# Development of Reading Instructional Model using Task-based Language Teaching Approach integrating with Discourse-oriented Strategies to Enhance Reading Abilities of Undergraduate Students

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## Abstract

The purposes of this study were to; 1. construct the Reading Instructional Model using Task-based Language Teaching Approach integrating with Discourse-oriented strategies to enhance Reading abilities of undergraduate students and to investigate the efficiency based on the assigned criteria 80/80, 2) compare students' reading abilities before and after using the Reading Instructional Model, 3) study the discourse-oriented strategies used by students while reading expository texts, 4) explore students' satisfaction towards the Reading Instructional Model, and 5) verify the Reading Instructional Model using Task-based Language Teaching Approach integrating with Discourse-oriented strategies

The subjects were 40 first year students, Faculty of Political Science, who registered in the second semester of academic year 2016, Burapha University by simple random sampling.

The experiment took place during a period of 16 weeks. The research instruments consisted of; 1) 8 units of lesson plans, exercises, and a teacher's manual, 2) reading comprehension test, 3) self-report questionnaire, 4) think-aloud protocol, 5) satisfaction questionnaire, and 6) interviewed questions.

The t-test for dependent, mean, percentage, and standard deviation were used for data analysis. This research was carried out using the mixed-method approach. The results of the study revealed as follows:

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1. The Reading Instructional Model using Task-based Language Teaching Approach Integrating with Discourse-oriented Strategies to enhance Reading abilities of undergraduate students comprised four components: principles, objectives, learning and teaching procedures, and evaluation. The Model called "NODE Model" featured four steps: noticing (N), orienting (O), doing task (D), and evaluating (E). The NODE model was verified to be at a very good level by five experts, and met the expected criterion (80/80).

2. The score of students' reading comprehension posttest was significantly higher than pretest at 0.05 level, and the sample group reading abilities improved.

3. The results indicated that the most popular discourse-oriented strategies that students used while reading expository texts were previewing text structure and recognizing main idea respectively.

4. The students' satisfaction towards the Reading Instructional Model was at a very high level, and they used their potential to do the task-based activities with enjoyment.

5. The verification of the Reading Instructional Model using Task-based language teaching approach integrating with discourse-oriented strategies was at the highest congruence to the theories' rationality and probability. The theories' rationality was at a high level ($\bar{x}$ = 4.60, S.D. = 0.49) and mean score of the probability was $\bar{x}$ = 4.80, S.D. = 0.40 The congruence of the Reading Instructional Model was at a high level ($\bar{x}$ = 4.80, S.D. = 0.40) respectively.

**Keywords:** Discourse structures, Discourse-strategies, Reading Comprehension, Task-based Language Teaching, Graphic organizers

## Background

Reading is one of the four crucial skills in English learning, and this is especially crucial for Thailand, as Thailand is a country that uses English as a foreign language (EFL). This means that despite Thai students having to undergo their education in the local medium of instruction, students in all levels of education; primary, secondary or university will still have to access texts, journals, and course books in English in order to have a wider knowledge of understanding in their respective fields, as well as to remain competitive internationally. However, research studied camed out on Thailand learners' reading habits have pointed out that reading is not only a valuable skill, but an essential skill for Thai students. Wongsothon et al. (1981) cited in Sukhamdson (1992) described that Thai students in University level such as Chulalongkorn University, are in need of good reading skills in order to comprehend course books and textbooks written in English.

Even though Thai students spend twelve years studying English in primary and secondary schools, their reading performance are considerably low when compared to

students in neighbouring countries. Results from standardized exam, namely; OECD Programme for International Student Assessment or PISA, The International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) had all revealed that the overall English Language skills of students are in a below level, especially in reading skill.

## Statement of problems

Causes influencing the academic success of language learners especially for reading skills are from both language teachers and students. Cause from teachers may probably because most of them have no sufficient knowledge of English and teaching methodology or strategies to instruct their students. On the other hand, cause from students is the lack of motivation and their reading habits. A national reading survey done to study the reading habit of Thais in 2013, and the statistical results reveals that Thai students read only eight lines per year.

Reading strategies are these days considered a helpful method for teaching reading students to encounter the academic texts. A number of scholars studied the problems that students encounter in comprehending English texts are results showed that reading strategies help students to overcome reading problems. For example, Brashdi, (2002) discussed that a number of strategies students deployed in processing reading texts and solving their problems where the think-aloud method appealed to be a useful technique for examining such strategies,

students become more interactive with the reading text. Moreover, the study appealed for useful strategies to solve reading problems as students encountered them. In addition to Brashi's study, Praveen and Rajan, (2013) asserted that reading is an important language skill and the process of reading is developed using many strategies.

In the past two decades, reading strategy instruction has long been believed to foster students in reading comprehension. (Block and Pressley, 2002b, 2007; Pressley, 2000, 2002b; and Pressley and Finger, 2007) Strategic readers employ reading strategies to comprehend texts. Some use only individual strategy while some employ more than one strategy. Research-based strategy instruction revealed that strategy instruction helps to develop learners' reading ability. Strategy instruction is normally consisted of three teaching steps; a pre-, during-, and post-reading framework. (Aebesold & Field, 1999; Fitzgerald & Graves, 2004) Strategy instructions are presented in the classroom by teachers, by making the strategy to the students, and the students practice the strategy.

Task-based language teaching (TBLT) has its origins from communicative language teaching approach. Task-based language teaching approach emphasized on meaning rather than on forms. Many scholars have recommended that TBLT is effective teaching and it is now widely used in Thailand as an approach in the learner-centered curriculum. For example, Ruenyoot (2014) conducted a study

of using the task-based approach to enhance listening and speaking skills of students in primary 3 of Bangkhuntiensuka school. The results revealed that the students' English listening-speaking ability before and after the task-based learning experiment was significantly different at the level of 0.01. Characteristics of TBLT is the teachers is as a facilitator when students act as active learners. (Nunan, 2004) Willis (1998) developed components of task-based language learning framework and divided them into, pre-task, task-cycle, and language focus. Pre-task phrase is the stage that teachers introduce the topic and the task. Task-cycle is the stage that allows students to use the language they have already learnt in order to do the task and to improve that language under the teacher's advice and plan their report of the task. Focus phase is the last stage where provides students an opportunity to study specific forms.

Discourse-structure awareness or text-structure awareness refers to the way that skilled readers employ to organize information in a text, hence would be beneficial in increasing students' reading proficiency. Grabe (2009) claimed that good readers recognize when new topics are introduced, how they are maintained through pronouns and other anaphoric cues, and where there is a topic shift, or when new themes or concepts are introduced. Discourse-structure awareness helps students to be aware of how structure is organized and comprehend the texts better. For example, some texts are organized as chronological sequences of events, while others compare two or more things. Moreover, over the past two decades, several studies on discourse-awareness instructions have been raised to be a useful method to increase reading comprehension abilities of learners. Carrell (1992) pointed out that at the level of discourse, research suggests that knowledge of text contributes to reading comprehension, this is, a reader who understands the way in which the kind of discourse he or she is reading is typically organized will find it easier to comprehend such texts.

A graphic organizer (GO) is a visual and graphic display that depicts the relationship between facts, concepts, or ideas within a learning task. A graphic organizer helps guide the learner's thinking as they fill in and build upon a visual map or diagram. Moreover, Graphic organizer are tools that can be used to assist readers to visualize and organize information. Readers gain benefits from graphic organizers. For example, GO can help students or readers to increase reading comprehension by guiding them in demonstrating their thinking process. Praveen & Rajan (2013) pointed out the various functions of graphic organizers that assisted learners in reading comprehension.

Discourse-oriented strategies are reading strategies implied to teach students how text-structures are organized. Several scholars have defined reading strategies that are important in learning how text-structures are organized. For example, Davis (1968) defined eight skills, which are recalling word meaning,

drawing inferences about the meaning of a word in context, finding answers to questions answered explicitly or in paraphrase, weaving to gather ideas in the content, drawing inferences from the context, recognizing a writer's purpose, attitude, tone and mood, identifying a writer's technique and following the structure of a passage. Moreover, Thompson (1987) stated that reading strategies can be taught in order to improve comprehension which implied can lead to efficient L2 reading.

From all the above rationale, researcher have the intend to develop the Reading Instructional Model using Task-based language Teaching Approach integrating with Discourse-oriented strategies to enhance reading abilities of first year students at Burapha University. It is intended that the Reading instructional Model can enhance students reading abilities of the students.

## Research objectives

1. To construct the Reading Instructional Model using Task-based Language Teaching approach integrating with Discourse-oriented Strategies to Enhance Reading Abilities of Undergraduate Students and to investigate the efficiency based on the assigned criteria 80/80.

2. To compare students' reading abilities between pre-test and post-test scores after using Reading Instructional Model using Task-based Language Teaching Approach integrating with Discourse-oriented strategies.

3. To study discourse-oriented strategies used by students while reading expository texts.

4. To explore students' satisfaction toward reading instructional model using task-based language teaching approach integrating with discourse-oriented strategies that enhance students' reading abilities.

5. To verify the Reading Instructional Model using Task-based Language Teaching approach integrating with Discourse-oriented Strategies.

## Hypothesis

1. The efficiency of the reading instructional model using task-based language teaching approach integrating with discourse-oriented strategies meets the 80/80 standard.

2. The students' reading ability score of post-test is higher than the pre-test after using reading instructional model using task-based language teaching approach integrating with discourse-oriented strategies.
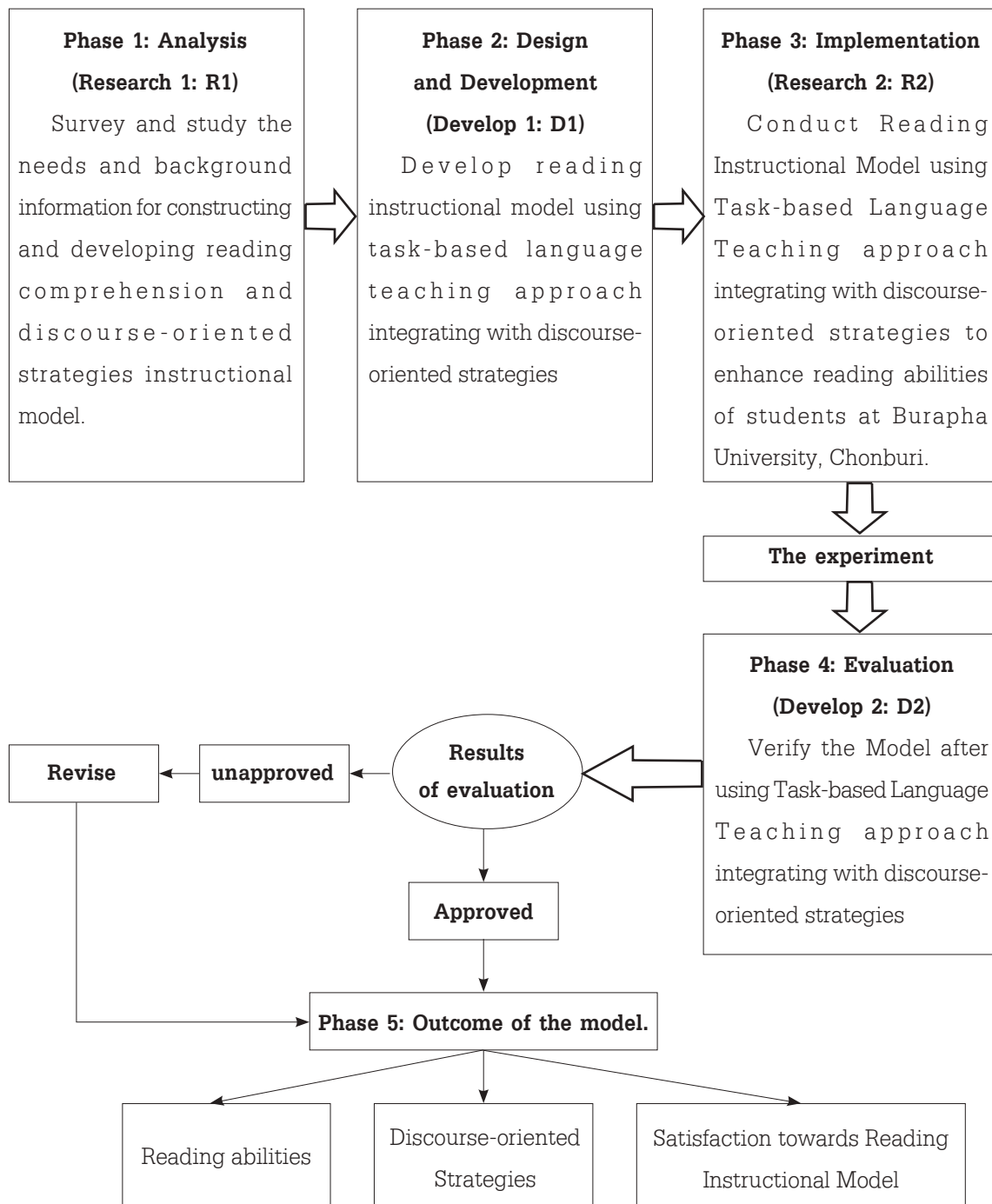
## Research Framework



**Figure 1** Research framework

## Research Methodology

The present study was conducted using a mixed-method approach to collect both qualitative and quantitative data to gain and interpret them according to the research objectives. The following research elements and procedures were included in carrying out the study in order to obtain the research objectives.

## Population and Sample

The research population was 1,265 undergraduate students who were studying English for Foundation II, Second Semester 2016 at Burapha University.

The sample was Burapha University students (special program), Faculty of Political Science, who enrolled for the English for Foundation II course, and approximately 40 students were drawn from simple random sampling for 1 classroom as a sampling unit.

## Research Instrument

The research instruments used in this study are:

1. 8 Units of lesson plans, exercises, and a teacher's manual

2. Reading comprehension test

3. Self-report questionnaire

4. Think-aloud assessment form

5. Questionnaire on satisfaction towards the Reading Instructional Model

6. Semi-structured interview questions

## Research Instrument Development

The researcher developed the research instruments and the process of the research instrument development are discussed as follows:

1. 8 Units of lesson plans, exercises, and a teacher's manual

The reading lesson plan, exercises and teacher's manual were constructed by the researcher to study the English reading abilities and to see if the model is effective. The lesson plan consisted of 8 units and exercises. The researcher asked five experts in English to review and sought their feedback. When the 8 units of lesson plans and exercises were returned, the researcher improved the lesson plans and exercises as advised by the experts, and submitted them to the advisor. In addition, the lesson plan and exercises were tried out with a similar sample group, students in Faculty of Political Science, majoring in Local Government.

2. Reading comprehension test

This test was designed by the researcher to study the English reading abilities of the students after using the Reading Instructional Model. It consisted of 4 passages with 40 questions. In each question, there were 4 multiple choices answers. The test was administered to measure the subject's reading comprehension abilities twice; before and after the treatment. Once, as a pre-test, whereas the other, as a post-test respectively. The researcher

wrote the test, submitted to the advisor and asked the five experts in English to review the suitability of the test. When the test was returned, the researcher improved the test as advised by the experts. Moreover, the test was tried out with students in Faculty of Political Science, majoring in Local Government. The duration of the test was 60 minutes. The reading comprehension test was tested for reliability, which was at 0.90, before administering.

3. Self-report questionnaire

This questionnaire was designed by the researcher to study the discourse-oriented strategies used by the students while reading the expository texts. The questionnaire was written both in Thai and in English to ensure all students could understand all of the questions. The researcher submitted the questionnaire to the advisor and five experts were asked to examine the questions that were included in the questionnaire, and to determine if the questions were appropriate and valid. Once the experts had commented on the questionnaire, it was revised.

4. Think-aloud assessment form

This think-aloud assessment form was designed by the researcher to study the discourse-oriented strategies diagnosed by the teacher. It is to observe the insights on students' processing strategies. The questions were adapted from discourse strategies. It consisted of two main parts; 1) Name of discourse strategies, 2) Template for transcribing the think aloud information. The researcher wrote the think-aloud assessment form and five experts were asked to examine the questions included in the think-aloud assessment form and determine if the questions were appropriate and valid. Once the experts had commented on the questionnaire, it was revised and tried out with small group before a field trial.

5. Questionnaire on satisfaction towards the Reading Instructional Model

This questionnaire was designed by the researcher. It was constructed to gather the students' satisfaction towards the Reading Instructional Model. It consisted of 16 items and used the 5-point Likert Scale. All items were designed to tap the students' opinions and attitudes toward the treatment. The researcher wrote the questionnaire and five experts were asked to validate the questionnaire and determine if the questions were appropriate and valid. Once the experts had commented on the questionnaire, it was amended and tried out with a small group before implementing to a sample group.

6. Semi-structured interview questions

This interview questions were designed by the researcher to elicit in-depth information from the students towards the Reading Instructional Model. It consisted of 4 questions. Then, the researcher submitted the interview questions to the advisor and five experts were asked to examine the questions and determine if the questions were appropriate and valid. Once the experts had commented on the

interview questions, it was revised and tried out with a small group, with similar characteristics to the sample group.

**Data Analysis**

1. Analyzing the efficiency of the Reading Instructional Model through process (E1) and product (E2) by using the efficiency formula 80/80 of Chaiyong Prommawong (1997: 495)

2. Analyzing the comparison of reading abilities before and after the treatment of the Reading Instructional Mode using paired-Samples t-test.

3. Analyzing the frequency in using discourse-oriented strategies by learners using percentage, mean ($\bar{x}$) and S.D.

4. Analyzing the satisfaction towards the Reading Instructional Model using mean ($\bar{x}$) and S.D. Once the mean scores and S.D. scores were analyzed, the data were interpreted based on the satisfaction criteria.

**Research Results**

From the research finding, the researcher has provided conclusion according to each research objectives as follows:

1. The Reading Instructional Model using Task-based Language teaching approach integrating with Discourse-oriented strategies to enhance Reading Abilities is effective and has the assigned criteria of 78.031 / 80.563. It means the efficiency of the Reading Instructional Model was a good model. The Model was so called,
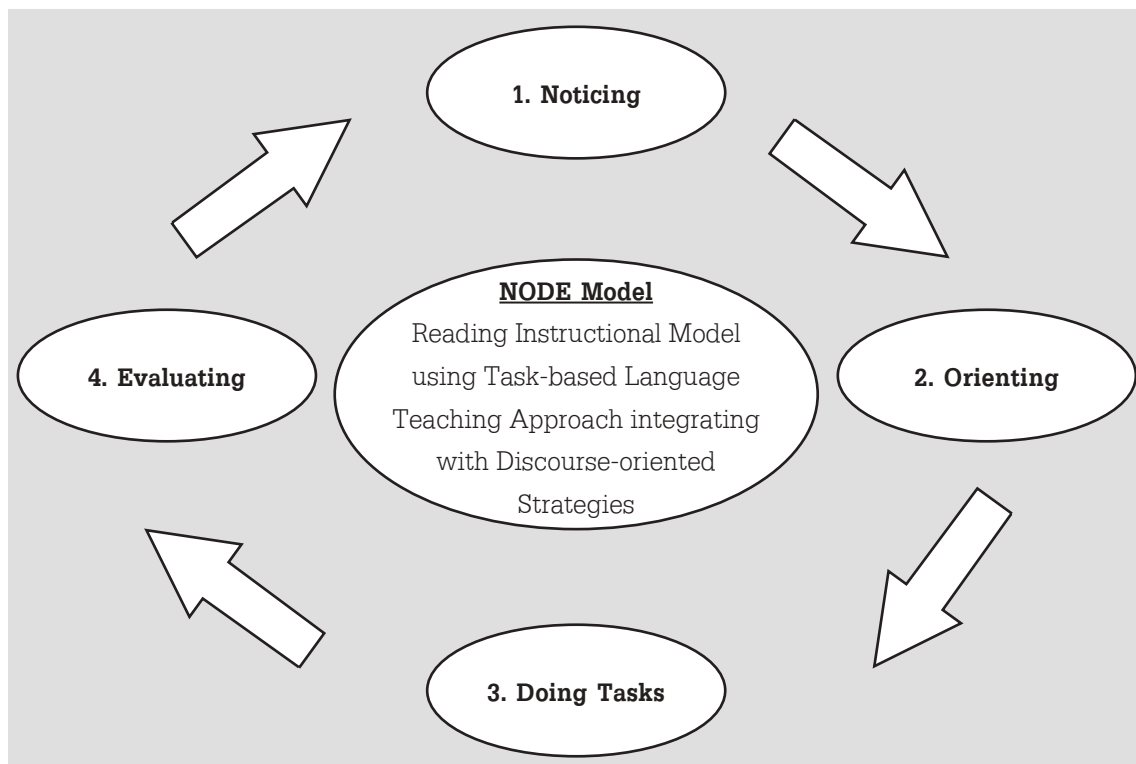
"**NODE Model**" consisted of four steps and are discussed as follows:

Step 1: Noticing (N) - Noticing stage is the stage where the teacher prepares students about the topic, contents, and context that learners will encounter. A teacher introduces the idea of text structure and shows students graphic organizers. Then, patterned-guides graphic organizers are shown to the class at this stage to display key ideas and how texts are organized on the appropriate patterns. Finally, teacher introduces the overall ideas and concepts of discourse-strategies to the students.

Step 2: Orienting (O) - Orientation stage is the step that teacher models, teaches discourse-oriented strategies, and explains teacher's role and students' role in the classroom. Discourse strategies used in this step consisted of previewing text structures, and inferring information in the text strategy.

Step 3: Doing Tasks (D) - Task stage is the step where students do the task individually, pair-work, or group-work. They complete the tasks by adapting the strategies they have learnt and plan to report their outcomes or products to the class.

Step 4: Evaluating (E) - Evaluation is the stage where teacher and students together evaluate the results after doing tasks/activities by asking the representative to report the outcome or products of the tasks while teacher provides feedback to the students by giving advice and evaluate students' work. Students do self-report questionnaire after extensive reading.

2. The reading abilities of the sample group from the reading comprehension test before and after using the Reading Instructional Model were significantly different at 0.05 Students in sample group had higher English reading abilities than before the treatment.

3. The Discourse-oriented Strategies that students used mostly after applying the Reading Instructional Model gathered from self-report questionnaire were recognizing main idea (the highest) and previewing text structure (the second highest) respectively. The strategies students employed the most that were gathered from the think-aloud assessment form are previewing text structure strategy (the highest) and examining subsection of the text strategy (the second highest).

4. The results showed that students had positive attitudes toward the Reading Instructional Model. They thought that reading instructors helped and encouraged them to read and activities in class and the texts assigned to read were interesting.

5. The verification of the Reading Instructional Model using Task-based language teaching approach integrating with discourse-oriented strategies was at the highest congruence to the theories' rationality and the probability. The theories' rationality was at a high level ($\bar{x} = 4.60$, S.D. = 0.49) and mean score of the probability was $\bar{x} = 4.80$, S.D. = 0.40 The congruence of the Reading Instructional Model was at a high level ($\bar{x} = 4.80$, S.D. = 0.40) respectively.

## Discussion

The discussions on research finding are as follows:

1. The developed Reading Instructional Model was verified by five experts and was at a high level. The components of the Reading Instructional Model comprised four components, namely; 1) Principles 2) Objective 3) Learning teaching procedures, and 4) Evaluation. The Model was called "**NODE Model**", Noticing (N), Orienting (O), Doing tasks (D), and Evaluation (E). The findings after the experiment revealed that the efficiency of the Reading Instructional Model met the assign criterion 80/80 according to Chaiyong Promwong and was considered an effective model. This was because the Reading Instrumental Model, called "NODE Model" was developed based on the analysis and synthesis from the course syllabus, related theories and related researches. In addition, the Reading Instructional Model was verified by high profile experts on curriculum and instruction, reading comprehension, and task-based teaching approach. Moreover, needs analysis was employed to gather basic information for the instruction. The researcher interviewed the English Teaching at Burapha University. Then, the questionnaire on needs analysis was administered to seek topics needed for learners to learn English.

The findings of the study affirmed that teaching and learning procedures met the standard criterion 80/80 because the Reading Instructional Model was conducted and developed based on the literature and related theories. Reason for the learning and teaching steps of NODE model was verified and accepted by five experts can be explained as follows:

Noticing (N) - is the step where teacher introduces a pattern of text structure for the expository texts and their significance on reading comprehension. Teacher also introduces discourse strategies and present types of graphic organizers to students in order for them to understand the background of text-structures and notice which graphic organizers are used for each text-structure. This step is consistent to the schema theory which highlighted on the organizational forms and rhetorical structures of written texts (Nuttall, 1996; Alderson, 2000) Showing the students to be aware of the text-structure is consistent to a formal schema of Carrell (1984a,b) said that "we can facilitate ESL/EFL reading comprehension by teaching text structure based on schematic knowledge. Moreover, the noticing step has also reaffirmed the findings of Carrell (1984) that explicit reading of the text structures can improve students' reading of the text structure can improve students' reading comprehension. In addition to schema theory, introducing a pattern of the text structures for the expository text and their significance in the noticing step is consistent to the pre-reading step of Chattiwat (2000) where introducing seven patterns of text-structure should be the first step to teach discourse strategies using graphic organizers. Before reading or pre-reading are considered the first

step which alerts the students to what they are going to read the English text. This concept is consistent to the idea of Wallace (2000), Orcutt (2008), Irwin (2007), and Vogt & Echevarvia (2008).

Orienting (O) - is the step where teacher models strategies and explain teacher's role and students' role. In this step, student will learn how to preview text-structures, notice and look for signal words and phrases that identify each text structure. Teaching students to preview text-structures is consistent to the concept of Reading Comprehension Model, interactive approach. Interactive approach is a reading process where readers look an overall of the texts and predict what is the text is about by looking for its features and genres of the text. (Goodman, 1967; Alderson, 2000). Besides, setting a purpose for reading academic text-structures for each English text and each unit of lesson plan of the Reading Instructional Model is consistent with one of the six types, reading to learn, of different purposes of reading according to Grabe (2010). Previewing text structures strategies are allowing students to have a general look for a signal words and phrases hiding behind each academic text structure. These strategies assisted students to understand the main idea better. They are no need to read every sentence of the text. Students can predict the texts by searching for signal words, phrases, and look at the graphic of the text if there is any. The idea is relevant to Grabe (2010) and Thompson (1987) who said that "identifying text structure

and highlight key words should be done to ask students to be aware of organizational patterns of the texts and identifying typical genre features of a text."

Doing task (D) - is the step where the students do the tasks independently in individual, pair-works, or group works. In this step, students practice doing discourse-strategies after teacher modeling. Doing tasks independently in individual, pair-works or group works allowed the students to do the tasks freely where teacher's role is to walk around to each group and assist where is needed. Doing tasks freely in pair work or group work, students can communicate using target language when doing the tasks which is consistent to the task-based language teaching approach. According to Littlewood (2007), TBLT syllabi is in an attempt to make language in the classroom truly communicative, rather than the pseudo-communication. The experimental students were enjoyed doing the tasks and were active to present their products. This concept is consistent to the characteristics of task-based approach where the learning approach focuses on the outcome rather than the process (Prabhu, 1987; Nunan, 1989; Willis, 1998; and Skehan, 1996a). In addition, using visual representative is a very useful tool to assist experimental group understand the main idea of the text better. The results from the semi-structured interview showed that students' enjoyed putting information from the texts into graphic organizer. This concept is consistent to Grabe (2010) who said that "Discourse-based

graphic organizer instruction is a powerful way to raise discourse-structure awareness". The idea of discourse strategies based-graphic organizers or using visual representation is also consistent to the findings of the research of Gorjian, Khoshakhlagh, and Bavizde (2015) who found that the instruction of graphic organizers facilitated reading comprehension in ESL contexts. Besides, Chattiwat (2000) said that using visual representation to show students is to help guide students to connect with the text structure.

Evaluating (E) - is the step where the students present their outcome/products after doing tasks. Students also reflect the discourse strategies used after reading the texts from each unit. Students would reflect, analyzes, and raise their awareness of strategies, discourse structures and language. The way students reflect the discourse strategies used in each step was to reflect and reread the texts if they understood the texts. The concept of reflecting after reading the texts is relevant to post-reading. According to Wallace (2000), post-reading activities is a follow-up writing task students do after reading the texts. In addition, to reread the information from the text is consistent to the idea of Gordon (1990) and Grabe (2010). They stated that reread the text is to recheck and discuss why these sentences are good candidates for presenting main ideas.

2. The findings of the study revealed that the posttest scores of the reading comprehension test was higher than the pre-test scores and were statistically significant at the level of $< p$ (0.05). The students' performance in reading comprehension was positively affected and they were able to reproduce more ideas from the text in question. This findings has confirmed the research hypothesis No. 3. Another reason helps explain the higher scores of the students' performance is the Reading Instructional Model was developed based on the Task-based language approach (TBLT) is which considered a branch of CLT focusing on the use of authentic language and on asking students to do meaningful tasks using the target language. Assessment is primarily based on task outcome, or the completion of real world tasks, rather than on accuracy of prescribed language forms. According to Ellis (2007), he mentioned that the steps of TBLT are Pre-task, Task, Planning, Report, Analysis, and Practice. Pre-task is the stage where the teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage. This might help the students to recall some language that may be useful for the task. The teacher then gives the students a clear model of what will be expected of them. Then, the students can take notes and spend time preparing for the task. Task is the stage where students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement. Planning is the stage where students prepare a short oral or written report to tell the class what happened during their task. Report is the stage where students report back

to the class orally or read the written report. The teacher may give the students some quick feedback on the content. Analysis is the stage where teacher highlights relevant parts from the text of the recording for students to analyze. They may ask students to notice interesting features within the text. The teacher can also highlight the language that the students used during the report phase for analysis. Lastly, practice is the stage where the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. Then, the students do practice activities to increase their confidence and make notes of useful language. For this current study, the experimental group did well in pair work and group work.

3. The findings of the current study indicated that discourse-strategies use in processing expository texts after being taught by the Reading Instructional Model were recognizing the main idea and previewing text structure from self-report questionnaire, and previewing text structure and examining the sub-section from think-aloud protocol respectively. There are two strategies students employed in common. The strategy was previewing text-structure which previewing text structure was probably useful for students when reading the text-structures. Students employed the strategy in order to find text-structures. According to Grabe, (2010) previewing texts are useful to assist students reading text-structures. The strategy helped them by highlighting key words that signal

text structure. Moreover, discourse-oriented strategies based graphic organizers are beneficial to students in comprehend the expository texts. This findings of the research are consistent with the findings of Khoshakhlagh, and Bavizade (2015), who found that the instruction of graphic organizers facilitated reading comprehension in ESL context.

From the evidence of activities, students could create and draw their graphic organizers and show their partners. For example, one of the tasks asked the students to draw a time line chart of a well-known person in Time Line unit. Surprisingly, students could draw and came up with a variety of time line charts. The activities were consistent to the findings of Simmons (1998) who found that students had no problem in identifying the main ideas of passage and the supporting details and their organization in each paragraph. It helped the students in understanding the passage as a whole, and they could also understand the structure of each paragraph. Additionally, the study revealed that EFL students who were trained in using graphic organizer performed better in the posttest compared to the students who did not use graphic organizer. Thus, the use of graphic organizer, as a tool, can facilitate EFL students' reading comprehension of a text written in English.

4. The findings of the study revealed that the experimental group has a positive satisfaction towards the reading instructional model. This can be explained that Reading

Instructional Model was developed systematically by employing the needs analysis where the first steps to do a research. The relevant topics did not too difficult for students to understand. It was an authentic text where students could understand and had their schema knowledge before reading the texts. According to Nunan (1991), authentic texts are one of the features of CLT. Besides to the topic interest, the students had a positive feeling of satisfaction toward the Reading Instructional Model. It was consistent to the concept of Kaochan (2003) who said that "The positive feeling entails motivation in work or enthusiastic toward the work which can affect the successful of the origination".

The findings of the study have also shown that students were satisfied with the Reading Instructional Model. This was because there were a variety of the activities and tasks. The satisfaction questionnaire has confirmed that task-based language teaching approach was at a high level. Students could do the tasks differently. According to Willis (1998), there are a variety of tasks for task-based instruction; listing, ordering and sorting, comparing, problem & solving, sharing personal experiences, and creative tasks. In addition to the findings form questionnaire on satisfaction towards the Reading Instructional Model, the semi-structured interview from focus group has also reaffirmed the findings from the questionnaire that students has a positive effect towards the Reading Instructional Model. For example, one of the students said that learning how to identify text-structures can help her predict what the text was about. She could notice signal words and underlined phrases of the text structures understandably. Discourse-strategies assisted them to read the text faster than before. They were neither need to read every single word nor reading every single sentence. Students could comprehend it well. It enhanced reading abilities of the students. This concept was consistent to Irwin (2007) who claims that the macro process is the process that students summarize main ideas from the texts after they read by recognizing organization patterns to help them comprehend the texts.

5. The results of the Reading Instructional Model verification revealed that the Model was at the highest congruence to the theories' rationality and the probability. The theories' rationality was at a high level ($\bar{x} = 4.60$, S.D. = 0.49) and mean score of the probability was $\bar{x} = 4.80$, S.D. = 0.40 The congruence of the Reading Instructional Model was at a high level ($\bar{x} = 4.80$, S.D. = 0.40) respectively. This can be explained that because the Reading Instructional Model was designed and developed according to the Research and Development which had the systematic designed with four phrases; Research (R1), Development (D1), Research (R2) and Development (D2). In addition, the principles, the objectives of the model were designed according to the need analysis of the learners, the related theories and researches. As the results from the experts' evaluation, the Reading Instructional Model was congruent to theories'

rationality and the probability. Moreover, the lesson plan of the Reading Instructional Model was congruent to the probability which can be used for Undergraduate students of Burapha University.

## Recommendations for Pedagogical Implications

The current study has a number of implications for materials development and classroom teaching. Recommendations are as follows:

1.  The research findings indicated that after implementing the Reading Instructional Model using task-based language teaching approach integrating with discourse-oriented strategies, students' reading abilities were improved. The score of students' reading comprehension posttest was significantly higher than pretest at the 0.05 level. The results proved that the Reading Instructional Model could be employed with Undergraduate students.

2.  This study successfully integrated discourse-oriented strategies with task-based language teaching approach instruction into an existing university's curriculum by constructing discourse-oriented strategies lessons to reflect the discourse structures of each passage in the reading textbook. It showed that the principles and synthesis of discourse strategies can be applied to a wide range of instructional texts. The discourse strategies integrated with task-based language teaching approach instruction can be embedded within a standard reading curriculum.

3.  The Reading Instructional Model using task-based language teaching approach integrating with discourse-oriented strategies can be applied with reading expository texts of other subjects, such as, in Thai language subject.

## Recommendations for future research are as follows:

1.  This research study was implemented as a one group pretest-posttest design. For further study, it is recommended that in order to enhance the English reading abilities assessment, the experiment should be implemented again, once or twice after an interval of approximately two weeks. This is to see if the English reading abilities of the students were retained after a period of time.

2.  The Reading Instructional Model using Task-based Language Teaching approach integrating with Discourse-oriented Strategies could be implemented with students of other levels; for diploma students in vocational colleges, or for secondary school students.

3.  The Reading Instructional Model using Task-based Language Teaching approach integrating with Discourse-oriented Strategies could be implemented with other receptive skill (listening skill) to see if the students could employ discourse-oriented strategies in listening to text-structures.

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