tell me briefly. S: Floppy sees a rabbit and chases it. Floppy got wet and muddy. They took Floppy home. R: What does "they" refer to? S: (Student pointed to the correct pictures.) R: Next S: Mom shocks and takes Floppy a shower. R: Who are Chip and Biff? S: (Student pointed to the correct pictures.) S: Finally, Floppy is clean but, he sees the rabbit again.</p>
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<p>S: No.</p> <p>R: How the text features of books impact you to select the books to read?</p> <p>S: If the books look interesting, I will select them to read.</p> <p>R: Why you choose this book?</p> <p>S: The cover looks interesting.</p> <p>R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher)</p> <p>S: This book looks interesting. I see Kipper is drawing himself, so I want to know what will happen. (plot)</p> <p>R: Do you tend to pick other books by looking at Kipper?</p> <p>S: No. Sometimes, I look at the dog.</p> <p>R: Do you choose the books by looking at the characters you like?</p> <p>S: Yes. Sometimes, I choose the books of Floppy (the dog).</p> <p>R: How does the book cover affect you when selecting the book to read?</p>	<p>S: No.</p> <p>R: How the text features of books impact you to select the books to read?</p> <p>S: If the books look interesting, I will select them to read.</p> <p>R: Why you choose this book?</p> <p>S: The cover looks interesting.</p> <p>R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher)</p> <p>S: This book looks interesting. I see Kipper is drawing himself, so I want to know what will happen. (plot)</p> <p>R: Do you tend to pick other books by looking at Kipper?</p> <p>S: No. Sometimes, I look at the dog.</p> <p>R: Do you choose the books by looking at the characters you like?</p> <p>S: Yes. Sometimes, I choose the books of Floppy (the dog).</p> <p>R: How does the book cover affect you when selecting the book to read?</p>	<p>R: What is it about? Please, tell me briefly.</p> <p>S: Dad took Kipper to the school. They went to the library. They see people are drawing animals on the wall. They went to the playground.</p> <p>R: What does "he" refer to?</p> <p>S: He refers to Kipper.</p> <p>R: Next</p> <p>S: Someone draws of Kipper on the wall. The teacher crosses, and she wants to clean it. Then the teacher lets the students drawing on the paper and sticks it on the wall. Next, the teacher draws ovals on the wall and lets the students draw their faces.</p> <p>R: What does "Mrs.Green" refer to?</p> <p>S: (Student pointed to correct picture.)</p> <p>S: Everyone like this and take a photo.</p>
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<p>Book4 Title: The New House Level: 4 Publisher: Oxford Reading Tree</p>	<p>S: The cover that had the characters I liked could attract me to select them to read.</p>	<p>R: Is there anything difficult in your reading? S: Vocabulary R: What is (“”) this? S: It is the device of speech.</p>
<p>R: Why you choose this book? S: The pictures inside are interesting. R: Explain more, please. S: I like these pictures. They are so cute. (Student pointed to the illustrations of people.) Their color is also beautiful and colorful. R: Why you choose this book? Why not this book instead? (compared to the book of another publisher) S: These pictures are more beautiful. R: Do you always look at the illustrations inside the books? S: Yes.</p>	<p>R: What is it about? Please, tell me briefly. S: The van came to the house. It is a big van. R: Who is Chip? S: (The participant pointed to the correct character.) R: Next S: A driver is a big man. R: Who is Kipper? S: (The participant pointed to the correct character.) R: Are pictures difficult for your reading? S: No. R: Next S: The driver was shocked that there were a lot of things. R: From ‘What a lot of things, he said.’ What does ‘he’ refer to? S: (The participant pointed to the correct character.)</p>	<p>R: What is it about? Please, tell me briefly. S: The van came to the house. It is a big van. R: Who is Chip? S: (The participant pointed to the correct character.) R: Next S: A driver is a big man. R: Who is Kipper? S: (The participant pointed to the correct character.) R: Are pictures difficult for your reading? S: No. R: Next S: The driver was shocked that there were a lot of things. R: From ‘What a lot of things, he said.’ What does ‘he’ refer to? S: (The participant pointed to the correct character.)</p>

	<p>R: Next</p> <p>S: They help the man put the things on the van.</p> <p>R: From 'They help the man.' What do 'they' refer to?</p> <p>S: (The participant pointed to the correct character.)</p> <p>R: Next</p> <p>S: Kipper puts on the toys in the van. Biff and Chip put co-cart on the van.</p> <p>R: What is a co-cart?</p> <p>S: (The participant pointed to the correct picture.)</p> <p>R: Next</p> <p>S: They put the big box on the van together.</p> <p>R: Who is Biff?</p> <p>S: (The participant pointed to the correct character.)</p> <p>R: What does 'What a job!' mean?</p> <p>S: It is heavy. (Incorrect answer)</p> <p>R: Next</p> <p>S: Biff and Chip say goodbye to their friends. When they put the things out, these things fall and break. And they have to carry a lot of things again.</p>
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<p>Book5 Title: Shopping Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book to read? S: I like shopping, and I like the characters: dad and son. I looked through pages, and I found cooking. I like cooking. (plot) I looked at the vocabulary that I could read and was easy to understand by looking through the pages. If I do not understand the vocabulary, I will find a new book. I have read briefly that I understand or not. R: What else? S: I also liked the pictures inside. There are colorful.</p>	<p>R: What is it about? Please, tell me briefly. S: Chip wants sugar. Then, he goes to the supermarket. R: What does “he” refer to? S: He refers to Chip. R: Next S: He wants crisps and wants to buy them. Then, he went to a shop and got a comic. He went to the market and got a ball. R: Is the picture difficult to understand? S: No. R: Next S: He backed home and did not get the sugar. To sum, he got everything he wants except the sugar. R: Is there anything difficulty in your reading? S: Vocabulary.</p>
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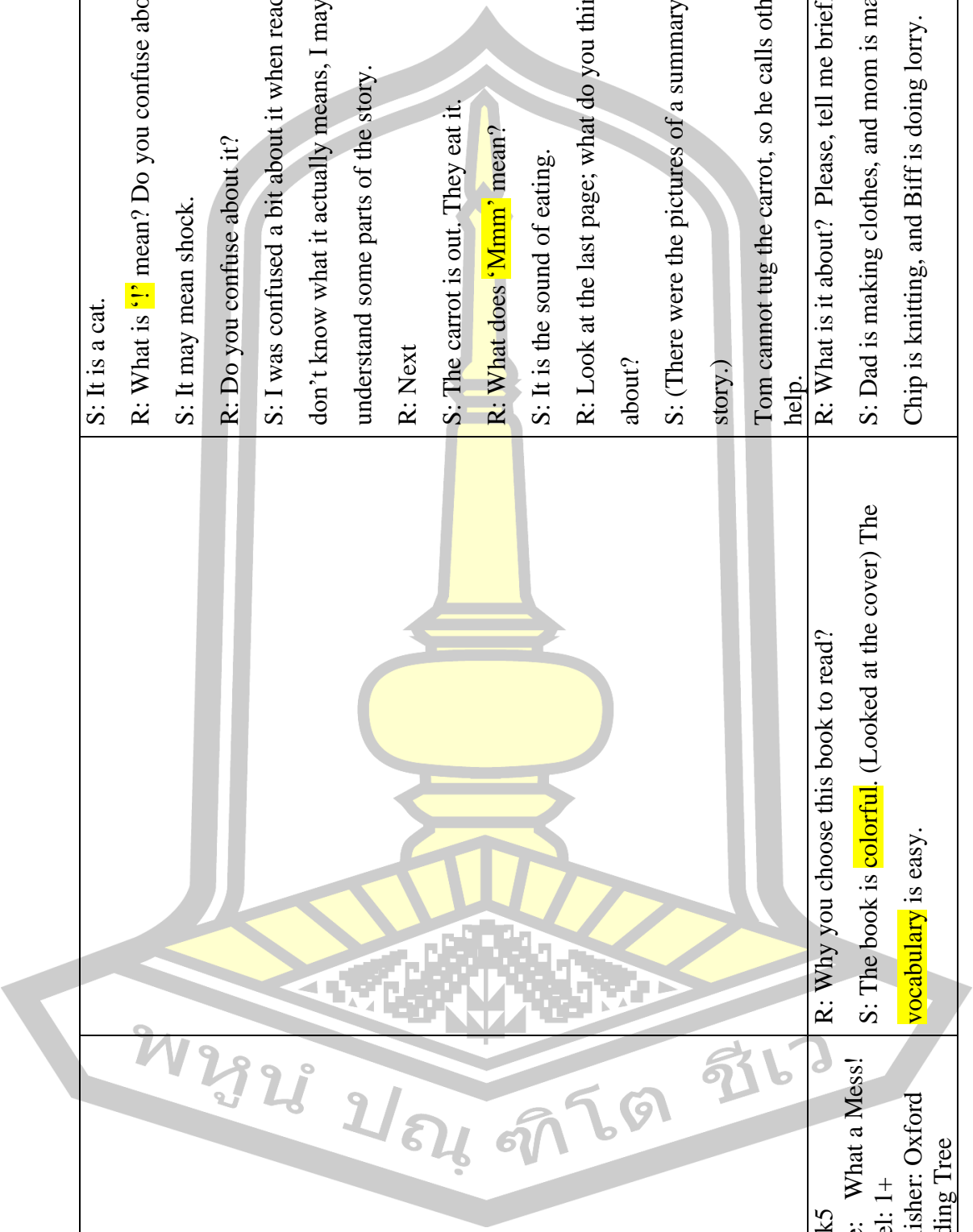
3.Student G3

Book	Semi-structured interview	Stimulated recall interview
<p>Book1 Title: The Pancake Level: 1 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: The cover looks interesting. I also look at the picture (Student pointed to the cover.), which is a pancake. I read the words on the cover of the book. R: Do you tend to pick all of your books this way? S: I choose the book that I can read. The little is easy to read and interesting. R: What else? S: I look through the pages to see how easy the vocabulary. R: Do you tend to pick all of your books this way when you go to the school library or bookstores? S: Yes, the cover looks interesting, and I can read the book. R: Why you choose this book? S: The book is colorful. It seems funny that I look through the pages. (illustrations) R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.)</p>	<p>R: Is there anything difficulty in your reading? S: Vocabulary R: What is this story about? Please, tell me briefly. S: There is a family. They make a pancake. They put many ingredients to make a pancake.</p>
<p>Book2 Title: Dog Diary Level: Very First Reading Publisher: Usborne</p>		<p>R: Is there anything difficulty in your reading? S: Vocabulary R: What is it about? Please, tell me briefly. S: A dog licks the owner and hides under the box. There is a spider.</p>

<p>พจนานุกรม ปณฺ ทิโต ชีเว</p>	<p>S: That book is easy to read. I want to read a more difficult book. (challenge)</p> <p>R: Do the font, length, or back cover affect you to select the book?</p> <p>S: I look at the level on the back cover.</p> <p>R: How the text features of books impact you to select the books to read?</p> <p>S: I look at the easy vocabulary.</p>	<p>R: Who is saying 'I hind in the box and I bite a sock'?</p> <p>S: The owner.</p> <p>R: The owner? What does 'I' refer to?</p> <p>S: The dog. There is a box and a sock. (Student took time to think.)</p> <p>R: Next</p> <p>S: The owner goes to the kitchen and has breakfast: bread and coffee. The dog also eats its food. Then, the dog and the owner get in the car. They get off the car and see a cat.</p> <p>R: Who is Pip?</p> <p>S: This is the cat.</p> <p>R: Next</p> <p>S: Then, the dog licks the owner again. The owner takes the dog to the park. Then, the dog chases a rabbit. The owner follows the dog. The dog licks a coke, and it says Yuck! (ยิว)</p> <p>R: How do you know 'Yuck!'?</p>
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<p>Book3 Title: The Mud Pie Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: Reading this book is fun. It looks interesting to read. I open the book to see the pictures that are beautiful or not. I also look at the easy vocabulary inside it. R: Do you tend to pick all of your books this way? S: Yes. It should be easy to read.</p>	<p>S: (The participant didn't know how to read, but she knows its meaning.) It's difficult to read. It's not yummy. The dog gets on the bus. The owner sees the dog on the bus. Then, the dog gets off the bus. R: Who is Pip? S: Pip is the dog. (The participant answered the cat first.) The dog jumps into the mud. The owner takes the dogs home to take a shower. R: What is it about? Please, tell me briefly. S: There is a boy. He puts the water and the sand into a pot. He takes it out and makes it flat. Then, he gets a mud pie. He runs and stumbles. The mud pie falls into dog's head. R: Are pictures difficult in your reading? S: No. R: Is there anything difficulty in your reading? S: Vocabulary</p>
<p>Book4 Title: The Big Carrot Level: 1+</p>	<p>R: Why you choose this book to read? S: The book is colorful. (Pointed to cover.)</p>	<p>R: Do you understand this book? S: Quite understood. R: What is it about? Please, tell me briefly.</p>

<p>Publisher: Oxford Reading Tree</p>	<p>R: Other books are also colorful. Why you choose this book? S: Because this book is easier. R: How do you know? S: I look at the stage on the back cover. R: Is this stage suitable for you? S: Yes. It is easy for me. R: What do you look at to select the book? S: I open the book and read briefly to see how many words I can read. R: Do font, size, title, and back cover impact you to select the book to read? S: No. R: How you usually choose the books to read? S: I read briefly.</p>	<p>S: Tom can plant a carrot. (Can Tom get the big carrot?) (Student translated question sentence to affirmative sentence.) Tom and Ifra tug the carrot. R: Who are Tom and Ifra? S: (The participant pointed to the correct pictures.) R: Next S: Tom, Ifra, and Nick tug the carrot. R: Who is Nick? S: (The participant pointed to the correct character.) R: Next S: Tom, Ifra, Nick, and Lin tug the carrot. Tom, Ifra, Nick, Lin, and Sam tug the carrot. R: Who is Sam? S: It is a dog. R: Next S: Tom, Ifra, Nick, Lin, Sam, and Kit tug the carrot. (The participant had a bit of difficulty reading names.) R: Who is Kit?</p>
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<p>พหุ ประถมศึกษา ชั้น ๑</p>		<p>S: It is a cat. R: What is '!' mean? Do you confuse about it? S: It may mean shock. R: Do you confuse about it? S: I was confused a bit about it when reading. If I don't know what it actually means, I may do not understand some parts of the story. R: Next S: The carrot is out. They eat it. R: What does 'Mmm' mean? S: It is the sound of eating. R: Look at the last page; what do you think it is about? S: (There were the pictures of a summary of the story.) Tom cannot tug the carrot, so he calls others for help.</p>
<p>Book5 Title: What a Mess! Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book to read? S: The book is colorful. (Looked at the cover) The vocabulary is easy.</p>	<p>R: What is it about? Please, tell me briefly. S: Dad is making clothes, and mom is making jam. Chip is knitting, and Biff is doing lorry.</p>

<p>R: How do you choose the books to read? S: I open the book and read briefly. I look at the vocabulary that I can read. R: Do you look at the book title? S: Sometimes.</p>	<p>R: How do you know the meaning of the word “lorry”? S: I look at the picture. R: Next S: Kipper is making a birthday card. R: Is there anything difficult in your reading? S: Vocabulary. R: Finally S: Everyone made the house mess. R: What is the level of this book to you? S: Medium</p>
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4. Student G4

Book	Semi-structured interview	Stimulated recall interview
<p>Book1 Title: Hide and Seek Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: I want to know what they are going to do? The story is about “hide and seek”. I want to know where they hide. (plot) I also look at the book level. R: When you go to the school library or bookstores, how you choose the books?</p>	<p>R: What is it about? Please, tell me briefly. S: They are playing “hide and seek”. This boy is the first seeker. R: Is there anything difficulty in your reading? S: No.</p>

<p>Book2 Title: Good Dog Level: 1+ Publisher: Oxford Reading Tree</p>	<p>S: I look at the cover and the book level. R: How do you the book level is? S: I look at the book cover to see the types of books: fiction, tale, or nonfiction. R: How do you choose a book to read? S: I choose fun books and can read them many times that I never feel bored reading them. R: Why you choose this book? S: I look at the vocabulary and book level. It looks fun, and I want to know what happens at the end. (plot) R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: I think this book is more fun than that book. I do not understand some vocabulary. R: How you usually choose the books to read? S: The interesting cover and level. R: Does the text feature (title, font) affect you when selecting the book?</p>	<p>R: What is it about? Please, tell me briefly. S: A dog is good. Look at me, I am a good dog. R: From 'You say sit, I sit.' What do "I and You" refer to? S: (Student pointed to the incorrect pictures first. Then she pointed to the correct pictures after took time and got hints from the teacher.) R: What happened at the end? S: The dog saw a cat.</p>
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<p>Book3 Title: A New Dog Level: 2 Publisher: Oxford Reading Tree</p>	<p>S: I think the vocabulary inside affects me to select the book to read.</p> <p>R: Why you choose this book?</p> <p>S: I would like to know what a new dog they will get. (plot)</p> <p>R: How do you the story is about the dog?</p> <p>S: I read the little.</p> <p>R: Do you pick up this book because of its title?</p> <p>S: Yes. I also like the cover.</p> <p>R: Do you tend to pick all of your books this way?</p> <p>S: No.. Sometimes, I look at the vocabulary that I read or not and the pictures inside.</p>	<p>R: Is there anything difficulty in your reading?</p> <p>S: Vocabulary</p> <p>R: What is it about? Please, tell me briefly.</p> <p>S: Kipper wants a new dog. He wants the dog like this, but his mom wants it like this. (Student pointed to the pictures.)</p> <p>R: Are the pictures difficult for your reading?</p> <p>S: Yes, a little bit because there are many pictures in a page.</p> <p>R: Next</p> <p>S: Kipper and his family go to the dog shop to buy a dog. Kipper wants this dog, but his dad says it is too big. Biff wants this dog, but her mom says it is too small. Dad and mom want this dog, but Kipper and Biff say it is too strong. Finally, they want the same dog and take it back home.</p>
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<p>Book4 Title: A Sinking Feeling Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: It looks fun because I look at the pictures inside. I want to know what happens at the end. I like the vocabulary, and I also can read. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: I like this book and want to read it. R: Do size, font, length, and summary impact you to select the book to read? S: No. R: Do you think the text features such as cover, illustrations, title, or book-length of books impact you to select the books to read? S: I think they look interesting. R: How you usually choose the books to read?</p>	<p>R: Are the pictures difficult for your reading? S: The pictures are not related to their passages. There are many pictures of thoughts.</p>	<p>R: Is it difficult for you? S: It is level 2, and it is my right level. R: What is it about? Please, tell me briefly. S: Wilma climbed up on the rubber duck. Wilf climbed up on the rubber duck. R: Who is Wilf? S: (The participant pointed to the correct picture.) R: Next S: Wilf and Wilma say, 'climb up'. Then, Chip climbs up. But Kipper cannot get on the duck. Finally, Kipper got on the duck, and the duck falls on. R: Is there anything difficulty in your reading? S: The word 'couldn't'.</p>
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<p>Book5 Title: At the Park Level: 1 Publisher: Oxford Reading Tree</p>	<p>S: I look at the level that suits me more than look at pictures.</p> <p>R: Why you choose this book?</p> <p>S: The pictures inside are beautiful. Also, I want to know what the children will play in the park.</p> <p>R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.)</p> <p>S: I want to know what the children will play in the park.</p> <p>R: Do size, font, length, and summary impact you to select the book to read?</p> <p>S: No.</p> <p>R: Do you think the text features such as cover, illustrations, title, or book-length of books impact you to select the books to read?</p> <p>S: I think they look interesting.</p>	<p>R: Is it difficult for you?</p> <p>S: No.</p> <p>R: What is it about? Please, tell me briefly.</p> <p>S: A family goes to a park. They leave their dog outside. The children play swing, slider, and so on.</p>
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5. Student G5

Book	Semi-structured interview	Stimulated recall interview
<p>Book1 Title: Big Feet Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: The cover and vocabulary look interesting. Also, I look inside the book to look at the picture and vocabulary inside. The vocabulary should not be too easy or difficult. I knew the meanings of most vocabulary in this book. I also could translate these in Thai. Moreover, I opened the book and read briefly. The story seems interesting. It is about finding whose footprint is. (plot) R: Do you tend to pick all of your books this way? S: No. Sometimes, I choose more difficult books. R: How the text features of books (cover, color, font) impact you to select the books to read? S: Sometimes, the book cover can affect selecting the books.</p>	<p>R: What does “this” refer to? S: This refers to the footprint. R: What is this (?)? S: It is a question mark. R: What does “it” refer to? S: It refers to a monster. R: To sum up, whose is the footprint? S: It is daddy’s footprint.</p>
<p>Book2 Title: Stop the Cow Level: Very First Reading Publisher: Usborne</p>	<p>R: Why you choose this book? S: The book is interesting because I like the cow. (character)</p>	<p>R: Is there anything difficulty in your reading? S: Vocabulary R: From ‘Lilly the chilling cow...’, who is Lilly? S: (The participant pointed incorrectly to the cow.)</p>

<p>R: Do animals or people in the books affect you to select the books to read?</p> <p>S: Yes, I prefer animals more than people.</p> <p>R: Do you tend to pick all of your books this way?</p> <p>S: Yes, I always choose books about animals.</p> <p>R: Do you look at the back cover, font, or length?</p> <p>S: I also look at the pictures inside the books that are interesting or not.</p> <p>R: Do you tend to pick all of your books this way when you go to the library or bookstore?</p> <p>S: Yes.</p>	<p>R: From 'Beep Beep!' What sound is it?</p> <p>S: It sounds when the car brakes. Then, the cow drives to the city without focusing on the road.</p> <p>R: From 'Oh deer, I fear she will get hurt.' What does 'she' refer to?</p> <p>S: (The participant pointed incorrectly to the picture of a woman, but she here referred to the cow.) Then, the cow drives the car into the fence then into the pool. Then, the cow rides the helicopter.</p> <p>R: From 'Now I am sure she will get hurt.' What does 'she' refer to?</p> <p>S: (The participant pointed incorrectly to the picture of the speaker who said this sentence, but she here referred to the cow.) Then, the helicopter falls into the hay.</p> <p>R: What is 'Ow!'??</p> <p>S: (The student couldn't answer.)</p> <p>R: If you do not know 'Ow' meaning, does it affect to your comprehension?</p>
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<p>Book3 Title: The Wish Fish Level: First Reading Level 1 Publisher: Usborne</p>	<p>R: Why you choose this book? S: The cover is beautiful, and the vocabulary is easy. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: I want to try a new one. (Another publishing) R: Do the back cover or font impact you to select the books to read? S: No. R: What about the length? S: I like the long-length book. R: How you usually choose the books to read? S: I look at the title, pictures and words. R: Picture outside or inside? S: Outside. R: Do you mean the cover? S: Yes.</p>	<p>S: A bit. With this, I may skip some parts of the story. R: What is it about? Please, tell me briefly. S: It is about fish. If you eat it, you will get money and gold. R: Is there anything difficulty in your reading? S: Vocabulary R: Open each page and tell me briefly. S: It is a big fish in the sea. R: Who are Bob and Bet? S: (Student pointed to the correct pictures.) R: Next S: There is a small fish. Bob and Bet like the sea. They like to eat fish. Bob is fishing. There is a man who gets a big fish. R: Who is the man? S: Bob. R: Next</p>
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<p>Book4 Title: In a Bit Level: 2 Publisher: Oxford Reading Tree</p>		<p>S: Bob is fishing and gets a fish. He takes it home. He looks after the fish, then he gets money. He is dancing because he is happy. R: The research pointed to the sentence and ask who say this? S: (Student pointed to the correct picture.) R: Next S: Finally, the fish jumps into the sea.</p>
	<p>R: Why you choose this book? S: The cover looks interesting and beautiful. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: This book was easier. R: How do you know it easier? S: I looked through the pages and looked at the stage (book level). I chose stage 2, which suited me. R: What about stage 3 or 4? S: Stage 3 was a bit difficult and I could not read at stage 4.</p>	<p>R: Is there anything difficulty in your reading? S: No. R: What does the title "in a bit" mean? S: (The participant could not answer.) R: What is it about? Please, tell me briefly. S: Come and help, said mom. (The participant quite did not understand.) Biff is watching TV. R: From 'In a bit', what does it mean? S: Do not help. R: Next</p>

<p>พจนานุกรม ปณฺ ทิปโต ชีเว</p>	<p>R: How do you know what stage does suit to you? S: The suitable stage to me was the stage that I can read and understand the story. R: Do font, length, and summary impact you to select the book to read? S: No. R: How you usually choose the books to read? S: I look at the cover and inside that is beautiful or not. I also look at the title that easy or not. R: How the text features of books impact you to select the books to read? S: The stage at the back cover can tell the book is easy or not.</p>	<p>S: Dad calls Chip for help. Chip is watching TV. Kipper made his room a mess. R: How do you know is Kipper's room? S: From the word 'Kipper's room.' Mom asks Kipper for help, but he is looking TV. Dad is talking to mom. R: What are they talking about? S: (The participant could not answer.) R: Next S: Biff and Kipper are looking at their mom and dad. R: From 'Biff, Chip and Kipper wanted dinner.' What does it mean? S: They want their kids' attention. (The participant answered incorrectly.) (The story is about mom and dad asked for the children for help. But their children were watching TV and always said 'in a bit'. The parents had an idea. They made a box-like a TV and put themselves inside. When their children asked them for dinner, they were on the TV box and said, 'in a bit'.</p>
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<p>Book5 Title: On the Sand Level: 3 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: The cover is beautiful and I like the sea. The vocabulary inside is easy that I can read and understand. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: I like this book's title. It is short, and I can read it. R: What else? S: I can read at this level, level 3.</p>	<p>R: Is there anything difficulty in your reading? S: No R: What is it about? Please, tell me briefly. S: Biff and Chip played on the sand. They put the sand on dad. Dad was sleeping. They made a sand castle on dad and put a dad's hat on the top. Then, they walk around the beach. When they back, they saw the hat in the sea. They shocked. Finally, dad was surprised that he used a stick and put the hat on top.</p>
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6. Student G6

<p>Book Book1 Title: The Big Carrot Level: 1+ Publisher: Oxford Reading Tree</p>	<p>Semi-structured interview R: Why you choose this book? S: I think this book is easy to read because I look inside the book. I can read the title, and the cover looks interesting. R: What else? Do other text features attract you to read?</p>	<p>Stimulated recall interview R: Is there anything difficulty in your reading? S: No, there isn't. R: What are the characters? S: Tom, a mother, a rabbit, a dog, a brother, and a sister. R: What are they doing?</p>
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<p>พจนานุกรม ปณ กิจ ด ชีว</p> <p>Book2 Title: The Ball Pit Level: 2 Publisher: Oxford Reading Tree</p>	<p>S: The pictures inside are easy to understand. I can understand the story by looking at the pictures.</p>	<p>S: The grandfather grows a carrot, and it grows big and bigger. Then he calls the mother (his wife) for help to tug the carrot out. Then, he calls his brother to tug it out. R: What does the brother's name? S: The brother's name is Nick. R: Next S: Then he calls sister, dog, and cat to tug it out, but it still getting stuck. Finally, they help each other and tug the carrot out.</p>
	<p>R: Why you choose this book? S: I think it is easy to read that I can see by looking through pages. And I look at the book level. I also look at the pictures inside that are beautiful. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: This book is more colorful. R: Do the font or title affect you to select the book? S: No.</p>	<p>R: Is this book difficult for you? S: A bit. R: What difficulty is it? S: Vocabulary R: What is it about? Please, tell me briefly. S: Kipper went to the theme park. He climbs up and jump down with fun. There is a kid who wears glasses. She jumps and loses her glasses. R: Who is Anna?</p>

<p>พจนานุกรม ปณทิต ชีว</p>	<p>R: How you usually choose the books to read? S: Sometimes, I choose book level 1. I look at the book level. R: If there are not book levels, what should you do? S: I choose a book that I can read easily. R: When you go to the school library or bookstores that you cannot open the book, how do you choose the books to read? S: I look at the title and appearances. R: How the text features of books impact you to select the books to read? S: These can affect a little bit.</p>	<p>S: (The participant pointed to the correct picture.) R: Then S: She asked her friends for help. She cried and asked her dad for help. R: From 'I cannot find them, the man said.', what does 'them' refer to? S: (The participant did not know.) R: What does 'the man' refer to? S: (The participant pointed to the correct picture.) R: Next S: Then, she asked the staff for help. The staff took the balls out. Finally, they found the glasses. R: What is 'Hooray'? S: It means found it and happy. R: Next S: They found many things after took all balls out.</p>
<p>Book3 Title: Put It Back Level: 2</p>	<p>R: Why you choose this book? S: I look at the pictures (inside). I cannot do the reading log if I select the difficult books. With this</p>	<p>R: Who is Biff? S: (Student pointed correctly to the picture.) R: From 'Look at this.' What does "this" refer to?</p>

<p>Publisher: Oxford Reading Tree</p>	<p>book, I can easily write its summary. It's easy to summarize the story and write it in the reading log. R: Do you tend to pick all of your books this way? S: Yes, and I also consider the levels. I select the levels that I can read and understand the story.</p>	<p>S: This refers to a crab. R: Next S: Then, she catches the crab. R: What does "she" refer to? S: (Student pointed correctly.) R: From 'Put it back, said Chip', Who is Chip? S: (Student pointed correctly.) R: Next S: He takes the crab back. R: Who is this man? S: He is dad. R: What is 'let's'? S: (Student could not answer.) R: Next S: They saw many trashes and clean. R: Who is Chip? S: (Student pointed correctly.) R: Next S: Mom comes and help. R: From 'she had a bit of wood.', Who is 'she'?</p>
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<p>Book4 Title: The Trampoline Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: I look at the cover: it looks fun. The vocabulary inside are easy. It seems to be easy to read. I choose the books that I can read title. Some books that I cannot read the titles, I will look through pages. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: This book was easier. Moreover, I looked at the book levels. I looked at the level 1 and 2. Personally, level 1 and 2 were my right levels. I used to open level 3 books and I thought that it was too difficult for me. R: Do size or font impact you to select the book to read? S: No.</p>	<p>S: (Student pointed incorrectly.) R: Next S: He got a shell.</p>
		<p>R: What is it about? Please, tell me briefly. S: Wil (Wilma) and Wilf had a trampoline. Dad put a net on it. Wilma... R: Who is Wilma? S: (The participant pointed to the correct picture.) R: Next S: She jumps up and down. R: Are the pictures difficult for your reading? S: No. R: Next S: Wilf got up and down. Then, dad got up the trampoline up and down. R: From 'Up he went...' what does 'he' refer to? S: He refers to dad. R: Next S: Dad got up but he did not get down.</p>

<p>Book5 Title: In the Tent Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book to read? S: I look at the vocabulary and the title that are easy or not. I also look at the beautiful pictures. Sometimes, I look at the book levels. I pick level 1 because I can read. If I select the difficult levels, I cannot understand the story.</p>	<p>R: Why did he get down? S: He is on the tree. R: What does 'Oh no!' mean? S: It means shock. R: Is there anything difficulty in your reading? S: No, because the book is level 1. But this book is my right level.</p>
		<p>R: What is it about? Please, tell me briefly. S: There are Lee and Kipper. R: Who is Lee? Who is Kipper? S: Maybe this boy. R: Next S: They are cold and wet. Oh no! R: Why they say, 'Oh no!' S: Because it is wet and cold. S: The grandma says 'Run Lee, Run Kipper. It is fun in the tent. It is not cold and wet. R: Why is not wet and cold? S: Because they come into the house.</p>

7. Student G7

Book	Semi-structured interview	Stimulated recall interview
Book1 Title: The Big Egg Level: 2 Publisher: Oxford Reading Tree	<p>R: Why you choose this book?</p> <p>S: I want to know why the egg big. (plot)</p> <p>R: Do you choose it because of its title?</p> <p>S: Yes. I can read and understand the title. It is one of my reasons to select this book.</p> <p>R: Please tell me more about how you choose the books.</p> <p>S: There are an egg and a man and a woman holding the egg.</p> <p>R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.)</p> <p>S: The cover is attractive. The books contain different interesting things.</p> <p>R: What else?</p> <p>S: I looked at the title and the book level on the back cover. I also looked through pages of the book to see how easy the pictures are. I could understand the story</p>	<p>R: Is there anything difficulty in your reading?</p> <p>S: No</p> <p>R: What is it about? Please, tell me briefly.</p> <p>S: They have found a big egg that is too big for a hen. They find whose the egg is. Finally, they find out that the egg belongs to the ostrich.</p>

<p>by guessing from the pictures. If the pictures are difficult to comprehend, I will change the books.</p> <p>R: Do you tend to pick all of your books this way?</p> <p>S: No. Sometimes, I look at the book level.</p> <p>R: Why you choose this book?</p> <p>S: The cover is interesting that there is a dog and I also like the green color.</p> <p>R: How do you choose a book to read?</p> <p>S: I look at the title that I can read. I also look at the book level.</p> <p>R: Do the font or length of the book affect you to select it?</p> <p>S: No.</p> <p>R: Do you open the book and look inside?</p> <p>S: Yes. I open the book and look at the vocabulary that is easy or not.</p>		
<p>Book2 Title: Poor Floppy Level: 2 Publisher: Oxford Reading Tree</p>		<p>R: Is there anything difficulty in your reading?</p> <p>S: Vocabulary (The participant pointed to the name 'Chip'.)</p> <p>R: Is it the name?</p> <p>S: I do not know.</p> <p>R: What is it about? Please, tell me briefly.</p> <p>S: There is a dog that feels not well.</p> <p>R: Who is Floopy?</p> <p>S: (The participant pointed correctly to the picture.)</p> <p>R: What happens next?</p> <p>S: It lays on the bed.</p> <p>R: What does 'he' refer to?</p> <p>S: The man. (incorrect answer)</p> <p>R: Are you sure?</p> <p>S: He is the dog. (correct answer)</p> <p>R: Who is Biff?</p>

<p>พหุ ประถมศึกษา</p>	<p>R: Why you choose this book? S: The text is easy. I look through pages before select the books to read?</p>	<p>S: (The participant pointed correctly to the picture.) R: Next S: It gets not well. Mom takes it to the vet. The dog meets the six cats and still get not well. The vet looks at Floppy. R: What does 'she' refer to? S: (The participant pointed incorrectly to another female character.) R: Next S: The dog gets well after went to the vet. Floppy feels fresh. R: Is there anything difficulty in your reading? S: Vocabulary and pictures. R: Please, explain about the picture. S: The feeling of animals that I do not know it feels better or not. R: What level is this book for you? S: Right level. R: Is there anything difficulty in your reading? S: Vocabulary.</p>
<p>Book3 Title: The Ice Cream Level: 1+ Publisher: Oxford Reading Tree</p>		

<p>พจนานุกรม ปณฺ ทิโต ชีเว</p>	<p>R: Do the font or size affect you to select the book to read? S: No. R: How you usually choose the books to read? S: I look at the level: I always choose the level 1+ to read. I also look at the interesting cover. R: How the text features of books impact you to select the books to read? S: I select the book by looking through pages.</p>	<p>R: What is it about? Please, tell me briefly. S: There is a group of children making a sandcastle. R: From 'Can I get the ice cream?', who says that? S: (Student pointed to the correct picture.) R: Next S: They run to the ice cream van. R: From 'I want the big one.', what does it mean? S: I want ice cream. R: From 'Look at that!', what does 'that' refer to? S: An ice cream. R: What does 'Look out, Kipper!' mean? S: I don't know. R: Who says, 'Oh no!' S: Kipper. R: What happened at the end? S: The ice cream falls. R: Is this story difficult for you? S: No.</p>
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<p>Book4 Title: The Apple Level: 1 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book to read? S: The cover looks interesting. R: Other books also look interesting. Why you choose this book? S: Its vocabulary is easier. R: How do you know? S: The title is easy. R: Do you look through pages? S: Yes, and I found an apple on top. R: What do you look at to select the book? S: I look at the book level: level 1 and 2. R: How you usually choose the books to read? S: I look at the cover and title. R: Does length impact you to select the book to read? S: No. Because I pick the books this way.</p>	<p>R: Is there anything difficulty in your reading? S: No. R: Do you understand the story? S: A bit. R: What does 'Mmmm' mean? S: I don't know. R: What is it about? Please, tell me briefly. S: They want an apple. They try to get it but, the apple is too high. The man uses a stick to get the apple, but it does not work. Then, he steps on his father's back and tries again. R: What does 'Uh' mean? S: I don't know. R: Next S: He got the apple, but it is bouncing. R: What does 'Oops!' mean? S: It means careful. (Incorrect answer) R: Who is Biff? Who is Kipper? S: (The participant pointed to the correct pictures.) S: Finally, Floppy eats the apple.</p>
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<p>Book5 Title: Kipper's Idea Level: 3 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book to read? S: The cover looks interesting: a boy is drawing. I also look at the level. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: Other books looks difficult. R: How you usually choose the books to read? S: I look at the interesting covers and level.</p>	<p>R: What are difficulties in this book? S: Vocabulary. R: What is it about? Please, tell me briefly. S: Dad takes Kipper to an art school. R: Next S: They saw a girl who is drawing. Kipper went to the playground. Two girls draw of Kipper's face. The teacher crossed and blamed them. R: Who is Mrs. May? S: Teacher. R: Next S: They are drawing in the classroom. Kipper has an idea. Then, they draw circles on the wall. They draw faces and the pictures look good. R: From 'Good for Kipper', what does it mean? S: It is Kipper's idea. R: Is there anything difficulty in your reading? S: Vocabulary.</p>
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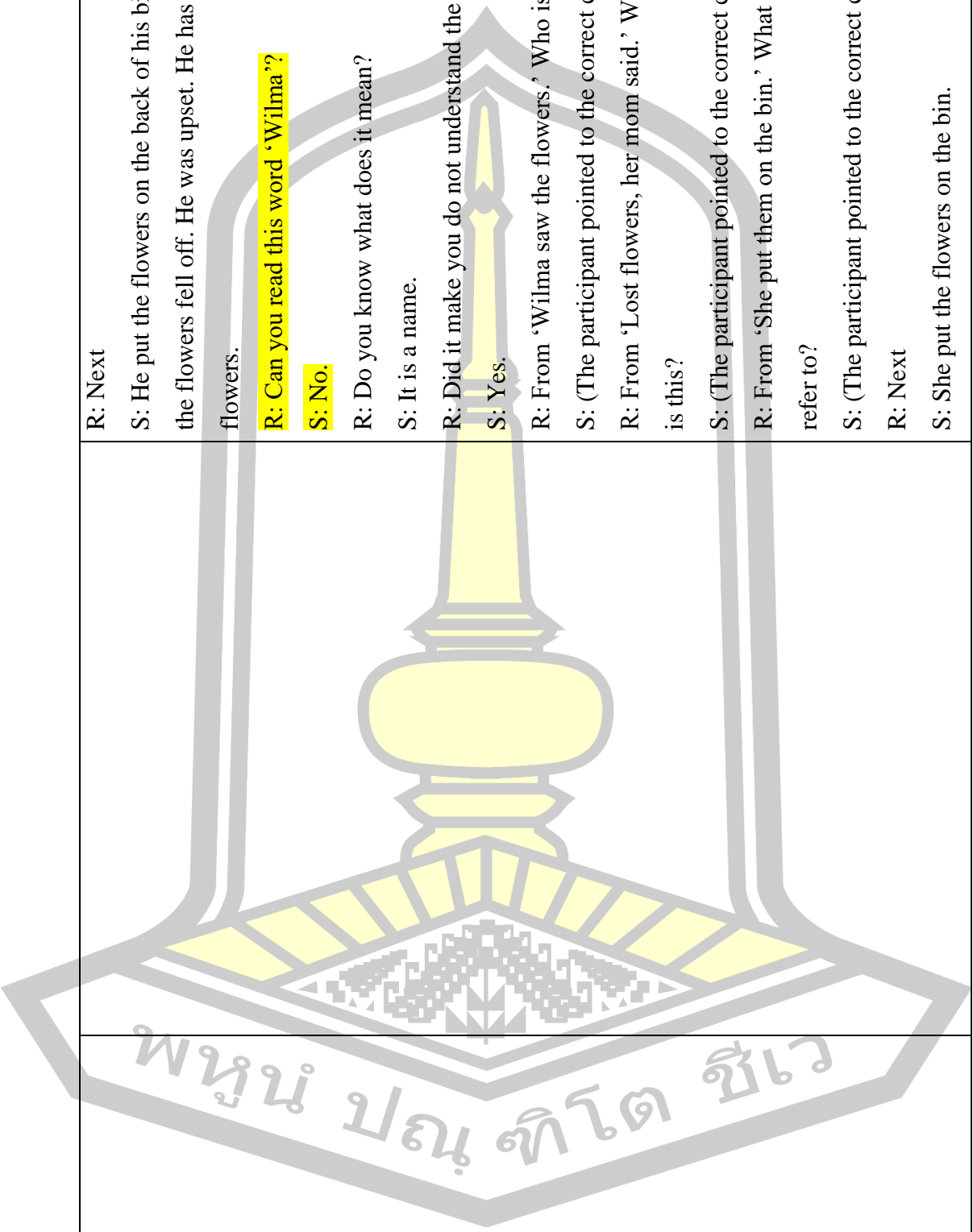
8. Student G8

Book	Semi-structured interview	Stimulated recall interview
<p>Book1</p> <p>Title: The Ball Pit</p> <p>Level: 2</p> <p>Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book?</p> <p>S: I can read this book: easy to read. The book is also colorful. (Student opened the book.) The little is short and easy.</p> <p>R: Do you look inside the book or the back of the book?</p> <p>S: Yes, I look inside the book. I like the pictures inside the book.</p> <p>R: Does the text features of books (cover, color, font) impact you to select the books to read?</p> <p>S: Yes.</p> <p>R: When you go to the school library or bookstores, how you choose the books?</p> <p>S: I open the books to look inside.</p>	<p>R: What is it about? Please, tell me briefly.</p> <p>S: They are playing in a ball house.</p> <p>R: Who are Kipper and Anna?</p> <p>S: (Student pointed correctly to the characters in the book.)</p> <p>R: What does "he" refer to?</p> <p>S: He is Kipper.</p> <p>R: What are they doing?</p> <p>S: Their glasses lose, and they are finding them.</p>
<p>Book2</p> <p>Title: The Ice Cream</p> <p>Level: 1+</p>	<p>R: Why you choose this book?</p> <p>S: The book is colorful and easy to read: not too difficult. The picture inside the book is beautiful.</p> <p>R: How you usually choose the books to read?</p>	<p>R: Is this book difficult for you?</p> <p>S: No.</p> <p>R: Is there anything difficulty in your reading?</p> <p>S: Yes, that is the vocabulary.</p>

<p>Publisher: Oxford Reading Tree</p>	<p>S: The books should be beautiful and easy to read. R: Do the text features of books impact you to select the books to read? S: Yes. R: When you go to the school library or bookstores, what kind of books do you always go to read? S: Like this way. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: There is only two animals and not many people. I like many people. R: What about the font? S: No. R: What about the length? S: Yes, I prefer short-length books. R: What about the back cover? S: No.</p>	<p>R: What is it about? Please, tell me briefly. S: There is a family, and they see an ice cream truck. They buy ice creams. R: What is '!'? S: (The participant could not answer.) R: From 'I want the big one', what does 'big one' refer to? S: It means ice cream. (But she did not sure.) R: Next pages, please. S: He slips, and his ice cream falls onto the man's head. R: What does the story take place? S: At the beach. R: Whose story is it? S: Not mention.</p>
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<p>Book3 Title: Look After Me Level: 1 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: This is easy: the title is easy. Its color is beautiful. (pointed to cover.) R: Do you tend to pick all of your books this way? S: Yes. R: Do the back cover, the length or the font affect you to select the book to read? S: Yes, I look at the cover first every book selection.</p>	<p>R: Who is Kate? S: (Student pointed to the correct picture.) R: What is it about? Please, tell me briefly. S: She went up the net. R: What is the 'net, this, and she'? S: (Student could point to the correct pictures, but she took time to think about 'she'.) R: Next S: Then, she went to the slide. R: What does 'she' refer to? S: (Student pointed to the correct picture.) R: Next S: She went to space. R: What does ("...") mean? S: (Student couldn't answer.) R: It means this sentence is a speech. Do you think it affects your reading comprehension? S: Yes, a bit. If we do not know what it is, we do not know</p>
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<p>Book4 Title: A Big Bunch of Flowers Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book to read? S: It is easy to read that I can read the title. Also, I look at the vocabulary that I can read or not. I look at the color inside it is colorful or not. R: Do you look at the back cover? S: No.</p>	<p>what kind of sentence it is. And we will not understand the story clearly. R: Next S: She also likes to sleep. R: Who said this sentence? S: I am a bit confused about who said the words. R: Is there anything difficulty in your reading? S: I cannot read this word (ladder).</p>
		<p>R: What is it about? Please, tell me briefly. S: There was a man who is bought flowers. R: Read 'Dad got flowers for mom.' Who is the man? S: Dad. R: Next S: He got a big bunch of flowers. He will give it to mom. R: From 'The flowers for mom, he said.' What does 'he' refer to? S: (The participant pointed to the correct character.)</p>

<p>R: Next</p> <p>S: He put the flowers on the back of his bike. Then, the flowers fell off. He was upset. He has lost the flowers.</p> <p>R: Can you read this word 'Wilma'?</p> <p>S: No.</p>	
<p>R: Do you know what does it mean?</p> <p>S: It is a name.</p> <p>R: Did it make you do not understand the story?</p> <p>S: Yes.</p>	
<p>R: From 'Wilma saw the flowers.' Who is Wilma?</p> <p>S: (The participant pointed to the correct character.)</p> <p>R: From 'Lost flowers, her mom said.' Whose mom is this?</p> <p>S: (The participant pointed to the correct character.)</p> <p>R: From 'She put them on the bin.' What does 'she' refer to?</p> <p>S: (The participant pointed to the correct character.)</p>	
<p>R: Next</p> <p>S: She put the flowers on the bin.</p>	

R: From 'She put them on the bin.' What does 'them' refer to?

S: I don't know. (The teacher answered.)

R: Next

S: Dad is rushed to buy a new one. He backs to the shop. Then, he got a big new bunch of flowers. Then, he saw his lost flowers.

R: From 'Well, well.', what does it mean?

S: (The participant could not answer.)

R: Next

S: Dad got two bunches of flowers and mixed them up.

R: From 'Mix them up', what does 'them' refer to?

S: Flowers (The participant could answer with teacher hints.)

R: From 'Let's mix them up, said Chip.' Who is Chip?

S: (The participant pointed to the correct character.)

R: Next

S: It turns big.

พหุ ประถมศึกษา

<p>Book5 Title: The Hole in the Sand Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book to read? S: The book is colorful. It seems interesting that I can see by looking through pictures inside. I do not look at the back cover. I open the book briefly to find short passages and the words that I can read.</p>	<p>R: What the word 'enormous' mean? S: (The participant could not answer.) R: Why dad give the flowers to mom? S: I don't know. R: What is 'Happy anniversary mean'? S: I don't know.</p>
		<p>R: What is it about? Please, tell me briefly. S: Biff had a no-good spade. R: From 'Let me dig a hole, he said.' What does 'he' refer to? S: (The participant could not answer.) R: Next S: Dad dug a hole, and the children help him. The hole is bigger and deeper. R: Is the picture difficult? S: No. R: Next S: They play in the hole. R: What do they refer to?</p>

		<p>S: The children. R: Next S: The water comes into the hole. Dad cannot stop it. Next day, the hole had gone. The spade is under the sand. Let's dig. R: Why they are going to dig? S: To find the spade. R: Is this book difficult for you? S: This book is level 2 is right for me.</p>
<p>9. Student G9</p>		
<p>Book Book1 Title: In a Bit Level: 2 Publisher: Oxford Reading Tree</p>	<p>Semi-structured interview R: Why you choose this book? S: The book looks interesting because the cover is beautiful. Also, the title is easy. I look at the book level on the back cover. Moreover, I look through pages of the book to see the pictures inside that are beautiful or not. No one suggests I choose this book. R: When you go to the school library or bookstores, how you choose the books?</p>	<p>Stimulated recall interview R: Is this book difficult to read? S: No. R: What is this ("... ") ? S: (Student couldn't answer.) R: Who is she? And what does she doing? S: She is a mother, and she is washing clothes. R: Who is she, and what does she doing? S: She is a daughter, and she is watching TV.</p>

<p>พหุ ประถมศึกษา</p>	<p>S: Beautiful picture and easy to read.</p>	<p>R: What does “in a bit” mean? S: (Student couldn’t answer.) R: Who said this? S: (Student pointed to the correct character.) R: From ‘Come and help’, who said this? S: (Student pointed to the correct character.) R: Who is Chip? S: (Student pointed to the correct character.) R: What is this (‘s) ? S: (Student couldn’t answer.) R: What are they doing on this page? S: Talking R: Talking about? S: (Student couldn’t answer.) (unexpected plot)</p>
<p>Book2 Title: Top Dog Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: The book is colorful and easy to read. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.)</p>	<p>R: Do you understand the story of this book? S: Yes. R: Is there anything difficulty in your reading? S: Yes, on the last page, that is the vocabulary. R: Is the picture difficult for your reading?</p>

<p>พจนาน์ ปณฺ ทิโต ชีเว</p>	<p>S: That is difficult to read. The pictures are more beautiful.</p> <p>R: Do the back cover or font impact you to select the books to read?</p> <p>S: No.</p> <p>R: What about the book-length?</p> <p>S: Yes, I prefer the short length of books. I don't like the long-length book. Also, this book is easier than that book.</p> <p>R: How you usually choose the books to read?</p> <p>S: I choose books that have a beautiful cover. The title was easy to read and short.</p>	<p>S: No.</p> <p>R: What is it about? Please, tell me briefly.</p> <p>S: It is the dog competition.</p> <p>R: From 'We like this dog.', what do 'dog and we' refer to?</p> <p>S: (The participant pointed to the correct picture of a dog and, but she took time and did not know we refer to.)</p> <p>R: From 'This is a little dog.', what does 'this' refer to?</p> <p>S: (The participant could not answer, then the teacher answered.)</p> <p>R: From 'This is a big dog.', what does 'this' refer to?</p> <p>S: (The participant pointed to the correct picture.)</p> <p>R: From 'This is a top dog.', what does 'this' refer to?</p> <p>S: (The participant pointed to the correct picture.)</p>
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<p>Book3</p> <p>Title: The Big Carrot</p> <p>Level: 1+</p> <p>Publisher: Oxford</p> <p>Reading Tree</p>	<p>R: Why you choose this book?</p> <p>S: The book looks interesting. Its color is beautiful. (Student pointed to front cover)</p> <p>R: Do you tend to pick all of your books this way?</p> <p>S: Yes. I choose books that have beautiful covers. I also read briefly inside that is fun or not. If the story seems to be fun and I like it, I will select it to read. I also look at the pictures inside the book. They look beautiful and interesting. I look at the back cover that is beautiful or not.</p>	<p>R: What is it about? Please, tell me briefly.</p> <p>S: The grandfather, Tom, grows a carrot.</p> <p>R: Who is Tom?</p> <p>S: (Student pointed to the picture.)</p> <p>R: What is 'Tugl'?</p> <p>S: (Student could not answer.)</p> <p>R: What is this? (Researcher point to 'Ifra')</p> <p>S: (Student pointed to the picture.)</p> <p>R: A vocabulary or a name?</p> <p>S: A name. But I cannot read.</p> <p>R: Next</p> <p>S: They are tugging the carrot.</p> <p>R: Who is Sam?</p> <p>S: A dog.</p> <p>R: What is "Mimm" mean?</p> <p>S: I don't know. I have never seen it.</p>
<p>Book4</p> <p>Title: The Ice Cream</p> <p>Level: 1+</p>	<p>R: Why you choose this book to read?</p> <p>S: The cover and pictures inside are beautiful.</p> <p>R: Do you tend to pick all of your books this way?</p>	<p>R: Is there anything difficulty in your reading?</p> <p>S: The word, splat.</p>

<p>Publisher: Oxford Reading Tree</p>	<p>S: Yes. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: This book is more beautiful, and I like it more than that book. R: Does the title impact you to select the book to read? S: Yes, I like the short title. R: Does book-length impact you to select the book to read? S: No. I look only at the beautiful cover.</p>	<p>R: What is 'Mr.Drippy'? (The teacher pointed to the word in the picture.) S: It is the man. (The participant pointed to the correct character.) R: What is this story about? Please, tell me briefly. S: He wants ice cream. R: From 'Run and get ice cream...' who says it? S: (The participant pointed to the correct character.) R: From 'I want the big one.' Who is I? What is 'the big one'? S: (The participant pointed to the correct character.) 'The big one' means he wants a big ice cream. (Took time to answer) R: From 'Look at that', what does 'that' refer to? S: That refers to the ice cream. (Took time to answer) S: The ice cream falls. R: Who is Kipper? S: (The participant pointed to the correct character.) R: From 'Oh no!' who says that?</p>
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<p>Book5 Title: The Ball Pit Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book to read? S: The cover is beautiful. The pictures inside are beautiful. R: Do you look at the inside front cover, inside back cover, or back cover? S: No.</p>	<p>S: Kipper. R: From 'Kipper and Anna went to the ball pit.' What is the ball pit? S: The participant answered in Thai correctly. R: From 'I am a bad man.' Who is batman? S: (The participant pointed to the correct picture.) The batman is Kipper. R: Next S: Anne fell into the ball pit, and she lost her glasses. They are looking for the glasses but cannot find them. R: What does 'them' refer to? S: (The participant could not answer.) Then, Anne was upset.</p>
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10. Student B1

<p>Book Book1 Title: A Good Trick Level: 1</p>	<p>Semi-structured interview R: Why you choose this book?</p>	<p>Stimulated recall interview R: Is there anything difficulty in your reading? S: Vocabulary: a rug. R: What is it about? Please, tell me briefly.</p>
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<p>Publisher: Oxford Reading Tree</p>	<p>S: The cover looks interesting, and I look at the level. And it is easy to read with both title and passages inside. The pictures inside the books are beautiful.</p> <p>R: When you go to the school library or bookstores, you cannot open the books. How you choose the books?</p> <p>S: I look at the cover.</p> <p>R: Does the title of the book affect you to choose the books?</p> <p>S: No.</p> <p>R: What about the font?</p> <p>S: No.</p>	<p>S: There is a magic show. They take out a rug, a sheet, a big box, and a little box. Finally, Kipper comes out from the box.</p>
<p>Book2 Title: The Water Fight Level: 2 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book?</p> <p>S: The book looks interesting, that the cover is beautiful.</p> <p>R: What about inside the book?</p> <p>S: The pictures inside are beautiful, and there is the vocabulary that I can read.</p>	<p>R: Is it difficult or easy for you?</p> <p>S: Easy.</p> <p>R: Is there anything difficulty in your reading?</p> <p>S: No.</p> <p>R: What is it about? Please, tell me briefly.</p> <p>S: They want to go swimming, but dad says 'No'.</p> <p>R: Why?</p>

<p>R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.)</p> <p>S: That book is not familiar to me.</p> <p>R: What else? Do you look at the back cover?</p> <p>S: Yes, I look at the level.</p> <p>R: Do you read the book summary on the back cover?</p> <p>S: No.</p> <p>R: What about this book? Do you look at the fonts to select the book?</p> <p>S: No, the title is difficult. Fonts is doesn't matter. I look at the title which is easy to read.</p>	<p>S: Because there is a traffic jam. Then they make a paddling pool.</p> <p>R: Who are Biff and Kipper?</p> <p>S: (The participant pointed to the correct pictures.)</p> <p>R: Next</p> <p>S: Kipper puts water in the paddling pool.</p> <p>R: Who is Chip?</p> <p>S: (The participant pointed the correct picture.)</p> <p>R: Then</p> <p>S: Chip pushes Biff into the paddling pool.</p> <p>R: What does 'he' refer to?</p> <p>S: I don't know.</p> <p>R: Then?</p> <p>S: They had a water fight. Mom got wet.</p> <p>R: Who said, 'stop it'?</p> <p>S: Dad said. Dad got a basket of water.</p> <p>R: 'He chased Chip', What does 'he' refer to?</p> <p>S: Chip (Incorrect answer)</p> <p>R: Then...</p> <p>S: Dad waters to Chip. Dad says sorry.</p>	<p>S: Because there is a traffic jam. Then they make a paddling pool.</p> <p>R: Who are Biff and Kipper?</p> <p>S: (The participant pointed to the correct pictures.)</p> <p>R: Next</p> <p>S: Kipper puts water in the paddling pool.</p> <p>R: Who is Chip?</p> <p>S: (The participant pointed the correct picture.)</p> <p>R: Then</p> <p>S: Chip pushes Biff into the paddling pool.</p> <p>R: What does 'he' refer to?</p> <p>S: I don't know.</p> <p>R: Then?</p> <p>S: They had a water fight. Mom got wet.</p> <p>R: Who said, 'stop it'?</p> <p>S: Dad said. Dad got a basket of water.</p> <p>R: 'He chased Chip', What does 'he' refer to?</p> <p>S: Chip (Incorrect answer)</p> <p>R: Then...</p> <p>S: Dad waters to Chip. Dad says sorry.</p>
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<p>Book3 Title: At the Park Level: 1 Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book? S: I like the park. The text is easy to read. The cover is beautiful. I like the green color that is comfortable to see. R: There are different text features: length, covers, illustrations, and fonts. Why did you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: The font also affects me to choose the book. It was familiar. I don't like the format of this font. It felt uncomfortable to read. I didn't like it. R: Do you tend to pick all of your books this way? S: I choose the books that I can read.</p>	<p>R: Why dad says 'sorry'? S: He says to the neighbor. Because he waters to the man. R: Are the pictures difficult for your reading? S: No.</p>
		<p>R: What is it about? Please, tell me briefly. S: They go to the park. Chip gets on the slide. Biff gets on the horse. R: Do the pictures difficult for your reading? S: No. R: Next S: Kipper gets on the swing. Mum gets on the see-saw. Floppy is sleeping. R: Is there anything difficulty in your reading? S: Vocabulary</p>

<p>Book4 Title: Goal Level: 1 Publisher: Oxford Reading Tree</p>	<p>R: How the text features of books (cover, color, font) impact you to select the books to read? S: These can attract us to be interested in.</p> <p>R: How you choose the books to read? S: The cover looks interesting: I like the green color of the grass. The pictures inside of the book are beautiful. R: Why you choose this book? Why not this book instead? (Compared to the book of another publisher.) S: It is not familiar. R: Do font, size, or length impact you to select the book to read? S: No.</p> <p>R: How the text features of books impact you to select the books to read? S: I always choose books that are beautiful and look interesting.</p>	<p>R: From 'It was a cold day.' What does 'It' refer to? S: (The participant could not answer.) R: Next S: Everyone got wet. Everyone got cold. R: Is the picture difficult? S: No. R: Who is Floppy? S: It is a dog. R: Next S: Mom crossed and dad kicked the ball into the goal. R: Is this book difficult for you? S: Yes. Although it is at level1, it is difficult for me. The vocabulary is difficult.</p>
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<p>Book5 Title: Big Feet Level: 1+ Publisher: Oxford Reading Tree</p>	<p>R: Why you choose this book to read? S: It looks interesting and beautiful. R: How is it interesting? S: There is imagination. R: How do you know? S: I look through pages. It seems fun and I want to know whose footprint is and what is in the end? R: What about beautiful? What are beautiful? S: The pictures inside: their drawing and colors. I like these pictures are colorful.</p>	<p>R: What is it about? Please, tell me briefly. S: Look at this, what is it. It is a big monster. R: What does “this” refer to? S: This refers to the footprint. R: Next S: Come and look at this, is it a big dinosaur? Come and look at this, is it a big giant? It is dad’s footprint. R: Is there anything difficulty in your reading? S: I do not understand some vocabulary.</p>
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APPENDIX H

The details of ER materials

The details of Oxford Reading Tree (Level 1)

Oxford Level 1

How children's skills develop

- Word reading**
- At this stage, children are just beginning to learn about books and reading. They are learning how books work, and understand the difference between words and pictures.
 - They know (or are learning) the alphabet, as well as some of the sounds letters make (very early phonics).
 - They may be able to recognise some simple, common words.
 - They can usually hold a book correctly and turn the pages. They understand that words go from left to right and top to bottom in English.

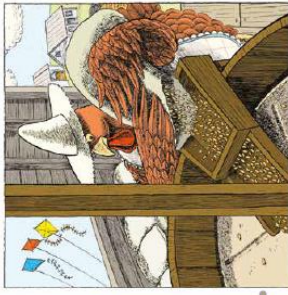
Comprehension

- Children at this level can listen to and enjoy stories that they would not be able to read by themselves. They know that pictures can often help them work out what a book is about.
- They can give a simple response to a story – for example, saying whether they like it or not. With help, they can sometimes retell a story that they know very well – though their retelling may not be very accurate.

What the books are like

- Some books are wordless, to give children experience with handling books, talking about stories, turning the pages and using the pictures to understand the story.
- Some books have words, but usually no more than a few per page.
- The words might take the form of simple captions or very short sentences.
- Words are always very common, predictable and/or easy to work out using simple phonics. Books with words offer the opportunity to practise tracking the words from left to right, and to use children's knowledge of letters and sounds to begin working out some simple words.
- Some books include simple speech bubbles and/or words in the illustrations.

Examples from Level 1:



The Little Red Hen from Oxford Reading Tree, Traditional Tales

In wordless books, the picture tells the story.

Lots to talk about in every picture.

Opportunities to practise turning pages and using pictures to work out what's happening.



The Haircut from Oxford Reading Tree, Biff, Chip and Kipper Stories

Many books include a few words – children can use the phonics they know to have a go at reading them.

Lots of opportunities to use the pictures to help understand the story.



The details of Oxford Reading Tree (Level 1+)

Oxford Level 1+

How children's skills develop

- Word reading**
- Most children know the alphabet and can say at least one main sound for each letter. They can use this phonic knowledge to help them read simple words like 'dog' and 'not'.
 - Many children are beginning to use simple phonics to help them work out less well-known words.
 - They are also learning some common words that are not yet decodable using phonics (such as 'the', 'go', 'into').

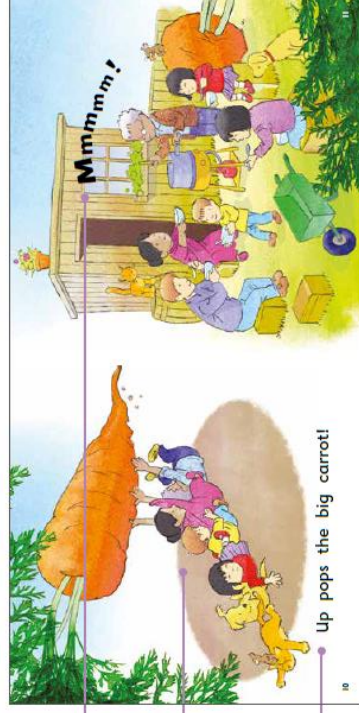
Comprehension

- Children listen to, read and enjoy a wider range of stories, rhymes and non-fiction books.
- They are learning to make simple predictions about what might come next in a book.
- With help, they can pick out simple patterns in books - for example, refrains like 'Run, run, as fast as you can, you can't catch me. I'm a gingerbread man!'
- They are beginning to learn that stories have beginnings, middles and endings, and they can sometimes put the main events from a story in the correct order.
- They can usually give a basic opinion about a book, and they may be able to relate it to their own experiences.

What the books are like

- Books at this level usually have just one line of text on the page.
- The text gives children opportunities to practise the phonics that they know.
- Some books are fully decodable using early phonics (simple, phonically regular words with one sound per letter, plus a few common tricky words that children have learned by sight).
- In books that are not fully decodable, the words are familiar and predictable, and closely supported by the pictures so that children can work them out.
- Stories and non-fiction texts give opportunities for discussion, encouraging children to relate books to their own experiences and develop their own likes and dislikes.
- Sometimes the books include speech bubbles and words within the pictures, as well as sentences.

Examples from Level 1+:



Sometimes there are speech bubbles or words in the picture.

The pictures help children understand the story.

Usually just one line of text on each page.

The Big Carrot from Oxford Reading Tree, Traditional Tales



Biff has a hat.

Gran has a hat.

The language is familiar and speechlike.

The pictures help children to understand the text.

Hats from Oxford Reading Tree, Floppy's Phonics Fiction



The details of Oxford Reading Tree (Level 3)

Oxford Level 3

How children's skills develop

Word reading

- At this level, children can use their phonics to help them read slightly more complicated words, including words with common vowel and consonant digraphs (where two letters make one sound – like 'ee', 'oi', 'ch', 'th'). They can use the phonics they know to try working out some unfamiliar words.
- They are also becoming more able to read common tricky words that can't be decoded, like 'you' and 'their'.

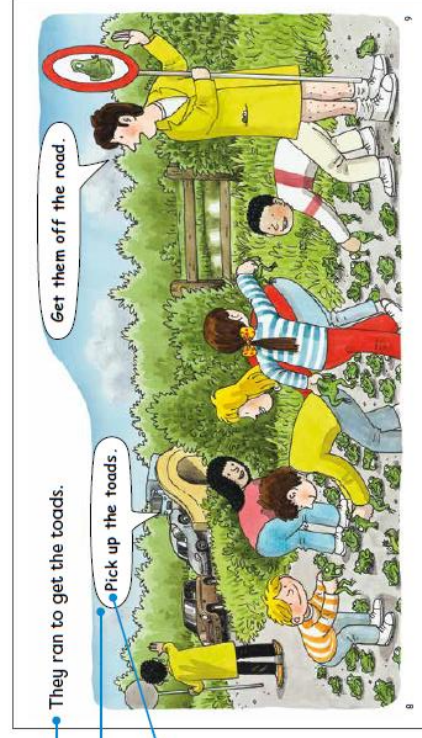
Comprehension

- Children may sometimes give opinions about what they read without being prompted – for example, saying if they like or dislike the book. They often enjoy choosing books for themselves.
- They can sometimes give a reason for their opinion about a book – for example, suggesting why they like it.
- They can usually retell familiar stories without much support
- Many children are beginning to comment on aspects of the text – for example, picking out a good or interesting word.

What the books are like

- Most stories and non-fiction books can be read by children who have been learning phonics for a little while (for example, being able to read words with consonant digraphs like 'tr' and 'sh', vowel digraphs like 'ee' and 'oi', and adjacent consonants like 'tr' and 'st').
- Even when the books are not completely decodable, they offer many opportunities to practise phonics.
- There are a wider range of high-frequency words that are very common but tricky to read. The language used is still very natural and simple, and the pictures still support the text closely.
- Sentence structures are mostly short, simple and speechlike.
- Stories are getting slightly more complex, and children will be able to use their experience of stories to make predictions before they read and while reading.
- The books give opportunities for discussion, and some make good models for children's own writing.
- Non-fiction texts mostly relate to children's knowledge and experience. Simple text features such as headings, labels, captions, contents pages and/or indexes may be used where appropriate.

Examples from Level 3:

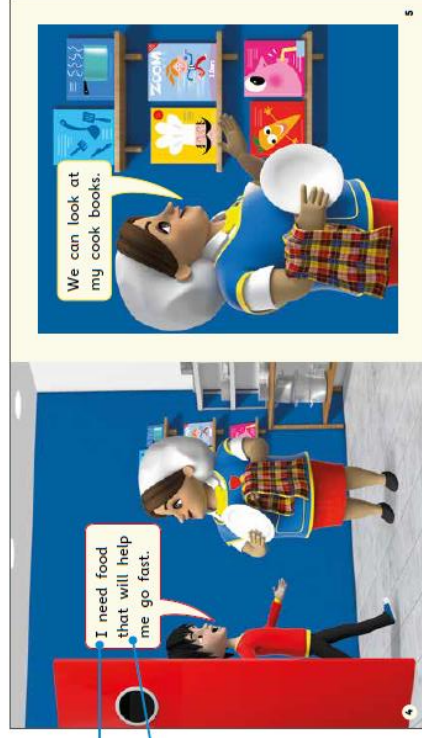


Usually still just one line of text on the page.

Speech bubbles may be used.

Opportunities to use phonics to work out less familiar words.

Toads in the Road from Oxford Reading Tree, Floppy's Phonics Fiction



Some books are completely decodable using early phonics.

Language is still simple and speechlike.

Zoom from Project X Hero Academy

The details of Oxford Reading Tree (Level 4)

Oxford Level 4

How children's skills develop

Word reading

- At this stage, children's reading is becoming more automatic – they can use phonics to help them work out words quickly, and they can read a wider range of common tricky non-decodable words, like 'your', 'some', 'what'.
- Most children can confidently read words with common vowel and consonant digraphs (where two letters make one sound – like 'oo', 'ow', 'wh', 'sh'). They use phonics to help them work out some unfamiliar words, often without being prompted.

Comprehension

- Children are becoming more confident in giving their opinions about stories and non-fiction texts. They can use their experience of similar books when making predictions, as well as their own life experience.
- When they retell stories, children can usually get the key events in the correct order without much support.
- When prompted, children may be able to comment on basic language features and vocabulary choices for example, they might be able to pick out a good descriptive word or find an example of a question word like 'what'.

What the books are like

- At this level, books are mostly in line with slightly more complex phonics – sometimes including alternative spellings for the same sounds, for example the sound 'oo' may also be spelled 'ew', 'ou' or 'ue'. Words with adjacent consonants (like 'st', 'tr', 'pt') are often included.
- Most texts include some words of more than one syllable, and there are often two or three lines of text on the page.
- Language is still very natural and simple, but there is now more variety in tone and approach across a range of books. For example, traditional tales may use simple storytelling language ('once upon a time', etc.) and other may use some simple figurative language (such as similes like 'as tall as a tree').
- There are increasing opportunities for prediction, though sometimes only at the beginning of a story. Prediction may be possible at different points in a non-fiction text.
- Because the books are becoming longer, section headings and subheadings may sometimes be used in non-fiction.

Examples from Level 4:

More than one line of text.

Opportunities to use phonics to read some words with more than one syllable.

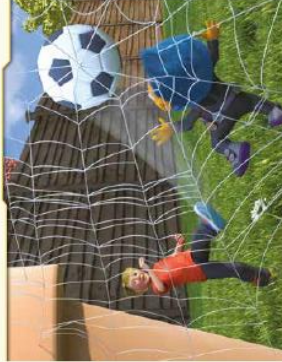
Sentences are still usually short, simple and speechlike.

They went up the steps. The steps were too steep for Floppy.



6

Next, Tiger took a shot. It went past Nok. "Goal!" Tiger said.



7

Goal! from Project X Alien Adventures

Two lines of main text – and speech bubbles too. Text is still speechlike.

Lots of words using adjacent consonants like 'st', 'tr', 'nd'.

Can we paint it? Yes, you can.



4

"It's like a tent," said Biff. "I can just stand up," said Chip.



5

Painting the Loft from Oxford Reading Tree, Floppy's Phonics Fiction



The details of Usborne My First Reading Library (Level: Very first Reading)

Book One

Pirate Pat

Pirate Pat allows the very beginner reader to take part in a lively and exciting story, using short sentences and simple words made up of only three letters **s a t p i n m d**. You read the first three lines on each double page, setting up a rhyming pattern, and your child then reads the last line.

You read these words.



Your child reads these words:

High frequency words:
I in is it a

Book Two

The Dressing-Up Box

The **Dressing-Up Box** introduces the letters **g o c k e u r**. The sentences are a little longer, and your child reads more words overall. The repetition of "I can" on each double page helps to build your child's confidence and increase reading stamina.

You read these words.



Your child reads these words:

High frequency words:
at can get on up

The details of Usborne My First Reading Library (Level: First Reading Level 1 and 2)

	Content	Number of pages	Number of words	Words per page	Sentence length
First Reading Level One	Short single narrative followed by reading and comprehension puzzles	32	up to 150	up to 10 (1-3 lines)	on average 2-8 words
First Reading Level Two	Single narrative plus character sheets and/or maps, and puzzles	32	up to 250	up to 20 (2-4 lines)	on average 6-10 words
Themes		Grammar			Vocabulary
First Reading Level One	Classic tales (e.g. Aesop's Fables) and folktales	Present and simple past tenses; modal verb <i>can</i> ; comparative adjectives			Simple everyday vocabulary, familiar items
First Reading Level Two	As Level One, including less familiar folktales	As Level One plus future; modal verbs <i>could</i> and <i>must</i> ; comparatives and superlatives			More descriptive and evocative vocabulary, always clear in context

An example of First Reading Level 1



An example of First Reading Level 2



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