DEVELOPMENT OF SCAFFOLDING INSTRUCTIONAL MODEL TO ENHANCE STUDENTS’ READING COMPREHENSION SKILL

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ABSTRACT

The objectives of this research were 1) to study the factors affecting students’ reading comprehension skill 2) to develop scaffolding instructional model to enhance students’ reading comprehension skill and 3) to examine the results of development of implementing scaffolding instructional model to enhance students’ reading comprehension skill. The population of Phase 1 were 154 former students and 3 teachers of the English Curriculum in the 1st semester of the 2022 academic year from 3 primary schools in Nanning City. The target group of Phase 2 were 3 experts to confirm model, and the sample group of Phase 3 were 50 students enrolled in the English Curriculum of Gaoxin Primary School. The research instruments were 1) a set of questionnaires for students, and interview for teachers, 2) a set of questionnaires for conformity instructional model, 3) lesson plans using scaffolding instructional model, the sample group were 50 students in Gaoxin Primary School, and 4) testing paper. Data were statistically analyzed by frequency, percentage, mean standard deviation, t-test for one group sample.

The results revealed the following :

There were 2 factors: 1) Internal factors and 2) External factors from the students and the teachers were affecting reading comprehension skill of students as follows :1) Internal factors consisted of physics, psychology, attitude and knowledge and 2) External factors consisted of social environment, materials, teaching methods, class size, and evaluation.

Scaffolding instructional model to enhance students’ reading comprehension skill includes 5 components 1) Principle and Rationale, 2) Objectives, 3) Contents,

4) Method of teaching & materials and 5) Evaluation. The model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 3 experts.

The results found that 66% of 50 students in English Curriculum had high reading comprehension skill, and 26% had moderate level, 8% had low level. The results were consistent with the research hypothesis that after implementing scaffolding instructional model, 65% of students' reading comprehension skill would be higher than before the experiment.

Keywords: Scaffolding Instructional Model; Reading Comprehension Skill

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Chapter 1

Introduction

Rationale

According to MOE (2022) the general goals of English Curriculum of Grade 5 in China is achieved the English subject key competence through these four objectives are 1) Language Ability. It involves four aspects. They're language understanding and accumulation, construction in acquiring language, and language expression and communication. 2) Cultural Awareness. It involves three aspects. They're cultural comparison and judgment, awareness of and ability in cross-cultural communication, and cultural comprehension and internalization. 3) English thinking quality. It involves three aspects. They're observation and analysis, summarization and inference, critical and inventiveness and 4) Learning Ability. It involves three aspects. They're motivation and interest, autonomous learning ability, and cooperative inquiry spirit.

Reading Comprehension Skill refers to students' thinking quality personality characteristics, reflecting them in understanding, analysis, comparison, inference, criticism, evaluation, creation and other aspects of the level in English reading comprehension learning (MOE, 2022). So we reference the English thinking quality to evaluate students' Reading Comprehension Skill in this study.

According to Gaoxin Primary School (2022) the achievements of students about Reading Comprehension Skill is not good ($\overline{x}$ = 55.16) last year. The detailed descriptors for their Reading Comprehension Skill are presented in the following : It involves 1) Observation. The students cannot get basic information about the text. 2) Comparison. The students cannot compare the similarities and differences between characters, behaviors, things or viewpoints in a text. 3) Summarization. The students cannot summarize main content from the text. 4) Inference. The students cannot infer the new information from the text.

Scaffolding Instructional Model in primary school English teaching is helpful to improve students' overall Reading Comprehension Skill. In terms of research on enhancing Reading Comprehension Skill through Scaffolding Instructional Model.

Zhang (2020) believes that limited by the small vocabulary, the English Reading Comprehension Skill training of primary school students mainly relies on the text. Therefore, teachers should improve the awareness of Reading Comprehension Skill training, and improve students' thinking logic through graphic Scaffolding Instructional Model support within the scope of students' cognitive level and cognitive ability. Use question Scaffolding Instructional Model to enhance students' thinking critically; Zhang (2020) found that by using the context Scaffolding Instructional Model, we can develop the creativity of students' thinking, so that students can activate and train their thinking in various teaching activities, so as to improve their Reading Comprehension Skill. According to He (2021) research, the graphic Scaffolding Instructional Model can give full play to students' subjective initiative, cultivate students' divergent thinking and summarizing ability, enhance students' creative ability, constantly improve students' English thinking quality, and promote students' comprehensive development.

As the rationale shown above, the author realizes the importance of studying Development of Scaffolding Instructional Model to Improve students’ Reading Comprehension Skill.

Research Questions

1. What are the factors affecting students’ Reading Comprehension Skill in Nanning city?

2. Is development of Scaffolding Instructional Model to enhance students’ Reading Comprehension Skill appropriate for further implementation and how from Gaoxin Primary School?

3. What are the results of implementing Scaffolding Instructional Model to enhance students’ Reading Comprehension Skill from Gaoxin Primary School?

Research Objectives

1. To study the factors affecting students' Reading Comprehension Skill.

2. To develop Scaffolding Instructional Model to enhance students' Reading Comprehension Skill.

3. To examine the results of development of implementing Scaffolding Instructional Model to enhance students' Reading Comprehension Skill.

Research Hypothesis

After implementing Scaffolding Instructional Model, students' Reading Comprehension Skill will be higher than before the experiment.

Scope of the Research

Population and the Sample Group

Population

The total of 300 students of Grade 5 from 6 classes with different levels of learning achievement who enrolled in the English Curriculum for Chinese elementary schools in 1st semester, academic year 2023. Those sections involve the following.

50 students in class A
50 students in class B
50 students in class C
50 students in class D
50 students in class E
50 students in class F

The Sample Group

The 50 students who enroll in English Curriculum from class B are obtained by cluster random sampling.

Independent Variable

Scaffolding Instructional Model

Dependent Variable

Students' Reading Comprehension Skill

Contents

There are 4 Units, 32 hours in English Curriculum. The contents are shown below:

Unit 1 Chapter 1 Jingwei fills up the sea. (4 hours)
Chapter 2 Changes around us. (4 hours)
Unit 2 Chapter 1 Chinese Festivals. (4 hours)
Chapter 2 She couldn' t see or hear. (4 hours)
Unit 3 Chapter 1 We laughed a lot. (4 hours)
Chapter 2 Mum bought new T-shirt for you. (4 hours)
Unit 4 Chapter 1 My father goes to work at eight o' clock every morning. (4 hours)
Chapter 2 I'll be home at seven o'clock. (4 hours)

According to the Reading Comprehension Skill this study, the researcher chooses Unit 1 and Unit 2 for the experiment. The contents are shown below:

Unit 1 Chapter 1 Jingwei fills up the sea. (4 hours)
Chapter 2 Changes around us. (4 hours)
Unit 2 Chapter 1 Chinese Festivals. (4 hours)
Chapter 2 She couldn't see or hear. (4 hours)

Time Frame

Semester 1 of academic year 2023 (September 2023-December 2023)

Advantages

For students: They can improve their Reading Comprehension Skill through the development of Scaffolding Instructional Model.

For teachers: They can improve their teaching skills and enhance new techniques in teaching through the research.

For the Primary Schools: It can get more experience and advice in managing the school and help the teachers and students to teach and learn in a better organism.

Definition of Terms

The factors affecting students' Reading Comprehension Skill refers to the internal and external factors collected from students using questionnaire and interviews for teachers designed by the researcher. The internal factors involve the information about students while external factors consist of information about the teacher and circumstances. In addition, the factors will be obtained by structured interviews with the teachers.

The development of Instructional model refers to a new instructional frame work which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, was confirmed by the experts in 4 aspects standards: 1) Utility standards, 2) Feasibility standards, 3) Propriety standards and 4) Accuracy standards as the following:

Utility standards are intended to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility standards are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety standards are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results.

Accuracy standards are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

Scaffolding Instructional Model refers to be the support for students' ZPD that is predicted through teaching materials first, then defining learning goal, constructing map scaffolding to summarize and describe learning content, evaluating the author's views and expressing their own innovative views. In this study the methods of Scaffolding Instructional Model as shown the following:

Step 1 Presenting learning material, e.g. use of showing picture or video to attract students' attention, Step 2 Defining learning goal, e.g. discuss in group as a socialization to share the same goal of learning

Step 3 Constructing map. Exploring and constructing map of the text, e.g. find the key information from guiding questions with “when, where, who, what happened ” and construct them into a map. Then summarizing and describing the main idear of the text with map to promote students’ reading comprehension logical thinking,

Step 4 Evaluating the viewpoint of the author, e.g. discuss if students agree or disagree with the viewpoint of the author, and why to promote students’ critical thinking,

Step 5 Innovating the new way to achieve learning goal, e.g. share opinion by students about how to deal with these questions to promote students’ innovative thinking.

Reading Comprehension Skill refers to the students have ability to 1) Observation. Mean the students can get basic information about the text. 2) Comparison. Mean the students can compare the similarities and differences between characters, behaviors, things or viewpoints in a text. 3) Summarization. Mean the students can summarize main content from the text. 4) Inference. Mean the students can infer the new information from the text (MOE, 2022).

Students refer to the students of Grade 5 who enroll in the English Curriculum in Primary School in Nanning city.

Gaoxin Primary School refers to a full-time public school funded by Nanning High-tech Zone. It was officially opened in September 2007. It has got 43 classes from Grade 4 to Grade 6 which has more than 2000 students and 130 teachers there. The actual land of the school is 20 mu, the school has a very modern style of beautiful school buildings, beautiful campus, advanced, complete hardware facilities. The school has teaching buildings, office buildings, student dormitories, indoor gymnasium, student dining hall, and an outdoor sports field with a 200-meter plastic circular track. The school is also equipped with multimedia classrooms, computer classrooms, music classrooms, dance classrooms, art classrooms, science classrooms, reading rooms, heart language rooms and other functional rooms, complete facilities, advanced equipment, beautiful environment.

Research Framework

Based on the research objectives, relevant theories are compiled and studied i.e., Scaffolding Instructional Model Latson.R.R (2022) and Reading Comprehension Skill Ashraf, A. M. S. S. (2017).. These thoughts and principles are employed as the foundation of the following research framework as shown in figure 1.1

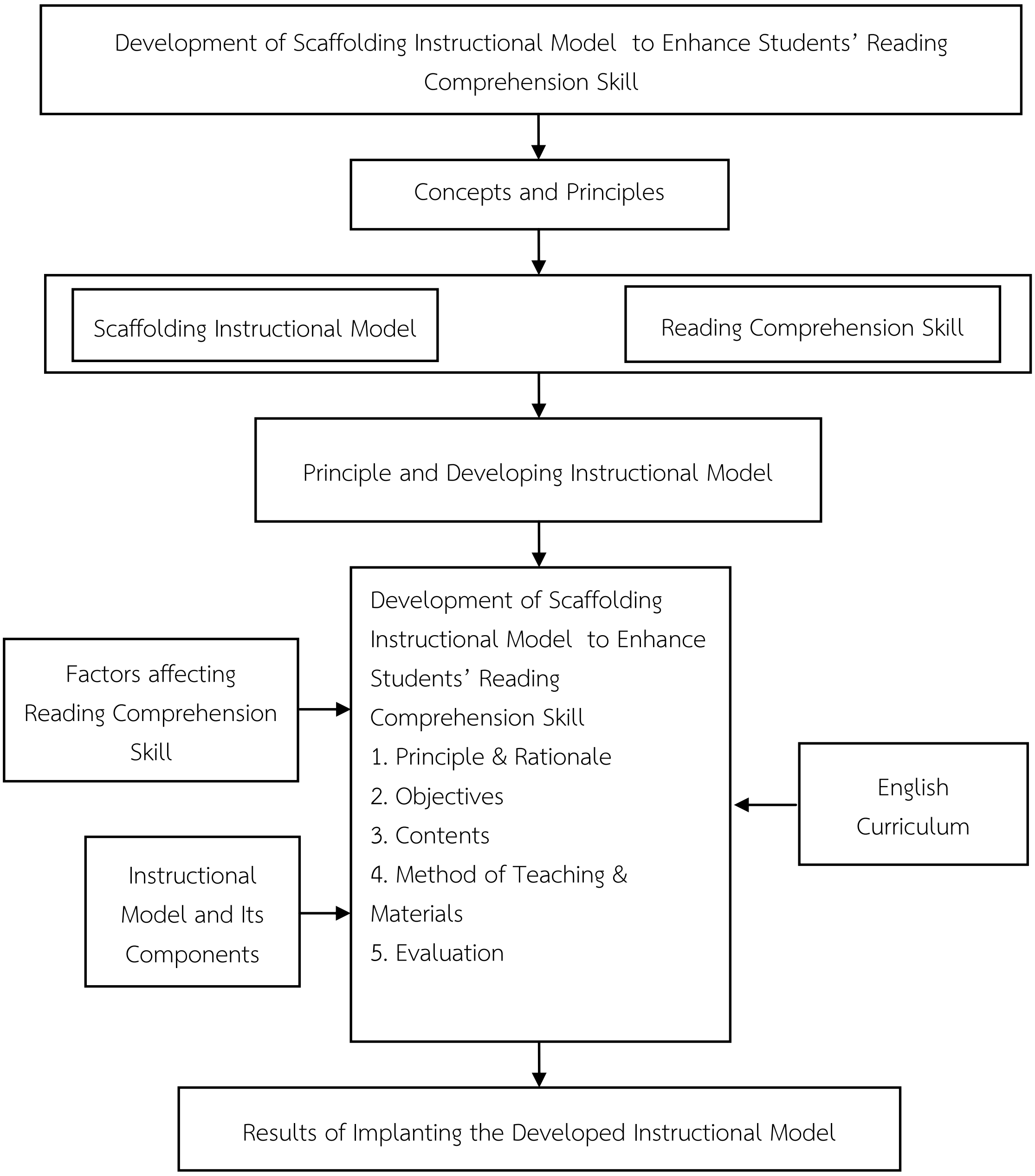
Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill
Concepts and Principles
Scaffolding Instructional Model
Reading Comprehension Skill
Principle and Developing Instructional Model
Factors affecting Reading Comprehension Skill
Instructional Model and Its Components
Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill
1. Principle & Rationale
2. Objectives
3. Contents
4. Method of Teaching & Materials
5. Evaluation
English Curriculum
Results of Implanting the Developed Instructional Model

Figure 1.1 Research framework

Chapter 2
Literature Review

In the research of “Development of Scaffolding Instructional Model to Enhance Students’ Reading Comprehension Skill”, the researcher reviewed relevant documents concerning the following in order to construct the theoretical framework for this research.

1. English Curriculum at Gaoxin Primary School
2. Development instructional model
3. Scaffolding Instructional Model
4. Reading Comprehension Skill
5. Related Research

The details are as follows.

English Curriculum at Gaoxin Primary School

Principle

English Curriculum for Chinese Primary School is designed by English curriculum standards for compulsory education (2022-year Edition) formulated by the Education Ministry (EM) of the People's Republic of China (PRC). English Curriculum for Chinese Primary School embodies the unity of instrumentality and humanity, and has the characteristics of foundation, practicality and comprehensiveness. It implements a 9-year system, it includes Grade 1 to Grade 6 in primary school and Grade 7 to Grade 9 in junior middle school, age 7 to 15. In this study, the population is Grade 5 elementary students in primary school, age about 10. The fundamental aim of the English Curriculum for Chinese Primary School is to develop students’ English subject key competence. It is broken down into four general objectives. They’re language ability, cultural awareness, thinking quality, learning ability. And the principles of English Curriculum for Chinese Primary School are shown as the follow:

1. The curriculum promotes the all-round development of the students
2. The curriculum objectives are holistic and flexible

3. Students are put at the centre of the curriculum and individual differences are respected

4. The curriculum promotes activity-based methods, experiential and participatory learning

5. The curriculum recognizes the important role of formative assessment in promoting student' development

6. The curriculum expands the range of learning resources and opportunities available

Objectives

According to MOE (2022), the objectives of English Curriculum are shown as the follow:

1. Develop language skills. In language practice activities such as perception, experience, accumulation and application, I can understand the similarities and differences between English and Chinese, gradually form language awareness, accumulate language experience, and carry out meaningful communication and exchange.

2. Cultivate cultural awareness. Be able to understand the excellent achievements of different countries, compare the similarities and differences between Chinese and foreign cultures, develop the ability of cross-cultural communication and exchange, and form a healthy aesthetic taste and correct values; Deepen the understanding and recognition of Chinese culture, establish an international perspective, and strengthen cultural confidence.

3. Improve the quality of thinking. It can develop thinking in language learning and promote language learning in thinking development. Initially observe and understand the world from multiple angles, look at things, and rationally and logically express opinions; Gradually develop logical thinking, dialectical thinking and innovative thinking, so that thinking reflects a certain degree of agility, flexibility, creativity, critical and profound.

4. Improve learning ability. Be able to set up correct English learning goals, keep learning interest, and actively participate in language practice activities; In learning, pay attention to listening, willing to communicate, daring to try; Learn to explore independently, cooperate and help each other; Learn to reflect and

evaluate the learning progress, adjust the learning style; Learn self-management, improve learning efficiency, and do good learning.

Curriculum Structure

There are 4 Units, 32 hours in English Curriculum. The details are shown as follow:

Table 2.1 Chapters and Contents Used in the Present Study

Unit	Chapter	Contents	Times (32 hrs.)
Unit 1	Chapter 1	Jingwei fills up the sea.	8 hrs.
	Chapter 2	Changes around us.	
Unit 2	Chapter 1	Chinese Festivals.	8 hrs.
	Chapter 2	She couldn’t see or hear.	
Unit 3	Chapter 1	We laughed a lot.	8 hrs.
	Chapter 2	Mum bought new T-shirt for you.	
Unit 4	Chapter 1	My father goes to work at eight o’clock every morning.	8 hrs.
	Chapter 2	I’ll be home at seven o’clock.	

Unit 1 and Unit2 are chosen by the research for implementing the developed model in the present study.

Development of Instructional Model

Joshua (2020) development Instructional models are ways in which instruction are presented and improved through making an analysis of learning needs and instructional material needs, for the efficient delivery of instruction and for creating better understanding between the teacher and the students.

Liu (2013) the meaning of development instructional model refers to be the relatively stable structure and procedure of teaching activities established under the guidance of certain teaching ideas or teaching theories.

Puangtong & Petchtone (2013) in the research they developed the instructional model procedures integrated with thinking skills and knowledge constructivism into 2 steps, first, developing the instructional model and supplementary materials, second, testing testifying the developed model. The data were analyzed to calculate the percentage, mean, standard deviation and t-test.

Joshua (2020) the components of all development instructional models includes the analysis stage because the understanding and breakdown of the students' needs are very important for the preparation of instruction and also the evaluation stage because instruction must actually be assessed in order to know the effectiveness and if the expected outcome was achieved.

Puangtong & Petchtone (2013) the instructional model developed comprised 6 components, i.e. rationale, objectives, content structure, task analysis, instructional units,and measurement and evaluation.

Scaffolding Instructional Model

Theory

Sociocultural Theory (SCT) refers to have attracted the attention of second language (L2) researchers and educators since the publications of papers of Frawley & Lantolf (1984). Since then, SCT-informed research has become an established part of the landscape of second language acquisition (SLA), pedagogy, and assessment Lantolf & Thorne (2006); van C & Williams (2013), as evidenced by the growing number of journal articles and books focused on SCT. The majority of this research has, however, used SCT as a theoretical lens through which to interpret questions related to SLA rather than as a theoretical motivation for designing second language (L2) pedagogies.

Zone of Proximal Development Theory suggests that there are two levels of students' development: one is their current level, and the other is their possible level of development. The gap between the two is the closest development zone. Teaching should focus on students' nearest development zone, provide challenging content for students, mobilize their enthusiasm, unleash their potential, surpass their nearest development zone to reach the level they may develop to, and then proceed to the next development zone based on this. Lev Vygotsky's educational theory provides a useful theoretical support for the development of constructivist teaching, thus further expanding the meaning of teaching. An important tenet of Lev Vygotsky's sociol-cultural theory is the concept of "scaffolding". Children rely on the help of adults to build a learning framework, which is most important for their cognitive and psychological development. The relationship between "recent development zone" and "scaffolding" is most vividly described in the scaffolding teaching model. Scaffolding teaching is a new constructivist teaching mode based on Lev Vygotsky's theory of the zone of proximal development. In scaffolding teaching, teachers, as representatives of culture, guide teaching, enabling students to master, construct, and internalize skills that enable them to engage in higher cognitive activities. This mastery, construction, and internalization are consistent with their age and cognitive level. However, once they acquire these skills, they can more self regulate their learning.

Scaffolding Instructional Model can be traced to Vygotsky's (1978) concept of "the zone of proximal development" (ZPD), which is the actual developmental level of the learner compared with the level of potential development that can take place with guidance or collaboration with a more competent person. It directs attention to the need for support in the learning process, and does so in a way that emphasizes that excellence in teaching is necessarily responsive to the state of understanding achieved by particular students. It was the first introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He used the term to describe young students' oral language acquisition. Wood, Bruner and Ross's idea of scaffolding parallels Vygotsky's work. Though the term was never used by Vygotsky, support and the process by which adults mediate a child's attempt to take on new learning have come to be termed "scaffolding" Hogan & Pressley (1997). Scaffolding represents the helpful interactions between adults and child that enable the child to do something beyond his independent efforts.

Wood, B.,Ross (1976) a process that enables a child or a novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts.

Bradley (2004) considered scaffolding as the contextual support for meaning that is offered through simplified language as in avoiding the use of idioms; teacher modeling; using graphic organizers, tables, graphs, and visuals; hands-on learning; and cooperative learning.

Kong-In (2023) mentioned the six following central guidelines for Scaffolding Instructional Model : 1) Attracting students' attention, e.g., use of guiding question or real-life problems, 2) Defining learning goal, e.g., group discussion as a socialization to share the same goal of learning, 3) Simplifying directions of activities, e.g., explaining what students need to do to achieve goal step by step, 4) Reducing students' frustration e.g. attempt to observe students' difficulties and give pieces of advice if necessary or until all forms of frustration are cleared up, 5) Providing feedback on students' work e.g. work checking or exchange of ideas between teacher and students for further improvements, 6) Supporting students' learning e.g. demonstration and giving other learning sources. The findings revealed that SLA-based learning contributed to students' L2 input comprehensibility by means of both theoretical and practical classroom activities applying Scaffolding Instructional Model.

Fan & Zhang (2003) assigns five processes of Scaffolding Instructional Model as follows: 1) Scaffolding Establishment - Establish a conceptual framework based on the requirements of the "Zone of Proximal Development" around the current learning theme, 2) Situation Entrance - Introduce students into a certain problem situation, 3) Independent exploration - allowing students to explore independently. The exploration content includes identifying various attributes related to a given concept and arranging them in order of importance. At the beginning of exploration, it is necessary to be inspired and guided by teachers, and then let students analyze on their own; During the exploration process, teachers should provide timely prompts to help students gradually climb up the conceptual framework. At first, there can be more guidance and assistance, but later it gradually decreases - more and more students are letting go and allowing themselves to explore; Finally, we need to strive to achieve that students can continue to climb within the conceptual framework without the need for teacher guidance, 4) Learning Collaboration - group consultation and discussion. The results of the discussion may increase or decrease the previously determined attributes related to the current concepts learned, adjust the order of various attributes, and gradually make the complex situation of conflicting opinions and diverse attitudes clear and consistent. On the basis of sharing collective thinking achievements, achieve a comprehensive and correct understanding of the current concepts learned, and ultimately complete the construction of the meaning of the knowledge learned, 5) Effectiveness evaluation - The evaluation of learning effectiveness includes individual self-evaluation by students and individual learning evaluation by learning groups.

The Scaffolding Instructional Model methods are studied by other scholar, such as Bransford,et al, (2000) who assigns six processes of Scaffolding Instructional Model as follows: 1) Motivate students’ interest related to the task, 2) Simplify the task for manageability, 3) Provide direction so that the students focus on achieving the goal, 4) Indicate differences between the students’ work and the expect outcome, 5) Reduce frustration and risk, 6) Definite the activities to be implemented. Table 4 shows the comparison of those methods which mention above.

Table 2.2 The Methods of Scaffolding Instructional Model

component	Kong-in, W. (2023)	Fan, L.,Zhang, Q.(2003)	Bransford, et al. (2000)	Frequency
Step 1	Attract students’ attention	Establish scaffolding	Motivate students’ interest related to the task	3
Step 2	Define learning goal	Create situations	Simplify the task for manageability	3
Step 3	Simplify directions of activities	Promote students' independent learning	Provide direction so that the students focus on achieving the goal	3
Step 4	Reduce students’ frustration	Learn Collaboration	Indicate differences between the students’ work and the expect outcome	3
Step 5	Provide feedback on students’ work	Evaluate effectiveness	Reduce frustration and risk	3
Step 6	Support students’ learning		Definite the activities to be implemented	2

To sum up, we find that there are two kinds of models which scholars' research on Scaffolding Instructional Model methods. The first model involves 1) Attracting the students' attention, 2) Making learning goals clear, 3) Defining simplify the activity steps, 4) Providing guidance and helping. Another model is basis on the first model, students' independent learning, collaboration learning and effectiveness assessment are added.

Scaffolding Instructional Model empirical research applying in reading comprehension teaching have also examined by numerous studies, such as Gao (2020) in his case study, used 5 scaffolding teaching steps. Providing the scaffold by teachers, establishing the situation by teachers, exploring by students independently, collaborative learning by students, and evaluating by teachers and students. The study results shows that the Scaffolding Instructional Model can improve students' English Reading Comprehension Skill, enhance students' self-confidence in English reading comprehension, make students more active participation in the classroom learning process, and stimulate students' interest and enthusiasm in thinking.

Similarly (2007) in her case study, examined scaffolding of ten students in reading. Teachers' Scaffolding Instructional Model s included specific prompts, guided reading groups, direct and explicit teaching, mini lessons, small group instruction, and instruction driven by performance based assessment. The study revealed that the use of scaffolding was of great importance and the most effective. Its importance stems from being an effective means of moving students from being at risk of failure to confident, independent, and self-regulated students. The study revealed consistent progress among students when supported and scaffolded in their literacy acquisition. Their reading performance exceeded the expected level.

Berkowitz (1986) trained four teachers to implement teaching procedures for students of Grade 6 using four steps: 1) map construction, 2) map study, 3) question answering, and 4) rereading. These four teachers were taught all four steps in turns between classrooms for six weeks. The study has shown that students who use map construction score significantly higher in the immediate recall task of explanatory articles than students who use other learning methods. Table 5 shows the comparison of Scaffolding Instructional Model empirical research applying in reading comprehension teaching.

Table 2.3 The Methods of Scaffolding Instructional Model Empirical Research Applying in Reading Comprehension Teaching.

component	**Gao, Z. (2020)**	**Bruch. (2007)**	**Berkowitz. (1986)**	**Frequency**
Step 1	Providing the scaffold by teachers	Specific prompts	Map construction	3
Step 2	Establishing the situation by teachers	Guided reading groups	Map study	3
Step 3	Exploring by students independently	Direct and explicit teaching	Question answering	3
Step 4	Collaborative learning by students	Mini lessons	Rereading	3
Step 5	Evaluating by teachers and students	Small group instructions		2
Step 6		Instruction driven by performance based assessment		1

Those methods of Scaffolding Instructional Model from table 4 and table 5 which as shown above are synthesized to be the following methods applied to the present study. 1) Presenting learning material, e.g. use of showing picture or video to attract students' attention, 2) Defining learning goal, e.g. discuss in group as a socialization to share the same goal of learning, 3) Constructing map. Exploring and constructing map of the text, e.g. find the key information from guiding questions with “when, where, who, what happened” and construct them into a map. Then summarizing and describing the main idear of the text with map to promote students’ reading comprehension logical thinking, 4) Evaluating the viewpoint of the author, e.g. discuss if students agree or disagree with the viewpoint of the author, and why to promote students’ critical thinking, and 5) Innovating the new way to achieve learning goal, e.g. share opinion by students about how to deal with these questions to promote students’ innovative thinking.

Roles of Teachers and Students

Teachers

In the scaffolding classroom, teachers have multiple identities and roles, such as helper, participant, guide, observer and trigger. As the class activities and tasks go on, different roles are displayed which is concerned by Chao (2022).

Students

Through the construction of scaffolding, students can form a good quality of thinking in the process of English learning, explore and think independently, and form a new understanding of English, which is conducive to the cultivation of key competency.

Strengths and Weaknesses of Scaffolding Instructional Model

Strengths

1. Help teachers understand students better. The use of scaffolding teaching needs to understand the current level and possible level of students, that is, to judge the nearest development area of students, so as to help teachers fully understand students and design and implement teaching from the reality.

2. Can provide personalized teaching for students. Scaffolding teaching provides the support to students, is based on the current level of students, is diversified and personalized. In this way, students with different styles and at different learning levels can flexibly choose their own supports.

3. Promote students' independent learning. An important feature of scaffolding teaching is to provide students with a suitable support at an appropriate time, and then remove the support at an appropriate time, so that teachers can gradually reduce the control of students, so that students can gradually increase their own monitoring of learning in the learning task, and become self-regulated students.

4. Stimulate students' learning motivation. students will encounter various difficulties in the learning process, but they will get the help of scaffolding to complete the phased learning tasks, so that students will have a sense of harvest, can stimulate the learning motivation, and strive to complete the whole learning task.

Weaknesses

1. The judgment of the nearest development area must be accurate. Scaffolding teaching must first judge the learner's proximal development area, and the teacher sets the scene, arranges the learning task and prepares the support on the basis of judging the learner's original knowledge and skills, learning style, ability level and emotional factors. The difference of students, the difference of teachers' ability and the choice of measurement tools will affect the accuracy of this judgment and lead to the decline of learning efficiency.

2. Teachers should fully consider students' learning styles and demonstrate them effectively. The provision of scaffolds should master the principle of individuation and consider the needs, preferences, interests and abilities of different students, otherwise students' responses to scaffolds will be very different, cannot be coupled with teachers' expectations, cannot achieve the purpose of helping students, and will backfire, resulting in ineffective or negative scaffolds.

Reading Comprehension Skill

MOE (2022) defines Reading Comprehension Skill to the individual characteristics of people's thinking, reflecting the level and level of students in understanding, analysis, comparison, inference, criticism, evaluation and creation. The improvement of Reading Comprehension Skill helps students learn to find problems, analyze problems and solve problems, and make correct value judgments on things.

Anne (2003) good comprehenders have attention, memory, critical analytic ability, inferencing, and visualization ability.

Eman & Ghaleb (2012) in their study comprised of the students’ achievement on the reading comprehension post, which included five reading comprehension level categories, viz., inferential, referential, vocabulary, main idea and critical level as the dependent variable.

The conditions of meaningful learning require an appropriate instructional strategy, where students need to elaborate, or generate activities, such as self questioning, semantic mapping, and summary writing, monitor learning, and construct meaning from a reading text. Such strategies can be considered effective in reading comprehension (McGriff, 1996).

Gao (2020) mention in his Master's thesis that English Reading Comprehension Skill refers to understand and infer the text in detail, predict new words, and understand the significance of the topic.

Grabe & Stoller (2002) Reading Comprehension Skill is the most vital language skill for students in the classroom context and extracurricular environment.

Reading Comprehension Skill are studied by some scholars such as Gao, Z., (2020), Ashraf, A.M.S.S., (2017), Eman, S.,Ghaleb, R., (2012). Table 6 shows the comparison of these researches.

Table 2.4 The Comparison Researches of Reading Comprehension Skill

Item	**Gao, Z. (2020)**	**Ashraf, A. M. S. S. (2017)**	**Eman, .S.,Ghaleb, R. (2012)**
Research instrument	The observation sheets Questionnaire Experimentation Pretext and posttext	The observation sheets Questionnaire	Reading comprehension test Teacher's guide Experimental group teacher’s training
Assessment	Reliability and Validity of the questionaire	Reliability and Validity of the questionaire	1 3 experts checked the content validity of the test and teacher's guide

Those comparisons of Reading Comprehension Skill from table 2.4 which is shown above are synthesized to be the following dimensions applied to the present study. 1) Observation. Mean the students can get basic information about the text. 2) Comparison. Mean the students can compare the similarities and differences between characters, behaviors, things or viewpoints in a text. 3) Summarization. Mean the students can summarize main content from the text. 4) Inference. Mean the students can infer the new information from the text.

To sum up, those methods of Scaffolding Instructional Model from table 2.2 and table 2.3 and the comparison researches of Reading Comprehension Skill from table 2.4 which as shown above are synthesized to be the methods and dimensions applied to the present study. The relationship between Scaffolding Instructional Model and Reading Comprehension Skill is shown below.

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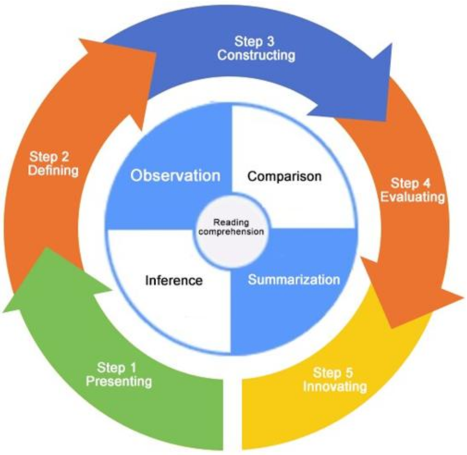
Step 3
Constructing
Step 2
Defining
Step 4
Evaluating
Observation
Comparison
Reading comprehension
Inference
Summarization
Step 1
Presenting
Step 5
Innovating

Figure 2.1 The relationship between Scaffolding Instructional Model and Reading Comprehension Skill (Dai, 2021).

According to figure 2.1, it can be seen that students' skills of observation, comparison, summarization and inference can be assessed in five steps of Scaffolding Instructional Model to improve Reading Comprehension Skill.

Table 2.5 Summarizes the connections between Content, Scaffolding Instructional Model, Reading Comprehension Skill, Instruments/ Activities, Unit 1 and Unit 2 Decision Making (16 hours)

Unit/Chapter/ Time	**Method**	**Scaffolding Instructional Model /Step**					**Reading Comprehension Skill**				**Instruments/ Activities**
		S.1	**S.2**	**S.3**	**S.4**	**S.5**	**D.1**	**D.2**	**D.3**	**D.4**	
Unit1/Chapter 1 Jingwei fills up the sea. (4 hours)	Scaffolding Instructional Model	T & L	T & L	T & L	T & L	T & L	√				Pretest-post test
Unit1/Chapter 2 Changes around us.(4 hours)	Scaffolding Instructional Model	T & L	T & L	T & L	T & L	T & L		√			
Unit2/Chapter 1 Chinese Festivals. (4 hours)	Scaffolding Instructional Model	T & L	T & L	T & L	T & L	T & L			√		
Uni 2/Chapter 2. She couldn’t see or hear. (4 hours)	Scaffolding Instructional Model	T & L	T & L	T & L	T & L	T & L				√	

S.1 Presenting learning materia

S.2 Defining learning goal

S.3 Constructing map

S.4 Evaluating the viewpoint of the author

S.5 Innovating the new way to achieve learning goal

Step T. Teacher L. Learner

D.1 Observation

D.2 Comparison

D.3 Summarization

D.4 Inference

Related Research

Safadi and Rababah (2012) studied “The effect of scaffolding instruction on Reading Comprehension Skills” and the result was found that a scaffolding instruction program, which lasted for 9 weeks, was implemented to find out its impact on 11th grade Jordanian EFL students' Reading Comprehension Skills. Results of the study show that there are significant differences in the subjects' achievement in Reading Comprehension Skills, in favor of the experimental group. Therefore, it is recommended that scaffolding instruction be integrated into the EFL curriculum, and that teachers be advised to match their teaching techniques with the students’ zones of proximal development.

Ashraf.A.M.S.S (2017) studied “Scaffolding Reading Comprehension Skills” and the result was found that the current study investigates whether English language teachers use scaffolding strategies for developing their students’ Reading Comprehension Skills or just for assessing their comprehension. It also tries to matter of habit. A questionnaire as well as structured interviews were basically designed for the purpose of the study. The descriptive qualitative research design was adopted due to suitability for the nature of the study. Results of the study revealed that Non-native English language teachers are not aware of the nature of scaffolding strategies they use; they use such strategies for the purpose of assessing their students’ comprehension rather than scaffolding their comprehension. It is recommended that English language teachers have an adequate orientation of the nature of scaffolding strategies, to what extent to be used (when to begin using these strategies and when to stop using them) and the significance in developing comprehension skills of students in the mainstream schools.

Latson.R.R (2022) studied “Effects of Scaffolding on Reading Comprehension” and the result was found that in the study addressed how English language arts (ELA) teachers support ninth grade students’ reading comprehension and retention through instructor-led scaffolding in high schools in the Happy Valley Independent School District (HVISD). The purpose of this narrative analysis qualitative study was to investigate how ELA teachers support ninth-grade students’ reading comprehension and retention through instruction using the theory of scaffolding. This theory emerged as part of the social constructivist approach by Vygotsky. Open-ended questions were used to collect data from the district's 15 ninth grade ELA teachers.

Data analysis involved open coding and categorization to identify patterns and themes. Results of this study revealed that ninth grade teachers employed practical Scaffolding Instructional Model s in their classrooms to improve student learning. Further, results indicated that it would be useful to conduct more studies to explore teachers' support for ninth-grade students' reading comprehension and retention through instruction using the theory of scaffolding.

So in the present study Reading Comprehension Skill refers to reflect students in understanding, analysis, comparison, inference, criticism, evaluation, creation and other aspects of the level. The improvement of Reading Comprehension Skill helps students learn to discover, analyze and solve problems, and make correct value judgments on things.

Chapter 3

Research Methodology

In the study of "Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill" the research used Mixed Method of Research. This research is divided into 3 phases.

Phase 1 was conducted to answer research objective 1: To study the factors affecting students' Reading Comprehension Skill.

Phase 2 was conducted to answer research objective 2: To develop Scaffolding Instructional Model to enhance students' Reading Comprehension Skill.

Phase 3 was conducted to answer research objective 3: To examine the results of development of implementing Scaffolding Instructional Model to enhance students' Reading Comprehension Skill.

The details are as follows.

Phase 1 was conducted to answer research objective 1: To study the factors affecting students' Reading Comprehension Skill.

Population

Group 1: The students (Grade 6) of English Curriculum in semester I of academic year 2022 from 3 primary schools in Nanning City

1) 51 students from Gaoxin Primary School
2) 51 students from Guiyalu Primary School
3) 52 students from Zhihelu Primary School

Research instrument

The questionnaire for students

Designing instrument 1

1. Study English Curriculum and factors affecting students' Reading Comprehension Skill.

2. Design a questionnaire on factors to improve Reading Comprehension Skill for the students at Gaoxin Primary School. There are 3 Parts: Part 1 is about Common

data of the respondent in overall (N=154) Part 2 Internal factors 10 numbers, external factors 10 numbers and Part 3 suggestion.

3. Present the draft of questionnaire to the advisors for checking correctness and completion.

4. Assess the validity of questionnaire on factors to improve Reading Comprehension Skill of Grade 5 students at Gaoixn Primary School by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011).

+1 = Sure that the contents are related to the topics
0 = Not sure that the contents are related to the topics
-1 = The contents are not Guangxi Province related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

5. Design Likert 5-point rating scale questionnaire on the following score rating criteria.

Score rating criteria

5 means the highest
4 means high
3 means moderate
2 means few
1 means the fewest

The factors affecting Reading Comprehension Skill obtained from the students are interpreted using MEAN interpretation criteria proposed by Phongsri (2011).

4.51-5.00 means the highest
3.51-4.50 means high
2.51-3.50 means moderate
1.51-2.50 means few
1.00-1.50 means the fewest

Data Collection

1. Ask for permission for data collection.
2. Collect data from the assigned students using the developed questionnaire.

Data Analysis

Descriptive statistics, frequency, mean (μ) standard deviation (σ)

Group 2: The teachers who are teaching English Curriculum from 3 schools in Nanning City

1 teacher from Gaoxin Primary School
1 teacher from Guiyalu Primary School
1 teacher from Zhihelu Primary School

Research instrument

The interview for the teachers

Designing instrument 2

1. Study literature on factors affecting Reading Comprehension Skill .

2. Design the draft of open-ended interview on factors affecting Reading Comprehension Skill.

3. Present the draft of open-ended interview to the advisors for checking correctness and completion.

4. Assess the validity of interview on factors to improve Reading Comprehension Skill of Grade 5 students at Gaoixn Primary School by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011).

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

Data Collection

1. Ask for permission for data collection.
2. Collect data from the assigned teachers using the developed interview.

Data Analysis

Content analysis

Output Phase 1

Factors affecting Reading Comprehension Skill of Grade 5 students. By table 3.1

Table 3.1 Summary how to conduct research from Phase 1

Topics	Details
Research process	Phase 1: was conducted to answer research objective 1
Research objective	To study the factors affecting students' Reading Comprehension Skill.
Conduct research	Designing instrument 1 (The questionnaire for students) Designing instrument 2 (The interview for the teachers) Assess the validity by 3 experts (List name from Appendix A)
Target group	1: The former 154 from 3 sections of students who enroll in English Curriculum in semester I of academic year 2022 from 3 primary schools in Nanning City 2: The teachers who are teaching English Curriculum from 3 primary schools in Nanning City.
Instrument	1.Questionnaire for students Part 1 is about Common data of the respondent in overall (N=154) Part 2 Internal factors 10 numbers, external factors 10 numbers Part 3 suggestion 2.10 questions to interview for teachers Part 1 is about Common data of the respondent in overall (N=3) Part 2 10 Questions both Internal factors and external factors Part 3 suggestion
Data analysis	1.Descriptive Statistics i.e., Frequency, mean (μ) standard deviation (σ) for questionnaires 2.Content analysis for interview
Output	The result factors affecting Reading Comprehension Skill of students.

Phase 2 was conducted to answer research objective 2: To develop Scaffolding Instructional Model to enhance students' Reading Comprehension Skill.

Research instrument

Conformity Assessment Form of Scaffolding Instructional Model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.

Designing instrument

1. Study related concepts, principles, process about Scaffolding Instructional Model, including results in terms of factors affecting Reading Comprehension Skill from research objective 1.

2. Design handout of Scaffolding Instructional Model.

3. Design a questionnaire on confirming the appropriateness of the instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.

4. Present the draft of open-ended interview to the advisors for checking correctness and completion.

5. Assess the validity of the questionnaire on confirming the appropriateness of the instructional model by 3 experts through Item-Objective Congruence (IOC) according to the criteria as shown below (Phongsri, 2011).

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

6. Design the conformity assessment form of Scaffolding Instructional Model.

Data Collection

1. Ask for permission of data collection

2. Collect appropriateness of the instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard from the 3 experts using the developed conformity assessment form of Scaffolding Instructional Model.

Data Analysis

Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100%.

Output Phase 2

Scaffolding Instructional Model the appropriateness of which is confirmed by experts for further implementation. The acceptable items 100% by table 3.2.

Table 3.2 Summary how to conduct research from Phase 2

Topics	Details
Research process	Phase 2: was conducted to answer research objective 2
Research objective	To develop Scaffolding Instructional Model to enhance students' Reading Comprehension Skill
Conduct research	Designing instrument 1 (IOC from 3 experts in development Scaffolding Instructional Model) Designing instrument 2 (Confirming development Scaffolding Instructional Model by 3 experts)
Target group	3 experts confirming development Scaffolding Instructional Model
Instrument	1.The questionnaire for IOC 2.The questionnaire on confirming the instructional model
Output	Scaffolding Instructional Model appropriateness of which is confirmed by experts for further implementation. The acceptable items 100%.

Phase 3 was conducted to answer research objective 3: To examine the results of development of implementing Scaffolding Instructional Model to enhance students' Reading Comprehension Skill.

Population

The total of 300 students of Grade 5 from 6 classes with different levels of learning achievements, who enroll in the English Curriculum at Gaoxin Primary School in the 1st semester of academic year 2023. Those sections involve the following.

50 students in class A
50 students in class B
50 students in class C
50 students in class D

50 students in class E

50 students in class F

The Sample Group

The 50 students who enroll in English Curriculum from class section B are obtained by cluster random sampling.

Research Design

Table 3.3 Research Design

T1	X	T2
Pre- test	Scaffolding Instructional Model	Post-test

T1 means Pre-test (Reading Comprehension Skill)
X means Scaffolding Instructional Model
T2 means Post-test (Reading Comprehension Skill)

Research instruments

1. Lesson plans using scaffolding instructional model
2. Pretest and Posttest

Designing instrument 1

Lesson plans using Scaffolding Instructional Model

1. Study and design lesson plans with the following components: contents, objectives, methods of teaching, materials and evaluation.

2. Design lesson plans by format given.

3. Present the lesson plan to the advisors for checking correctness, completion and improvement.

4. Assess the validity of questionnaire on factors to improve Reading Comprehension Skill of Grade 5 students at Gaoxin Primary School by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011).

+1 = Sure that the contents are related to the topics
0 = Not sure that the contents are related to the topics
-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

5. Conduct a try-out of the developed lessons plans with another group of samples for further improvements and implementation with the sample group.

Designing instrument 2

Pretest and Posttest

1. Study the theory of constructing objective test and design 4-multiple choice pretest and posttest to assess the students reading comprehension skill within four aspects ie., 1) Observation 2) Comparision 3) Summerization 4) Inference. The test include 10 questions for each aspect (total 25 points for each aspect) and the total scores are 100 according to the criteria below. (See Appendix D)

Correct answer for each question - 2.5 points
Incorrect answer for each question - 0 point
Scores are rounded to integers

2. Design pretest and posttest.

3. Present the developed pretest and posttest to the advisors for checking correctness, completion and improvement.

4. Assess the validity of the designed pretest and posttest by 3 experts through Item-Objective Congruence (IOC) according to the criteria as shown below:

+1 = Sure that the question item is related to the objective
0 = Not sure that the question is related to the objective
- 1 = Sure that the question is related to the objective

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

Conduct a try-out of the developed pretest and posttest with another group of samples for analyzing difficulty value (p=0.20-0.80), discrimination power (r=0.20-1.00), and reliability (KR-20). The calculated p value measures 0.52, r value 0.65.

The criteria of difficulty value (p) (Phongsri, 2011).

0.81 - 1.00 - Very easy (To delete)
0.60 - 0.80 - Near easy (Good)
0.40 - 0.59 - Difficult (Good)
0.20 - 0.39 - Near Difficult (Good)
0 - 0.19 - Very difficult (To delete)

The criteria of discrimination power (r) (Phongsri, 2011)

0.60 - 1.00 - Very good

0.40 - 0.59 - Good

0.20 - 0.39 - Can used

0.19 - 0.10 - Can not used any (To delete)

1.00 - 0.09 - Can not used (To delete)

6. KR - 20 measure 0.72

Data Collection

1. Ask for permission of data collection.
2. Collect students' learning outcomes by using pretest before the experiment.
3. Carry out the experiment.
4. Collect students' learning outcomes by using posttest after the experiment.

Data Analysis

Descriptive statistics – MEAN and standard deviation

Inferential statistics –t-test for dependent samples

Relative Developmental Scores proposed by Kanjanawasee (2009, pp.266-267) as shown below.

$$\text{Relative Developmental Scores} = \frac{\text{Posttest Scores} - \text{Pretest Scores}}{\text{Total Scores} - \text{Pretest Scores}} \times 100$$

The calculated scores from the formula above will be interpreted according to the criteria below.

Table 3.4 Criteria of Interpreting Learning Outcomes by Relative Developmental Scores

Relative Developmental Scores	Developmental Level
76 - 100	The highest
51 - 75	High
26 - 50	Moderate
0 - 25	Low

Output Phase 3 (Pretest-Posttest)

Results of implementing Scaffolding Instructional Model students’ learning outcomes.

Table 3.5 Summary how to conduct research from Phase 3

Topics	Details
Research process	Phase 3: was conducted to answer research objective 3
Research objective	To examine the results of development of implementing Scaffolding Instructional Model to enhance students’ Reading Comprehension Skill.
Conduct research	1.Designing instrument 1 (Lesson plans) 2.Designing instrument 2 (Pretest and Posttest)
Target group	1. Design lesson plans by format given. 2. There are 50 students from who enroll in English Curriculum in the 1st Semester academic year 2023 by cluster random sampling.
Instrument	1. Lesson plans 2. Pretest and Posttest
Data analysis	1.Descriptive statistics – MEAN and standard deviation 2.Inferential statistics – Paired t-test for dependent samples
Output	After implementing Scaffolding Instructional Model, 70% of students’ Reading Comprehension Skill will be higher than before the experiment.

Chapter 4
Results of Analysis

In the study of “Development of Scaffolding Instructional Model to Enhance Students’ Reading Comprehension Skill”, the researcher studied the documents concerning the following.

Objective 1: Analyzing factors affecting students’ Reading Comprehension Skill of Primary Schools in Nanning City.

Objective 2: Creating Scaffolding Instructional Model to enhance students’ Reading Comprehension Skill of Gaoxin Primary School.

Objective 3: Assessing the impact of implementing Scaffolding Instructional Model to enhance students’ Reading Comprehension Skill of Gaoxin Primary School.

Participants in this research were expected to possess a foundational understanding of Reading comprehension Skill and the Scaffolding Instructional Model.This knowledge was necessary for them to provide informed, analytical, and critical perspectives based on these frameworks.

Data Analysis Results

Part 1: Analysis results serving objective 1–To study the factors affecting students’ Reading Comprehension Skill

This section presents analysis results serving objective 1 using table and description in terms of MEAN, standard deviation, interpretation (Level of Attitude), and ranking of all factors in overview. After that, items of all factors are presented likewise.

The amount students of University.

From 51 students from Gaoxin Primary School

From 51 students from Guiyalu Primary School

From 52 students from Zhihelu Primary School

In Chapter 3, three schools planned to survey 154 students.

Table 4.1 Common data of the respondent in overall (N=154)

Data	Frequency	Percentage
Gender		
A. Male	85	55.19
B. Female	69	44.81
Total	154	100.00
Age		
A.11 yrs.	109	70.78
B. 12 yrs.	45	29.22
Total	154	100.00

From table 4.1, the common data of the respondent in overall shows that 55.19% of the total participants are male. The female respondents make up 44.81% of the total. The total of male is more than female. The age distribution is relatively concentrated, 11 years old is the most common, 70.78% of the respondents belong to this category.

Table 4.2 The result of questionnaire from students in overview (N=154)

Factors	**μ**	**σ**	**Interpretation**	**Ranking within All Factors**
Internal factors (respondents)				
1. Students are interested in English Curriculum.	4.20	0.910	High	8
2. Students have new ideas based on their responses to learning about Reading Comprehension Skill in English Curriculum.	3.98	1.045	High	10
3. Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum.	4.60	0.709	The highest	1

Table 4.2 (Continued)

Factors	μ	σ	Interpretation	Ranking within All Factors
4. Students believe that materials and learning resources to improve Reading Comprehension Skill in English Curriculum.	4.40	0.771	High	4
5. Students can develop their sense of accomplishment and pride through different activities in English Curriculum.	4.45	0.879	High	3
6. Students feel that homework to be the strengths in English Curriculum.	4.12	1.005	High	9
7. Students feel that English Curriculum is the great significance to personal growth and development in future.	4.35	0.940	High	5
8. Students feel that the assignments assigned by the teachers and the feedback can help students better apply what they have learned.	4.47	0.768	High	2
9. Students feel that the evaluation work assigned by teachers and students can help students better apply the knowledge they have learned.	4.34	0.851	High	6
10. Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in the English Curriculum.	4.23	0.906	High	7
Total Average	**4.31**	**0.878**	**High**	
External factors (teacher, material, and circumstance)				
11. Teachers use modern teaching methods in English to stimulate students' interest in Reading Comprehension Skill.	4.36	0.853	High	5

Table 4.2 (Continued)

Factors	**μ**	**σ**	Interpretation	Ranking within All Factors
12. The teachers can guide students to realize that the learning of English Curriculum and Reading Comprehension Skill has appositive impact on their future development.	4.36	0.892	High	6
13. The teachers pay more attention to students' ability to apply Reading Comprehension Skill and its impact in English Curriculum.	4.37	0.848	High	4
14. The teachers choose appropriate teaching methods according to the characteristics of English Curriculum and the tasks and goals of Reading Comprehension Skill.	4.36	0.845	High	7
15. The teachers combine the teaching method he teaches objectives, the knowledge and Reading Comprehension Skill in English Curriculum to enhance students' Reading Comprehension Skill.	4.46	0.776	High	2
16. The teachers can stimulate students' interest and meet the contemporary needs of students, such as the web reading comprehension competition.	4.23	0.906	High	10
17. The teachers choose suitable materials and emerging network resources.	4.43	0.831	High	3
18. The textbook fully considers the content and objectives of English Curriculum and Reading Comprehension Skill.	4.25	0.904	High	9

Table 4.2 (Continued)

Factors	μ	σ	Interpretation	Ranking within All Factors
19. The materials can fully support students' learning in English Curriculum and Reading Comprehension Skill training.	4.32	0.876	High	8
20. The environments is clean and bright, with desk and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process.	4.56	0.732	The highest	1
Total Average	**4.38**	**0.847**	**High**	

Table 4.2 indicates that internal factors affecting the Reading Comprehension Skill of English Curriculum are overall found to be at a high level (μ=4.31). Considering each item individually, it was found that No.3 Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum is the highest mean (μ=4.60), followed by No.8 Students feel that the assignments assigned by the teachers and the feedback can help students better apply what they have learned (μ=4.47), and the lowest mean is No.2 Students have new ideas based on their responses to learning about Reading Comprehension Skill in English Curriculum (μ=3.98).

For external factors affecting the Reading Comprehension Skill of English Curriculum, the level is overall found to be at a high level (μ=4.38). Considering each item individually, it was found that No.20 The environments is clean and bright, with desk and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process is the highest mean (μ=4.56), followed by No.15 The teachers combine the teaching method he teaches objectives, the knowledge and Reading Comprehension Skill in English Curriculum to enhance students’ Reading Comprehension Skill (μ=4.46), and the lowest mean is No.18 The textbook fully considers the content and objectives of English Curriculum and Reading Comprehension Skill (μ=4.25).

Table 4.3 Common data of the respondent in Gaoxin Primary School. (N=51)

Data	Frequency	Percentage
Gender		
Male	25	49.02
Female	26	51.98
Total	**51**	**100.00**
Age		
A.11 yrs.	32	62.75
B. 12 yrs.	19	37.25
Total	**51**	**100.00**

From table 4.3 the common data of the respondent who is from Gaoxin Primary School the gender is almost the same, male is 49.02%, female is 51.98% .The most age is 11 yrs, 62.75%.

Table 4.4 The result of questionnaire from students in Gaoxin Primary School. (N=51)

Factors	μ	σ	Interpretation	Ranking within All Factors
Internal factors (respondents) 1. Students are interested in English Curriculum.	4.14	1.020	High	7
2. Students have new ideas based on their responses to learning about Reading Comprehension Skill in English Curriculum.	3.94	1.047	High	10
3. Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum.	4.63	0.692	The highest	1

Table 4.4 (Continued)

Factors	μ	σ	Interpretation	Ranking within All Factors
4. Students believe that materials and learning resources to improve Reading Comprehension Skill in English Curriculum.	4.29	0.901	High	5
5. Students can develop their sense of accomplishment and pride through different activities in English Curriculum.	4.41	0.963	High	2
6. Students feel that homework to be the strengths in English Curriculum.	3.96	0.999	High	9
7. Students feel that English Curriculum is the great significance to personal growth and development in future.	4.12	1.032	High	8
8. Students feel that the assignments assigned by the teachers and the feedback can help students better apply what they have learned.	4.37	0.799	High	3
9. Students feel that the evaluation work assigned by teachers and students can help students better apply the knowledge they have learned.	4.37	0.774	High	4
10. Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in the English Curriculum.	4.28	0.777	High	6
Total Average	**4.25**	**0.900**	**High**	▨
External factors (teacher, material, and circumstance)				
11. Teachers use modern teaching methods in English to stimulate students' interest in Reading Comprehension Skill.	4.20	0.939	High	9

Table 4.4 (Continued)

Factors	**μ**	**σ**	Interpretation	Ranking within All Factors
12. The teachers can guide students to realize that the learning of English Curriculum and Reading Comprehension Skill has appositive impact on their future development.	4.26	1.017	High	5
13. The teachers pay more attention to students' ability to apply Reading Comprehension Skill and its impact in English Curriculum.	4.24	0.971	High	6
14. The teachers choose appropriate teaching methods according to the characteristics of English Curriculum and the tasks and goals of Reading Comprehension Skill.	4.24	0.951	High	7
15. The teachers combine the teaching method he teaches objectives, the knowledge and Reading Comprehension Skill in English Curriculum to enhance students’ Reading Comprehension Skill.	4.35	0.844	High	3
16. The teachers can stimulate students' interest and meet the contemporary needs of students, such as the web reading comprehension competition.	4.22	0.986	High	8
17. The teachers choose suitable materials and emerging network resources.	4.43	0.781	High	2
18. The textbook fully considers the content and objectives of English Curriculum and Reading Comprehension Skill.	4.12	0.887	High	10

Table 4.4 (Continued)

Factors	μ	σ	Interpretation	Ranking within All Factors
19. The materials can fully support students' learning in English Curriculum and Reading Comprehension Skill training.	4.28	0.940	High	4
20. The environments is clean and bright, with desk and chairs, blackboards,podiums,computers,projectors,large screens,loudspeakers and other multimedia facilities to facilitate the teaching process.	4.55	0.783	The highest	1
Total Average	**4.29**	**0.909**	**High**	

Table 4.4 indicates that internal factors affecting the Reading Comprehension Skill of English Curriculum are overall found to be at a high level (μ=4.25). Considering each item individually, it was found that No.3 Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum is the highest mean (μ=4.63), followed by No.5 Students can develop their sense of accomplishment and pride through different activities in English Curriculum (μ=4.41), and the lowest mean is No.2 Students have new ideas based on their responses to learning about Reading Comprehension Skill in English Curriculum (μ=3.94).

For external factors affecting the Reading Comprehension Skill of English Curriculum, the level is overall found to be at a high level (μ=4.29). Considering each item individually, it was found that No.20 The environments is clean and bright, with desk and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process is the highest mean (μ=4.55), followed by No.17 The teachers choose suitable materials and emerging network resources (μ=4.43), and the lowest mean is No.18 The textbook fully considers the content and objectives of English Curriculum and Reading Comprehension Skill (μ=4.12).

Table 4.5 Common data of the respondent in Guiyalu Primary School. (N=51)

Data	Frequency	Percentage
Gender		
Male	28	54.90
Female	23	45.10
Total	**51**	**100.00**
Age		
A.11 yrs.	38	74.51
B. 12 yrs.	13	25.49
Total	**51**	**100.00**

From table 4.5 the common data of the respondent who is from Guiyalu Primary School the most gender is male, 54.90% .The most age is 11 yrs, 74.51%.

Table 4.6 The result of questionnaire from students in Guiyalu Primary School. (N=51)

Factors	**μ**	**σ**	Interpretation	Ranking within All Factors
Internal factors (respondents) 1. Students are interested in English Curriculum.	4.12	0.940	High	6
2. Students have new ideas based on their responses to learning about Reading Comprehension Skill in English Curriculum.	3.78	1.166	High	10
3. Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum.	4.60	0.700	The highest	1
4. Students believe that materials and learning resources to improve Reading Comprehension Skill in English Curriculum.	4.36	0.749	High	4
5. Students can develop their sense of accomplishment and pride through different activities in English Curriculum.	4.30	0.953	High	5

Table 4.6 (Continued)

Factors	µ	σ	Interpretation	Ranking within All Factors
6. Students feel that homework to be the strengths in English Curriculum.	3.92	1.226	High	9
7. Students feel that English Curriculum is the great significance to personal growth and development in future.	4.40	0.948	High	3
8. Students feel that the assignments assigned by the teachers and the feedback can help students better apply what they have learned.	4.42	0.859	High	2
9. Students feel that the evaluation work assigned by teachers and students can help students better apply the knowledge they have learned.	4.12	1.002	High	7
10. Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in the English Curriculum.	4.02	1.078	High	8
Total Average	**4.20**	**0.962**	**High**	
External factors (teacher, material, and circumstance)				
11. Teachers use modern teaching methods in English to stimulate students' interest in Reading Comprehension Skill.	4.28	0.882	High	5
12. The teachers can guide students to realize that the learning of English Curriculum and Reading Comprehension Skill has appositive impact on their future development.	4.30	0.886	High	4
13. The teachers pay more attention to students' ability to apply Reading Comprehension Skill and its impact in English Curriculum.	4.32	0.867	High	3

Table 4.6 (Continued)

Factors	**μ**	**σ**	Interpretation	Ranking within All Factors
14. The teachers choose appropriate teaching methods according to the characteristics of English Curriculum and the tasks and goals of Reading Comprehension Skill.	4.26	0.944	High	6
15. The teachers combine the teaching method he teaches objectives, the knowledge and Reading Comprehension Skill in English Curriculum to enhance students’ Reading Comprehension Skill.	4.34	0.872	High	2
16. The teachers can stimulate students' interest and meet the contemporary needs of students, such as the web reading comprehension competition.	4.20	0.833	High	7
17.The teachers choose suitable materials and emerging network resources.	4.18	1.044	High	8
18. The textbook fully considers the content and objectives of English Curriculum and Reading Comprehension Skill.	4.04	1.068	High	10
19. The materials can fully support students' learning in English Curriculum and Reading Comprehension Skill training.	4.16	0.934	High	9
20. The environments is clean and bright, with desk and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process.	4.64	0.598	The Highest	1
Total Average	**4.27**	**0.893**	**High**	

Table 4.6 indicates that internal factors affecting the Reading Comprehension Skill of English Curriculum are overall found to be at a high level (μ=4.20). Considering each item individually, it was found that No.3 Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum is the highest mean (μ=4.60), followed by No.8 Students feel that the assignments assigned by the teachers and the feedback can help students better apply what they have learned (μ=4.42), and the lowest mean is No.6 Students feel that homework to be the strengths in English Curriculum (μ=3.92).

For external factors affecting the Reading Comprehension Skill of English Curriculum, the level is overall found to be at a high level (μ=4.27). Considering each item individually, it was found that No.20 The environments is clean and bright, with desk and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process is the highest mean (μ=4.64), followed by No.15 The teachers combine the teaching method he teaches objectives, the knowledge and Reading Comprehension Skill in English Curriculum to enhance students' Reading Comprehension Skill (μ=4.34), and the lowest mean is No.18 The textbook fully considers the content and objectives of English Curriculum and Reading Comprehension Skill (μ=4.04).

Table 4.7 Common data of the respondent in Zhihelu Primary School. (N=52)

Data	Frequency	Percentage
Gender		
A. Male	32	61.54
B. Female	20	39.45
Total	**52**	**100.00**
Age		
A. 11 yrs.	39	75.00
B. 12 yrs.	13	25.00
Total	**52**	**100.00**

From table 4.7 the common data of the respondent who is from Zhihelu Primary School the most gender is male, 61% .The most age is 11 yrs, 77%.

Table 4.8 The result of questionnaire from students in Zhihelu Primary School. (N=52)

Factors	μ	σ	Interpretation	Ranking within All Factors
Internal factors (respondents) 1. Students are interested in English Curriculum.	4.33	0.766	High	9
2. Students have new ideas based on their responses to learning about Reading Comprehension Skill in English Curriculum.	4.18	0.888	High	10
3. Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum.	4.57	0.755	The highest	3
4. Students believe that materials and learning resources to improve Reading Comprehension Skill in English Curriculum.	4.53	0.644	The highest	4
5. Students can develop their sense of accomplishment and pride through different activities in English Curriculum.	4.61	0.695	The highest	1
6. Students feel that homework to be the strengths in English Curriculum.	4.47	0.644	High	6
7. Students feel that English Curriculum is the great significance to personal growth and development in future.	4.40	0.809	High	7
8. Students feel that the assignments assigned by the teachers and the feedback can help students better apply what they have learned.	4.61	0.635	The highest	2
9. Students feel that the evaluation work assigned by teachers and students can help students better apply the knowledge they have learned.	4.51	0.731	The highest	5

Table 4.8 (Continued)

Factors	μ	σ	Interpretation	Ranking within All Factors
10. Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in the English Curriculum.	4.39	0.827	High	8
Total Average	**4.46**	**0.739**	**High**	
External factors (teacher, material, and circumstance)				
11. Teachers use modern teaching methods in English to stimulate students' interest in Reading Comprehension Skill.	4.57	0.700	The highest	5
12. The teachers can guide students to realize that the learning of English Curriculum and Reading Comprehension Skill has appositive impact on their future development.	4.51	0.758	The highest	8
13. The teachers pay more attention to students' ability to apply Reading Comprehension Skill and its impact in English Curriculum.	4.53	0.674	The highest	7
14. The teachers choose appropriate teaching methods according to the characteristics of English Curriculum and the tasks and goals of Reading Comprehension Skill.	4.57	0.575	The highest	6
15. The teachers combine the teaching method he teaches objectives, the knowledge and Reading Comprehension Skill in English Curriculum to enhance students' Reading Comprehension Skill.	4.69	0.510	The highest	1
16. The teachers can stimulate students' interest and meet the contemporary needs of students, such as the web reading comprehension competition.	4.49	0.880	High	9

Table 4.8 (Continued)

Factors	μ	σ	Interpretation	Ranking within All Factors
17.The teachers choose suitable materials and emerging network resources.	4.65	0.559	The highest	2
18. The textbook fully considers the content and objectives of English Curriculum and Reading Comprehension Skill.	4.59	0.638	The highest	4
19. The materials can fully support students' learning in English Curriculum and Reading Comprehension Skill training.	4.49	0.731	High	10
20. The environments is clean and bright, with desk and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process.	4.64	0.598	The highest	3
Total Average	**4.57**	**0.893**	**The highest**	

Table 4.8 indicates that internal factors affecting the Reading Comprehension Skill of English Curriculum are overall found to be at a high level (μ=4.46). Considering each item individually, it was found that No.5 Students can develop their sense of accomplishment and pride through different activities in English Curriculum and No.8 Students feel that the assignments assigned by the teachers and the feedback can help students better apply what they have learned are the highest mean (μ=4.61), followed by No.3 Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum (μ=4.57), and the lowest mean is No.2 Students have new ideas based on their responses to learning about Reading Comprehension Skill in English Curriculum. (μ=4.18).

For external factors affecting the Reading Comprehension Skill of the English Curriculum, the level is overall found to be at a highest level (μ=4.57). Considering each item individually, it was found that No.15 The teachers combine the teaching method he teaches objectives, the knowledge and Reading Comprehension Skill in English Curriculum to enhance students' Reading Comprehension Skill is the highest mean (μ=4.69), followed by No.17 The teachers choose suitable materials and emerging network resources (μ=4.65), and the lowest mean is No.16 The teachers can stimulate students' interest and meet the contemporary needs of students, such as the web reading comprehension competition, No.19 The teachers can stimulate students' interest and meet the contemporary needs of students, such as the web reading comprehension competition and No.20 The environments is clean and bright, with desk and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process (μ=4.49).

The Teachers Interview analysis results

The amount of teachers School.

From 1 teacher, work on Gaoxin Primary School
From 1 teacher, work on Guiyalu Primary School
From 1 teacher, work on Zhihelu Primary School

Table 4.9 Common data of the respondent in Guangxi Province.

Data	Frequency	Percentage
Gender		
Male	1	33.30
B. Female	2	66.70
Total	**3**	**100.00**
Experience teaching		
A. 7- 9 yrs.	1	33.30
B. Over 9 yrs.	2	66.70
Total	**3**	**100.00**
Age		
A. Below 30 yrs.	1	33.30
B. 30-40 yrs.	1	33.30
C. 41-50 yrs.	1	33.30
Total	**3**	**100.00**

From table 4.9, the common data of the teachers shows that the most common gender is Female, representing 66.7% of the respondents, while male teachers make up 33.3% of the sample.

Interview Teachers Results

After interviews with three teachers, the factors that affect the Reading Comprehension Skill of Grade 5 students are summarized as follows:

Internal factors

Physics: In the teaching of Reading Comprehension Skill, the three teachers all hope that students can actively participate in the teaching. From their experience, in the Scaffolding Instructional Model , students not only need to actively participate in brain power but also Physically active participation is required, including an emphasis on student concentration during completion activities to better complete comprehension, analysis, reasoning, evaluation, problem solving, and more.

Psychology: In the teaching of Reading Comprehension Skill, the three teachers all emphasized the active participation of students. It should be that the learning of Reading Comprehension Skill is an important mental training, which requires students to use their brains to think about problems. They believe that students' learning initiative and teaching mode are the most important factors, and they emphasize the active participation of students. In addition, teacher A also emphasized that students need to actively participate, boldly question, prudently judge, and actively explore.

External factor

Social environment: In English Curriculum, teacher B emphasized the influence of the external environment on students' learning. For example, in a noisy environment, students are easily affected by the external environment and cannot concentrate on thinking. Teacher A also emphasized the creation of the classroom environment. In the teaching process, the teacher's creation of the classroom atmosphere will also affect students' learning of Reading Comprehension Skill. Teacher C also emphasized the influence of the environment created by the activity on students' Reading Comprehension Skill learning.

Materials: Teachers agree that teaching models, teaching materials and teaching methods affect students' learning of Reading Comprehension Skill and are important factors. Teacher B believes that teachers' diverse choices of teaching methods are conducive to improving students' Reading Comprehension Skill. Teacher

C believes that the Scaffolding Instructional Model is a set of systematic instructional design models, covering a series of core steps in the instructional design process, which is conducive to ensuring the teaching effect. Most teachers believe that Scaffolding Instructional Model is of great help to the improvement of students' Reading Comprehension Skill.

Teaching methods: All the teachers believe that appropriate teaching methods can stimulate students' interest in learning Reading Comprehension Skill, and stimulating students' learning initiative is an important purpose of using teaching methods. Teacher A suggested that when teaching English Curriculum, you can choose picture books, map construction, material online, etc., to stimulate students' interest in thinking and exploring Reading Comprehension Skill. Teacher C suggested that arrangements in the classroom such as play games, have a competition, role play, do a survey, ect., can help improve student participation and activity.

Class size: Although there is no question of directly increasing the class size, according to the domestic enrollment plan and the number of administrative classes, the class size of these three schools is generally around 50 students per class. Such a class size will affect student participation to a certain extent, and it can be predicted that a class size of less than 30 students is more conducive to carrying out scaffolding teaching activities of Reading Comprehension Skill.

Evaluation: In terms of evaluation, teacher A emphasized that evaluation of knowledge and skills, evaluation of processes and methods, evaluation of emotions and attitudes are the methodologies for students’ measurement and assessment. In teacher B’s opinion, homework, test and interview are the ways to evaluate students.

After analyzing data collected from both groups of informants, the researcher synthesizes those factors dividing them into 2 main types – internal and external factors as shown in table 4.10 below.

Table 4.10 Summary of factors affecting Reading Comprehension Skill of students

Students' opinion		**Teachers' opinion**		**Synthesized opinion**	
Internal Factors	**External Factors**	**Internal Factors**	**External Factors**	**Internal Factors**	**External Factors**
1) Students are dissatisfied with the teacher's teaching style.	1) Teachers always use traditional teaching model which is boring and uninteresting.	1) Physical :Teachers should consciously collect a large amount of learning materials and need to learn more knowledge before teaching students.	1) All three teachers advocate for the development of teaching models.	1) Teachers should consciously collect a large amount of learning materials and need to learn more knowledge before teaching students, and developing teaching methods that satisfy students.	1) Traditional teaching models cannot improve students' knowledge content and more effective teaching models need to be developed.

Table 4.10 (Continued)

Students' opinion		Teachers' opinion		Synthesized opinion	
Internal Factors	**External Factors**	**Internal Factors**	**External Factors**	**Internal Factors**	**External Factors**
2) Students are very interested in Reading Comprehension Skill and always attend class on time except for accidental cases.	2) Content is unrelated to current situation.	2) Physical : Ready teaching both students and teachers can actively participate in the teaching.	2) Teachers mainly use the teacher's teaching method, combined with group discussions and homework presentations.	2) Students are very interested in Reading Comprehension Skill. Teachers be prepared for teaching, and both students and instructors can actively participate in teaching.	2) Insufficient teaching methods and lack of interest in the classroom.

Table 4.10 (Continued)

Students' opinion		Teachers' opinion		Synthesized opinion	
Internal Factors	**External Factors**	**Internal Factors**	**External Factors**	**Internal Factors**	**External Factors**
3) Students cannot explore more knowledge by themselves after the classroom.	3) There are no more ways to search more knowledge.	3) Physical : Teachers should guide students to have the perseverance to solve difficulties and be willing to actively explore knowledge after class.	3) Each teacher uses various teaching materials, including textbooks and online learning resources.	3) Teachers should guide students to have the perseverance to solve difficulties and be willing to actively explore knowledge after class.	3) Students have no more ways to search more knowledge, and limited teaching resources for teachers.

Table 4.10 (Continued)

Students’ opinion		Teachers’ opinion		Synthesized opinion	
Internal Factors	**External Factors**	**Internal Factors**	**External Factors**	**Internal Factors**	**External Factors**
4) Students feel that this subject cannot improve their knowledge of the contents increasingly.	4) Content is unrelated to current situation.	4) Psychological : Prepare both emotions, concentration, and review basic knowledge for students before starting the next lesson.	4) Small class teaching model bring more personalized attention and interactive learning experience, which is more conducive to students' learning acquisition.	4) Teachers should Prepare both emotions, concentration, and review basic knowledge for students before starting the next lesson and help students in terms of knowledge and enhancing learning achievement.	4) The teaching content is not close enough to daily life. Small class teaching model bring more personalized attention and interactive.

Table 4.10 (Continued)

Students' opinion		Teachers' opinion		Synthesized opinion	
Internal Factors	**External Factors**	**Internal Factors**	**External Factors**	**Internal Factors**	**External Factors**
5) When students encounter difficulties in their studies, they proactively find ways to overcome them.	5) Evaluation method is traditional and unmeasurable.	5) Psychological : Teachers and students need to have a sense of identification with Reading Comprehension Skill in order to actively engage in learning.	5) The evaluation method is relatively limited and cannot comprehensively evaluate students' learning outcomes.	5) Students are not satisfied with the teacher's teaching methods.	5) The evaluation method is not comprehensive enough.

Through the above analysis, it is found that among the factors that affect Reading Comprehension Skill, students' attitude of Reading Comprehension Skill is an important factor. At the same time, appropriate teaching methods, teaching models and interesting teaching materials can better mobilize students' enthusiasm for Reading Comprehension Skill. At the same time, the environment in which students learn Reading Comprehension Skill includes the external environment of the classroom and class size, the internal environment of the classroom, and a good teacher-student relationship are also important factors that affect students' Reading Comprehension Skill effects.

Part 2: Analysis results serving 0bjective 2 –To develop Scaffolding Instructional Model to enhance students' Reading Comprehension Skill.

To serve objective 2, the collected data of confirming the appropriateness of 5 components of instructional model are analyzed in 4 areas, i.e., utility, feasibility, propriety, and accuracy and presented by frequency and percentage of the experts as shown in table and description below.

Table 4.11 Frequency and percentage of confirm of utility, feasibility, propriety, and accuracy of the instructional model components in 5 areas by experts

No.	Components of Training Curriculum based on group dynamics and blended learning to supplement information literacy of lecturers	Opinion of the experts															
		Utility				Feasibility				Propriety				Accuracy			
		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Principle and Rationale	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0
2	Objectives	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0
3	Contents	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0
4	Methods of training & Materials	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0
5	Evaluation	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0

From table 4.11 the confirmation of each component of the instructional model by 3 experts 100 % all utility, feasibility, propriety, and accuracy.

Principle and Rationale

The utility of principle and rationale of the Scaffolding Instructional Model is confirmed to be appropriate by 3 experts 100%; feasibility 3 experts 100%; propriety 3 experts 100%; and accuracy 3 experts 100%.

Objectives

The utility of objectives of the Scaffolding Instructional Model is confirmed to be appropriate by 3 experts 100%; feasibility 3 experts 100%; propriety 3 experts 100%; and accuracy 3 experts 100%.

Contents

The utility of of contents of the Scaffolding Instructional Model is confirmed to be appropriate by 3 experts 100%; feasibility 3 experts 100%; propriety 3 experts 100%; and accuracy 3 experts 100%.

Methods of Teaching & Materials

The utility of methods of teaching & materials of the Scaffolding Instructional Model is confirmed to be appropriate by 3 experts 100%; feasibility 3 experts 100%; propriety 3 experts 100%; and accuracy 3 experts 100%.

Evaluation

The utility of evaluation of the Scaffolding Instructional Model is confirmed to be appropriate by 3 experts 100%; feasibility 3 experts 100%; propriety 3 experts 100%; and accuracy 5experts 100%.

Part 3: Analysis results serving objective 3–To examine the results of implementing Scaffolding Instructional Model to enhance students' Reading Comprehension Skill. (Pretest-Posttest)

Objective 3 analysis results are presented in 2 ways in this section: (1) comparing students' Reading Comprehension Skill between before and after the experiment using paired-t-test for one-sample group which provide significant difference between prior and after learning outcomes, and (2) reporting individual relative development score (gained score) according to developmental rate as specified in chapter 3 with table and figure.

Table 4.12 Comparison between Experimental Group students' Reading Comprehension Skill before and after learning through Scaffolding Instructional Model.

Scores	n	$\overline{X}$	S.D.	t	df	Sig.
Pretest	50	55.76	11.618	-13.751	49	0.000
Posttest	50	81.72	7.154			

From table 4.12, The average score of the posttest is higher than the average score of the pretest of the experimental group students. The average difference between the pretest and posttest of the experimental group students is 26.24 (Pretest $\overline{X}$=55.76 Posttest $\overline{X}$=81.72). The results from t-test shows t-value of -13.751 which is higher than t-distribution (Normal distribution) and p value = 0.00 (*$p < 0.05$).

Table 4.13 Relative developmental score of individual students' Reading Comprehension Skill of the experimental group students.

No.	Pretest Score	Posttest Score	Relative developmental score	Development Level
1	43	85	74	High
2	28	65	51	High
3	20	83	79	The highest
4	63	88	68	High
5	65	75	29	Moderate
6	65	83	51	High
7	65	80	43	Moderate
8	68	73	16	Low
9	60	85	63	High
10	65	68	9	Low
11	40	85	75	High
12	58	78	48	Moderate

Table 4.13 (Continued)

No.	Pretest Score	Posttest Score	Relative developmental score	Development Level
13	20	85	81	The highest
14	68	88	63	High
15	53	73	43	Moderate
16	48	90	81	The highest
17	63	78	41	Moderate
18	58	80	52	High
19	68	78	31	Moderate
20	53	85	68	High
21	68	68	0	Low
22	58	80	52	High
23	48	75	52	High
24	48	90	81	The highest
25	60	90	75	High
26	68	80	38	Moderate
27	50	80	60	High
28	63	85	59	High
29	60	70	25	low
30	65	88	66	High
31	53	88	74	High
32	60	88	70	High
33	63	83	54	High
34	65	80	43	Moderate
35	40	65	42	Moderate
36	45	85	73	High
37	68	83	47	Moderate
38	65	80	43	Moderate
39	63	88	68	High
40	40	88	80	The highest

Table 4.13 (Continued)

No.	Pretest Score	Posttest Score	Relative developmental score	Development Level
41	58	98	95	The highest
42	65	90	71	High
43	45	83	69	High
44	50	85	70	High
45	60	80	50	Moderate
46	50	90	80	The highest
47	63	80	46	Moderate
48	60	90	75	High
49	58	68	24	Moderate
50	58	83	60	High
Total Average	**55.76**	**81.72**	**56.07**	**High**

From table 4.13, The relative developmental scores of individual students' Reading Comprehension Skill achievement is found at High level ($\overline{X}$=56.07). More than half of the students (66%) achieve high or the highest Reading Comprehension Skill by implementing the Scaffolding Instructional Model.

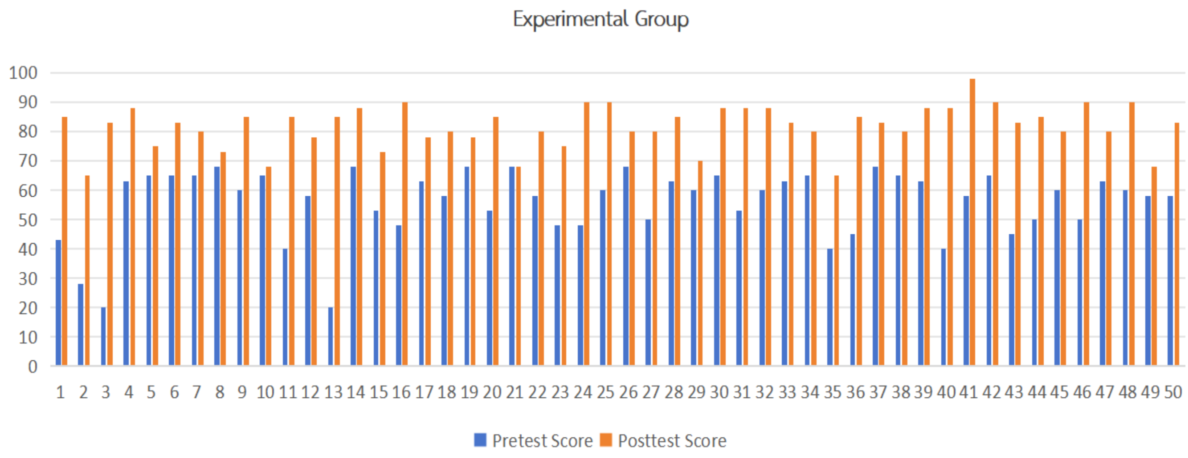

Figure 4.1 Comparison of Reading Comprehension Skill between Students before and after Study.

From figure 4.1, In the relative development score, the highest score is 95 points and the lowest is 0 point.

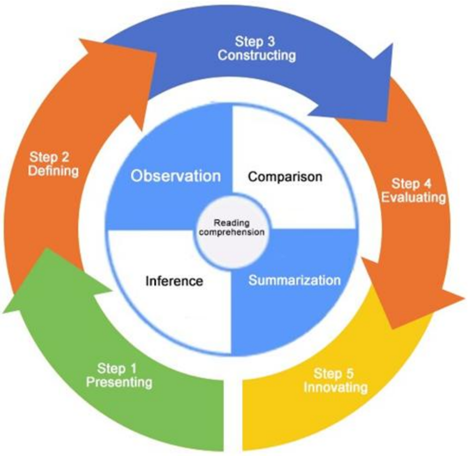
Step 3
Constructing
Step 2
Defining
Step 4
Evaluating
Observation
Comparison
Reading
comprehension
Inference
Summarization
Step 1
Presenting
Step 5
Innovating

Figure 4.2 The relationship between Scaffolding Instructional Model and Reading Comprehension Skill after implementation (Dai, 2021)

It is proved that after implementation of Scaffolding Instructional Model, students' skills of observation, comparison, summarization and inference were assessed in five steps of Scaffolding Instructional Model had improved Reading Comprehension Skill.

Chapter 5

Conclusion Discussion and Recommendation

After analyzing and presenting data analysis results in chapter 4 as serving the present study “Development of Scaffolding Instructional Model to Enhance Students’ Reading Comprehension Skill”, it can be concluded and discussed as follows. Further, some approaches are recommended on basis of the findings.

Research Objectives

1. To study the factors affecting students’ Reading Comprehension Skill.
2. To develop Scaffolding Instructional Model to enhance students’ Reading Comprehension Skill.
3. To examine the results of development of implementing Scaffolding Instructional Model to enhance students’ Reading Comprehension Skill.

Conclusion

1. There were 2 factors: 1) Internal factors and 2) External factors from the students and the teachers were affecting Reading Comprehension Skill of students as follows:1) Internal factors consisted of physics, psychology, attitude and knowledge and 2) External factors consisted of social environment, materials, teaching methods, class size, and evaluation.

2. Scaffolding instructional model to enhance students’ reading comprehension skill includes 5 components 1) Principle and Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & materials and 5) Evaluation. The model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 3 experts.

3. The results found that 66% of the 50 students in English Curriculum had high Reading Comprehension skill, and 26% had moderate level, 8% had low level. The results were consistent with the research hypothesis that after implementing scaffolding instructional model, 65% of students’ Reading Comprehension Skill would be higher than before the experiment.

Discussion

1. There were 2 factors: 1) Internal factors and 2) External factors from the students and the teachers were affecting reading comprehension skill of students according to:

1) Internal factors consisted of physics, psychology, attitude and knowledge. In the survey of students and interviews wit teachers, it was found that students had a clear understanding of the benefits of reading comprehension skill, and believed that reading comprehension skill could help them discover false information in their lives and make correct choices. At the same time, they also clearly recognizes the importance of reading comprehension skill in English Curriculum, and believed that observate skill, compare skill, Summarize skill and infer skill were very important to improve students' reading comprehension skill. It could be seen that students have a good effect on improving Reading Comprehension Skill. It was expected that this would help mobilize the enthusiasm of students in the teaching of reading comprehension, which is consistent with the results of Project 1. In addition, students also believed that the appropriateness of teaching methods played an important role in improving students' reading comprehension skill. They emphasized that reasonable and effectived teaching methods and communication among students were helpful to improve reading comprehension skill, which also supported scaffolding instructional model used in this study, and the potential of using this model to improve students' reading comprehension skill (Chen, 2023).

2) External factors consisted of social environment, materials, teaching methods, class size, and evaluation. Through the investigation of students and the interview analysis of teachers, it was found that social environment, materials, teaching methods, class size, and evaluation are important external factors that affect the reading comprehension skill of students. At the same time, the choice of teaching mode, appropriate teaching materials and diversified flat style could better mobilize the enthusiasm of students to participate in English Curriculum, and cultivate students' reading comprehension skill (Shu, 2020).

In short, internal factors and external factors jointly affect the teaching of English Curriculum, which not only emphasizes the importance of teaching methods, but also emphasized the internal motivation of students' learning. Appropriate teaching methods and students' learning motivation were the key to improving key to students' reading comprehension skill. The collaboration of internal and external factors jointly affects the improvement of students' Reading Comprehension Skill, and the use of scaffolding instructional model can promote the improvement of reading comprehension skill (He, 2021).

2. Scaffolding instructional model to enhance students' reading comprehension skill in Gaoxin Primary School include 5 components: 1) Principle and rationale, 2) Objectives, 3) Contents, 4) Method of teaching & materials and 5) Evaluation. The model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 3 experts concerning the following:

1) Principle and rationale aspect. The utility, feasibility, propriety, and accuracy of the principle and rationale of this model have been unanimously recognized by experts, which shows that the principle and rationale of scaffolding instructional model was robust and had a relatively solid theoretical foundation. The teaching mode was conducive to the improvement of students' reading comprehension skill, which provided effective support in theory (Jian, 2023).

2) Objectives aspect. The teaching objectives of this model have been unanimously approved by experts. Clear teaching objectives were the prerequisite for achieving teaching effects. The clarity and clarity of the teaching objectives of this model could improve students' reading comprehension skill (Li, 2021).

3) Contents aspect. The contents component also received a 100% confirmed ability score from all the specialists, underlining that the learning material and topics were suitable and well-designed for the model's aim (Mei, 2022).

4) Teaching methods and materials aspect. The teaching methods and materials of the scaffolding instructional model had been unanimously approved by experts. The well-designed, teaching activities and interesting learning experience had good adaptability to the teaching model, which could effectively promote the improvement of students' reading comprehension skill (Wang, 2020).

5) Evaluation aspect. The evaluation part had been unanimously approved by experts, emphasizing the effectiveness and appropriateness of the evaluation and feedback mechanism in improving students' reading comprehension skill, and could give effective feedback to students' reading comprehension skill (Chao, 2022).

In conclusion, the experts unanimously recognized the utility, feasibility, propriety, and accuracy of the scaffolding instructional model, indicating that the robustness and adaptability of the model, if implemented smoothly, could effectively improve the reading comprehension skill of students (Zhou & Shi, 2022).

3. The results found that 66% of 50 students in English Curriculum had high Reading Comprehension skill, and 26% had moderate level, 8% had low level. The results were consistent with the research hypothesis that after implementing scaffolding instructional model, 65% of students’ reading comprehension skill would be higher than before the experiment.

After the implementation of the scaffolding instructional model, the changes and enhance reading comprehension skill of students are discussed as follows:

Observation, comparison, summarization and inference were important dimensions of Reading Comprehension Skill, and these aspects contributed significantly to the improvement of students' reading comprehension skill. The experiment proved that after implementing scaffolding instructional model, students’ Reading Comprehension Skill was higher than before the experiment. The average score of the posttest was higher than the average score of the pretest of the experimental group students. The average difference between the pretest and posttest of the experimental group students is 26.24 (Pretest $\overline{X}$=55.76 Posttest $\overline{X}$=81.72). The results from t-test showed t-value of -13.751 which was higher than t-distribution (Normal distribution) and p value = 0.00 (*$p < 0.05$). The relative developmental scores of individual students’ Reading Comprehension Skill achievement is found at High level ($\overline{X}$=56.07). More than half of the students (66.%) acquire high or The highest reading comprehension skill by implementing the scaffolding instructional model (Yang, 2021).

To sum up, scaffolding instructional model played an important role in the development of students in terms of observation, comparison, summarization and inference. The scaffolding instructional model had been proven to be an effective way to enhance these skills, and most students (78%) achieved high or highest reading comprehension skill after implementation. This learning mode improves students' interest and skills to study by cultivating their observation that means the students could get basic information about the text, comparison that meaned the students could compare the similarities and differences between characters, behaviors, things or viewpoints in a text, summarization that meaned the students could summarize main content from the text and inference that meaned the students could infer the new information from the text, laying a good foundation for students' future study, work and life (Xu, 2022).

Recommendations

The findings from the present study bring twofold suggestions: applicability of the results and future research.

Applicability of the results:

First, to the students, it can provide personalized teaching for students. Scaffolding teaching provides the support to students, is based on the current level of students, is diversified and personalized. In this way, students with different styles and at different learning levels can flexibly choose their own supports. Promote students' independent learning. An important feature of scaffolding teaching is to provide students with a suitable support at an appropriate time, and then remove the support at an appropriate time, so that teachers can gradually reduce the control of students, so that students can gradually increase their own monitoring of learning in the learning task, and become self-regulated students. Stimulate students' learning motivation. students will encounter various difficulties in the learning process, but they will get the help of scaffolding to complete the phased learning tasks, so that students will have a sense of harvest, can stimulate the learning motivation, and strive to complete the whole learning task (Wang, 2022).

Second, to the teachers, it can help teachers understand students better. The use of scaffolding teaching needs to understand the current level and possible level of students, that is, to judge the nearest development area of students, so as to help teachers fully understand students and design and implement teaching from the reality (Zhou, 2021).

Third, to the school, It can get more experience and advice in managing the school and help the teachers and students to teach and learn in a better organism. This research is based on the factors data affecting 150 students’ Reading Comprehension Skill in three primary schools in Nanning city, to develop Scaffolding Instructional Model , then conducted a teaching experiment on the 50 students who enroll in English Curriculum from Gaoxin Primary School in Nanning City are obtained by cluster random sampling. The results showed that the Scaffolding Instructional Model can improve the English reading comprehension of students. Therefore, this Scaffolding Instructional Model is applicable for students in primary schools in Nanning city to improve their Reading Comprehension Skill, so that can get more experience and advice in managing the school and help the teachers and students to teach and learn in a better organism (Wu, 2020).

Future Research

1. The first recommendation for further research is to extend the different skills and abilities. Although Scaffolding Instructional Model achieved positive results in this study, it would be beneficial to enhance the impact of other skills and abilities by Scaffolding Instructional Model. Future research can enhance the oral speaking skill, writing skill, critical thinking skill, etc in the English Curriculum, which will help us to have a more in-depth and in-depth understanding of the Scaffolding Instructional Model for improving students' Reading Comprehension Skill (Yang, 2023).

2. The second recommendation for further research is to develop the different instructional models to enhance students' Reading Comprehension Skill. Although Scaffolding Instructional Model achieved positive results in this study, it would be beneficial to enhance the impact of Reading Comprehension Skill by other instructional model. Future research can develop such as Task-Driven Instructional Model, Project-Based Learning Instructional Model and the ADDIE Teaching Instructional Model, etc in the English Curriculum, which will help us to have a more in-depth and in-depth understanding of the develop instructional model for improving students' Reading Comprehension Skill (Zhang, 2023).

3. The third recommendation for further research is to strengthen the research time. Although this study was conducted for a semester and yielded relevant results. However, a study found that as time and attention increased, the longer the time, the more significantly the effect expanded to analyze changes over time. The results show that reading comprehension is a long and complex process that requires time and energy and cannot be completed within a semester (Wu & Fu, 2023).

4. The fourth recommendation for further research is to expand the research district. The results of this study represent the opinions of 50 participants and may

not necessarily represent the opinions of the entire region. The research findings of this nature may be beneficial for schools, as scaffolding is a valuable strategy that enables students to gradually move towards stronger understanding and ultimately gain greater independence in the learning process (Zhang, 2022).

In summary, this research provides a better perspective on the factors that improve students' Reading Comprehension Skill. The Scaffolding Instructional Model is considered to be an important factor in improving the Reading Comprehension Skill of students, and this instructional model has a positive impact on Reading Comprehension Skill of students. Students' skills of observation, comparison, summerization and inference have a good performance.

In addition, this study also provides a research idea for future research. Future research can deepen the study of Reading Comprehension Skill by diversifying teaching models, increasing teaching time, expanding teaching scale, and changing the teaching environment. Reading Comprehension Skill is very important to primary schools and teachers and students. It can not only improve teaching effectiveness, but also improve the quality of students’ observation, comparison, summerization and inference. All in all, this study confirms that active and appropriate instructional model, appropriate teaching methods and materials, Scaffolding Instructional Model can significantly improve the Reading Comprehension Skill of students.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

List of experts to validate research instruments

1. Assistant Professor Dr.Sarayut Sethakajorn	Administration Program Bansomdejchaopraya Rajabhat University
2. Associate Professor Dr. Wei Yanli	Chinese education Program Gaoxin Primary School of Nanning City
3. Associate Professor Dr.Liu Chaowen	Mathematics Education Program Gaoxin Primary School of Nanning City

List of experts to evaluate the format Instructional Model

1. Assistant Professor Dr.Wanida Ploysangwal	English Program University of the Thai Chamber of Commerce
2. Professor Dr. Fang Bao	English Porgram Institute of foreign languages Guangxi University of Chinese Medicine
3. Associate Professor Dr.Nong Gui	5. Pysical Education program Affiliated secondary vocational school Guangxi Vocational&Technical Institute of Industry

Appendix B

Official Letters

Ref. No. MHESI 0643.14/ 814

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 July 2023

Subject Request for research tool validation

Dear Assistant Professor Dr.Sarayut Sethakajorn

Attachment Validation sheets

Regarding the thesis entitled "Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill" of Mrs. Huang Hongli, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103121 , Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr.Suriya Phankosol, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/ 815

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 July 2023

Subject Request for research tool validation

Dear Associate Professor Dr.Wei Yanli

Attachment Validation sheets

Regarding the thesis entitled "Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill" of Mrs. Huang Hongli, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103121 , Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr.Suriya Phankosol, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/ 816

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 July 2023

Subject Request for research tool validation

Dear Associate Professor Dr.Liu Chaowen

Attachment Validation sheets

Regarding the thesis entitled "Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill" of Mrs. Huang Hongli, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103121 , Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr.Suriya Phankosol, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

For hardcopy questionnaire
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Ref. No. MHESI 0643.14/ 817

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 July 2023

Subject Request for data collection

Dear President of Gaoxin Primary School
Attachment Questionnaire and interview

Regarding the thesis entitled " Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill " of Mrs. Huang Hongli, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103121 Thailand under the supervision of

Major Advisor : Assistant Professor Dr. Wapee Kong-In
Co-advisor : Associate Professor Dr. Areewan Iamsa-ard
Co-advisor : Associate Professor Dr.Suriya Phankosol

The researcher needs to collect data using questionnaire in terms of factors affecting students' reading comprehension skill from 102 students of section A and section B who enroll in English curriculum for Chinese compulsory schooling of Gaoxin Primary School. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via Gaoxin Park, No. 29, Keyuan Avenue, Nanning City, Guangxi.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. 66 0204737000

For hardcopy questionnaire
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Ref. No. MHESI 0643.14/ 818

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 July 2023

Subject Request for data collection

Dear President of Guiyalu Primary School
Attachment Questionnaire and interview

Regarding the thesis entitled " Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill " of Mrs. Huang Hongli, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103121 Thailand under the supervision of

Major Advisor : Assistant Professor Dr. Wapee Kong-In
Co-advisor : Associate Professor Dr. Areewan Iamsa-ard
Co-advisor : Associate Professor Dr.Suriya Phankosol

The researcher needs to collect data using questionnaire in terms of factors affecting students' reading comprehension skill from 104 students of section C and section D who enroll in English curriculum for Chinese compulsory schooling of Gui Yalu Primary School. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via Gaoxin Park, No. 29, Keyuan Avenue, Nanning City, Guangxi.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

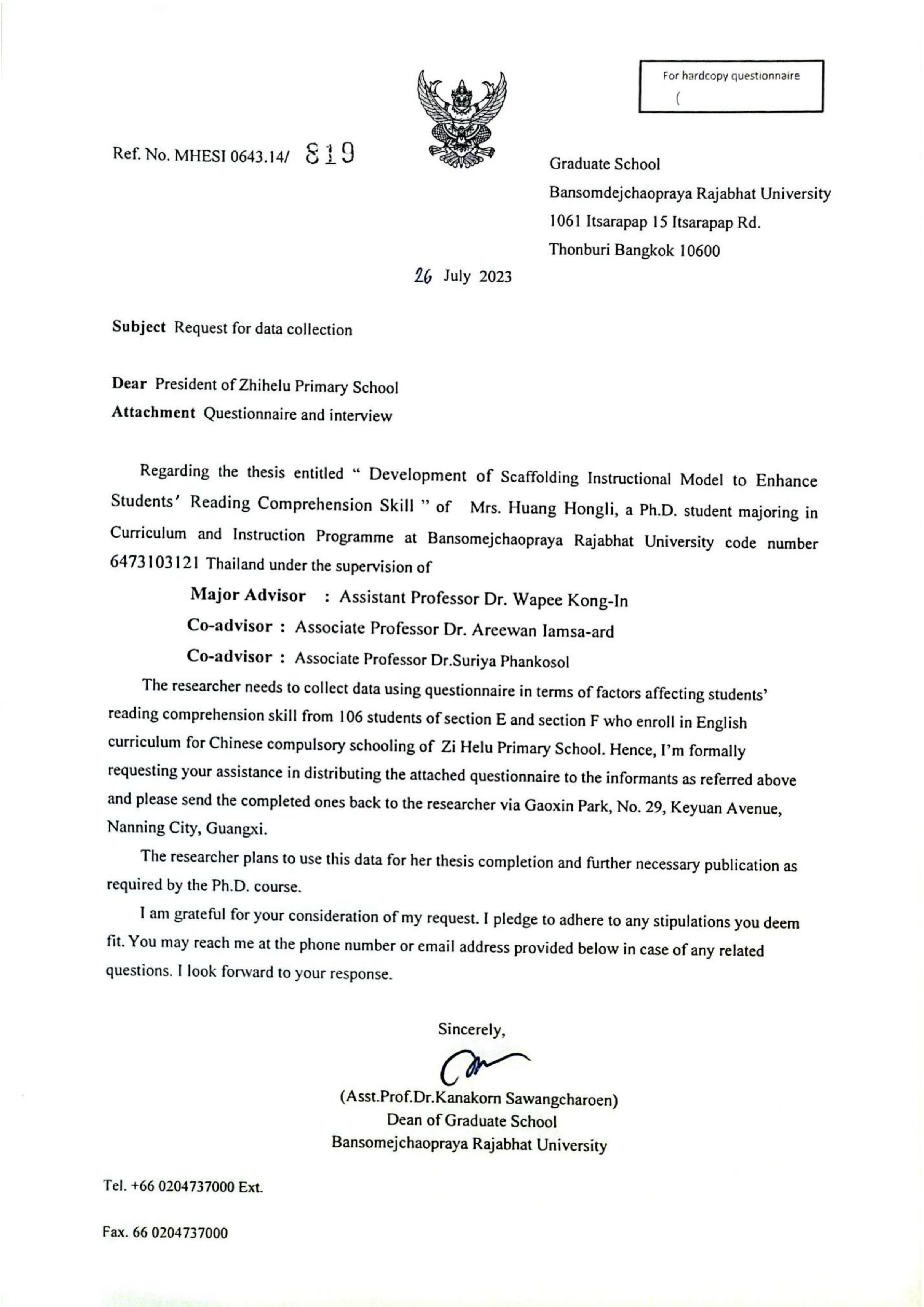
I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. 66 0204737000



For hardcopy questionnaire
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Ref. No. MHESI 0643.14/ 819

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 July 2023

Subject Request for data collection

Dear President of Zhihelu Primary School
Attachment Questionnaire and interview

Regarding the thesis entitled " Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill " of Mrs. Huang Hongli, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103121 Thailand under the supervision of

Major Advisor : Assistant Professor Dr. Wapee Kong-In
Co-advisor : Associate Professor Dr. Areewan Iamsa-ard
Co-advisor : Associate Professor Dr.Suriya Phankosol

The researcher needs to collect data using questionnaire in terms of factors affecting students' reading comprehension skill from 106 students of section E and section F who enroll in English curriculum for Chinese compulsory schooling of Zi Helu Primary School. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via Gaoxin Park, No. 29, Keyuan Avenue, Nanning City, Guangxi.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

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Fax. 66 0204737000

Ref. No. MHESI 0643.14/ 821

Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 July 2023

Subject Request for evaluation of instructional model

Dear Assistant Professor Dr.Wanida Ploysangwal

Attachment Validation sheets

Regarding the thesis entitled "Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill" of Mrs. Huang Hongli, a Ph.D. student majoring in Curriculum and Instruction Programme at BansomejchaoprayaRajabhat University code number 6473103121, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr.Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
BansomejchaoprayaRajabhat University

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Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 823

Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 July 2023

Subject Request for evaluation of instructional model

Dear Professor Dr. Fang Bao

Attachment Validation sheets

Regarding the thesis entitled "Development of Scaffolding Instructional Model to Enhance Students ' Reading Comprehension Skill" of Mrs. Huang Hongli, a Ph.D. student majoring in Curriculum and Instruction Programme at BansomejchaoprayaRajabhat University code number 6473103121, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr.Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
BansomejchaoprayaRajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 824

Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 July 2023

Subject Request for evaluation of instructional model

Dear Associate Professor Dr.Nong Gui

Attachment Validation sheets

Regarding the thesis entitled "Development of Scaffolding Instructional Model to Enhance Students ' Reading Comprehension Skill" of Mrs. Huang Hongli, a Ph.D. student majoring in Curriculum and Instruction Programme at BansomejchaoprayaRajabhat University code number 6473103121, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr.Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
BansomejchaoprayaRajabhat University

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Appendix C
Research Instruments

Questionnaire for students (Objective 1)
Interview for teachers (Objective 1)
Questionnaire for experts (Objective 2)
Lesson Plan (Objective 3)
Pre-Post Testing form (Objective 3)

Questionnaire for Students (Objective 1)

Directions:

These questionnaires are the instruments for collecting data in 1st phase of the research entitled "Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill" conducted by Huang Hongli, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of

1. Assistant Professor Dr.Wapee Kong-In
2. Associate Professor Dr.Areewan Iamsa-ard
3. Associate Professor Dr.Suriya Phankosol co-advisor.

This questionnaire is divided into 3 sections i.e.

Section 1 Common data of the respondent

Section 2 Information on factors affect Reading Comprehension Skill of Grade 5 students in Gaoxin Primary School.

The questionnaire type is the closed-ended questions that can only be answered by selecting from provided number to summated rating scale, 5 scales.

The important issues of the items consist of two groups of the factors: Internal factors (respondents) and External factors (teachers, circumstances, etc.)

Section 3 Further suggestions

Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

Answer the questionnaire:

Section 1 Common data of the respondent

Directions: Please put ☐into the ☐ according to your own personal data.

1. Gender is ☐ Male ☐ Female
2. Students from

☐ Gaoxin Primary School
☐ Guiyalu Primary School
☐ Zhihelu Primary School

3. Age ☐ A. 11 yrs. ☐ B. 12 yrs.

Section 2 Questionnaire on factors affecting the Reading Comprehension Skill of Grade 5 students in Gaoxin Primary School.

Directions: Please rate the following factors affecting the Scaffolding Instructional Model by putting √into the attitude level column based on the criteria given below. Each question can select only one answer.

5 means you STRONGLY agree with the item.
4 means you QUITE agree with the item.
3 means you remain NEUTRAL.
2 means you DO NOT QUITE agree with the item
1 means you DO NOT STRONGLY agree with the item

Questions	Answers				
	5	4	3	2	1
Internal factors (respondents)					
1.Students are interested in English Curriculum.					
2.Students have new ideas based on their responses to learning about Reading Comprehension Skill in English Curriculum.					
3.Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum.					
4.Students believe that materials and learning resources to improve Reading Comprehension Skill in English Curriculum.					
5.Students can develop their sense of accomplishment and pride through different activities in English Curriculum.					
6.Students feel that homework to be the strengths in English Curriculum.					
7.Students feel that English Curriculum is the great significance to personal growth and development in future.					
8.Students feel that the assignments assigned by the teachers and the feedback can help students better apply what they have learned.					
9.Students feel that the evaluation work assigned by teachers and students can help students better apply the knowledge					

Questions	Answers				
	5	4	3	2	1
they have learned.					
10.Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in the English Curriculum.					
External factors (teachers, instructional model, environment)					
11.Teachers use modern teaching methods in English to stimulate students' interest in Reading Comprehension Skill.					
12.The teachers can guide students to realize that the learning of English Curriculum and Reading Comprehension Skill has appositive impact on their future development.					
13.The teachers pay more attention to students' ability to apply Reading Comprehension Skill and its impact in English Curriculum.					
14.The teachers choose appropriate teaching methods according to the characteristics of English Curriculum and the tasks and goals of Reading Comprehension Skill.					
15.The teachers combine the teaching method he teaches objectives, the knowledge and Reading Comprehension Skill in English Curriculum to enhance students' Reading Comprehension Skill.					
16.The teachers can stimulate students' interest and meet the contemporary needs of students, such as the web reading comprehension competition.					
17.The teachers choose suitable materials and emerging network resources.					
18.The textbook fully considers the content and objectives of English Curriculum and Reading Comprehension Skill.					
19.The materials can fully support students' learning in English Curriculum and Reading Comprehension Skill training.					
20.The environments is clean and bright, with desk and chairs, blackboards, podiums, computers, projectors, large screens,					

Questions	Answers				
	5	4	3	2	1
loudspeakers and other multimedia facilities to facilitate the teaching process.					

Section 3 Suggestions for improving the better instruction

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...

....

Thank you for your kind cooperation for completing the questionnaire!

Researcher

Mrs.Huang Hongli

Interview for Teachers (Objective 1)

Directions:

This interview is a part of research entitled "Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill"

Research Objectives:

To examine the factors to enhance Reading Comprehension Skill of Grade 5 students. It is conducted by Huang Hongli , a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of

1. Assistant Professor Dr. Wapee Kong-In
2. Associate Professor Dr. Areewan Iamsa-ard
3. Associate Professor Dr.Suriya Phankosol

The following open questions are the instrument for collecting data in 1st phase of the research, concerning about factors to affect enhancing Reading Comprehension Skill. Please write down your own opinion for each questions. Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

Section 1 These questions are the instrument for collecting data in 1st phase of the reach.

1. Gender is ☐ A. Male ☐ B. Female

2. Teachers from

☐ A. From Gaoxin Primary School

☐ B. From Guiyalu Primary School

☐ C. From Zhihelu Primary School

3. Experience teaching

☐ A. below 3 yrs. ☐ B. 4-6 yrs.

☐ C.7-9 yrs. ☐ D. over 10 yrs.

4. Age

☐ A. below 30 yrs. ☐ C. 30-40 yrs.

☐ B. 41-50 yrs. ☐ D. over 50 yrs.

5. Professional title

☐ A. Professor. ☐ C. Assistant Professor.

☐ B. Associate Professor. ☐ D. Teacher.

Section 2 Interview on factors affecting Reading Comprehension Skill of Grade 5 students in Gaoxin Primary School.

Directions: The type of question is open-ended questions, you can answer according to your actual situation. Your answers will only be used in this research and will not be disclosed individually.

1. Why do you accept or select to teach this subject?(Example, prefer to teach, be expert in the content, be requested, or other reasons.)
2. How do you prepare to teach this subject?(Preparing contents, materials, teaching location)
3. For the first time in your teaching, how do you prepare subject orientation to educate students about the teaching system, measuring, and assessment?
4. Do you always implement teaching according to your teaching plan? Do you think your teaching plan can effectively enhance students' Reading Comprehension Skill? Do you often think about how to improve teaching?
5. How do you give the opportunity for students to participate in the teaching? (Please clarify the methodology.)
6. How many methodologies for students' measurement and assessment, and do you think your measurement and assessment course can reflect students' learning effect and knowledge level?
7.What Learning Tasks do you carry out to improve students' learning enthusiasm?
8.Do you provide the time for students after their regular class? If yes, how do you help students solve their difficulties?
9.Which aspects of your teaching need to be improved, or which aspects do you want the school to support you?
10.What kind of classroom arrangement do you think can help improve students' participation and activity in the "English Curriculum" class?

Comment and recommendation for improving the better instruction.

....
....
....

Thank you for your kind cooperation for completing the questions.

Researcher
Mrs. Huang Hongli

Questionnaire for Experts (Objective 2)

Assessment Form of the Quality of Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill.

Dear assessors,

The present study is conducted by Huang Hongli, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University, Thailand, under the supervision of the following advisors

1. Assistant Professor Dr. Wapee Kong-In
2. Associate Professor Dr. Areewan Iamsa-ard
3. Associate Professor Dr.Suriya Phankosol

The attached open questions are the instrument for collecting data in phase 2 of the research, the objective of which is to confirm instructional.

Please write down your own opinion for each question. Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questions involve 3 parts as follows.

Part 1: Assessor's information

Part 2: Assessment of the quality of instructional model on 5-point rating scale basis in 4 aspects 1) Utility Standard 2) Feasibility Standard 3) Propriety Standard and 4) Accuracy Standard.

Part 3: Suggestion

The researcher certifies that all information obtained from this questionnaire will be used for academic purposes and to generate maximum benefit meeting objectives.

Thank you very much for dedicating your valuable time and providing useful information to this research for the benefit of further research and development.

Ph.D. student Name Huang Hongli
Curriculum and Instruction Program
Bansomdejchaopraya Rajabhat University

Assessment Form IOC for Validity of Instructional Model Questionnaire

Research Title: Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill

Research Objectives 2: To develop Scaffolding Instructional Model to enhance students' Reading Comprehension Skill

Assessor: Professor Dr. Fang Bao
Position: English Program
Workplace: Institute of foreign languages Guangxi University of Chinese Medicine

Directions: Please assess the congruence between components of Scaffolding Instructional Model by putting ✓ in the box according to the following criteria.

+1 = if you think the issues CAN measure the appropriateness of the instructional model
0 = if you are NOT SURE the issues can measure the appropriateness of the instructional model
-1 = if you think the issues CANNOT measure the appropriateness of the instructional model

No.	Questions	Assessment Results			Remarks
		+1	0	-1	
1	**Principle and Rationale:**				
	Utility Standard				
	1. The result of questionnaire from students have the benefit for Principle and Rationale.				
	2. The result of interview from teachers have the benefit for Principle and Rationale.				
	Feasibility Standard				
	3. The result of questionnaire from students have the possibility for Principle and Rationale.				
	4. The result of interview from teachers have the possibility for Principle and Rationale.				
	Propriety Standard				
	5. The result of questionnaire from students have the suitability for Principle and Rationale.				
	6. The result of interview from teachers have the suitability for Principle and Rationale.				
	Accuracy Standard				
	7. The result of questionnaire from students have the accuracy for Principle and Rationale.				
	8. The result of interview from teachers have the accuracy for Principle and Rationale.				
2	**Objectives:**				
	Utility Standard				
	9. The objectives have benefit for students.				
	Feasibility Standard				
	10. The objectives have possibility for students.				
	Propriety Standard				
	11. The objectives have suitability for students.				
	Accuracy Standard				
	12. The objectives have accuracy for students.				

No.	Questions	Assessment Results			Remarks
		+1	0	-1	
3	Contents:				
	Utility Standard				
	13. The contents have benefit for students.				
	Feasibility Standard				
	14. The contents have possibility for students.				
	Propriety Standard				
	15. The contents have suitability for students.				
	Accuracy Standard				
	16. The contents have accuracy for students.				
4	Methods of teaching & materials: Scaffolding Instructional Model				
	Utility Standard				
	17. The methods of teaching & materials have benefit for students.				
	Feasibility Standard				
	18. The methods of teaching & materials have possibility for students.				
	Propriety Standard				
	19. The methods of teaching & materials have suitability for students.				
	Accuracy Standard				
	20. The methods of teaching & materials have accuracy for students.				
5	Evaluation:				
	Utility Standard				
	21. The evaluation has benefit for students.				
	Feasibility Standard				
	22. The evaluation has possibility for students.				
	Propriety Standard				

No.	**Questions**	**Assessment Results**			**Remarks**
		+1	**0**	**-1**	
	23. The evaluation has suitability for students.				
	Accuracy Standard				
	24. The evaluation has accuracy for students.				

Sign...Assessor

Date ..../......../........

Lesson Plan (Objective 3)
Jingwei fills up the sea

Objectives

Mean the Students can get the information of the text.

Contents:

Jingwei fills up the sea.

Instructional

Scaffolding Instructional Model s

Teaching

The teaching model of scaffolding instructional refers to a teaching model that is carried out in five steps in the classroom. This lesson plan uses Jingwei fills up the sea as the teaching content, aiming to improve students' Reading Comprehension Skill of get basic information from the text.

Step 1 Presenting learning material (o.5 hour)

Testing. Students complete pretests.

Revision.Teacher presents some pictures to guide the students to review the content that had learnt before.

In this lesson, teacher reviews the text "the Trojan Horse" in the same unit of the textbook, and asks: What book does the story come from? After the students answer the correct answer "Epic Homer ", the teacher make a brief introduction to “Epic Homer”.

Presentation. Teacher leads in the title of this chapter and introduce about it.

In this lesson, teacher lead in the literary source of “Jingwei fills in the sea”, “the Classic of Mountains and Seas”, briefly introduced “the classic of Mountains and Seas”, and listed the classic ancient Chinese stories in it.

Homer’s Epic

Homeric epics are the two long epics "Iliad" and "Odyssey" written by the blind Greek poet Homer. Homer's epics occupy an irreplaceable position in the history of western classical literature and are considered to be the greatest ancient epics. Homer's epics not only have important value in literature and art, but also provide many things worth studying for later generations in history, geography, archaeology and folklore.

The Classic of Mountains and Seas

The Classic of Mountains and Seas, also known as Shan Hai Jing, is one of the most important ancient Chinese classics. It is a collection of ancient Chinese myths, legends, and geography. It is believed to have been compiled during the Warring States period (475-221 BC). The Classic of Mountains and Seas is divided into eighteen sections, each of which is divided into subsections. It contains descriptions of various mountains, rivers, and other geographical features, as well as mythical creatures and gods. It also contains descriptions of various plants and animals, as well as the customs and beliefs of the ancient Chinese people. The Classic of Mountains and Seas is an important source of information about ancient Chinese culture and mythology. It has been studied and discussed by scholars for centuries, and is still an important part of Chinese culture today. It is a valuable source of information about the history and culture of ancient China, and is an important part of Chinese literature.Jingwei fills in the sea is from it.

Step 2. Defining learning goal (0.5 hour)

Creating situation to present the learning goal.

In this lesson, teacher creates a situation close to the students' lives and assigned tasks with practical communication significance: Vince, a foreign teacher of the school, is about to return to China and wants to bring a gift to his daughter. students are invited to make a comic book based on the traditional Chinese story "Jingwei Reclaiming the Sea" and give it to the foreign teacher's daughter as a gift. In order to accomplish this task, students must be familiar with the story through reading, and they need to understand how Chinese stories are expressed in English.

Step 3 Constructing map (1.5 hour)

Through reading and skimming, students can quickly obtain key information such as the follow:

Who were they in the story?

When did the story happen?

Where did Nuwa swim?

students arrange the story development events in the chronological order, establish the story development context, and deepen the understanding of the story content as the follow:

Beginning: Nuwa has fun in the sea

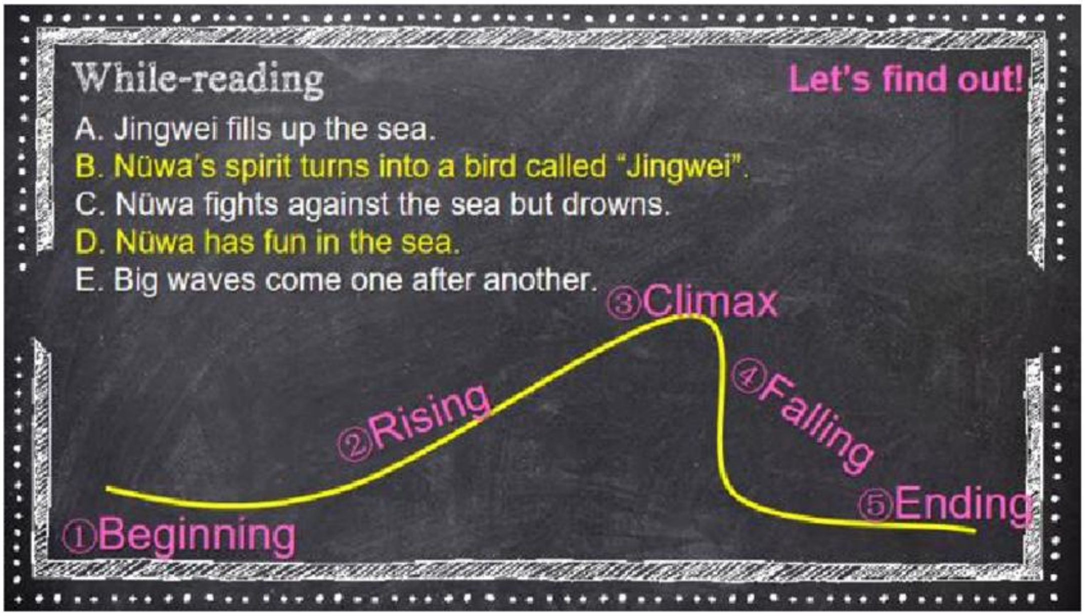
Rising: Big wave come after another

Climax: Nuwa fights against the sea but drowns

Falling: Nuwa’s spirit turn into a bird called “Jingwei”

Ending: Jingwei fill up the sea

Constructing map of the text while students answer the above questions as follow:



While-reading

Let's find out!

A. Jingwei fills up the sea.

B. Nüwa's spirit turns into a bird called "Jingwei".

C. Nüwa fights against the sea but drowns.

D. Nüwa has fun in the sea.

E. Big waves come one after another.

Group work. By answering a series of questions related to the details of the text, students read the details of the story again, and train the use of reading strategies such as guessing words in context to improve reading ability.

Questions for group

What's the relationship between Yan Emperor and Nuwa?

What does Nuwa like doing?

What does the underlined word "violent" mean in paragraph 2?

What does the underlined word "drown " mean in paragraph 2?

What does Jingwei look like?

What ' s Jingwei's habit?

Describing the text with construct map, then scaffolding fade.

Teacher does it

The whole class does it

The group does it

A student does it

Jingwei fills up the sea.

This is a Chinese myth about the fantastic bird Jingwei, People have talked about if for many, many years.

The Yan Emperor has a younger daughter named Nuwa, Nuwa is a lively girl and she loves playing in the sea.One day, Nuwa goes to the Eastern Sea to have some fun. As she goes further away from the shore, the water becomes more and more violent. Big waves come one after another. Nuwa does not know how to deal with it. "Help!" she cries, but no one is there to save her. After a serious fight against the angry sea, the little girl loses all of her strength and drowns.

After Nuwa dies, her spirit tuns into a bird called "Jingwei". Unlike usual birds, Jingwei looks like a crow with a white beak and red feet. It makes the sad sound: "Jingwei" and gets its name from the sound. Jingwei lives in Fajiu Mountain which is full of fruit trees. The little bird has a strange habit. It regularly carries small branches and stones from the Western Mountains to fill up the Eastern Sea. It picks up a stick in its beak. It drops the stick into the sea. On the second day, Jingwei drops a rock into the sea. On the third day, Jingwei finds a gold pebble. It looks like the sun. She drops it into the sea. Day after day, Jingwei drops a pebble, rock, or stick into the sea.

The Eastern sea laughs at Jingwei. "Your pebbles can never fill me up! Not in a million years!" Its waves grow higher. They almost reach Jingwei.

It flies higher. "I will still try!" Jingwei cried. "I will never give up!"

It flew in the sunshine. "I will fill you up, Sea! I will stop you from sinking any more boats!

Jingwei never gives up. It is small. The Eastern sea is big and strong. Still, Jing Wei does not stop. Every day, it makes the long, tiring trip. Every day, it drops a pebble, rock, or stick into the Eastern sea.

On calm days, it smiles at the sun's reflection in the sea.

Why does Jingwei do that? There are many ideas. No one knows the real answer, but everyone praises Jingwei for its strong will to change something as unchangeable as the Eastern Sea.

Step 4 Evaluating (0.5 hour)

Inference. By asking, "Why does Jingwei fill up in the sea?" Guide students to make reasonable guesses and inferences. After the students have thought and discussed, the teacher will reveal the guesses given by the author in the original text.

Evaluation. students will evaluate the Jingwei fill in the sea through group discussions.

Step 5 Innovating the new way to achieve learning goal (1 hour)

Role play. communicate with Jingwei from four different identity perspectives: "Yan Emperor", "sea", "Jingwei friend" and "Jingwei".

Discussion about the thematic meaning of the text.

Teacher ask the questions: Why have people talked about the myth for many, many years and why does everyone praise Jingwei? At this time, the teacher should guide the students to relate to the textual characteristics of the fairy tale, that is, the fairy story is not true, and its creation time background is in ancient China. Readers need to understand its cultural connotation according to its literary creation background. Through the guidance of pictures and questions, students gradually realized that the cultural connotation behind the story of "Jingwei Reclamation" is rooted in the hope and firm will of the Chinese people to explore, challenge and even conquer nature and dominate their own destiny in the face of the strength and uncertainty of nature in ancient times. The teacher leads the students to return to the text and find the evidence supported by the answer in the text. ,... everyone praises Jiingwei for its strong will to change something as unchangeable as the Eastern Sea. ", "Jingwei is more than a bird.It is a spirit." Guide students to dig out and summarize the cultural connotation and national spirit embodied behind this story, that is, the "Jingwei spirit" of strong will and fearless courage in the face of difficulties and challenges.

The teacher played a short video with the theme of "Proud, my country", showing that in the new era, our Chinese nation is still playing the "spirit of Jingwei", in
the face of difficulties, creating great feats such as "Heaven Road", "Three Gorges Project" and "Chang 'e moon exploration". Guide students to further feel the embodiment of the excellent Chinese national spirit expressed in the story in the new era, and strengthen cultural confidence.

Achievement. Innovating the way of homework to achieve learning goal. The teacher divided into two parts for hierarchical requirements, students with different language levels can form pairs and cooperate to complete. Among them, the basic homework is for students with moderate or weak English ability, and through setting real communicative tasks, students can create real communicative needs. The activity of making comic books is more helpful to stimulate their interest, consolidate the understanding of reading materials and the learning of relevant language expressions. The extended assignment has higher requirements for students' language ability and thinking quality. Through such an assignment, students can further cultivate their awareness and ability of cross-cultural communication and exchange, so that they can not only "tell Chinese stories well in English", but also know and understand "why we should tell Chinese stories".

Basic assignment: Make an English poster based on the story of "Jingwei fills up the sea" and give it to the daughter of Vince, a foreign teacher of the school as a gift.

Extension assignment: Write a letter to the foreign teacher Vince, explaining the Chinese national culture contained in the story "Jingwei Reclamation" and the reason for choosing to make this English poster as a gift for his daughter.

Testing. Students complete the post-class test

Evaluation

Before class——For Pretest questions（ Dimension1: Observation ）

The total score of the test is 10 points, and there are 10 multiple-choice questions, each worth 1 point.

After class——For Posttest questions（ Dimension1: Observation ）

The total score of the test is 10 points, and there are 10 choice questions, each worth 1 point.

Pre – Post Test

Dimension 1: Observation

Mean the Students can get the information of the text.

1. What does this Chinese myth about? ()
A. Dog
B. Cat
C. Bird
D. Fish
Correct answer: C

2. How many years do people talk about this story? ()
A. Ten years ago
B. Two years ago
C. Many years ago
D. One year ago
Correct answer: C

3.What does the younger daughter’s name? ()
A. Yan
B. Nuwa
C. Jingwei
D. Lingling

Correct answer: B

4. What does Nuwa look like? ()

A. Naughty

B. Beautiful

C. Lively

D. Lovely

Correct answer: C

5. Where does the lively girl love playing? ()

In The Sea

B. On The Ground

C. At Home

D. Out of the door

Correct answer: A

6. Where does Nuwa go to have fun one day? ()

A. Eastern sea

B. Southern sea

C. Northern sea

D. Western sea

Correct answer: A

7. Where does Nuwa far away from? ()

A. Sea

B. Shore

C. House

D. Mountain

Correct answer: B

8. How do waves become? ()

A. Small

B. Calm

C. Big

D. Clean

Correct answer: C

9. What does Nuwa’s spirit turn into? ()

A. Fish

B. Cat

C. Dog

D. Bird

Correct answer: D

10. What does Jingwei look like? ()

A. Eagle

B. Owl

C. Crow

D. Swallow

Correct answer: C

Material:

English book

Exercise book

PPT

Learning Resources:

Word list and context MP3

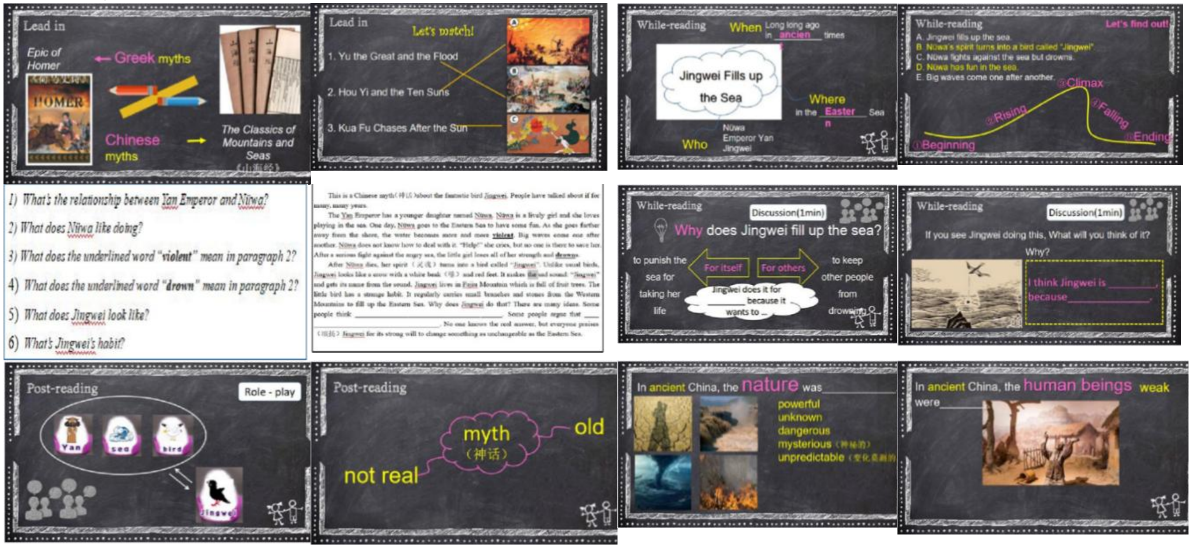
Word list and context video

EasiCare APP

Reading Mini Applet

Relevant academic papers on the Internet.

Lesson pictures (PPT):



Lead in

Epic of Homer ← Greek myths

Chinese myths → The Classics of Mountains and Seas 《山海经》

Lead in

Let's match!

1. Yu the Great and the Flood
2. Hou Yi and the Ten Suns
3. Kua Fu Chases After the Sun

While-reading

Jingwei Fills up the Sea

When: Long long ago in ancient times

Where: in the Eastern Sea

Who: Nüwa, Emperor Yan, Jingwei

While-reading

Let's find out!

A. Jingwei fills up the sea.
B. Nüwa's spirit turns into a bird called "Jingwei".
C. Nüwa fights against the sea but drowns.
D. Nüwa has fun in the sea.
E. Big waves come one after another.

①Beginning ②Rising ③Climax ④Falling ⑤Ending

1) What's the relationship between Yan Emperor and Nüwa?
2) What does Nüwa like doing?
3) What does the underlined word "**violent**" mean in paragraph 2?
4) What does the underlined word "**drown**" mean in paragraph 2?
5) What does Jingwei look like?
6) What's Jingwei's habit?

This is a Chinese myth（神话）about the fantastic bird Jingwei. People have talked about it for many, many years.

The Yan Emperor has a younger daughter named Nüwa. Nüwa is a lively girl and she loves playing in the sea. One day, Nüwa goes to the Eastern Sea to have some fun. As she goes further away from the shore, the water becomes more and more **violent**. Big waves come one after another. Nüwa does not know how to deal with it. "Help!" she cries, but no one is there to save her. After a serious fight against the angry sea, the little girl loses all of her strength and **drowns**.

After Nüwa dies, her spirit（灵魂）turns into a bird called "Jingwei". Unlike usual birds, Jingwei looks like a crow with a white beak（喙）and red feet. It makes the sad sound: "Jingwei" and gets its name from the sound. Jingwei lives in Fajiu Mountain which is full of fruit trees. The little bird has a strange habit. It regularly carries small branches and stones from the Western Mountains to fill up the Eastern Sea. Why does Jingwei do that? There are many ideas. Some people think ______. Some people argue that ______. No one knows the real answer, but everyone praises（赞扬）Jingwei for its strong will to change something as unchangeable as the Eastern Sea.

While-reading

Discussion(1min)

Why does Jingwei fill up the sea?

For itself: to punish the sea for taking her life

For others: to keep other people from drowning

Jingwei does it for ______ because it wants to ...

While-reading

Discussion(1min)

If you see Jingwei doing this, What will you think of it? Why?

I think Jingwei is ______, because ______.

Post-reading

Role - play

Post-reading

myth（神话）— old — not real

In ancient China, the nature was ______

powerful
unknown
dangerous
mysterious（神秘的）
unpredictable（变化莫测的）

In ancient China, the human beings were ______ weak

Clip Video

1. https://www.ximalaya.com/sound/421247113
2.https://www.bilibili.com/video/BV14a411r7tg/?buvid=XY4418040A3118ADF4F0AF4C3B316AB58E396&is_story_h5=false&mid=rFuyd%2FmEIRSN4WHiKuZXeH8FTQ%2FSZMtL1rElX6M3iMo%3D&p=1&plat_id=114&share_from=ugc&share_medium=android&share_plat=android&share_session_id=81868f
3.https://www.bilibili.com/video/BV1Z14y1E78o/?buvid=XY4418040A3118ADF4F0AF4C3B316AB58E396&is_story_h5=false&mid=rFuyd%2FmEIRSN4WHiKuZXeH8FTQ%2FSZMtL1rElX6M3iMo%3D&p=1&plat_id=114&share_from=ugc&share_medium=android&share_plat=android&share_session_id=8ff898
4. https://mp.weixin.qq.com/s/PYRhZRhzBLHG_G56UemycA

Changes around us

Objectives

Dimension 2: Comparison

Mean the Students can compare the similarities and differences between characters, behaviors, things or viewpoints in a text.

Contents

Changes around us.

Instructional

Scaffolding Instructional Model s

Teaching

The teaching model of scaffolding instructional refers to a teaching model that is carried out in five steps in the classroom. This lesson plan uses Changes around us as the teaching content, aiming to improve students' Reading Comprehension Skill of comparing the similarities and differences between characters, behaviors, things or viewpoints in a text.

.Step 1 Presenting learning material (o.5 hour)

Testing. Students complete pretests.

Revision.Teacher presents some pictures to guide the students to review the content that had learnt before.

In this lesson, teacher reviews the text "She learnt English" in the same unit of the textbook, and asks: What does Amy’s grandma learn before? After the students answer the correct answer "English", the teacher makes a brief revision to “She learnt English”.

Presentation. Teacher leads in the title of this chapter and introduce about it.
In this lesson, teacher lead in and briefly introduced the source of Changes, lead in the theme “Changes around us”.

She learnt English
Sam and Amy were home with Lingling. They are talking about Lingling’s grandparents. When Lingling’s grandma was young, she learnt to dance, she was a dancer. And she danced in lots of Chinese cities. She also learnt English. Lingling’s grandpa was a driver. He didn’t learn English, but he is learning English now.
Changes
In recent years,with the rapid development of economy and science, we can feel that some things in our life are increasing. We can enjoy our life better. The roads become wider and wider, the buildings and buildings are more and more. Even the atmosphere and environment around us become perfect, and the city becomes beautiful. We can walk to the park and lake and breathe good civilization And living standards, we can live a happy life.
Step 2. Defining learning goal (0.5 hour)
Creating situation to present the learning goal.
In this lesson, teacher creates a situation close to the students' lives and assigned tasks with practical communication significance: Vince, a foreign teacher of the school, is about to return to China and wants to introduce changes in China to his daughter. students are invited to make a comic book based on the text "Changes around us" and give it to the foreign teacher's daughter as a gift. In order to accomplish this task, students must be familiar with the story through reading, and they need to understand how changes in China are expressed in English.
Step 3 Constructing map （1.5 hour）
Through reading and skimming, students can quickly obtain key information such as the follow:
What’s the TV programme about?
Who were in the story?
What’s the main time line?
students arrange the story development events in the chronological order, establish the story development context, and deepen the understanding of the story content as the follow:

Many years ago:

(1)Environment: There weren’t any buses and cars. Shenzhen was a small fishing village. A fisherman's family always dines on a boat.

(2)The old lady: Didn't have enough food. She cooked on a fire. She worked in the fields. She didn't have a television or a radio.She couldn't read or write.

(3)Li Wei: He was six, he liked going to school.He learnt Maths and Science,and Art and English.

(4) Mr. Li: He was a teacher. He taught Chinese.

Now:

(1)Environment: There are lots of buses and cars. There are Online, E-commerce, Alipay and WeChat, Meituan, Taobao. Shenzhen is a big and modern city. There are lots of people.There are a lot of tunnels.There are many taxis,trains and plants,too.The roads become wider and wider, the buildings and buildings are more and more. Even the atmosphere and environment around us become perfect, and the city becomes beautiful.

(2)The old lady: She lives in a big house. She’s got lots of food, and
watches TV every day.

(3)Li Wei: He si forty. He likes working at school.He teaches English. He teaches Mr. Li.

(4)Mr. Li: He doesn't work.He's learning English.

Constructing map of the text while students answer the above questions.

Group work. By answering a series of questions related to the details of the text, students read the details of the story again, and train the use of reading strategies such as compare the differences of the things in text to improve Reading Comprehension Skill of comparison.

Questions for group

Where does the old lady live?

Who is Li Wei?

Who is Mr. Li?

What is environment difference many years ago and now?

What is the old lady difference many years ago and now?

What is Li Wei difference many years ago and now?

What is Mr.Li difference many years ago and now?

Describing the text with construct map, then scaffolding fade.

Teacher does it

The whole class does it
The group does it
A student does it
Changes around us.
There is a television programme about China. An old lady talked about her life many years ago.It was very different in China many year ago. How was it different ? She didn't have enough food. She cooked on a fire. She worked in the fields. She didn't have a television or a radio.She couldn't read or write.There weren't many buses and cars too. How about now? she lives in a big house. She's got lots of food.
There are lots of buses and cars. She watches TV every day.
She lives in Shenzhen. It's a city in China. But many years ago, Shenzhen was a small fishing village. A fisherman's family always dines on a boat. China started implementing the policy of reform and opening up in 1978. In 1980, Shenzhen established the Special Economic Zone. Now it is a big and modern city. There are lots of people.There are a lot of tunnels.There are many taxis,trains and plants,too.
Li Wei is her son. When he was six, he liked going to school.He learnt Maths and Science,and Art and English too.Li Wei is forty now. He likes working at school.He teaches English.
Mr Li is her husband. He was a teacher. He taught Chinese. Li Wei was in his class. He was a good pupil. He studied very hard.Now Mr Li doesn't work.He's learning English.Li Wei is an English teacher. He's teaching Mr Li.
Great changes have taken place in China. We have more opportunities to go abroad.We can travel online even at home. It became a reality to enjoy the beauty of the world without going out. Through the Internet, we can do more reading and more group work.lt is very helpful for our work and studies. In transportation, besides driving, we can also take high-speed trains. There are many new high ways and flyovers. It s a few hours journey from my hometown to Beijing.
Shopping is a totally different experience. E-commerce is everywhere. Now we usually use Alipay or WeChat for everything, but seldom yet to use cash for anything. Meituan delivery riders in their yellow jackets are highly visible, and make ordering food incredibly easy. Taobao similarly makes buying household items a frictionless task.
This isn't the sleepy backwater of 40 years ago. This is now a country bubbling with life.
Step 4 Evaluating (0.5 hour)

Inference. By asking, "Why does Mr. Li learn English?" Guide students to make reasonable guesses and inferences. After the students have thought and discussed, the teacher will reveal the guesses given by the author in the original text.

Evaluation. students will evaluate Mr. Li doesn’t work, he is learning English now through group discussions.

Step 5 Innovating the new way to achieve learning goal (1 hour)

Role play. Act as the old lady, Li Wei and Mr.Li from two different time perspectives: many years ago and now.

Discussion. Discuss about the thematic meaning of the text.

Achievement. Innovating the way of homework to achieve learning goal. The teacher divided into two parts for hierarchical requirements, students with different language levels can form pairs and cooperate to complete. Among them, the basic homework is for students with moderate or weak English ability, and through setting real communicative tasks, students can create real communicative needs. The activity of making comic books is more helpful to stimulate their interest, consolidate the understanding of reading materials and the learning of relevant language expressions. The extended assignment has higher requirements for students' language ability and thinking quality. Through such an assignment, students can further cultivate their awareness and ability of cross-cultural communication and exchange, so that they can not only "tell Chinese stories well in English", but also know and understand "why we should tell Chinese stories".

Basic assignment: Make an English poster based on the story of "Changes around us" and give it to the daughter of Vince, a foreign teacher of the school as a gift.

Extension assignment: Write a letter to the foreign teacher Vince, explaining the changes in China and the reason for choosing to make this English poster as a gift for his daughter.

Testing.Students complete the post-class test

Evaluation

Before class——For Pretest questions (Dimension1: Observation)

The total score of the test is 10 points, and there are 10 multiple-choice questions, each worth 1 point.

After class——For Posttest questions (Dimension2: Comparison)

The total score of the test is 10 points, and there are 10 choice questions, each worth 1 point.

Pre – Post Test

Dimension 2: Comparison

Mean the Students can Compare the similarities and differences between characters, behaviors, things or viewpoints in a text.

1.In former time and nowadays what is difference according to paragraph 1? ()

A.In nowadays the old lady’s life becomes worse.

B. In nowadays the old lady’s life becomes better.

C. In nowadays the old lady’s life has no changes.

D.It doesn’t mention.

Correct answer: B

2.Compare with old days the traffic today is ____. ()

A. Convenient

B. Inconvenient

C. No changes

D. It doesn’t mention

Correct answer: A

3.Shenzhen now changes ____when compare with the former time. ()

A. Nothing

B. A little

C. A lot

D. It doesn’t mention

Correct answer: C

4.Compare with old days a fisherman's family now live in ____house. ()

A. Big

B. Small

C. New

D. It doesn’t mention

Correct answer: D

5.Compare Li Wei was six, now he is ____. ()

A. Younger

B. Fatter

C. Happier

D. Older

Correct answer: D

6.According to the paragraph, Li Wei's role changes ___ now. ()
A. Nothing
B. A little
C. A lot
D. It doesn't mention
Correct answer: C
7.In former time and nowadays what is difference about Li Wei? ()
A. He liked going to school, but now he likes swimming at school.
B. He liked going to school, but now he likes playing at school.
C. He liked going to school, but now he likes running at school.
D.He liked going to school, but now he likes working at school.
Correct answer: D
8.In former time and nowadays what is difference about Mr. Li? ()
A. He was a teacher, but now he is a student.
B. He was a student, but now he is a teacher.
C. He was a doctor, but now he is a student.
D. He was a student, but now he is a doctor.
Correct answer: A
9.What's the difference about the pattern of payment between the former time and nowadays? ()
A. We sued cashing for everything in former time, now we usually use Alipay and WeChat for everything.
B. We sued cashing for everything in former time, now we usually use Alipay and cash for everything.
C. We sued cashing for everything in former time, now we usually use cash and WeChat for everything.
D. We sued cashing for everything in former time, now we usually use cash and coin for everything.
Correct answer: A
10.What's the difference about the way of travel compare with in former time and nowadays? ()
A. We enjoyed the beauty of the world with going out, but now we can travel on TV at home.

B. We enjoyed the beauty of the world with going out, but now we can travel on radio at home.

C. We enjoyed the beauty of the world with going out, but now we can travel on line at home.

D. We enjoyed the beauty of the world with going out, but now we can travel on books at home.

Correct answer: C

Material:

English book

Exercise book

PPT

Learning Resources:

Word list and context MP3

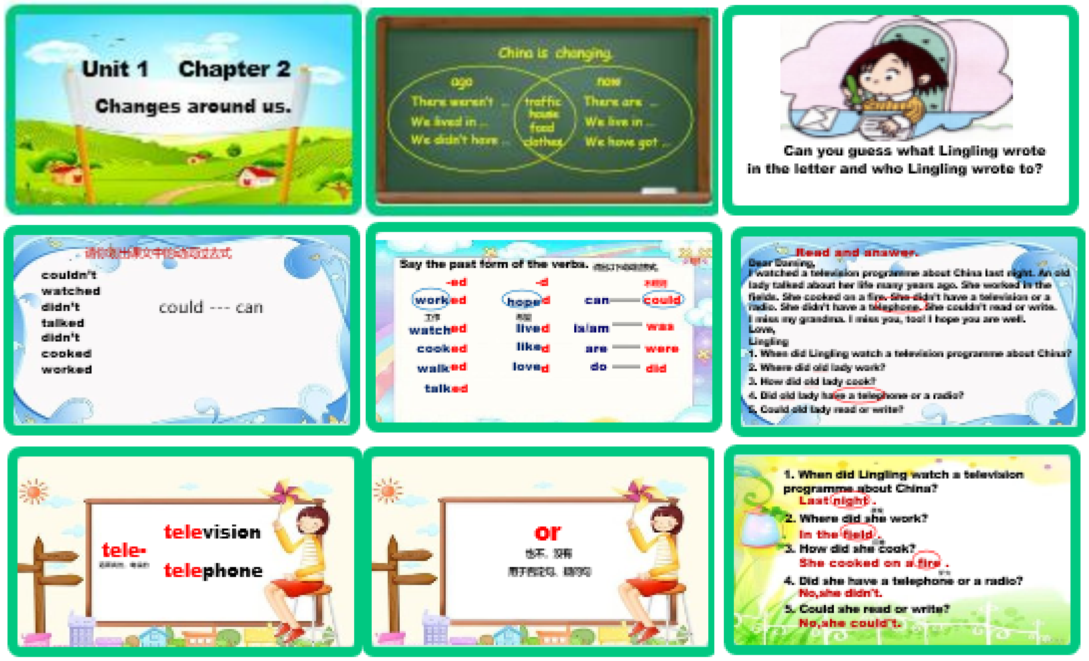
Word list and context video

EasiCare APP

Reading Mini Applet

Relevant academic papers on the Internet.

Lesson pictures (PPT):



Unit 1 Chapter 2

Changes around us.

China is changing

ago

There weren't ...

We lived in ...

We didn't have ...

traffic

house

food

clothes

now

There are ...

We live in ...

We have got ...

Can you guess what Lingling wrote in the letter and who Lingling wrote to?

couldn't

watched

didn't

talked

didn't

cooked

worked

could --- can

Say the past form of the verbs.

-ed	-d	
worked	hoped	can — could
watched	lived	is/am — was
cooked	liked	are — were
walked	loved	do — did
talked		

Read and answer.

Dear Daming,

I watched a television programme about China last night. An old lady talked about her life many years ago. She worked in the fields. She cooked on a fire. She didn't have a television or a radio. She didn't have a telephone. She couldn't read or write.

I miss my grandma. I miss you, too! I hope you are well.

Love,

Lingling

1. When did Lingling watch a television programme about China?
2. Where did old lady work?
3. How did old lady cook?
4. Did old lady have a telephone or a radio?
5. Could old lady read or write?

tele-

television

telephone

or

1. When did Lingling watch a television programme about China?
Last night.
2. Where did she work?
In the field.
3. How did she cook?
She cooked on a fire.
4. Did she have a telephone or a radio?
No, she didn't.
5. Could she read or write?
No, she could't.

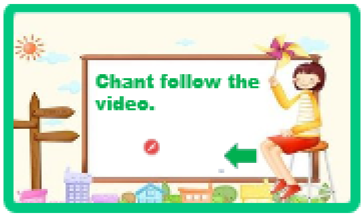
Read the letter follow the video.

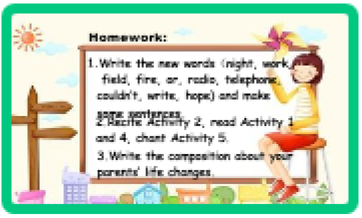
Retell the letter.

talked about
worked in the fields
cooked on a fire
didn't have
couldn't

Game: find good friends

[ei]	[illegible]	[illegible]	[illegible]
rain	walk	farmer	warm
train	talk	art	award
say	sausage	car	war
day	August	star	towards
party	quarter	play	autumn


Chant follow the video.


Homework:

1. Write the new words (night, work, field, fire, or, radio, telephone, couldn't, write, hope) and make some sentences.
2. Recite Activity 2, read Activity 1 and 4, chant Activity 5.
3. Write the composition about your parents' life changes.

★ W... taught ...?

He taught English.

★ What did Jayden do yesterday?

GUESS
Jayden

What did Jayden do yesterday?

Jayden __________ yesterday.

played basketball

listened to music

saw a film

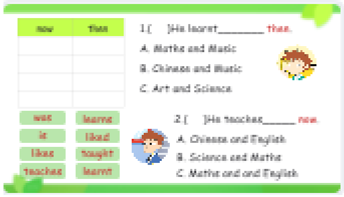
Twenty years ago, what did Jayden do?

studied

hard

Li Wei was six then.
He liked going to school.
He learnt Maths and Science,
And Art and Chinese too.

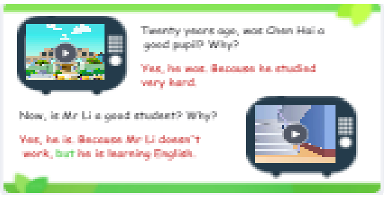
Li Wei is thirty now.
He likes working at school.
He teaches Maths and Science,
and Art and Chinese too.


now	then

was	learns
is	liked
likes	taught
teaches	learnt

1.( ) He learnt________ then.
A. Maths and Music
B. Chinese and Music
C. Art and Science

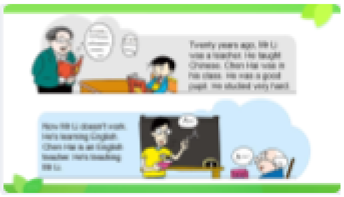
2.( ) He teaches______ now.
A. Chinese and English
B. Science and Maths
C. Maths and and English

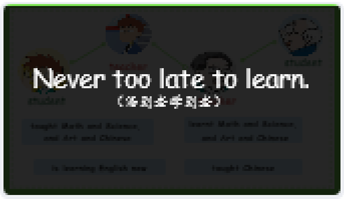

Twenty years ago, was Chen Hai a good pupil? Why?

Yes, he was. Because he studied very hard.

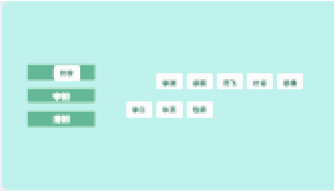
Now, is Mr Li a good student? Why?

Yes, he is. Because Mr Li doesn't work, but he is learning English.



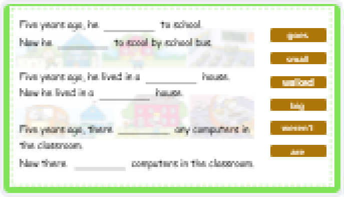

Never too late to learn.
（活到老学到老）

teacher
student
student
teacher
taught Maths and Science, and Art and Chinese
learnt Maths and Science, and Art and Chinese
is learning English now
taught Chinese



A: Five years ago, he walked to school.

B: Now he goes to school by school bus.


Five years ago, he ________ to school.
Now he ________ to scool by school bus.

Five years ago, he lived in a ________ house.
Now he lived in a ________ house.

Five years ago, there ________ any computers in the classroom.
Now there ________ computers in the classroom.

goes

small

walked

big

weren't

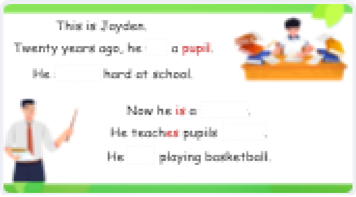
are

A: Five years ago, ...

B: Now ...

house lived

computer weren't


This is Jayden.

Twenty years ago, he ______ a pupil.

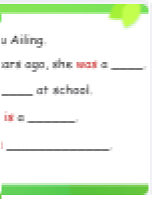
He ______ hard at school.

Now he is a ______.

He teaches pupils ______.

He ______ playing basketball.

Thank you

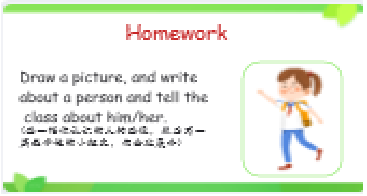

u Ailing.

ars ago, she was a _____.

_____ at school.

is a _______.

_______________.


Homework

Draw a picture, and write about a person and tell the class about him/her.

Clip Video

https://www.bilibili.com/video/BV1sF41137JR/?buvid=XY4418040A3118ADF4F0AF4C3B316AB58E396&from_spmid=united.player-video-detail.relatedvideo.0&is_story_h5=false&mid=rFuyd%2FmEIRSN4WHiKuZXeH8FTQ%2FSZMtL1rElX6M3iMo%3D&p=1&plat_id=114&share_from=ugc&share_medi

https://www.bilibili.com/video/BV1Mg4y1g7ip/?buvid=XY4418040A3118ADF4F0AF4C3B316AB58E396&from_spmid=search.search-result.0.0&is_story_h5=false&mid=rFuyd%2FmEIRSN4WHiKuZXeH8FTQ%2FSZMtL1rElX6M3iMo%3D&p=1&plat_id=114&share_from=ugc&share_medium=android&share_

https://pan.baidu.com/s/1KUgaUgJ6LCUGg2YZGGMtqg

https://pan.baidu.com/s/1CiAGVS-UwEsk1T0ch4iNiw

Chinese Festivals

Objectives

Dimension 2: Summarization

Mean the Students can summarize main content from the text.

Contents

Chinese Festivals.

Instructional

Scaffolding Instructional Model s

Teaching

The teaching model of scaffolding instructional refers to a teaching model that is carried out in five steps in the classroom. This lesson plan uses Chinese Festivals as the teaching content, aiming to improve students' Reading Comprehension Skill of summarizing main content from the text.

Step 1 Presenting learning material (o.5 hour)

Testing. Students complete pretests.

Revision.Teacher presents some pictures to guide the students to review the content that had learnt before.

In this lesson, teacher reviews the text "Thanksgiving is my favourite festival" in the same unit of the textbook, and asks: Why Thanksgiving is Simon’s favourite festival? After the students answer the correct answer, the teacher makes a brief revision to “Thanksgiving is my favourite festival”.

Presentation. Teacher leads in the title of this chapter and introduce about it.

In this lesson, teacher lead in and briefly introduced the source of Chinese Spring Festival.

Thanksgiving is my favourite festival

Simon and Daming are talking about American Festivals. On New Year's Day they sing songs and have parties. Daming wants to know more about American Festivals. So Simon tells him his favourite festival is Thanksgiving Day. On Thanksgiving Day, they always have a special meal. It's a big family dinner. On that day they say "Thank you" for their food, family and friends. After family dinner, they watch a football game on TV.

Chinese Spring Festival

The Spring Festival, the children will get up early, to mom and dad's room, the traditional New Year ceremony. The children of parents said some lucky though, my parents brought out New Year's money, let the children happily. Everybody hope this year to luck, a thriving business.

Step 2. Defining learning goal (0.5 hour)

Creating situation to present the learning goal.

In this lesson, teacher creates a situation close to the students' lives and assigned tasks with practical communication significance: Simon, Daming's cousin lives in the US, is about to come to China. Daming wants to introduce Chinese Festivals to his cousin. students are invited to make a comic book based on the text "Chinese Festivals" and give it to Daming's cousin as a gift. In order to accomplish this task, students must be familiar with the text through reading, and they need to understand how Chinese Festivals are expressed in English.

Step 3 Constructing map （1.5 hour）

Through reading and skimming, students can quickly obtain key information such as the follow:

What's the text about?

How many festivals mention in the text?

Where are these festivals from?

students arrange the text according four festivals in order. Deepen the understanding of the content as the follow:

Zhong Qiu Jie:

(1)Time:

(2)Activities:
(3)Food:
(4)Meanings:
Duanwu Festival:
(1)Time:
(2)Activities:
(3)Food:
(4)Meanings:
The Spring Festival.
(1)Time:
(2)Activities:
(3)Food:
(4)Meanings:
The Lantern Festival:
(1)Time:
(2)Activities:
(3)Food:
(4)Meanings:

Constructing map of the text while students answer the above questions.

Group work. By answering a series of questions related to the details of the text, students read the details of the text again, and train the use of reading strategies such as summarize main content from the text to improve Reading Comprehension Skill of summarization.

Questions for group
What's the main idea of the text?
What's the main idea of the second paragraph?
What's the main idea of the second paragraph?
What's the main idea of the third paragraph?
What's the main idea of the four paragraph?
What's the main idea of the last paragraph?
What's the writer's opinion about the text?

Describing the text with construct map, then scaffolding fade.
Teacher does it
The whole class does it

The group does it

A student does it

Chinese Festivals

There are some important festivals in China.

"Zhong Qiu Jie", which is also known as the Mid-Autumn Festival, is celebrated on the 15th day of the 8th month of the lunar calendar. It is a time for family members and loved ones to congregate and enjoy the full moon - an auspicious symbol of abundance, harmony and luck. Adults will usually indulge in fragrant moon cakes of many varieties with a good cup of piping hot Chinese tea, while the little ones run around with their brightly-lit lanterns. In my family my mother loves this festival. She makes delicious moon cakes. My father likes this festival too. He sings songs about the moon. He sings very well.

Duanwu Festival also known as the Dragon Boat Festival, is a traditional and statutory holiday associated with Chinese and other East Asian and Southeast Asian societies as well. It is a public holiday in China. The festival is also celebrated in countries with significant Chinese populations, such as in Singapore and Malaysia. Equivalent and related festivals outside Chinese-speaking societies include the Kodomo no hi in Japan, and Dano in Korea.The festival occurs on the 5th day of the 5th month of the lunar calendar on which the Chinese calendar is based. This is the source of the alternative name of the Double Fifth. In 2011 this falls on June 6. The focus of the celebrations includes eating the rice dumpling zongzi, drinking realgar wine xionghuangjiu, and racing dragon boats..I love this festival. We all go to see the dragon boat race. We eat zongzi . It's very delicious.

The Spring Festival is also called Chinese Lunar New Year. Being one of the traditional Chinese festivals, it is the grandest and most important festival for Chinese people. It is also the time for whole families to get together, which is similar to Christmas for Westerners.. Our favourite festival is the Spring Festival. It is in January or February. We have a special family dinner. And we eat dumplings.

The Lantern Festival falls on the 15th day of the 1st lunar month. It is the first full moon of the new year, symbolizing unity and perfection.Solving riddles on lanterns has been a popular tradition since the Song Dynasty. People write riddles on paper and stick them to the lanterns and if someone guesses correctly, they can pull the riddle off. The notes often contain messages of good fortune and wishes.My favourite festival is the Lantern

Festival. It’s after the Spring Festival. It is in February or March. People eat yuanxiao, hang lanterns and do dragon dances.

Step 4 Evaluating (0.5 hour)

Inference. By asking, "Why people have these festivals?" Guide students to make reasonable guesses and inferences. After the students have thought and discussed, the teacher will reveal the guesses given by the author in the original text.

Evaluation. students will evaluate the the meaning of these festivals through group discussions.

Step 5 Innovating the new way to achieve learning goal (1 hour)

Role play. Act out the customs from four different festivals: Zhong Qiu Jie, Duanwu Festival, The Spring Festival, The Lantern Festival.

Discussion. Discuss about the thematic meaning of the text.

Achievement. Innovating the way of homework to achieve learning goal. The teacher divided into two parts for hierarchical requirements, students with different language levels can form pairs and cooperate to complete. Among them, the basic homework is for students with moderate or weak English ability, and through setting real communicative tasks, students can create real communicative needs. The activity of making comic books is more helpful to stimulate their interest, consolidate the understanding of reading materials and the learning of relevant language expressions. The extended assignment has higher requirements for students' language ability and thinking quality. Through such an assignment, students can further cultivate their awareness and ability of cross-cultural communication and exchange, so that they can not only "tell Chinese stories well in English", but also know and understand "why we should tell Chinese stories".

Basic assignment: Make an English poster based on the text of "Chinese Festivals" and give it to the cousin of Daming, an American boy as a gift.

Extension assignment: Write a letter to the foreign friend Simon, explaining the Chinese national culture contained in the text "Chinese Festivals" and the reason for choosing to make this English poster as a gift for him.

Testing. Students complete the post-class test

Evaluation

Before class——For Pretest questions (Dimension 3: Summerization)

The total score of the test is 10 points, and there are 10 multiple-choice questions, each worth 1 point.

After class——For Posttest questions (Dimension 3: Summerization)

The total score of the test is 10 points, and there are 10 choice questions, each worth 1 point.

Pre – Post Test

Dimension 3: Summerization

Mean the Students can summarize main content from the text.

1. What's the main idea of the second paragraph? ()
A. It's about the custom of Spring Festival
B. It's about the custom of Lantern Festival
C. It's about the custom of Mid-Autumn Festival
D. It's about the custom of the dragon Boat Festival
Correct answer: C

2.The third paragraph is mainly about _______.()
A. It's about the custom of Spring Festival
B. It's about the custom of Lantern Festival
C. It's about the custom of Mid-Autumn Festival
D. It's about the custom of the dragon Boat Festival
Correct answer: D

3.The key point of the four paragraph is that ______.()
A. It's about the custom of Spring Festival
B. It's about the custom of Lantern Festival
C. It's about the custom of Mid-Autumn Festival
D. It's about the custom of the dragon Boat Festival
Correct answer:A

4.The last paragraph is chiefly concerned with _________.()
A. The custom of Spring Festival
B. The custom of Lantern Festival
C. The custom of Mid-Autumn Festival
D.The custom of the dragon Boat Festival
Correct answer: B

5.What is the topic discussed in this text ? ()
A. It's about the custom of American traditional Festivals
B. It's about the custom of English traditional Festivals
C. It's about the custom of Thailand traditional Festivals

D. It’s about the custom of Chinese traditional Festivals

Correct answer:D

6.Which of the following can best summarize the second paragraph? ()

A. It mainly introduces the time, activities and food of Zhong Qiu Jie.

B. It mainly introduces the place, activities and food of Zhong Qiu Jie.

C. It mainly introduces the time, weather and food of Zhong Qiu Jie.

D. It mainly introduces the time, activities and weather of Zhong Qiu Jie.

Correct answer: A

7.Which of the following can best summarize Paragraph 3? ()

A.It mainly introduces the traditional activities and food of the Duanwu Festival.

B. It mainly introduces the holidays of the Dragon Boat Festival.

C. It mainly introduces the holidays, the origin of the name of the Duanwu Festival, traditional activities and food.

D. It mainly introduces the origin of the name of the Duanwu Festival.

Correct answer: C

8.Which of the following can best summarize the fourth paragraph ? ()

A.It mainly introduces the importance of Lantern Festival and traditional food.

B. It mainly introduces the symbolizing, traditional activity and food of Lantern Festival.

C. It mainly introduces the traditional activities of Lantern Festival..

D. It mainly introduces the traditional stories of Lantern Festival..

Correct answer: B

9.What’s the writer’s main purpose? ()

A. Introduce Chinese traditional food

B. Introduce Chinese traditional clothes

C. Introduce Chinese traditional tea

D. Introduce Chinese traditional festivals

Correct answer: D

10.Which of the following can best summarize the fifth paragraph ? ()

A.It mainly introduces the importance of Spring Festival and traditional food.

B. It mainly introduces the traditional food of Spring Festival.

C. It mainly introduces the traditional activities of Spring Festival.

D. It mainly introduces the traditional stories of Spring Festival.

Correct answer: A

Material:

English book

Exercise book

PPT

Learning Resources:

Word list and context MP3

Word list and context video

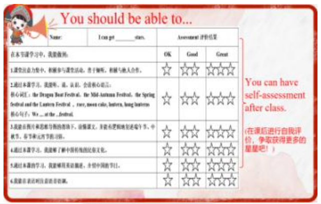
EasiCare APP

Reading Mini Applet

Relevant academic papers on the Internet.

Lesson pictures (PPT):

Module 2 Chinese Festivals.

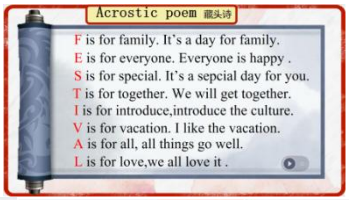

You should be able to...

Name: | I can get _____ stars. | Assessment 评价结果

OK | Good | Great

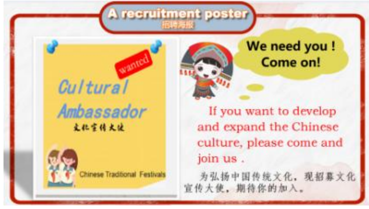
You can have self-assessment after class.

(在课后进行自我评价，争取获得更多的星星吧！)


Acrostic poem 藏头诗

F is for family. It's a day for family.
E is for everyone. Everyone is happy .
S is for special. It's a sepcial day for you.
T is for together. We will get together.
I is for introduce,introduce the culture.
V is for vacation. I like the vacation.
A is for all, all things go well.
L is for love,we all love it .

What Chinese festivals do you know?


A recruitment poster 招聘海报

wanted
Cultural Ambassador
文化宣传大使
Chinese Traditional Festivals

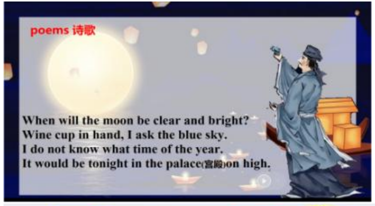
We need you ! Come on!

If you want to develop and expand the Chinese culture, please come and join us .

为弘扬中国传统文化，现招募文化宣传大使，期待你的加入。

Watch and say

What Chinese Festivals are mentioned? 提到


poems 诗歌

When will the moon be clear and bright?
Wine cup in hand, I ask the blue sky.
I do not know what time of the year.
It would be tonight in the palace(宫殿)on high.

Read and underline

When is the Mid-Autumn Festival?

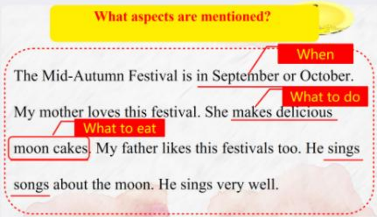
What do people eat at this festival?

What do people do at this festival?

Mid-Autumn Festival

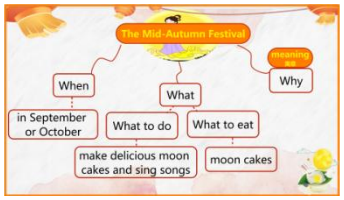
What do you do at the Mid-Autumn Festival?

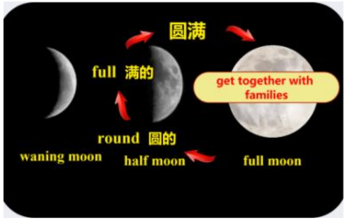
We...

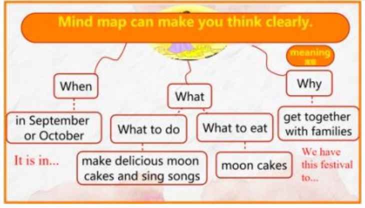

What aspects are mentioned?

When
What to do
What to eat

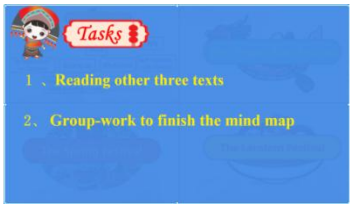
The Mid-Autumn Festival is in September or October. My mother loves this festival. She makes delicious moon cakes. My father likes this festivals too. He sings songs about the moon. He sings very well.


The Mid-Autumn Festival
meaning
When
What
Why
in September or October
What to do
What to eat
make delicious moon cakes and sing songs
moon cakes


圆满
full 满的
get together with families
round 圆的
waning moon
half moon
full moon


Mind map can make you think clearly.

meaning
When
What
Why
in September or October
What to do
What to eat
get together with families
It is in...
make delicious moon cakes and sing songs
moon cakes
We have this festival to...

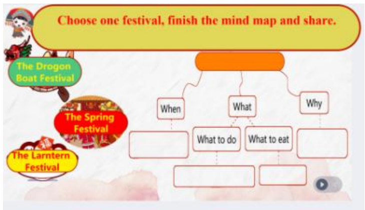

Tasks

1 、Reading other three texts

2、 Group-work to finish the mind map

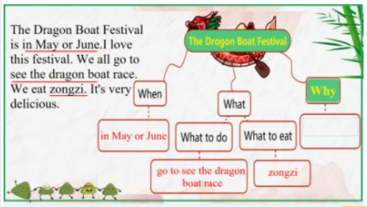
MODULE 2
Unit 2 Chinese Festivals.

Read the rest of text and underline the key words.



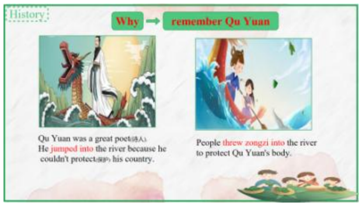
Choose one festival, finish the mind map and share.

The Dragon Boat Festival
The Spring Festival
The Larntern Festival
When
What
Why
What to do
What to eat



The Dragon Boat Festival is in May or June.I love this festival. We all go to see the dragon boat race. We eat zongzi. It's very delicious.

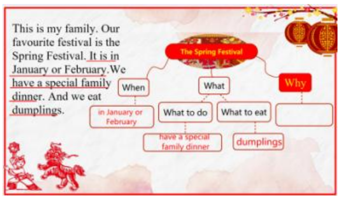
The Drogon Boat Festival
When
What
Why
in May or June
What to do
What to eat
go to see the dragon boat race
zongzi



History
Why
remember Qu Yuan

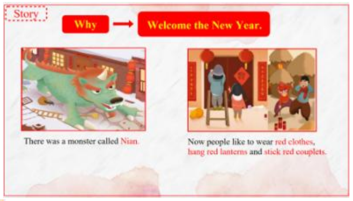
Qu Yuan was a great poet(诗人).
He jumped into the river because he couldn't protect(保护) his country.

People threw zongzi into the river to protect Qu Yuan's body.



This is my family. Our favourite festival is the Spring Festival. It is in January or February.We have a special family dinner. And we eat dumplings.

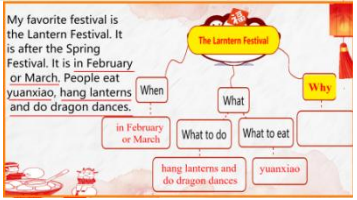
The Spring Festival
When
What
Why
in January or February
What to do
What to eat
have a special family dinner
dumplings



Story
Why
Welcome the New Year.

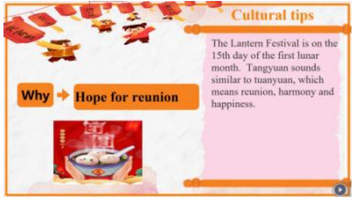
There was a monster called Nian.

Now people like to wear red clothes, hang red lanterns and stick red couplets.



My favorite festival is the Lantern Festival. It is after the Spring Festival. It is in February or March. People eat yuanxiao, hang lanterns and do dragon dances.

The Larntern Festival
When
What
Why
in February or March
What to do
What to eat
hang lanterns and do dragon dances
yuanxiao



Cultural tips

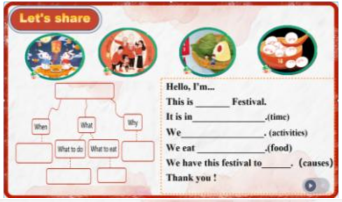
The Lantern Festival is on the 15th day of the first lunar month. Tangyuan sounds similar to tuanyuan, which means reunion, harmony and happiness.

Why
Hope for reunion

The First Cultural Ambassador Selection Competition

Nanning Gaoxin Primary School Znoe

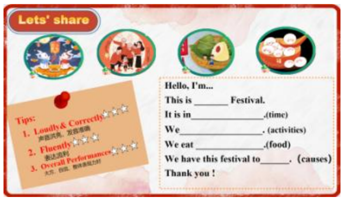
第一届
中华文化 世界传播



Let's share

Hello, I'm...
This is ______ Festival.
It is in______________.(time)
We______________. (activities)
We eat ______________.(food)
We have this festival to______. (causes)
Thank you !

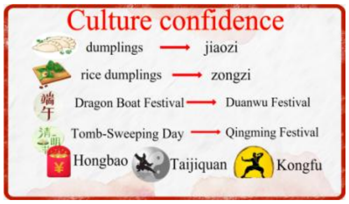
When
What
Why
What to do
What to eat



Lets' share

Tips:
1. Loudly& Correctly☆☆☆ 声音洪亮，发音准确
2. Fluently☆☆☆ 表达流利
3. Overall Performances☆☆☆ 大方、自信、整体表现力好

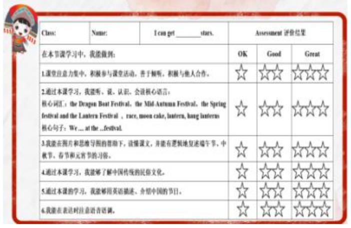
Hello, I'm...
This is ______ Festival.
It is in______________.(time)
We______________. (activities)
We eat ______________.(food)
We have this festival to______. (causes)
Thank you !



Culture confidence

dumplings → jiaozi
rice dumplings → zongzi
Dragon Boat Festival → Duanwu Festival
Tomb-Sweeping Day → Qingming Festival
Hongbao Taijiquan Kongfu

I'm proud of Chinese culture.
I want to share with the world.



Class:	Name:	I can get ______ stars.	Assessment 评价结果		
在本节课学习中，我能做到：			OK	Good	Great
1.课堂注意力集中，积极参与课堂活动，善于倾听，积极与他人合作。			☆	☆☆	☆☆☆
2.通过本课学习，我能听、说、认识、会读核心语言： 核心词汇：the Dragon Boat Festival, the Mid-Autumn Festival, the Spring festival and the Lantern Festival , race, moon cake, lantern, hang lanterns 核心句子：We ... at the ...festival.			☆	☆☆	☆☆☆
3.我能在图片和思维导图的帮助下，读懂课文，并能有逻辑地复述端午节、中秋节、春节和元宵节的习俗。			☆	☆☆	☆☆☆
4.通过本课学习，我能够了解中国传统的民俗文化。			☆	☆☆	☆☆☆
5.通过本课的学习，我能够用英语描述、介绍中国的节日。			☆	☆☆	☆☆☆
6.我能在表达时注意语音语调。			☆	☆☆	☆☆☆

Homework

Try your best to get more badges.

Thank you for your listening!

Clip Video

1.https://www.bilibili.com/video/BV1CK4y1F7Sy/?buvid=XY4418040A3118ADF4F0AF4C3B316AB58E396&from_spmid=search.search-result.0.0&is_story_h5=false&mid=rFuyd%2FmEIRSN4WHiKuZXeH8FTQ%2FSZMtL1rElX6M3iMo%3D&p=1&plat_id=114&share_from=ugc&share_medium=android&share_

2.https://www.bilibili.com/read/cv23925214/?jump_opus=1

3.https://www.bilibili.com/video/BV1XV4y1C72G/?buvid=XY4418040A3118ADF4F0AF4C3B316AB58E396&from_spmid=search.search-result.0.0&is_story_h5=false&mid=rFuyd%2FmEIRSN4WHiKuZXeH8FTQ%2FSZMtL1rElX6M3iMo%3D&p=1&plat_id=114&share_from=ugc&share_medium=android&share_

4.https://www.bilibili.com/video/BV1bv4y1t7GQ/?buvid=XY4418040A3118ADF4F0AF4C3B316AB58E396&from_spmid=search.search-result.0.0&is_story_h5=false&mid=rFuyd%2FmEIRSN4WHiKuZXeH8FTQ%2FSZMtL1rElX6M3iMo%3D&p=1&plat_id=114&share_from=ugc&share_medium=android&share_

5.https://panbaidu.com/s/1PBcgFgoq_D8VBlj6t-NnSg

She couldn’t see or hear

Objectives

Dimension 4: Inference

Mean the Students can Summarize main infer the new information from the text.

Contents

She couldn’t see or hear.

Instructional

Scaffolding Instructional Model s

Teaching

The teaching model of scaffolding instructional refers to a teaching model that is carried out in five steps in the classroom. This lesson plan uses She couldn’t see or hear as the teaching content, aiming to improve students' Reading Comprehension Skill of inferring the new information from the text.

Step 1 Presenting learning material (o.5 hour)

Testing. Students complete pretests.

Revision.Teacher presents some pictures to guide the students to review the content that had learnt before.

In this lesson, teacher reviews the text "He spent twenty-one hours in space." in the same unit of the textbook, and asks: Why the boy is proud of his father? After the students answer the correct answer, the teacher makes a brief revision to “He spent twenty-one hours in space.”

Presentation. Teacher leads in the title of this chapter and introduce about it.

In this lesson, teacher lead in and briefly introduced the source of Helen Keller.

He spent twenty-one hours in space.

My father, Yang Liwei, is a taikonaut,and he is very famous.In October 2003, my father flew into space in Shenzhou V.He spent about twenty-one hours in space.He did a lot of work there.He also made a video in space.Then he came back to the earth.My mother and l went to the airport to meet my father. We were very happy. It was a great day! l was very proud of him. Now he still tells me about his space travel. l want to go into space someday too.

The chant of Helen Keller

Helen couldn't see.
But she could read.
Helen couldn't hear.
But she could talk.

Step 2. Defining learning goal (0.5 hour)

Creating situation to present the learning goal.

In this lesson, teacher creates a situation close to the students' lives and assigned tasks with practical communication significance: Make a card about a famous person and talk to the class about him/her. students are invited to make a comic book based on the story "She couldn’t see or hear" . In order to accomplish this task, students must be familiar with the story through reading, and they need to understand how famous person are expressed in English.

Step 3 Constructing map （1.5 hour）

Through reading and skimming, students can quickly obtain key information such as the follow:

What’s the story about?
Who were in the story?
Where was Helen Keller from?

students arrange the story development events in the chronological order, establish the story development context, and deepen the understanding of the story content as the follow:

In 1880: She was born.
19 months: She became ill and had a The highest fever, she survived her illness. but the fever left her blind and deaf. She couldn't see or hear.
7 years old: She had a teacher.
Teaching years pay off: She learnt to communicate with sign language.
Collage time: She graduated with Annes help.
87 years old: She died.

Constructing map of the text while students answer the above questions.

Group work. By answering a series of questions related to the details of the text, students read the details of the story again, and train the use of reading strategies such as Infer the new information from the text to improve Reading Comprehension Skill of comparison.

Questions for group

When was Helen born?

Where was Helen born?

How many people in Helen's family?

Which caused Helen become blind and deaf?

What is Alexander Graham Bell?

Does Helen's parents love her? Why?

Describing the text with construct map, then scaffolding fade.

Teacher does it

The whole class does it

The group does it

A student does it

She couldn't see or hear.

Helen Keller was born in the US in1880. As a new baby, she could see and hear. When she was 19 months old, she became ill and had a The highest fever, she survived her illness. but the fever left her blind and deaf. She couldn't see or hear.

Helen had a teacher. Helen' s parents grew more and more frustrated . A friend of Helen's parents, Alexander Graham Bell , the man who invented the telephone , had an idea . When Helen was about 7 years old , he suggested they hire a young woman to teach Helen. The young woman's name was Anne Sullivan . Helen's parents agreed to give it a try . From that day on , Helen's life changed.

Anne knew that Helen could not see and hear . But she knew that Helen had other senses . She could touch, smell, and taste. Anne began to teach Helen to use the senses to communicate and to learn about the world around her . Anne knew that Helen was very smart . She thought it would only take some time before Helen learned how to communicate.

Teaching Years Pay Off. Anne thought about how she could teach Helen to communicate . She used Helen's sense of touch to teach her. Anne taught Helen sign language. In sign language , people use their fingers to make words and letters . Anne began teaching Helen to spell words with her fingers . Anne would spell words into the palm of Helen' s hand so that she could feel the words being spelled , since she couldn't see them.

Once Helen learned to communicate . a new world opened up to her . She went to college , and Anne went with her . Anne signed into Helen's hand what teachers said during classes . She also made Braille notes for Helen to read . Helen graduated with Annes help.

Helen Keller spent most of her life traveling with Anne Sullivan . She gave many speeches and wrote books about her life. Helen lived to be eighty-seven. She proved to the world that blind and deaf people deserved respect. Helen overcame her disabilities and became an inspiration to people everywhere. She is a role model for blind people, and also for you and me.

Step 4 Evaluating (0.5 hour)

Inference. By asking, "Why people proud of Helen Keller?" Guide students to make reasonable guesses and inferences. After the students have thought and discussed, the teacher will reveal the guesses given by the author in the original text.

Evaluation. students will evaluate Helen Keller through group discussions.

Step 5 Innovating the new way to achieve learning goal (1 hour)

Role play. Act out the story of Helen Keller.

Discussion. Discuss about the thematic meaning of the text.

Achievement. Innovating the way of homework to achieve learning goal. The teacher divided into two parts for hierarchical requirements, students with different language levels can form pairs and cooperate to complete. Among them, the basic homework is for students with moderate or weak English ability, and through setting real communicative tasks, students can create real communicative needs. The activity of making comic books is more helpful to stimulate their interest, consolidate the understanding of reading materials and the learning of relevant language expressions. The extended assignment has higher requirements for students' language ability and thinking quality. Through such an assignment, students can further cultivate their awareness and ability of cross-cultural communication and exchange, so that they can not only "tell stories well in English", but also know and understand "why we should tell stories".

Basic assignment: Make a card about a famous person and talk about him or her to the class based on the story of "She couldn’t see or hear" .

Extension assignment: Write a article about a famous person and share to the class.

Testing. Students complete the post-class test

Evaluation

Before class——For Pretest questions (Dimension 4: Inference)

The total score of the test is 10 points, and there are 10 multiple-choice questions, each worth 1 point.

After class——For Posttest questions (Dimension 4: Inference)

The total score of the test is 10 points, and there are 10 choice questions, each worth 1 point.

Pre – Post Test

Dimension 4: Inference

Mean the Students can Infer the new information from the text.

1.What can be inferred from the text? ()

A. Helen Keller was blind and deaf when she was born.

B. She became blind and deaf in 1882.

C. She became blind and deaf in 1880.

D.She first became blind and then deaf.

Correct answer: B

2.Which of the following statements is not true can be inferred from the text? ()

A. Helen became blind and deaf because she suffered from a high fever.

B. Helen became blind before she could see anything.

C.Helen became deaf before she realized how important it was to be able to hear and speak.

D.Helen too, wanted to make contact with others with speech.

Correct answer: B

3.When did Helen have a teacher can be inferred from the second paragraph? ()

A. In 1880

B. In 1886

C. In 1887

D. In 1888

Correct answer: C

4.We can infer from the first paragraph that Helen Keller was an ________people. ()

A. English

B. Australian

C. Chinese
D. American
Correct answer: D
5.It can indicate that Helen Keller is a ________ person. ()
A. Honest
B. Beautiful
C. Hard-working
D. Kind
Correct answer: C
6.What does the underline word “frustrated” in paragraph 2 refers to? ()
A. Happy
B. Defeated.
C. Excited
D. Angry
Correct answer: B
7.It can infer that Helen was died____. ()
A. In 1965
B. In 1966
C. In 1967
D. In 1968
Correct answer: C
8.It can indicate that Anne Sullivan is a _______ person. ()
A. Honest
B. Beautiful
C. Lovely
D. Kindness
Correct answer:D
9.What can be inferred from the text? ()
A. Helen was finally successful mainly because of her parents' help
B. Helen was finally successful mainly because of Anne taught her
C. Helen was finally successful mainly because of the help she got when she went to collage
D. Helen was finally successful mainly because of her hard work, cleverness as well as Sullivan's great continuous efforts

Correct answer:D

10.We can infer that Helen Keller finally became ________.()

A. An able student

B. A writer

C.The greatest woman in modern times

D. A student who took a university degree in English literature

Correct answer: C

material:

English book

Exercise book

PPT

Learning Resources

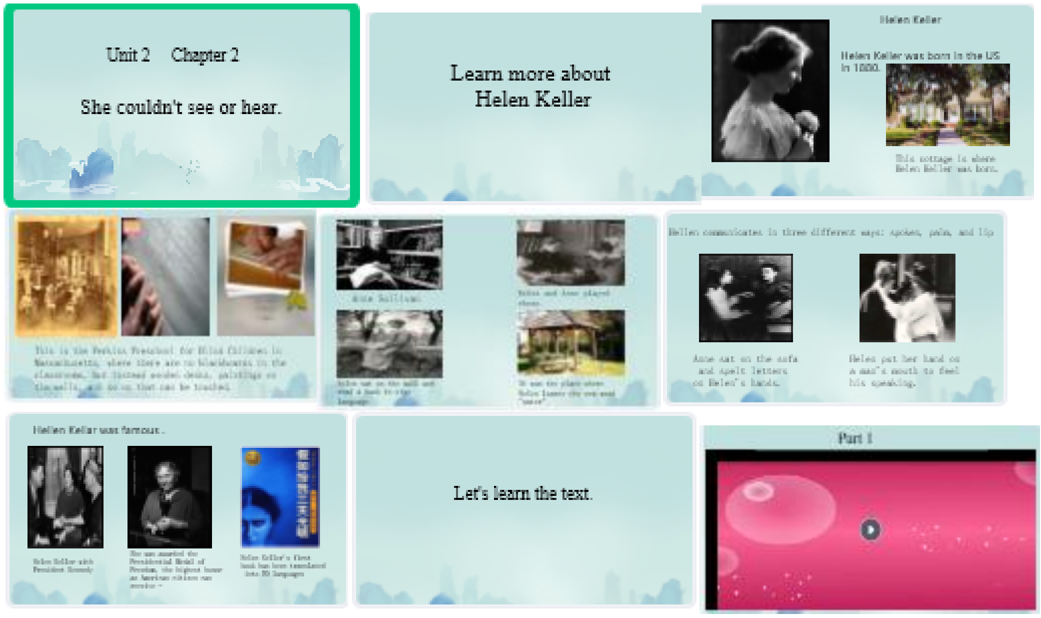
Word list and context MP3

Word list and context video

EasiCare APP

Reading Mini Applet

English Curriculum PPT pictures



Unit 2 Chapter 2

She couldn't see or hear.

Learn more about Helen Keller

Helen Keller

Helen Keller was born in the US in 1880.

This cottage is where Helen Keller was born.

This is the Perkins Preschool for Blind Children in Massachusetts, where there are no blackboards in the classrooms, but instead wooden desks, paintings on the walls, and so on that can be touched.

Anne Sullivan

Helen communicates in three different ways: spoken, palm, and lip

Anne sat on the sofa and spelt letters on Helen's hands.

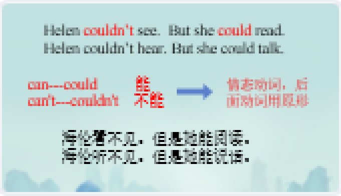
Helen put her hand on a man's mouth to feel his speaking.

Hellen Kellar was famous..

Helen Keller with President Kennedy

Let's learn the text.

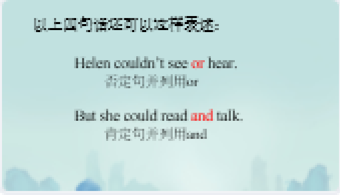
Part 1



Helen couldn't see. But she could read.
Helen couldn't hear. But she could talk.

can---could 能
can't---couldn't 不能 → 情态动词，后面动词用原形

海伦看不见，但是她能阅读。
海伦听不见，但是她能说话。

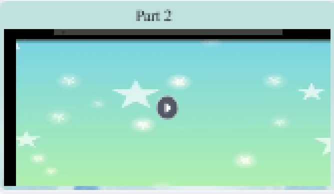


以上四句话还可以这样表述：

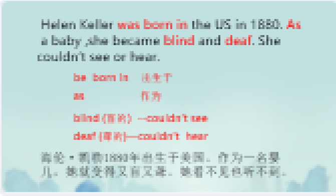
Helen couldn't see or hear.
否定句并列用or

But she could read and talk.
肯定句并列用and

So they couldn't see . But they could play table tennis



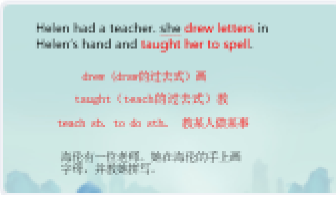
Part 2



Helen Keller was born in the US in 1880. As a baby ,she became blind and deaf. She couldn't see or hear.

be born in 出生于
as 作为
blind (盲的) —couldn't see
deaf (聋的)—couldn't hear

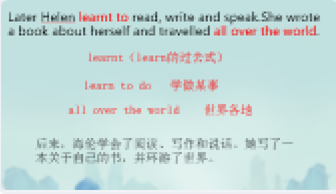
海伦·凯勒1880年出生于美国。作为一名婴儿，她就变得又盲又聋。她看不见也听不到。



Helen had a teacher. she drew letters in Helen's hand and taught her to spell.

drew（draw的过去式）画
taught（teach的过去式）教
teach sb. to do sth. 教某人做某事

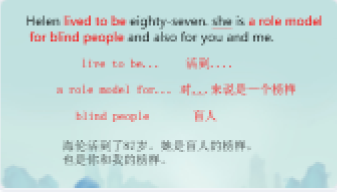
海伦有一位老师。她在海伦的手上画字母，并教她拼写。



Later Helen learnt to read, write and speak.She wrote a book about herself and travelled all over the world.

learnt（learn的过去式）
learn to do 学做某事
all over the world 世界各地

后来，海伦学会了阅读，写作和说话。她写了一本关于自己的书，并环游了世界。



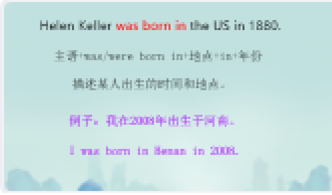
Helen lived to be eighty-seven. she is a role model for blind people and also for you and me.

live to be... 活到....
a role model for... 对...来说是一个榜样
blind people 盲人

海伦活到了87岁。她是盲人的榜样。也是你和我的榜样。

Next

Learn some important sentences



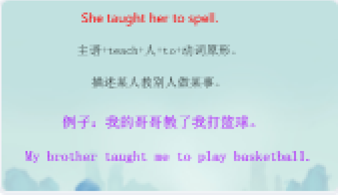
Helen Keller was born in the US in 1880.

主语+was/were born in+地点+in+年份

描述某人出生的时间和地点。

例子：我在2008年出生于河南。

I was born in Henan in 2008.



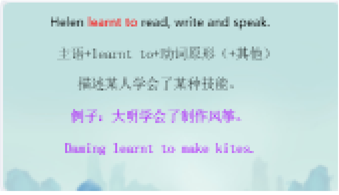
She taught her to spell.

主语+teach+人+to+动词原形。

描述某人教别人做某事。

例子：我的哥哥教了我打篮球。

My brother taught me to play basketball.



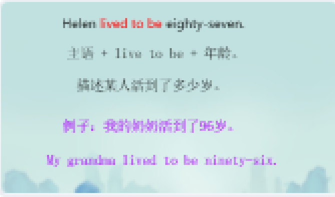
Helen learnt to read, write and speak.

主语+learnt to+动词原形（+其他）

描述某人学会了某种技能。

例子：大明学会了制作风筝。

Daming learnt to make kites.



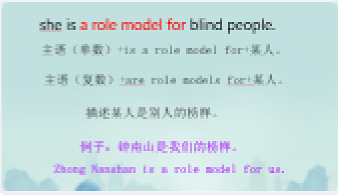
Helen lived to be eighty-seven.

主语 + live to be + 年龄。

描述某人活到了多少岁。

例子：我的奶奶活到了96岁。

My grandma lived to be ninety-six.



she is a role model for blind people.

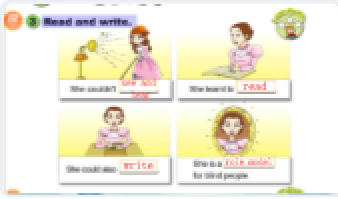
主语（单数）+is a role model for+某人。

主语（复数）+are role models for+某人。

描述某人是别人的榜样。

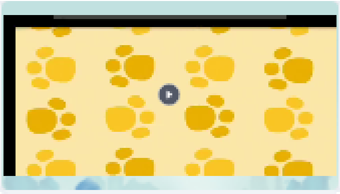
例子：钟南山是我们的榜样。

Zhong Nanshan is a role model for us.

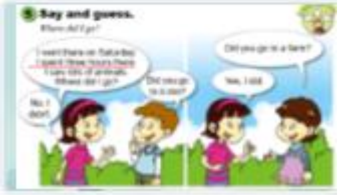


3 Read and write.

She couldn't see and hear
She learnt to read
She could also write
She is a role model for blind people



LOOK UP AT THE SPACESHIP



5 Say and guess.

Where did I go?
I went there on Saturday. I spent three hours there. I saw lots of animals. Where did I go?
Did you go to a farm?
Did you go to a zoo?
Yes, I did.
No, I didn't.

6 Do and say.

Clip Video

https://www.bilibili.com/video/BV1yp411d7Zs/?buvid=XY4418040A3118ADF4F0AF4C3B316AB58E396&from_spmid=search.search-result.0.0&is_story_h5=false&mid=rFuyd%2FmEIRSN4WHiKuZXeH8FTQ%2FSZMtL1rElX6M3iMo%3D&p=1&plat_id=114&share_from=ugc&share_medium=android&share_

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Pre-Post Testing for Form (Objective 3)

Title: Development of Scaffolding Instructional Model to Enhance Students' Reading Comprehension Skill

Pre - Post Testing

Dimension 1: Observation (The Students can get the information of the text).

1. What does this Chinese myth about? ()
A. Dog
B. Cat
C. Bird
D. Fish
Correct answer: C

2. How many years do people talk about this story? ()
A. Ten years ago
B. Two years ago
C. Many years ago
D. One year ago
Correct answer: C

3.What does the younger daughter's name? ()
A. Yan
B. Nuwa
C. Jingwei
D. Lingling
Correct answer: B

4. What does Nuwa look like? ()
A. Naughty
B. Beautiful
C. Lively
D. Lovely
Correct answer: C

5. Where does the lively girl love playing? ()
A.In The Sea
B. On The Ground
C. At Home
D. Out of the door

Correct answer: A

6. Where does Nuwa go to have fun one day? ()

A. Eastern sea

B. Southern sea

C. Northern sea

D. Western sea

Correct answer: A

7. Where does Nuwa far away from? ()

A. Sea

B. Shore

C. House

D. Mountain

Correct answer: B

8. How do waves become? ()

A. Small

B. Calm

C. Big

D. Clean

Correct answer: C

9. What does Nuwa’s spirit turn into? ()

A. Fish

B. Cat

C. Dog

D. Bird

Correct answer: D

10. What does Jingwei look like? ()

A. Eagle

B. Owl

C. Crow

D. Swallow

Correct answer: C

Unit 1 Chapter 1

Jingwei fills up the sea.

This is a Chinese myth about the fantastic bird Jingwei, People have talked about if for many, many years.

The Yan Emperor has a younger daughter named Nuwa, Nuwa is a lively girl and she loves playing in the sea.One day, Nuwa goes to the Eastern Sea to have some fun. As she goes further away from the shore, the water becomes more and more violent. Big waves come one after another. Nuwa does not know how to deal with it. "Help!" she cries, but no one is there to save her. After a serious fight against the angry sea, the little girl loses all of her strength and drowns.

After Nuwa dies, her spirit tuns into a bird called "Jingwei". Unlike usual birds, Jingwei looks like a crow with a white beak and red feet. It makes the sad sound: “Jingwei” and gets its name from the sound. Jingwei lives in Fajiu Mountain which is full of fruit trees. The little bird has a strange habit. It regularly carries small branches and stones from the Western Mountains to fill up the Eastern Sea. It picks up a stick in its beak. It drops the stick into the sea. On the second day, Jingwei drops a rock into the sea. On the third day, Jingwei finds a gold pebble. It looks like the sun. She drops it into the sea. Day after day, Jingwei drops a pebble, rock, or stick into the sea.

The Eastern sea laughs at Jingwei. “Your pebbles can never fill me up! Not in a million years!” Its waves grow higher. They almost reach Jingwei.

It flies higher. “I will still try!” Jingwei cried. “I will never give up!”

It flew in the sunshine. “I will fill you up, Sea! I will stop you from sinking any more boats!

Jingwei never gives up. It is small. The Eastern sea is big and strong. Still, Jing Wei does not stop. Every day, it makes the long, tiring trip. Every day, it drops a pebble, rock, or stick into the Eastern sea.

On calm days, it smiles at the sun's reflection in the sea.

Why does Jingwei do that? There are many ideas. No one knows the real answer, but everyone praises Jingwei for its strong will to change something as unchangeable as the Eastern Sea.

Pre - Post Testing

Dimension 2: Comparision (The Students can compare the similarities and differences between characters, behaviors, things or viewpoints in a text.)

1. In former time and nowadays what is difference according to paragraph1 ?()
A.In nowadays the old lady’s life becomes worse.
B. In nowadays the old lady’s life becomes better.
C. In nowadays the old lady’s life has no changes.
D.It doesn’t mention.
Correct answer: B

2. Compare with old days the traffic today is. ()
A. Convenient
B. Inconvenient
C. No changes
D. It doesn’t mention
Correct answer: A

3.when compare with the former time Shenzhen now changes. ()
A. Nothing
B. A little
C. A lot
D. It doesn’t mention
Correct answer: C

4.Compare with old days a fisherman's family now live in house. ()
A. Big
B. Small
C. New
D. It doesn’t mention
Correct answer: D

5.Compare Li Wei was six, now he is. ()
A. Younger
B. Fatter
C. Happier
D. Older
Correct answer: D

6.According to the paragraph, Li Wei’s role changes now. ()

A. Nothing
B. A little
C. A lot
D. It doesn’t mention
Correct answer: C
7.time and nowadays what is difference about Li Wei In former? ()
A. He liked going to school, but now he likes swimming at school.
B. He liked going to school, but now he likes playing at school.
C. He liked going to school, but now he likes running at school.
D.liked going to school He, but now he likes working at school.
Correct answer: D
8.In former time and nowadays what is difference about Mr. Li? ()
A. He was a teacher, but now he is a student.
B. He was a student, but now he is a teacher.
C. ,He was a doctorbut now he is a student.
D. He was a student, but now he is a doctor.
Correct answer: A
9.What’s the difference about the pattern of payment between the former time and nowadays? ()
A. We sued cashing for everything in former time, Alipay and WeChat now we usually use for everything.
B. We sued cashing for everything in former time, now we usually use Alipay and cash for everything.
C. ,We sued cashing for everything in former timenow we usually use cash and WeChat for everything .
D. hing for everything in former timeWe sued cas, now we usually use cash and coin for everything.
Correct answer: A
10.What’s the difference about the way of travel compare with in former time and nowadays? ()
A. We enjoyed the beauty of the world with going out, t now we can travel on TV at bu home.
B. We enjoyed the beauty of the world with going out, but now we can travel on radio at home.

C. We enjoyed the beauty of the world with going out, but now we can travel on line at home.
D. rld with going outWe enjoyed the beauty of the wo, but now we can travel on books at home.
Correct answer: C

Unit 1 Chapter 2

Changes around us.
There is a television programme about China. An old lady talked about her life many years ago.It was very different in China many year ago. How was it different？She didn't have enough food. She cooked on a fire. She worked in the fields. She didn't have a television or a radio.She couldn't read or write.There weren't many buses and cars too. How about now? she lives in a big house. She’s got lots of food.
There are lots of buses and cars. She watches TV every day.
She lives in Shenzhen. It’s a city in China. But many years ago, Shenzhen was a small fishing village. A fisherman's family always dines on a boat. China started implementing the policy of reform and opening up in 1978. In 1980, Shenzhen established the Special Economic Zone. Now it is a big and modern city. There are lots of people.There are a lot of tunnels.There are many taxis,trains and plants,too.
Li Wei is her son. When he was six, he liked going to school.He learnt Maths and Science,and Art and English too.Li Wei is forty now. He likes working at school.He teaches English.
Mr Li is her husband. He was a teacher. He taught Chinese. Li Wei was in his class. He was a good pupil. He studied very hard.Now Mr Li doesn't work.He's learning English.Li Wei is an English teacher. He's teaching Mr Li.
Great changes have taken place in China. We have more opportunities to go abroad.We can travel online even at home. It became a reality to enjoy the beauty of the world without going out. Through the Internet, we can do more reading and more group work.It is very helpful for our work and studies. In transportation, besides driving, we can also take high-speed trains. There are many new high ways and flyovers. It s a few hours journey from my hometown to Beijing.
Shopping is a totally different experience. E-commerce is everywhere. Now we usually use Alipay or WeChat for everything, but seldom yet to use cash for anything. Meituan

delivery riders in their yellow jackets are highly visible, and make ordering food incredibly easy. Taobao similarly makes buying household items a frictionless task. This isn't the sleepy backwater of 40 years ago. This is now a country bubbling with life.

Pre - Post Testing

Dimension 3: Summarization (The Students can summarize main content from the text).

1. What's the main idea of the second paragraph? ()
A. It's about the custom of Spring Festival
B. It's about the custom of Lantern Festival
C. It's about the custom of Mid-Autumn Festival
D. It's about the custom of the dragon Boat Festival
Correct answer: C

2.The third paragraph is mainly about ______.()
A. It's about the custom of Spring Festival
B. It's about the custom of Lantern Festival
C. It's about the custom of Mid-Autumn Festival
D. It's about the custom of the dragon Boat Festival
Correct answer: D

3.The key point of the four paragraph is that _____.()
A. It's about the custom of Spring Festival
B. It's about the custom of Lantern Festival
C. It's about the custom of Mid-Autumn Festival
D. It's about the custom of the dragon Boat Festival
Correct answer:A

4.The last paragraph is chiefly concerned with ________.()
A. The custom of Spring Festival
B. The custom of Lantern Festival
C. The custom of Mid-Autumn Festival
D.The custom of the dragon Boat Festival
Correct answer: B

5.What is the topic discussed in this text ? ()
A. It's about the custom of American traditional Festivals
B. It's about the custom of English traditional Festivals
C. It's about the custom of Thailand traditional Festivals

D. It’s about the custom of Chinese traditional Festivals

Correct answer:D

6.Which of the following can best summarize the second paragraph? ()

A. It mainly introduces the time, activities and food of Zhong Qiu Jie.

B. It mainly introduces the place, activities and food of Zhong Qiu Jie.

C. It mainly introduces the time, weather and food of Zhong Qiu Jie.

D. It mainly introduces the time, activities and weather of Zhong Qiu Jie.

Correct answer: A

7.Which of the following can best summarize Paragraph 3? ()

A.It mainly introduces the traditional activities and food of the Duanwu Festival.

B. It mainly introduces the holidays of the Dragon Boat Festival.

C. It mainly introduces the holidays, the origin of the name of the Duanwu Festival, traditional activities and food.

D. It mainly introduces the origin of the name of the Duanwu Festival.

Correct answer: C

8.Which of the following can best summarize the fourth paragraph ? ()

A.It mainly introduces the importance of Lantern Festival and traditional food.

B. It mainly introduces the symbolizing, traditional activity and food of Lantern Festival.

C. It mainly introduces the traditional activities of Lantern Festival..

D. It mainly introduces the traditional stories of Lantern Festival..

Correct answer: B

9.What’s the writer’s main purpose? ()

A. Introduce Chinese traditional food

B. Introduce Chinese traditional clothes

C. Introduce Chinese traditional tea

D. Introduce Chinese traditional festivals

Correct answer: D

10.Which of the following can best summarize the fifth paragraph ? ()

A.It mainly introduces the importance of Spring Festival and traditional food.

B. It mainly introduces the traditional food of Spring Festival.

C. It mainly introduces the traditional activities of Spring Festival.

D. It mainly introduces the traditional stories of Spring Festival.

Correct answer: A

Unit 2 Chapter 1

Chinese Festivals.

There are some important festivals in China.

"Zhong Qiu Jie", which is also known as the Mid-Autumn Festival, is celebrated on the 15th day of the 8th month of the lunar calendar. It is a time for family members and loved ones to congregate and enjoy the full moon - an auspicious symbol of abundance, harmony and luck. Adults will usually indulge in fragrant moon cakes of many varieties with a good cup of piping hot Chinese tea, while the little ones run around with their brightly-lit lanterns. In my family my mother loves this festival. She makes delicious moon cakes. My father likes this festival too. He sings songs about the moon. He sings very well.

Duanwu Festival also known as the Dragon Boat Festival, is a traditional and statutory holiday associated with Chinese and other East Asian and Southeast Asian societies as well. It is a public holiday in China. The festival is also celebrated in countries with significant Chinese populations, such as in Singapore and Malaysia. Equivalent and related festivals outside Chinese-speaking societies include the Kodomo no hi in Japan, and Dano in Korea.The festival occurs on the 5th day of the 5th month of the lunar calendar on which the Chinese calendar is based. This is the source of the alternative name of the Double Fifth. In 2011 this falls on June 6. The focus of the celebrations includes eating the rice dumpling zongzi, drinking realgar wine xionghuangjiu, and racing dragon boats..I love this festival. We all go to see the dragon boat race. We eat zongzi . It's very delicious.

The Spring Festival is also called Chinese Lunar New Year. Being one of the traditional Chinese festivals, it is the grandest and most important festival for Chinese people. It is also the time for whole families to get together, which is similar to Christmas for Westerners.. Our favourite festival is the Spring Festival. It is in January or February. We have a special family dinner. And we eat dumplings.

The Lantern Festival falls on the 15th day of the 1st lunar month. It is the first full moon of the new year, symbolizing unity and perfection.Solving riddles on lanterns has been a popular tradition since the Song Dynasty. People write riddles on paper and stick them to the lanterns and if someone guesses correctly, they can pull the riddle off. The notes often contain messages of good fortune and wishes.My favourite festival is the Lantern Festival. It’s after the Spring Festival. It is in February or March. People eat yuanxiao, hang lanterns and do dragon dances.

Pre - Post Testing

Dimension 4: Inference (Infer the new information from the text).

1.What can be inferred from the text? ()

A. Helen Keller was blind and deaf when she was born.

B. She became blind and deaf in 1882.

C. She became blind and deaf in 1880.

D.She first became blind and then deaf.

Correct answer: B

2.Which of the following statements is not true can be inferred from the text? ()

A. Helen became blind and deaf because she suffered from a high fever.

B. Helen became blind before she could see anything.

C.Helen became deaf before she realized how important it was to be able to hear and speak.

D.Helen too, wanted to make contact with others with speech.

Correct answer: B

3.When did Helen have a teacher can be inferred from the second paragraph? ()

A. In 1880

B. In 1886

C. In 1887

D. In 1888

Correct answer: C

4.We can infer from the first paragraph that Helen Keller was an ________people. ()

A. English

B. Australian

C. Chinese

D. American

Correct answer: D

5.It can indicate that Helen Keller is a ________ person. ()

A. Honest

B. Beautiful

C. Hard-working

D. Kind

Correct answer: C

6.What does the underline word “frustrated” in paragraph 2 refers to? ()
A. Happy
B. Defeated.
C. Excited
D. Angry
Correct answer: B
7.It can infer that Helen was died . ()
A. In 1965
B. In 1966
C. In 1967
D. In 1968
Correct answer: C
8.It can indicate that Anne Sullivan is a _______ person. ()
A. Honest
B. Beautiful
C. Lovely
D. Kindness
Correct answer: D
9.What can be inferred from the text? ()
A. Helen was finally successful mainly because of her parents' help
B. Helen was finally successful mainly because of Anne taught her
C. Helen was finally successful mainly because of the help she got when she went to collage
D. Helen was finally successful mainly because of her hard work, cleverness as well as Sullivan's great continuous efforts
Correct answer: D
10.We can infer that Helen Keller finally became ________.()
A. An able student
B. A writer
C.The greatest woman in modern times
D. A student who took a university degree in English literature
Correct answer: C

Unit 2 Chapter 2

She couldn’t see or hear.

Helen Keller was born in the US in1880. As a new baby, she could see and hear. When she was 19 months old, she became ill and had a The highest fever, she survived her illness. but the fever left her blind and deaf. She couldn't see or hear.

Helen had a teacher. Helen' s parents grew more and more frustrated . A friend of Helen's parents, Alexander Graham Bell , the man who invented the telephone , had an idea . When Helen was about 7 years old , he suggested they hire a young woman to teach Helen. The young woman's name was Anne Sullivan . Helen's parents agreed to give it a try . From that day on , Helen's life changed.

Anne knew that Helen could not see and hear . But she knew that Helen had other senses . She could touch , smell , and taste. Anne began to teach Helen to use the senses to communicate and to learn about the world around her . Anne knew that Helen was very smart . She thought it would only take some time before Helen learned how to communicate.

Teaching Years Pay Off. Anne thought about how she could teach Helen to communicate . She used Helen's sense of touch to teach her. Anne taught Helen sign language. In sign language , people use their fingers to make words and letters . Anne began teaching Helen to spell words with her fingers . Anne would spell words into the palm of Helen' s hand so that she could feel the words being spelled , since she couldn't see them.

Once Helen learned to communicate . a new world opened up to her . She went to college , and Anne went with her . Anne signed into Helen's hand what teachers said during classes . She also made Braille notes for Helen to read . Helen graduated with Annes help.

Helen Keller spent most of her life traveling with Anne Sullivan . She gave many speeches and wrote books about her life . Helen lived to be eighty-seven.She proved to the world that blind and deaf people deserved respect .Helen overcame her disabilities and became an inspiration to people everywhere.She is a role model for blind people, and also for you and me.

Appendix D

The Results of the Quality Analysis of Research Instruments

Table Appendix 1: Evaluation Results of IOC for Factor Analysis (For Students)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	Part 1						
	No. 1 Gender A.Male B. Female	+1	+1	+1	3	1.00	Valid
	No. 2 Students from Gaoxin Primary School Guiyalu Primary School C.Zhihelu Primary School	+1	+1	+1	3	1.00	Valid
	No. 3 Age A. 11 yrs. B. 12 yrs.	+1	+1	0	3	1.00	Valid

Table Appendix 1: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Internal factors							
1	.Students are interested in English Curriculum	1+	1+	1+	5	1.00	Valid
2	Students have new ideas based on their responses to learning about Reading Comprehension Skill in English Curriculum.	+1	+1	+1	3	1.00	Valid
3	Students believe that the good technique in teaching to improve Reading Comprehension Skill in English Curriculum.	+1	+1	+1	3	1.00	Valid
4	.Students believe that materials and learning resources to improve Reading Comprehension Skill in English Curriculum.	+1	+1	+1	3	1.00	Valid

Table Appendix 1: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
5	Students can develop their sense of accomplishment and pride through different activities in English Curriculum.	+1	+1	+1	3	1.00	Valid
6	Students feel that homework to be the strengths in English Curriculum.	+1	+1	+1	3	1.00	Valid
7	Students feel that English Curriculum is the great significance to personal growth and development in future.	+1	+1	+1	3	1.00	Valid
8	Students feel that the assignments assigned by the teachers and the feedback can help students better apply what they have learned.	+1	+1	+1	3	1.00	Valid

Table Appendix 1: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
9	Students feel that the evaluation work assigned by teachers and students can help students better apply the knowledge they have learned.	+1	+1	+1	3	1.00	Valid
10	Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in the English Curriculum.	+1	+1	+1	3	1.00	Valid
External factors							
11	Teachers use modern teaching methods in English to stimulate students' interest in Reading Comprehension Skill.	+1	+1	+1	3	1.00	Valid

Table Appendix 1: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
12	The teachers can guide students to realize that the learning of English Curriculum and Reading Comprehension Skill has appositive impact on their future development.	+1	+1	+1	3	1.00	Valid
13	The teachers pay more attention to students' ability to apply Reading Comprehension Skill and its impact in English Curriculum.	+1	+1	+1	3	1.00	Valid
14	The teachers choose appropriate teaching methods according to the characteristics of English Curriculum and the tasks and goals of Reading Comprehension Skill.	+1	+1	+1	3	1.00	Valid

Table Appendix 1: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
15	The teachers combine the teaching method he teaches objectives, the knowledge and Reading Comprehension Skill in English Curriculum to enhance students' Reading Comprehension Skill.	+1	+1	+1	3	1.00	Valid
16	The teachers can stimulate students' interest and meet the contemporary needs of students, such as the web reading comprehension competition.	+1	+1	+1	3	1.00	Valid
17	The teachers choose suitable materials and emerging network resources.	+1	+1	+1	3	1.00	Valid
18	The textbook fully considers the content and objectives of English Curriculum and Reading Comprehension Skill.	+1	+1	+1	3	1.00	Valid

Table Appendix 1: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
19	The materials can fully support students' learning in English Curriculum and Reading Comprehension Skill training.	+1	+1	+1	3	1.00	Valid
20	The environments is clean and bright, with desk and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process.	+1	+1	+1	3	1.00	Valid
Total (In Overview)					60	1.00	Valid

Note: Valid when ≥ 0.60.

Table Appendix 2: Evaluation Results of IOC for Factor Analysis (For Teachers)

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	Part 1						
	No.1 Gender Male B. Female	+1	+1	+1	3	1.00	Valid
	No.2 Teacher from A. Gaoxin Primary School B. Guiyalu Primary School C. Zhihelu Primary School	+1	+1	+1	3	1.00	Valid
	No.3 Teaching experience A.Below 3 yrs. B.4-6 yrs. C.7- 9 yrs. D.Over 10 yrs.	+1	+1	+1	3	1.00	Valid

Table Appendix 2: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	No.4 Age A.below 30 yrs. B. 30-40 yrs. C. 41-50 yrs. D. over 50 yrs.	+1	+1	+1	3	1.00	Valid
	No.5 Professional title A. Professor B. Associate Professor C. Assistant Professor D. Lecturer	+1	+1	+1	3	1.00	Valid

Table Appendix 2: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	Questions						
1	Why do you accept or select to teach this subject?(Example, prefer to teach, be expert in the content, be requested, or other reasons.)	+1	+1	+1	3	1.00	Valid
2	How do you prepare to teach this subject? (Preparing contents, materials, teaching location)	+1	+1	+1	3	1.00	Valid
3	For the first time in your teaching, how do you prepare subject orientation to educate students about the teaching system, measuring, and assessment?	+1	+1	+1	3	1.00	Valid
4	Do you always implement teaching according to your teaching plan? Do you think your teaching plan can effectively enhance students' Reading Comprehension Skill? Do you often think about how to improve teaching?	+1	+1	+1	3	1.00	Valid

Table Appendix 2: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
5	How do you give the opportunity for students to participate in the teaching? (Please clarify the methodology.)	+1	+1	+1	3	1.00	Valid
6	How many methodologies for students' measurement and assessment, and do you think your measurement and assessment course can reflect students' learning effect and knowledge level?	+1	+1	+1	3	1.00	Valid
7	What Learning Tasks do you carry out to improve students' learning enthusiasm?	+1	+1	+1	3	1.00	Valid
8	Do you provide the time for students after their regular class? If yes, how do you help students solve their difficulties?	+1	+1	+1	3	1.00	Valid

Table Appendix 2: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
9	Which aspects of your teaching need to be improved, or which aspects do you want the school to support you?	+1	+1	+1	3	1.00	Valid
10	What kind of classroom arrangement do you think can help improve students' participation and activity in the "English Curriculum" class?	+1	+1	+1	3	1.00	Valid
Total (In Overview)					30	1.00	Valid

Note: Valid when ≥ 0.60.

Table Appendix 3: Evaluation Results of IOC for instructional model

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	Utility Standard						
1	Scaffolding Instructional Model is useful to teachers to enhance learning achievement.	+1	+1	+1	3	1.00	Valid
2	Scaffolding Instructional Model is useful to students to enhance learning achievement.	+1	+1	+1	3	1.00	Valid
3	Scaffolding Instructional Model includes necessary and enough contents.	+1	+1	+1	3	1.00	Valid
4	Scaffolding Instructional Model promotes to enhance learning achievement more compared to traditional teaching.	+1	+1	+1	3	1.00	Valid
5	Scaffolding Instructional Model increases the learning achievement of students.	+1	+1	+1	3	1.00	Valid

Table Appendix 3: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	Feasibility Standard						
1	The teacher can apply Scaffolding Instructional Model to enhance learning achievement to their work and it is worth the time for actual use.	+1	+1	+1	3	1.00	Valid
2	The teacher can develop the students to Scaffolding Instructional Model.	+1	+1	+1	3	1.00	Valid
3	Scaffolding Instructional Model to enhance Reading Comprehension Skill is easy to use.	+1	+1	+1	3	1.00	Valid
4	The students always develop their learning all time by Scaffolding Instructional Model to enhance Reading Comprehension Skill.	+1	+1	+1	3	1.00	Valid

Table Appendix 3: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
5	The students are comfortable in learning by themselves Scaffolding Instructional Model to enhance Reading Comprehension Skill.	+1	+1	+1	3	1.00	Valid
	Propriety Standard						
1	Scaffolding Instructional Model to enhance learning achievement is appropriate for teachers to use assessment results to improve the students.	+1	+1	+1	3	1.00	Valid
2	Scaffolding Instructional Mode lto enhance learning achievement is appropriateness for students to create knowledge by themselves.	+1	+1	+1	3	1.00	Valid

Table Appendix 3: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
3	Scaffolding Instructional Model to enhance learning achievement is convenient to use.	+1	+1	+1	3	1.00	Valid
4	Scaffolding Instructional Model to enhance learning achievement is a systematic process to use.	+1	+1	+1	3	1.00	Valid
5	Scaffolding Instructional Model to enhance learning achievement is clear and suitable for use in learning and students development.	+1	+1	+1	3	1.00	Valid
	Accuracy Standard						

Table Appendix 3: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
1	Scaffolding Instructional Model to enhance learning achievement is comprehensively analyzed from different contexts and sufficient for the synthesis of patterns.	+1	+1	+1	3	1.00	Valid
2	Scaffolding Instructional Model to enhance learning achievement has a clear process.	+1	+1	+1	3	1.00	Valid
3	Scaffolding Instructional Model to enhance learning achievement are described and the acquisition is clear.	+1	+1	+1	3	1.00	Valid
4	Scaffolding Instructional Model to enhance learning achievement use techniques and tools which acquires accurate information and communication.	+1	+1	+1	3	1.00	Valid

Table Appendix 3: (Continued)

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
5	Scaffolding Instructional Model to enhance learning achievement is a correct and comprehensive learning system.	+1	+1	+1	3	1.00	Valid
Total (In Overview)					60	1.00	Valid

Note: Valid when ≥ 0.60.

Table Appendix 4: Evaluation Results of IOC for Pre - Post testing Observation

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
	Jingwei fills up the sea						
1	Dimension 1 : Observation (The Students can get the information of the text)	+1	+1	+1	3	1.00	Valid
	Changes around us						
2	Dimension 2 : Comparision (The Students can compare the similarities and differences between characters, behaviors, things or viewpoints in a text)	+1	+1	+1	3	1.00	Valid
	Chinese Festivals						
3	Dimension 3 : Summarization (The Students can summarize main content from the text)	+1	+1	+1	3	1.00	Valid
	She couldn't see or hear						

Table Appendix 4: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
4	Dimension 4 : Inference (Infer the new information from the text)	+1	+1	+1	3	1.00	Valid
Total (In Overview)					12	1.00	Valid

Note: Valid when ≥ 0.60.

Table Appendix 5: Evaluation Results of IOC for Lesson Plan

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Learning Objective							
1	Complying with content of the course	+1	+1	+1	3	1.00	Valid
2	Covering knowledge, process, and attitude	+1	+1	+1	3	1.00	Valid
3	Being measurable in knowledge, process, and attitude	+1	+1	+1	3	1.00	Valid
Contents							
4	Complying with learning objective	+1	+1	+1	3	1.00	Valid
5	Being appropriate in terms of time management	+1	+1	+1	3	1.00	Valid
Scaffolding Instructional Model							

Table Appendix 5: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
6	Complying with the designed instructional model	+1	+1	+1	3	1.00	Valid
7	Supporting students' learning	+1	+1	+1	3	1.00	Valid
8	Including various activities	+1	+1	+1	3	1.00	Valid
Learning materials							
9	Complying with the learning objectives	+1	+1	+1	3	1.00	Valid
10	Complying with the contents	+1	+1	+1	3	1.00	Valid
Evaluation and Assessment							

Table Appendix 5: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
11	Complying with the learning objectives	+1	+1	+1	3	1.00	Valid
12	Including various methods and instruments	+1	+1	+1	3	1.00	Valid
Total (In Overview)					36	1.00	Valid

Note: Valid when ≥ 0.60.

Table Appendix 6: Evaluation Results of IOC for Pre - Post testing Scoring Criteria

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
Dimension 1: Observation (The Students can get the information of the text.)	1. What does this Chinese myth about? () A. Dog B. Cat C. Bird D. Fish Correct answer: C	+1	+1	+1	3	1.00	Valid
	2. How many years do people talk about this story? () A. Ten years ago B. Two years ago C. Many years ago D. One year ago Correct answer: C	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	3.What does the younger daughter's name? () A. Yan B. Nuwa C. Jingwei D. Lingling Correct answer: B	+1	+1	+1	3	1.00	Valid
	4. What does Nuwa look like? () A. Naughty B. Beautiful C. Lively D. Lovely Correct answer: C	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	5. Where does the lively girl love playing? () A.In The Sea B. On The Ground C. At Home D. Out of the door Correct answer: A	+1	+1	+1	3	1.00	Valid
	6. Where does Nuwa go to have fun one day? () A. Eastern sea B. Southern sea C. Northern sea D. Western sea Correct answer: A	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	7. Where does Nuwa far away from? () A. Sea B. Shore C. House D. Mountain Correct answer: B	+1	+1	+1	3	1.00	Valid
	8. How do waves become? () A. Small B. Calm C. Big D. Clean Correct answer: C	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	9. What does Nuwa's spirit turn into? () A. Fish B. Cat C. Dog D. Bird Correct answer: D	+1	+1	+1	3	1.00	Valid
	10. What does Jingwei look like? () A. Eagle B. Owl C. Crow D. Swallow Correct answer: C	+1	+1	+1	3	1.00	Valid
Unit 1 Chapter 2 Changes around us.							

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
Dimension 2: Comparision (The Students can compare the similarities and differences between characters, behaviors, things or viewpoints in a text.)	In former time and nowadays what is difference according to paragraph 1? () A.In nowadays the old lady's life becomes worse. B. In nowadays the old lady's life becomes better. C. In nowadays the old lady's life has no changes. D.It doesn't mention. Correct answer: B	+1	+1	+1	3	1.00	Valid
	Compare with old days the traffic today is . () A. Convenient B. Inconvenient C. No changes D. It doesn't mention Correct answer: A	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item Unit 1 Chapter 1 Jingwei fills up the sea.	Experts' rating Expert 1	 Expert 2	 Expert 3	Total	MEAN	Results
	Shenzhen now changes ___ when compare with the former time. () A. Nothing B. A little C. A lot D. It doesn't mention Correct answer: C	+1	+1	+1	3	1.00	Valid
	4. Compare with old days a fisherman's family now live in ___ house. () A. Big B. Small C. New D. It doesn't mention Correct answer: D	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item Unit 1 Chapter 1 Jingwei fills up the sea.	Experts' rating Expert 1	 Expert 2	 Expert 3	Total	MEAN	Results
	5.Compare Li Wei was six, now he is ____ . () A. Younger B. Fatter C. Happier D. Older Correct answer: D	+1	+1	+1	3	1.00	Valid
	According to the paragraph, Li Wei's role changes ___ now. () A. Nothing B. A little C. A lot D. It doesn't mention Correct answer: C	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	In former time and nowadays what is difference about Li Wei? () A. He liked going to school, but now he likes swimming at school. B. He liked going to school, but now he likes playing at school. C. He liked going to school, but now he likes running at school. D.He liked going to school, but now he likes working at school. Correct answer: D	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item Unit 1 Chapter 1 Jingwei fills up the sea.	Experts' rating Expert 1	Expert 2	Expert 3	Total	MEAN	Results
	In former time and nowadays what is difference about Mr. Li? () A. He was a teacher, but now he is a student. B. He was a student, but now he is a teacher. C. He was a doctor, but now he is a student. D. He was a student, but now he is a doctor. Correct answer: A	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	9.What's the difference about the pattern of payment between the former time and nowadays? () A. We sued cashing for everything in former time, now we usually use Alipay and WeChat for everything. B. We sued cashing for everything in former time, now we usually use Alipay and cash for everything. C. We sued cashing for everything in former time, now we usually use cash and WeChat for everything. D. We sued cashing for everything in former time, now we usually use cash and coin for everything. Correct answer: A	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	10.What's the difference about the way of travel compare with in former time and nowadays? () A. We enjoyed the beauty of the world with going out, but now we can travel on TV at home. B. We enjoyed the beauty of the world with going out, but now we can travel on radio at home. C. We enjoyed the beauty of the world with going out, but now we can travel on line at home. D. We enjoyed the beauty of the world with going out, but now we can travel on books at home. Correct answer: C	+1	+1	+1	3	1.00	Valid
Unit 2 Chapter 1 Chinese Festivals.							

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
Dimension 3: Summarization (The Students can summarize main content from the text.)	1. What's the main idea of the second paragraph? () A. It's about the custom of Spring Festival B. It's about the custom of Lantern Festival C. It's about the custom of Mid-Autumn Festival D. It's about the custom of the dragon Boat Festival Correct answer: C	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	The third paragraph is mainly about _______.() A. It's about the custom of Spring Festival B. It's about the custom of Lantern Festival C. It's about the custom of Mid-Autumn Festival D. It's about the custom of the dragon Boat Festival Correct answer: D	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	The key point of the four paragraph is that ______.() A. It's about the custom of Spring Festival B. It's about the custom of Lantern Festival C. It's about the custom of Mid-Autumn Festival D. It's about the custom of the dragon Boat Festival Correct answer:A	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	The last paragraph is chiefly concerned with ________.() A. The custom of Spring Festival B. The custom of Lantern Festival C. The custom of Mid-Autumn Festival D.The custom of the dragon Boat Festival Correct answer: B	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	What is the topic discussed in this text ? () A. It's about the custom of American traditional Festivals B. It's about the custom of English traditional Festivals C. It's about the custom of Thailand traditional Festivals D. It's about the custom of Chinese traditional Festivals Correct answer:D	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	Which of the following can best summarize the second paragraph? () A. It mainly introduces the time, activities and food of Zhong Qiu Jie. B. It mainly introduces the place, activities and food of Zhong Qiu Jie. C. It mainly introduces the time, weather and food of Zhong Qiu Jie. D. It mainly introduces the time, activities and weather of Zhong Qiu Jie. Correct answer: A	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	Which of the following can best summarize Paragraph 3? () A.It mainly introduces the traditional activities and food of the Duanwu Festival. B. It mainly introduces the holidays of the Dragon Boat Festival. C. It mainly introduces the holidays, the origin of the name of the Duanwu Festival, traditional activities and food. D. It mainly introduces the origin of the name of the Duanwu Festival. Correct answer: C	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	Which of the following can best summarize Paragraph 3? () A.It mainly introduces the traditional activities and food of the Duanwu Festival. B. It mainly introduces the holidays of the Dragon Boat Festival. C. It mainly introduces the holidays, the origin of the name of the Duanwu Festival, traditional activities and food. D. It mainly introduces the origin of the name of the Duanwu Festival. Correct answer: C	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	What's the writer's main purpose? () A. Introduce Chinese traditional food B. Introduce Chinese traditional clothes C. Introduce Chinese traditional tea D. Introduce Chinese traditional festivals Correct answer: D	+1	+1	+1	3	1.00	Valid
	Which of the following can best summarize the fifth paragraph ? () A.It mainly introduces the importance of Spring Festival and traditional food. B. It mainly introduces the traditional food of Spring Festival. C. It mainly introduces the traditional activities of Spring Festival. D. It mainly introduces the traditional stories of Spring Festival. Correct answer: A	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
Unit 2 Chapter 2 She couldn't see or hear.							
Dimension 4: Inference (Infer the new information from the text.)	What can be inferred from the text? () A. Helen Keller was blind and deaf when she was born. B. She became blind and deaf in 1882. C. She became blind and deaf in 1880. D.She first became blind and then deaf. Correct answer: B	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	Which of the following statements is not true can be inferred from the text? () A. Helen became blind and deaf because she suffered from a high fever. B. Helen became blind before she could see anything. C.Helen became deaf before she realized how important it was to be able to hear and speak. D.Helen too, wanted to make contact with others with speech. Correct answer: B	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	When did Helen have a teacher can be inferred from the second paragraph? () A. In 1880 B. In 1886 C. In 1887 D. In 1888 Correct answer: C	+1	+1	+1	3	1.00	Valid
	We can infer from the first paragraph that Helen Keller was an _________people. () A. English B. Australian C. Chinese D. American Correct answer: D	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	It can indicate that Helen Keller is a _______ person. () A. Honest B. Beautiful C. Hard-working D. Kind Correct answer: C	+1	+1	+1	3	1.00	Valid
	What does the underline word "frustrated" in paragraph 2 refers to? () A. Happy B. Defeated C. Excited D. Angry Correct answer: B	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	It can infer that Helen was died _______ . () A. In 1965 B. In 1966 C. In 1967 D. In 1968 Correct answer: C	+1	+1	+1	3	1.00	Valid
	It can indicate that Anne Sullivan is a ________ person. () A. Honest B. Beautiful C. Lovely D. Kindness Correct answer: D	+1	+1	+1	3	1.00	Valid

Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	What can be inferred from the text? () A. Helen was finally successful mainly because of her parents' help B. Helen was finally successful mainly because of Anne taught her C. Helen was finally successful mainly because of the help she got when she went to collage D. Helen was finally successful mainly because of her hard work, cleverness as well as Sullivan's great continuous efforts Correct answer: D	+1	+1	+1	3	1.00	Valid

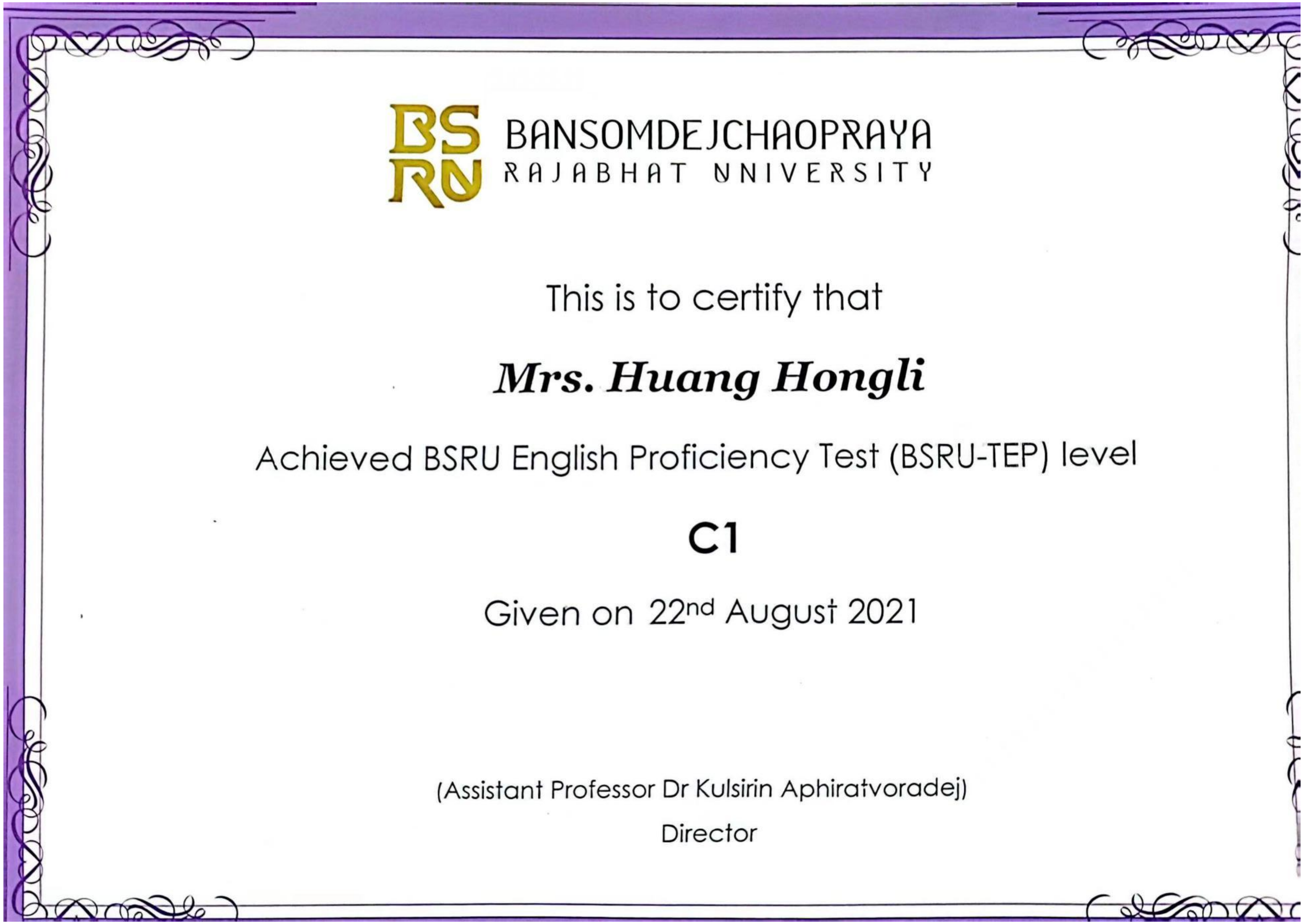
Table Appendix 6: (Continued)

No	Item	Experts' rating			Total	MEAN	Results
	Unit 1 Chapter 1 Jingwei fills up the sea.	Expert 1	Expert 2	Expert 3			
	We can infer that Helen Keller finally became _______.() A. An able student B. A writer C.The greatest woman in modern times D. A student who took a university degree in English literature Correct answer: C	+1	+1	+1	3	1.00	Valid

Note: Valid when ≥ 0.60.

Appendix E

Certificate of English



BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs. Huang Hongli

Achieved BSRU English Proficiency Test (BSRU-TEP) level

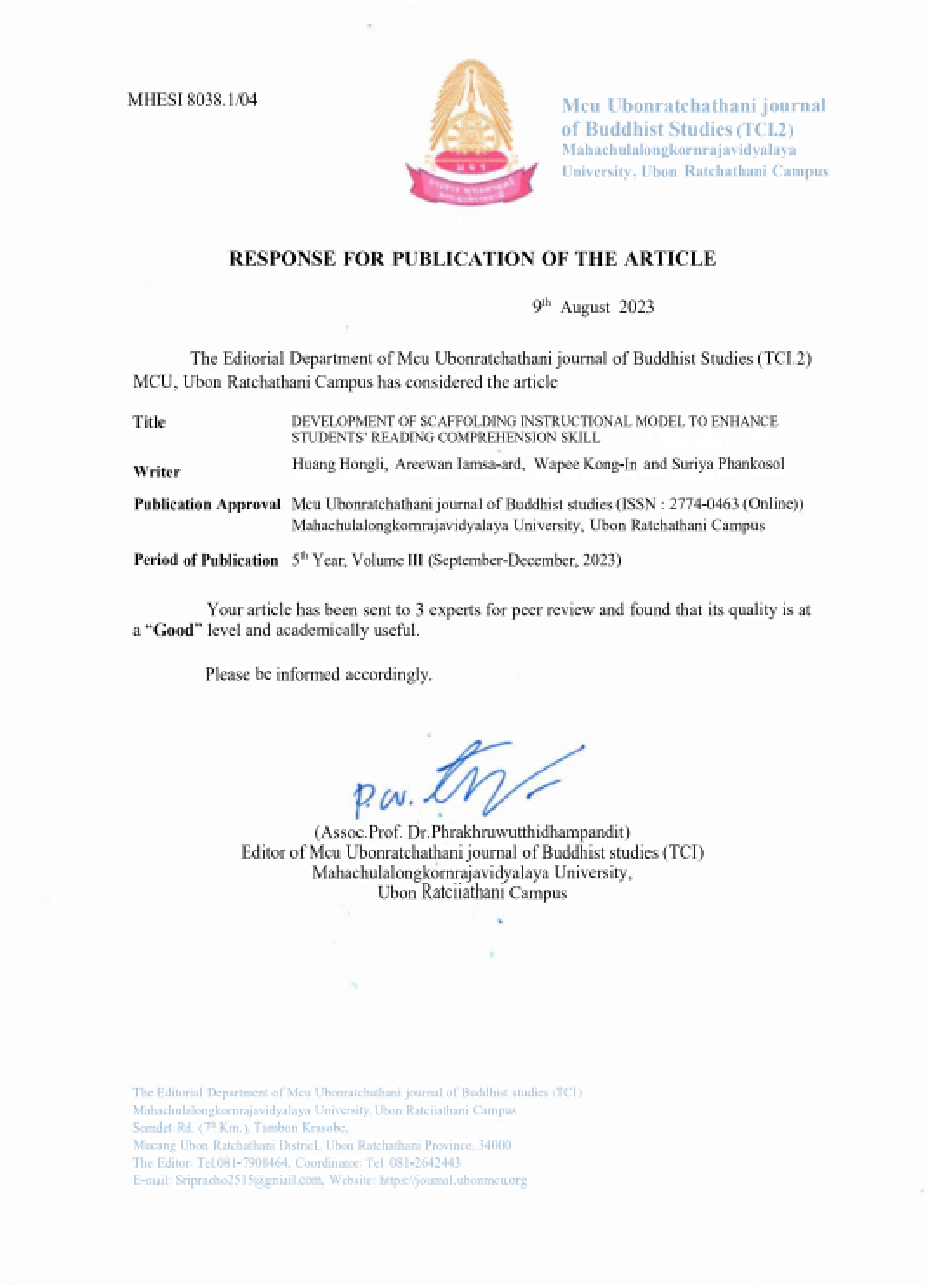
C1

Given on 22nd August 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)
Director

Appendix F

The Document for Accept Research



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Mcu Ubonratchathani journal
of Buddhist Studies (TCI.2)
Mahachulalongkornrajavidyalaya
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RESPONSE FOR PUBLICATION OF THE ARTICLE

9th August 2023

The Editorial Department of Mcu Ubonratchathani journal of Buddhist Studies (TCI.2) MCU, Ubon Ratchathani Campus has considered the article

Title	DEVELOPMENT OF SCAFFOLDING INSTRUCTIONAL MODEL TO ENHANCE STUDENTS' READING COMPREHENSION SKILL
Writer	Huang Hongli, Areewan Iamsa-ard, Wapee Kong-In and Suriya Phankosol
Publication Approval	Mcu Ubonratchathani journal of Buddhist studies (ISSN : 2774-0463 (Online)) Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus
Period of Publication	5th Year, Volume III (September-December, 2023)

Your article has been sent to 3 experts for peer review and found that its quality is at a "**Good**" level and academically useful.

Please be informed accordingly.

(Assoc.Prof. Dr.Phrakhruwutthidhampandit)
Editor of Mcu Ubonratchathani journal of Buddhist studies (TCI)
Mahachulalongkornrajavidyalaya University,
Ubon Ratciiathani Campus

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