

# Effects of Reading Instruction Using Backward Design Framework and Citizenship Theme to Enhance English Reading Comprehension and Social Responsibility of Tenth-Grade Thai EFL Students

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Received 29/08/2020	<b>Abstract</b>  Potentially, the use of themes or other subject materials could affect how successfully EFL students enhance their reading comprehension. By not only focusing on language skills, reading instruction could also entail other domains of outcomes including social responsibility. A solid path to achieving multiple desired results is worth studying. This present study investigated the effects of reading instruction using Backward Design Framework with a citizenship theme (BD&CT) on the English reading comprehension and social responsibility (SR) enhancement of tenth grade Thai EFL students. The participants were 36 tenth grade EFL students at a public school in Thailand. One group pretest - posttest design was employed for quantitative data collection from the English reading comprehension test and SR self-report questionnaire. Students' opinions in quantitative and qualitative data were also taken into account. The findings
<b>Keywords</b> English reading comprehension, Backward Design, citizenship theme, social responsibility, English as a foreign language (EFL)	

	<p>revealed that reading instruction using BD&amp;CT enhanced reading comprehension and social responsibility of the students at a statistically significant level. Analysis of students' opinions suggested they had a high engagement in reading comprehension lessons and learning experiences stimulating senses of responsibility for their society, resulting from the instructional plans using BD as well as citizenship theme considered meaningful to real life.</p>
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## 1. INTRODUCTION

According to Grabe (2008), “citizens of modern societies must be good readers to be successful” (p. 5). In this globalized and information centric era, the increase of English language usage as a global medium has resulted in a need for English reading comprehension as a foreign language, while the growth of electronic communication has created an environment where English reading skills are in high demand (Grabe, 2008, pp. 5-6). Concurrently, an awareness of living harmoniously in diverse societies has risen. Its importance has affected citizenship education (Calle Díaz, 2017). Many relevant organizations have developed citizenship curriculums and advocated their integration into English courses. Although the concept of citizenship varies in different contexts (United Nations Educational Scientific and Cultural Organization [UNESCO], 2015), in the democratic context, the most important attribute of good citizenship is exhibiting social responsibility (Robles De Melendez et al., 2000, p. 187). Similarly, Thai Basic Education Core Curriculum 2008 aims at building learners to become good and responsible citizens (Office of the Basic Education Commission [OBEC], 2008).

Nonetheless, the levels of English reading and the social responsibility (SR) of Thai students seems unsatisfactory. Sawangsamutchai and Rattanavich (2016) reported that English proficiency of Thai students is low, especially in reading: EF English Proficiency Index in 2014 showed that the level of English skills was ranked at very low proficiency. In 2017, the scores for the Ordinary National Educational Test of English were 50 percent below the average. In terms of civics, Thai students had an average test score below the international average in the domain of civic knowledge (Fraillon et al., 2010).

Additionally, more than half of Thai students did not reach a high level of civic mindedness in the SR domain (Vorakamin et al., 2016). Thus, English reading and SR improvement is needed.

It is feasible that an English reading class can both promote students' reading competence as well as the characteristics of a socially responsible citizen. According to (Stoller, n.d.), "language teachers can help the students master English and simultaneously become more knowledgeable citizens of the world through the exploration of topics related to civics education" (p. 1). For instructional design, Backward Design framework (BD) is widely used in the foreign language field as it helps teachers plan effectively (National Capital Language Resource Center [NCLRC], 2014). The results of past empirical studies on BD tended to be positive, including L2 reading comprehension (Hodaeian & Biria, 2015). Potentially, using a BD & Citizenship theme (CT) in reading instruction would enhance reading comprehension and social responsibility of the students. In addition, the present study would help stakeholders see the paths to develop instruction for these dual expected outcomes, which will equip students to continue pursuing their academic and professional successes while executing their roles as socially responsible citizens.

## 2. REVIEW OF LITERATURE

This study focused on reading instruction using Backward Design framework as applied to planning thematic units where citizenship themed content was employed.

### 2.1 Backward Design Framework

Backward Design (BD) was proposed by Wiggins and McTighe for the first time in 1998. According to Wiggins and McTighe (2005, pp. 13-23), BD is an approach to designing a curriculum or unit that begins with the desired outcome in mind and designs toward that end. BD offers a three-stage design process which yields greater coherence among the three stages as follows:

Stage 1: Identify desired results.

Desired results refer to what student should be able to know, do, or understand. To identify them, curriculum expectation, established content and important knowledge and skill objectives are considered.

**Stage 2: Determine acceptable evidence (assessment)**

Assessment refers to the act of determining the extent to which the desired results are to be achieved. It distinguishes two types: Firstly, performance tasks, in which students are asked to authentically apply their learning to a new situation as a means of assessing their understanding and ability to transfer their learning. Secondly, further evidence is elicited by traditional quizzes, tests, and prompts to round out the assessment picture.

**Stage 3: Plan learning experience and instruction.**

This stage involves thinking through the most appropriate instructional activities with clearly identified results and assessments in mind. It calls for enabling knowledge and skills and designing based on "WHERETO" elements, the acronym for effective and engaged learning: W -- Where to go and what to learn; H -- Hook and Hold the students' interests; E -- Equip students, then Explore and Experience learning; R -- Rethink and Revise their understandings; E -- Evaluate understandings, also self-assessment; T -- Tailor the instruction to different learners; O -- Organize engaging and effective learning.

**2.1.1 Reading instruction using Backward Design (BD)**

A Backward Design Framework is very applicable to designing a thematic reading unit. It is used at different levels of instructional planning from curriculum to units, as well as for content and skill instruction (Wiggins and McTighe (2005, p. 275). According to the National Capital Language Resource Center [NCLRC] (2014), BD can be applied to composing thematic units, which are defined here as a series of lessons grouped together and built on each other while focusing on the same subject matter. Within thematic units, learners are allowed to explore themes while learning the target language. The unit is organized by content, so the three-stages of planning BD is implemented after establishing the themes. Additionally, BD proposes that various texts and resources should be used with clear purpose for the result, rather than treating the textbook as the only source. Learning activities and materials should be varied to meet the lesson objectives and to suit students' differences. In this way, BD provides the chance for finding the suitable lessons and teaching methods in accordance with learners' needs and interests (Hodaeian & Biria, 2015).

### 2.1.2 Related studies in Backward Design

The positive feedback to the employment of BD is multifold. Hodaeian and Biria (2015) found that BD had significantly improved the reading comprehension of Iranian EFL learners. Positive impact on the students' attitudes and motivation in English language learning was also found by (Yurtseven & Altun, 2016). In Thailand, BD employed in ELT studies showed its effectiveness in English skills outcomes. Chuanpongpanich (2012) found that five Backward Design lessons were highly effective to promote English reading and writing with ninth grade students. The research of Chobklang (2013) showed that using simulations based on Backward Design increased listening-speaking abilities of seventh grade Thai students as well as their positive attitudes towards English studying. In the field of civics, Rugthanyakarn (2009), applied BD to design units on citizenship at the grade 8 level. The lessons were validated by experts and shown to have high quality; however, the effectiveness of using those BD lessons was not investigated. After conducting the literature review, it seemed that recent studies on the use of BD in TEFL as well as civics were rarer than those centered on other fields, such as nursing, information technology and communication.

## 2.2. Citizenship Theme (CT)

According to Stoller and Grabe (2017), theme refers to "central ideas that organizing curricular units". In other words, it is the central ideas around which the elements of the unit are organized, at which the selected texts and tasks are aimed. For citizenship, Robles De Melendez et al. (2000) defined it as the sense of belonging to a nation, whose social and political values and rights one follows and defends. Effective citizenship is observed when people know the rights and responsibilities of civic life and one of the most important attributes of good citizenship is exhibiting a sense of social responsibility corresponding to UNESCO (n.d.): "all human beings are citizens of the society to which they belong." To conclude, a 'Citizenship Theme' (CT) refers to central ideas involving citizenship that enables students to acquire knowledge and to understand the responsibilities of members of a society.

Citizenship education has different ways to classify its topics or themes. In order to see universal and local dimension, the following three sources were studied; Global Citizenship Education(GCED) (UNESCO, 2015), Thai Basic Education Core Curriculum 2008 and the research on

civic curriculum in Thai secondary schools (Pitiyanuwat & Sujiva, 2001). In brief, citizenship in local and world context share similarities. They all address the outcomes in cognitive, socio-emotional, and behavioral domains. The common themes in those curricula could be digested and grouped into four aspects: rights and responsibilities, social justice, respect for differences and diversity, and participation in the well-being of the community.

### 2.3 Social Responsibility (SR)

Berman (1997, as cited in Wolk, 2009) defined social responsibility as “a personal investment in the well-being of people and the planet”. It involves the duties each member has to maintain and contribute to the group’s well-being, and collaborate with others in the society (Robles De Melendez et al., 2000, pp. 175-176).

To see the attributes of a socially responsible individual for students in international and local contexts, relevant documents were reviewed: the desired characteristics in a USA context (Robles De Melendez et al., 2000, p. 194), the study on social responsibility of the students in secondary level in Thailand (Jantra, 2013), and the framework for British Columbia Performance Standards for Social Responsibility for grades 8-10 (BCPSforSR) of Canada (British Columbia Ministry of Education, 2001). These studies showed that a socially responsible (SR) individual shares some common characteristics that is best exemplified in the BCPSforSR. The summary of SR in each aspect with descriptions is illustrated in Table 1.

**TABLE 1**

*Social Responsibility (BCPSforSR 2001) (BC Ministry of Education, 2001)*

Aspects of SR	Descriptions
1. Contributing to the classroom and school community	<ul style="list-style-type: none"> <li>- Sharing responsibility for their social and physical environment</li> <li>- Participating and contributing to the class and to small groups</li> </ul>
2. Solving problems in peaceful ways	<ul style="list-style-type: none"> <li>- Managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views</li> <li>- Using effective problem-solving steps and strategies</li> </ul>

3. Valuing diversity and defending human rights	- Treating others fairly and respectfully; showing a sense of ethics - Recognizing and defending human rights
4. Exercising democratic rights and responsibilities	- Knowing and acting on rights and responsibilities (local, national, global) -Articulating and working toward a preferred future for the community, nation, and planet -a sense of idealism

Regarding assessment, self-reporting is commonly used to measure SR. Due to the fact that SR can be reflected by behaviors, which are difficult to measure, we must rely on student self-reporting (Trosset, 2013). The BCPSforSR provided scales for monitoring SR that past researchers have used for assessing the progress of students' SR (Lyons, 2014).

## 2.4 Reading Comprehension

According to (Grabe, 2014), reading is a complex ability to extract, or build, meaning from text. Reading comprehension involves the ability to recognize vocabulary, process sentences in order to build comprehension, engage in a range of strategic processes and underlying cognitive skills, interpret meaning in relation to background knowledge, interpret and evaluate texts in line with reader goals and purposes.

The reading process involves Top-down and Bottom-up processing. The first refers to comprehending language by first attending to larger elements of language, generating hypotheses, and using prior knowledge and experience to form inferences. The latter is first attending to the smallest elements (e.g. syllables, words) of language and then combining them into larger elements (Alderson, 2000, pp. 50-51). Moreover, in Schema Theory, the reader brings information, knowledge, emotion, experience, and culture to the printed world to understand text (Brown & Lee, 2015, p. 391). In terms of linguistics, vocabulary issues are significant for comprehension, so vocabulary instruction must connect with reading assignment, class topics, and the content (Ruddell, 2005, p. 146).

Regarding level of reading comprehension, based on Nuttal's taxonomy (Nuttall, 2005, pp. 188-189), comprehension questions are related to the level of reading comprehension. They are categorized into six types as presented in Table 2. As the reading process is normally internal and its result is a reading product, many researchers use a product approach; designing tests and inspecting the relationship between the

results of the tests and the variables (Alderson, 2000, p. 9). Even though asking questions is commonly used for assessing reading comprehension at different levels, alternative ways to assess reading can be carried out in different ways such as cloze tasks, short-answer tasks, editing, impromptu or reading charts (Brown, 2010, p. 241).

**TABLE 2**

*Level of Reading Comprehension Based on Nuttal's Taxonomy (Nuttall, 2005, pp. 188-189)*

Level of reading comprehension	Definition
1. Literal comprehension	Identify the information or answers directly and explicitly expressed in the text.
2. Reorganization or reinterpretation	Interpret literal information or to obtain it from various parts of the text and put it together in a new way
3. Inference	Consider information that is implied but not explicitly stated. Put together information scattered throughout the text to recognize joint implications.
4. Evaluation	Consider judgment about the text in terms of what the writer is trying to do and how far she or he has achieved it.
5. Personal response	Reader's personal reaction. The response must at least be based on adequate or correct understanding of the text.
6. How writers say what they mean	The way that writers express ideas, strategies for handling texts in general

In conclusion, Backward Design principles combined with a citizenship theme could be conjointly applied in designing thematic units to teach EFL reading. The aspiration to find methods to build up reading comprehension and social responsibility would be beneficial to help bridge the gap between English language learning in the class and students' real world experience taking responsibility as a member of society. As previously stated, the related studies on BD use in the TEFL field along with the integration of citizenship are sparse. To fill a lack of research in this field, this study aims at investigating the effectiveness of reading instruction using BD&CT. The questions for this research were posed as presented in the following section.

### **3. RESEARCH QUESTIONS (RQ)**

RQ1. To what extent does reading instruction using BD&CT enhance English reading comprehension of tenth grade Thai EFL students?

RQ2. To what extent does reading instruction using BD&CT enhance the social responsibility of tenth grade Thai EFL students?

RQ3. What are the opinions of tenth grade Thai EFL students towards learning through reading instruction using BD&CT?

### **4. METHODOLOGY**

A single group pre-test/post-test experimental design was employed in this study. The independent variable is reading instruction using BD&CT. The dependent variables are 1) English reading comprehension 2) social responsibility and 3) the opinion of the participating group of students towards the instruction. Apart from quantitative data from pre- and post-tests, the quantitative and qualitative data from students' opinion questionnaire were counted.

#### **4.1 Participants**

The participants were tenth grade Thai EFL students attending a public school. The study was carried out with a purposive sample of 36 students in a public school in Nonthaburi province. They took 'Reading and Writing' as an additional course in the second semester of academic year 2019. The students were in the Intensive Program (IP). They were classified into medium to high academic achievers in Science and Mathematics. Taking 3 English courses, they studied a total of 5 periods per week, of which 2 periods were English Reading and Writing. English was not 100% used as the medium of instruction. The sample group was selected on the following grounds that the course focused on English reading comprehension. Also, they had a certain level of background knowledge about citizenship, as well as experience about SR from social studies subjects and extracurricular activities.

#### **4.2 Research Procedure**

This study had three main phases of procedure as illustrated in Figure 1.

## FIGURE 1

### *Research Procedure*



#### 4.2.1 Phase 1: Preparing Instructional Instruments

After the literature review, the process involved selecting subthemes of citizenship along with determining the scope of content and designing the structure of instruction.

##### Selecting subthemes of citizenship.

Subthemes were constructed based on citizenship curriculum involving 4 aspects (rights and responsibilities, social justice, respect for differences and diversity, and participation in the well-being of the community) and approved by three experts in civics education. Then, to determine the subthemes that the students were interested in the most, a needs survey was completed by 60 students in 10th grade. The experts agreed that aspect 1 should be compulsory. For the CT aspects 2-4, each aspect was broken into three choices of subtheme from which students

were asked to choose the subtheme they were most interested. Data was analyzed as a percentage. The results are shown in Table 3.

**TABLE 3***The Results of the Need Survey Questionnaire*

Aspects	Rights and responsibilities	Social Justice	Respect for difference and diversity	Engagement in well-being of community
Sub themes	- Rights and responsibilities (Compulsory)	-Bullying (50%) -Stereotype (20%) -Gender inequality (30%)	-Diverse physical appearance (23.33%) -Friends from different Cultures (61.67%) -Age differences (15.00%)	-Giving a hand (18.33%) -Saving environment (48.33%) -Building healthy neighborhoods (33.33 %)

The results showed that the most preferred themes were 'Stop Bullying', 'Friends from Different Cultures' and 'Saving Environment'. With a compulsory subtheme of 'Rights and Responsibilities', a total of 4 subthemes were taken into account. In the units, reading texts were required to comply with the scope of content discussed and approved by the same experts as presented in Table 3.

**TABLE 4***Example of Scope of Content Under Selected Subthemes*

Aspects of CT	Selected subthemes and scope of content
1.Rights and responsibilities	Rights and responsibilities As a citizen of a community or a society, students are to recognize that all human beings have equal rights such as the right to education, security, freedom of thought and expression. Everyone has the responsibility to use their rights, respect the rights of others. (Fundamental concepts based on democracy focusing on teenage context )

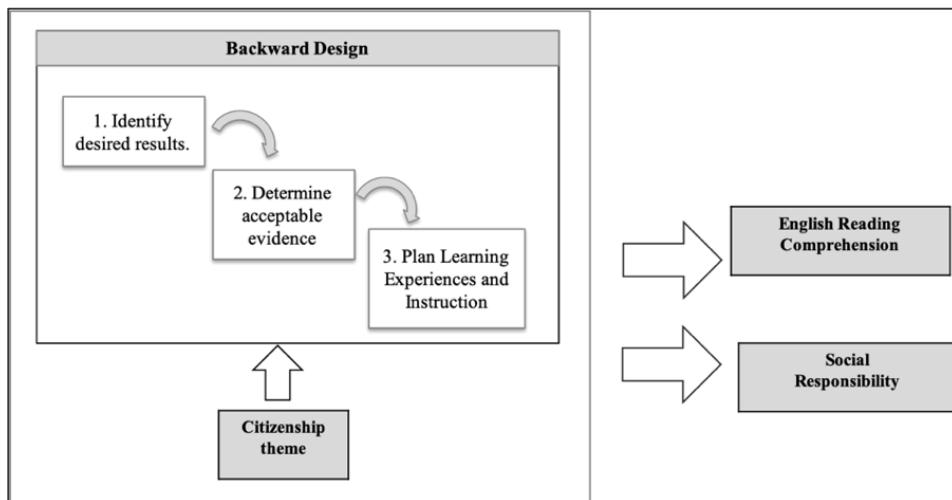
4. Engagement in well-being of community	<p>Saving the environment</p> <p>Environment issues affect quality of life. Polluted resources can harm people's health. As members of a community, students can act individually or engage in activities in groups to save the environment, especially to reduce pollution and save natural resources.</p>
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### Designing reading instruction using BD&CT

The hypothesis of the study was that the instruction would be effective in enhancing English reading comprehension and social responsibility of students. The concept of the study is demonstrated by the conceptual framework in Figure 2.

**FIGURE 2**

#### *Conceptual Framework of Reading Instruction Using BD&CT*



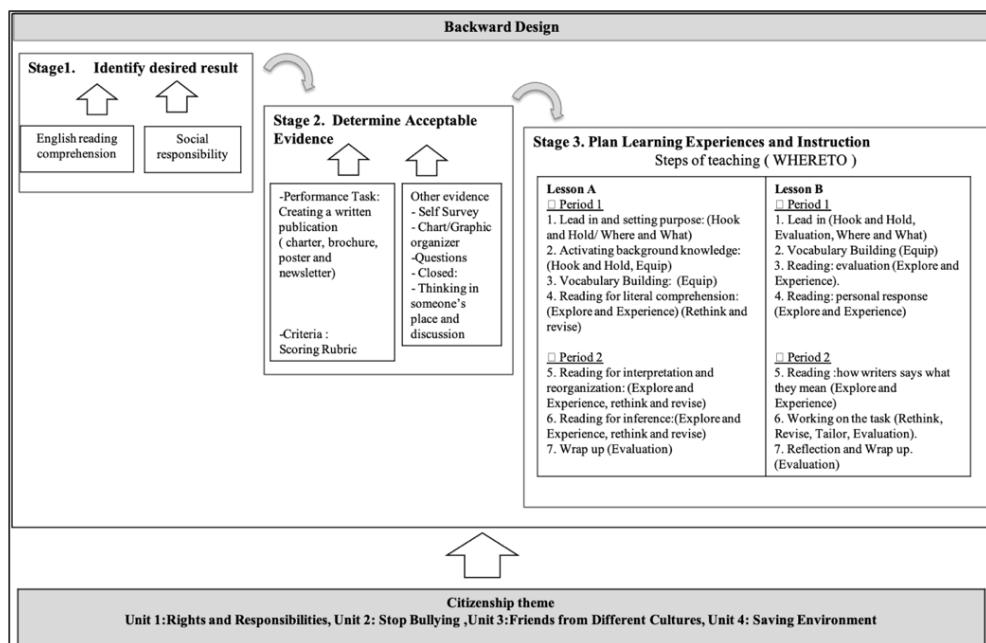
The instruction comprised four units. Each subtheme was given one unit that was divided into lessons A and B. Both lessons built on each other in order to sequence the content following the imposed scope and content. One unit is 4 periods, in other words a lesson has 2 consecutive periods. See the structure of the design in Figure 3.

Designing a unit using the BD process involved 4 stages. In Stage 1, the desired results were identified; they included the following: 1) English reading at all six levels of comprehension; and 2) one aspect of SR selected

in accordance with the CT of the unit. In stage 2, the performance task was designed as an ultimate assessment of the unit. Also, scoring rubrics and other evidence used for reading instruction were determined. In stage 3, lessons A and B were designed. The expected outcomes of reading comprehension were divided into both lessons from lower to higher levels of comprehension. Lesson A included 'literal comprehension', 'reinterpretation and reorganization' and 'inference'.

**FIGURE 3**

*Designing a Unit of Reading Instruction Using BD&CT*



Lesson B encompassed 'evaluation', 'personal response' and 'how writers say what they mean'. The teaching steps were set based on WHERETO elements. Reading passages of CT and other evidence were placed into reading activities, in which students experienced taking responsibility depending on the aspect of SR the unit held.

#### 4.2.2 Phase 2: Developing the Instruments

Two types of instrument were developed and employed in this study.

### 1. Instructional Instrument

Instructional instruments refer to unit and lesson plans as well as materials. The unit and lesson plan comprised learning outcomes, assessment, materials and suggested teaching procedures. In terms of text selection, various texts had been adapted from various sources such as the materials for citizenship education or news. To fit in the imposed scope of content, more than one passage is required. Length of each passage was between 100–500 words for each activity, depending on the objective of the activity. The readability was based on Flesch-Kincaid Grade Level in the range of 7–9, which is a little lower than the L1 Grade 10 Level. In addition, materials consisted of worksheets, PowerPoint slides, video clips, paper, and stationary. After developing unit and lesson plans of reading instruction using BD&CT, two samples were validated by 3 experts: 1) an English language teaching specialist, 2) an English language and social studies specialist, and 3) a social studies specialist. After revising the plans according to the experts' comments, the pilot test was conducted with 33 tenth grade students from another IP class. It aimed at seeing the difficulties such as time allocation and the direction of the activities. The lesson plans and materials were modified accordingly.

### 2. Research Instruments

This study employed three research instruments as follows:

#### 2.1 English Reading Comprehension Test

Aimed at examining the effects of reading instruction using BD&CT on English reading comprehension, the test comprised 30 items of multiple choice with 3 reading passages of 250–300 words. Reading comprehension questions were constructed based on Nuttal's taxonomy (2005). Time allocation was 60 minutes. Given readability, the passages were measured using Flesch-Kincaid Grade Level (a U.S. school). The readability was accepted between 8.0 – 9.0 which was slightly lower than a tenth-grade level in an L1 context.

The content validity of the test was verified by 3 experts in the field of English language teaching. After revisions, it was pilot tested with 33 tenth grade students from another class. The reliability was measured using the Kuder-Richardson Formula 20 (KR-20) formula. The result showed the value at 0.821, which indicated high reliability. Moreover, the results of the item analysis showed that all items were good in terms of difficulty and that the discrimination indices of all test items had a fair to high discrimination ability.

## 2.2 Social Responsibility Questionnaire

The questionnaire was aimed at investigating the effects reading instruction had using BD&CT on the social responsibility of the students. The questionnaire was constructed by the researcher based on BCPSforSR (2001). It comprised 20 items altogether and was divided into four aspects of SR. By using a self-report questionnaire, the students were asked to report how often they do the actions in the statements. The scale was 0 = never, 1 = seldom, 2 = sometimes, 3 = often, and 4 = always. Thai translation was provided in the questionnaire.

The content validity was verified by 3 experts; two English language and social studies specialists, and one social studies specialist. After modifying the questionnaire according to their comments, it was pilot tested with 33 tenth grade students from another class. The reliability of the questionnaire was measured using Cronbach's Alpha formula. The result showed a value of 0.951, which indicates high reliability.

## 2.3 Students 'Opinion Survey Questionnaire

The questionnaire was used to investigate the students' opinions towards reading instruction using BD&CT. Thai translation was provided. The questionnaire had 2 parts.

Part 1 was a rating scale. It required students to rate how much they agree with 15 statements. Ratings relied on five Likert scale from strongly agree, agree, neutral, disagree and strongly disagree. The defined value was as follows; Strongly agree = 5, Agree = 4, Unsure/Neutral =3, Disagree =2, Strongly disagree =1. The statements were constructed based on the aspects about opinions towards lessons and learning activities, their opinions toward change or improvement, and an overview of satisfaction after learning. Moreover, a space for students to comment, apart from the rating, was provided. This part was distributed to all 36 students in the sample group.

Part 2 was a series of open-ended questions. The questions included: 1) What was the most interesting part of the lessons? 2. What learning activity did you like the most? Why? 3) How did the instructions help enhance your English reading comprehension? 4) How did the instructions help enhance your social responsibility?; 5) How did the content under the citizenship theme help you develop your English

reading comprehension? 6. Did you face any problems while learning? What were they?

These questions were written out in both Thai and English. The students answered the questions in Thai so that they could express their opinions accurately. The questionnaire was verified by 3 experts: an English teaching expert, a social studies teaching expert, and an English language and social studies teaching expert. After that, the questionnaire was revised according to the experts' comments. For this part, 33.33% of all participants, or 12 students were selected: 2 students each from the high (H), mid(M) and low (L) achievers, high improvement (Him), moderate improvement (Mim) and low improvement (Lim) students.

#### 4.2.3 Phase 3: Implementation and Evaluation

Implementation and evaluation involved data collection and analysis. The instructional instrument was implemented for 8 weeks. For RQ 1, English reading comprehension pretest and posttest were administered a week before and a week after receiving 8-weeks of instruction. For RQ2, a social responsibility pretest and posttest were administered a week before and a week after receiving 8-week of instruction. Both English reading comprehension and SR pretest and posttest were compared and analyzed using the statistical analysis of *t*-test along with descriptive statistics. Additionally, the effect size value was used to reconfirm the results. For RQ3, the questionnaire was employed after students had received the instruction. Data from a Likert-Scale was analyzed with descriptive statistics and qualitative data from the open-ended questions were analyzed using content analysis. The steps of analysis followed the suggestion of Creswell (2009, pp. 197-201)- prepare and organize data, read through the data, develop coding, describe context of data, decide on themes or categories and the representativeness, and making interpretation. To ensure the accuracy of coding, the analytic memo was employed. Based on Saldana (2013, pp. 41-50), the reflection in the memo was made on the aspects of the research questions, the code choices, emergent patterns, categories or concepts, the possible links or overlaps flows, the problems with the study, and final report of the study.

## 5. RESULTS

The results of the study are presented according to the research questions as follows;

### 5.1 Research Question 1: To what extent does reading instruction using BD&CT enhance English reading comprehension of tenth grade Thai EFL students?

Research Question 1 addresses the effects of reading instruction using BD&CT on English reading comprehension enhancement of the students. The English reading comprehension test comprised total score of 30. From table 5, the mean score of the pretest was 14.97 ( $SD = 3.86$ ), whereas the mean score of the posttest was 19.47 ( $SD = 2.96$ ),  $t$ -value was -8.72, and the significance was 0.000. The quantitative data showed that the mean scores of the posttest were higher than the mean score of the pretest at a significant level ( $p < 0.5$ ). In other words, reading instruction using BD&CT had significantly enhanced the English reading comprehension of the students.

**TABLE 5**

*The Statistical Analysis of English Reading Comprehension Test Scores*

Test	N	Mean Scores ( $\bar{x}$ )	SD	Mean Difference	t	Sig.
Pretest	36	14.97	3.86			
Posttest	36	19.47	2.96	4.5	-8.72	.000*

\*  $p < .05$

In addition, the Cohen's  $d$  effect size was calculated using Mean score of pretest, mean score of posttest and the standard deviation. Cohen (1988) proposed that  $d = 0.2$  be considered a small effect size, 0.5 be considered a medium effect size, and 0.8 be considered a large effect size. The results showed the value 1.31. It can be interpreted that this study had a 'large' effect size.

Furthermore, given every aspect of reading comprehension- 1) literal comprehension, 2) interpretation and reorganization, 3) inference, 4) evaluation, 5) personal response and 6) how writers say what they

mean, the results of statistical analysis as shown in Table 6 indicates that, in all of the aspects of reading comprehension, the posttest mean score was higher than the pretest mean scores at a significant level ( $p < .05$ ).

**TABLE 6**

*The Statistical Analysis of English Reading Comprehension Test Scores in Each Aspect*

Aspects of reading comprehension	Test	Full Score	Mean Scores ( $\bar{x}$ )	SD	Mean Difference	t	Sig.
1. Literal comprehension	Pre	6	4.44	1.20	0.44	2.26	0.015
	Post	6	4.89	0.82			
2. Reorganization or reinterpretation	Pre	6	3.33	1.39	1.00	5.23	0.000
	Post	6	4.33	1.17			
3. Inference	Pre	6	2.28	1.30	0.83	3.73	0.001
	Post	6	3.11	1.17			
4. Evaluation	Pre	6	3.06	1.66	1.17	4.16	0.000
	Post	6	4.22	1.07			
5. Personal Response	Pre	3	0.50	0.70	0.53	2.62	0.007
	Post	3	1.03	1.03			
6. How writers say what they mean	Pre	3	1.36	0.76	0.53	3.00	0.003
	Post	3	1.89	0.75			

\* $p < .05$ ,  $N = 36$

The results showed that reading instruction using BD&CT had significantly enhanced all aspects of reading comprehension. Moreover, the mean difference of the 'evaluation' aspect was the highest (Mean difference 1.17) among all aspects. This suggested that the students improved their reading in 'evaluation' the most.

## **5.2 Research Question 2: To what extent does reading instruction using BD&CT enhance social responsibility of tenth grade Thai EFL students?**

The data was obtained from SR pre-experiment and post-experiment questionnaires. From Table 7, total score of the questionnaire was 80. The mean score of pre-experiment questionnaire was 53.89 ( $SD = 7.55$ ), whereas the mean score of the post-experiment questionnaire was 59.58 ( $SD = 7.52$ ),  $t$ -value was 13.33, and the significance was 0.000. The data analysis showed that the mean score of the social responsibility post-

experiment was higher than the mean score of pre-experiment questionnaire at a significant level ( $p < .05$ ). It can be interpreted that the reading instruction using BD&CT enhanced social responsibility of the students significantly.

**TABLE 7***The Statistical Analysis of Social Responsibility Scores*

Test	N	Mean Scores ( $\bar{x}$ )	SD	Mean Difference	t	Sig.
SR pre-experiment questionnaire	36	53.89	7.55			
SR post-experiment questionnaire	36	59.58	7.52	5.69	13.34	.000*

\*  $p < .05$

The effect size was calculated according to Cohen's  $d$ , using the mean score of pre-experiment and post-experiment questionnaire and the standard deviation. Cohen (1988) suggested the interpretation of the effect sizes as 'small,  $d = 0.2$ ', 'medium,  $d = 0.5$ ', and 'large,  $d = 0.8$ '. The results showed a value of 0.76. It can be interpreted that this study had a 'medium' effect size.

Considering the aspects of social responsibility, from Table 8, the results of statistical analysis indicated that the post-experiment mean score was higher than the pre-experiment mean score at significant level ( $p < .05$ ) in all of the aspects of SR. This means that the students improved their SR in all aspects.

Moreover, the results from Table 8 showed that the mean difference of aspect 4— 'Exercising democratic rights and responsibilities'— was the highest (mean difference 1.72) among all aspects. This means that students improved their SR in aspect 4 the most.

**TABLE 8**

*The Statistical Analysis Result of the Aspects of Social Responsibility Questionnaire Scores*

Aspects of SR	Pre/Post experiment questionnaire	Full Score	Mean Scores ( $\bar{x}$ )	SD	Mean Difference	t	Sig.
1) Contributing to the classroom and school community	Pre	20	13.56	2.16	1.36	3.32	0.001
	Post	20	14.92	1.98			
2) Solving problems in peaceful ways	Pre	20	14.61	2.51	1.17	3.24	0.002
	Post	20	15.78	2.13			
3) Valuing diversity and defending human rights	Pre	20	13.78	3.03	1.44	4.45	0.000
	Post	20	15.22	2.56			
4) Exercising democratic rights and responsibilities	Pre	20	11.94	2.40	1.72	4.54	0.000
	Post	20	13.67	2.66			

### **5.3 Research Question 3: What are the opinions of tenth grade Thai EFL students towards learning through reading instruction using BD&CT?**

The data was obtained from the opinion survey questionnaire consisting of two parts as follows:

Part 1 was a Likert scale questionnaire. The results from data analysis are shown in Table 9.

The criteria for interpretation of positive opinions: 4.5–5.0 (Strongly Agree) and 3.50- 4.49 (Agree) = Positive Opinions, 2.50-3.49 (Unsure) = Neutral, 1.50-2.49 (Disagree) and 1.00 -1.49 (Strongly Disagree) = Negative Opinions.

**TABLE 9***Mean Score of the Likert Scale Questionnaire of Students' Opinions*

Statements	$\bar{x}$	SD	Interpretation
1. You are more comfortable to comprehend English passage than before.	4.22	0.59	Agree
2. You feel engaged in learning the lessons.	4.58	0.50	Strongly Agree
3. You like self-survey activities in the lessons.	4.25	0.65	Agree
4. You enjoy doing the tasks (classroom charter, brochure, poster and newsletter).	4.53	0.51	Strongly Agree
5. You feel that you can remember vocabulary better.	4.31	0.67	Agree
6. You like when you have chance to rethink about your reading to see whether you understand it correctly.	4.03	0.70	Agree
7. You feel that you can comprehend English passage clearly.	3.97	0.70	Agree
8. You can guess the meaning of new vocabulary in texts better than before.	4.28	0.70	Agree
9. You like activity that allow you to share your responsibility or contribute to the group.	4.06	0.75	Agree
10. You like activity where you play different roles.	4.39	0.64	Agree
11. You find reading under citizenship theme meaningful to you.	4.53	0.56	Strongly Agree
12. You like activity that allow you to work with different friends.	4.31	0.71	Agree
13. You like evaluating your work.	3.97	0.77	Agree
14. You feel satisfied with your development in English reading.	4.08	0.81	Agree
15. You want to learn through this instruction again in the future.	4.36	0.68	Agree
<b>TOTAL</b>	<b>4.26</b>	<b>0.41</b>	<b>Agree</b>

As illustrated in Table 9, the mean score of the survey opinion questionnaire was 4.26. This can be interpreted as "agree". In other words, the students had positive opinions towards the instruction. Moreover, the result showed that 3 items ( 2, 4 and 11) were reported as 'strongly agree', which indicated that students had highly positive opinions since they felt engaged in the lessons, enjoyed doing the tasks, and the content of CT is meaningful to them. The rest of the aspects were reported as 'agreed', showing students' positive opinions of them as well.

Part 2 was the use of open-ended questions. Qualitative data was analyzed using content analysis. This study counted repeated keywords to develop coding. The data were likely to show the opinions of how the instruction (referring to curriculum and units) and the students interacted with each other. Ultimately, they were classified into supports and the obstacles. Given the 3 highest frequency responses of each question, the results were summarized as shown in Table 10.

**TABLE 10***Aspects and Frequencies of Students' Opinions*

Aspects of students' opinions	Frequency of keywords	Percentage of keywords
<b>Supports</b>		(88.10%)
1. Favoring taking parts in group activities	18	21.43%
2. Helping with learning vocabulary	11	13.10%
3. Being encouraged to learn by meaningful content of CT	10	11.90%
4. Enjoying performance tasks	9	10.71%
5. Enabling using creativity	8	8.33%
6. Linking lessons with real life	7	9.52%
7. Feeling motivated	6	7.14%
8. Having chance to think boarder	5	5.95%
<b>Obstacles</b>		(11.90%)
1. Limited vocabulary	4	4.76%
2. More time needed	3	3.57%
3. Room to comprehend passage in detail	3	3.57%
<b>Total</b>	<b>84</b>	<b>100%</b>

From Table 10, the results point out how the instruction supported students' reading and learning English. It can be concluded that the instruction created a positive environment where the students could enjoy taking parts in group activities and using their creativity, especially in performance tasks. It encouraged them to connect the lessons with the real world and to think broader. Ultimately, it helped motivate and engage the students in learning. Regarding the obstacles, they involved linguistic issues, the need for more time and the desire to understand the texts in detail. These obstacles suggest that the students were engaged in the lessons, as they were eager to understand more deeply and wanted to contribute to their task. In brief, the results of the questionnaire showed

that, despite some obstacles, evidently the students had positive opinions towards the instruction as it was supportive to their learning.

## 6. DISCUSSION

This study investigated the extent to which reading instruction using BD&CT contributed to English reading comprehension and the SR of students. The findings confirmed the effectiveness of reading instruction using BD&CT to enhance English reading comprehension to the extent that they were highly able to improve their reading comprehension at all levels. Similarly, with SR, the findings proved that reading instruction using BD&CT greatly enhanced SR in all aspects. Correspondingly, the results from the investigation of students' opinions affirmed the effectiveness of the treatment. The explanations to support the findings were discussed as follows:

### **6.1 Efficacy of BD to Ensure Desired Results and Ensure Learning Happens**

According to the findings, the BD treatment enhanced reading comprehension overall as well as in all aspects of comprehension. Likewise, the treatment enhanced SR overall as well as in each aspect. The effective enhancement resulted from the focus on learning outcomes and assessment due to a three-stage design process of BD. As stated in Wiggins and McTighe (2005), one of the key tenets of BD is that "this process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent"(p.16). Planning with an understanding of the ends in mind ensures that students' learning reached the desired learning outcome. Keeping with Hodaeian and Biria (2015), their study found that BD could significantly enhance reading comprehension of EFL learners. In the same way, the study of Jozwik et al. (2017) found the success of employing BD processes to develop service-learning projects aiming at increasing civic engagement and social responsibility.

Moreover, the BD process helped students construct meaning, deepen understanding, use knowledge and skills effectively, respectively acquire knowledge and skills, and transfer learning to other situations. Transferring occurred when students did the performance tasks (Wiggins

& McTighe, 2012). In this study, the students were required to acquire information and skills during reading lessons, and to create meaning in order to transfer that onto the performance task at the end of the unit. This is supported by the notion that the BD concept points out that constructing meaning and knowledge of the human mind, and provides the chance of transferring what students had learnt to new situations creatively and flexibly (Dávila, 2017).

## **6.2 Content of CT is Meaningful and Supportive to Comprehend English Text**

Themes or topics related to students' context and interests assist them in engaging in learning activities and help them to learn better (Stoller & Grabe, 2017). The students' opinions seemed to be accordant with this view. Students viewed the reading passages as relevant to citizenship, as it involved matters in their lives: "the content of learning was very similar to our life, such as bullying and so on. (H1)" reported a participant. Consequently, it helped improve reading comprehension because it allowed them to see clear pictures of real situations: "I like the activity that allowed me to read and express opinions about bullying because it made us picture the real situation as if we are in a real event. (Mim2)". Thus, it functioned as language that is meaningful to the learner, supporting the learning process (Richards & Rodgers, 2016, p. 90).

Furthermore, CT facilitated students to recognize vocabulary and comprehend the text. It allowed the students to make use of background knowledge and experience in order to make meaning. The justification could be, as students reported, "because I know the frequently used words in Thai, then I can learn the same words in English. (Mim1)", and "I have gained new vocabulary. Reading about citizenship contains vocabulary and sentences that help me understand reading. (Him2)" This suggests that CT supported the schema theory that learners bring the information from long-term memory to bear on comprehension (Brown & Lee, 2015, p. 391).

## **6.3 BD&CT Fostered Students' Motivation and Engagement in the Lessons.**

In this study, students' engagement in the lessons was strongly observed. According to Afflerbach and Harrison (2017), motivation and engagement are closely related in the way that a motivating force, stimulus, or influence

can lead to engagement with reading. Given the students views on the opinion questionnaire, the engagement was clearly seen. The students 'strongly agree' with the statements: "You feel engaged in the lessons", "You find reading under the citizenship theme meaningful to you", and "You enjoy doing the tasks". Similarly, qualitative data unveiled their motivation exemplified by "I want to focus on the content of the text. (H1)", "it is challenging. (M2)", and "now I feel I like reading English text better. I will keep on learning to read (Him1)." Such motivation towards the future reveals their engagement. This can be affirmed by the notion of Afflerbach and Harrison (2017) that a reluctant reader who experiences engaging reading and related tasks may gain in motivation for future reading. In line with Lee (2012), their study also found that the students were eager and engaged to participate in the tasks in the BD class.

#### **6.4 BD&CT enhanced thinking skills**

Interestingly, the findings showed that the students developed the 'evaluation' aspect most among all aspects of reading comprehension. In the present study, students experienced reading well-sequenced set of passages, where two connected lessons covered the three-domains of citizenship - knowledge, values or emotion, and behaviors. This logical sequence helps student to think effectively. This is shown by students' opinions, "The experience of being a character in the reading, it makes me think about different perspectives. (Mim1)". Evaluation skill involves determining the author's purposes and tones, and the author's point of view or attitudes could be categorized as a critical reading level (Leo, 1994; Pirozzi et al., 2008). On the ground that critical reading shares the core elements with critical thinking, readers make use of thinking process to read critically (Lee, 2015). Thus, this could be the reason why reading in the 'evaluation' aspect was greatly improved.

#### **6.5 BD&CT motivated to be more mindful and active individual**

Among the four aspects of SR, the findings indicated that the students improved the most in aspect 4) Exercising democratic rights and responsibilities. This aspect involves knowing and acting on rights and responsibilities, and articulating and working toward an ideal future. This finding is in line with students' statements from which their awareness

towards society and others was noticed, for instance: "We became aware of the effects resulting from our actions (Mim1)". Remarkably, their mindfulness went from smaller to wider settings, from the present to the future: "The activities we did reflected society's condition. It made us think about what kind of an adult we should be; having responsibility in the way that a good citizen should have. (Mim2)", and "While doing group work, I had the feeling that I wanted to make what I wrote become true. (H2)". Also, the group task typically specified the purpose, a scenario, and the roles of students as if it was in the real setting—for example: 'You are on a student council responsible for writing a school newsletter and you are running the campaign, Save the Environment Week.' Students experienced taking responsibilities or make contributions to the group. In this way, they became more mindful and started participating more.

## 7. CONCLUSION

This study has shown that reading instruction using BD&CT significantly enhances English reading comprehension as well as social responsibility in this cohort of tenth grade Thai EFL Students. Reading instruction using BD&CT resulted in a solid path to achieve the desired results, meaningful content of reading and learning to the students, acquiring language knowledge and sharpening thinking skills. Ultimately, it strengthened students' motivation and engagement in reading and learning. Positively, students' opinions confirmed the effects of the reading instruction using BD&CT. Therefore, to attain the goals of reading instruction and social responsibility, the BD framework is an effective option, and the citizenship theme is appropriate to deliver the instruction with meaningful content in a real-world context.

In applying the reading instruction using BD&CT, the English teacher could employ it either for the whole course or as additional units of a reading class. The consultation with the teacher on civics or citizenship education would be needed, particularly in determining the scopes of content, text selection or available sources since materials in English reading instruction using a citizenship theme were difficult to find in Thailand.

## 8. LIMITATIONS OF THE STUDY

The first limitation is that the instructional instrument was implemented for only 8 weeks. If the study had run longer, more insights might be brought to light. Secondly, as the sample was a group of students registered as middle to high academic achievers, their competence of learning might be different from other grade tenth Thai EFL students. Also, the sample size of 36 participants was small, the generalizability of the findings might be limited. Additionally, although the researcher tried to verify the quality of the questionnaire by content validity and reliability, the data from the self-report questionnaire measuring SR might contain inaccuracies. Bias is an issue when dealing with the self-report as respondents can provide socially desirable answers especially when asked about behaviors (Camerini & Schulz, 2018).

## 9. RECOMMENDATIONS

Future studies should focus on the effects of reading instruction using BD&CT on critical reading. The results of this study show the significant improvement in higher level of reading comprehension such as inference and evaluation, which can be viewed as critical reading. Also, the effects on reading and writing skills should be investigated together, as students need to improve their writing to demonstrate their reading comprehension. This present study showed improvement through the use of multiple variables. Given the positive correlation in this study between BD and SR, the finding may provide a new direction for reading education in Thailand.

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