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**THE EFFECT OF LITERATURE-BASED INSTRUCTION ON READING MOTIVATION  
AND WILLINGNESS TO COMMUNICATE OF THAI COLLEGIATE STUDENTS**

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3 MAY 2023

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### Acceptance Page

This thesis titled: “**THE EFFECT OF LITERATURE-BASED INSTRUCTION ON READING MOTIVATION AND WILLINGNESS TO COMMUNICATE OF THAI COLLEGIATE STUDENTS**” is hereby accepted by the Faculty of Education, U.P. Open University, in partial fulfillment of the requirements for the degree Program.

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## **Biographical Sketch**

The author, Kathylene Petaca Remegio, was born on October 2, 1975, in Osita Subdivision, Koronadal, South Cotabato, Philippines. She is the third child among the four children of Mr. and Mrs. Camilo Petaca, who were originally from the Ilocano region in the north.

In 1999, she successfully completed her Bachelor of Secondary Education majoring in English at North Davao Colleges in Panabo, Davao del Norte. Following her academic achievement, she embarked on a fulfilling journey as an EFL (English as a Foreign Language) missionary teacher in South Korea, dedicating three years to enriching the lives of her students. In 2005, she made the decision to move to Thailand, where she got married to Mr. Almer Remegio, her college computer instructor. Together, they have been blessed with a son named Michael Vincent, who is currently in seventh grade. Seeking to further her education, she enrolled at the prestigious University of the Philippines, located in Los Baños Laguna, in 2009. As she eagerly approaches the culmination of her studies, she looks forward to completing her degree this semester, further expanding her knowledge and skills

She has dedicated nearly 17 years to her career in Thailand. During this time, she served as a secondary teacher for five years and subsequently joined Didyasarin International College, where she not only contributed as a writer for Hatyai 4U English Corner but also spent six years honing her skills. Her dedication and accomplishments have garnered recognition, as she was featured in People of Asia Magazine in 2015. Currently, she is employed at Nakkon Sri Thammarat Rajabhat University, where she has been working for seven years. In her early years there, she showcased her talents as a woman presenter on NSTRU radio from 2016 to 2018. Furthermore, she had the privilege of presenting her academic paper at the 14th International Conference on

Developing Real-Life Learning Experiences, held at King Mongkut's Institute of Technology  
Ladkrabang (KMITL) in Bangkok, Thailand, in 2016.

## **Acknowledgment**

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## **Dedication**

I would like to dedicate this thesis to my loving God, who always goes ahead of all the circumstances in my life, whose loving-kindness abounds during the years of uncertainties and discouragement, and whose promises are my sole inner strength when I am tempted to give up. This work is also dedicated to my husband, Almer, who stayed patient all through the years of my journey. May God's favor be with your dreams after years of cheering me on to reach mine. To my students who benefit from the reading instruction I use in my language classroom, I am truly grateful to be part of your quest in life. And lastly, to my Nakkon Sri Thammarat Seventh-day Adventist family, with whom I shared my life and faith all through the years of accomplishing this paper. God's overflowing blessings be with you all.

## **Abstract**

The demand for advanced literacy skills among English as a foreign language (EFL) adolescent learners is urgent because they need to be proficient readers of English. Reading, being an effortful activity and a linguistically-based process, requires the learners to be highly motivated and possess linguistic competence to efficiently read to learn in English and use it in their communication inside the classroom. Studies show that EFL learners lack the motivation to read and the willingness to communicate in English for a variety of reasons. One of these is the current pedagogical approach of English teachers, which is ineffective in helping learners read and become willing to use English inside the classroom.

This study explored the effect of literature-based instruction on the reading motivation and willingness to communicate of Thai collegiate students. It described and analyzed each feature of the literature-based instruction and how these affected the participants' reading motivation and willingness to communicate in English. In addition, it investigated the relationship between reading motivation and willingness to communicate.

The study employed a mixed-methods design, which includes a quasi-experimental pretest-posttest to gather quantitative data and semi-structured interviews, observations, and journal entries to gather qualitative data. The convenient sampling method was used in selecting the 21 university students, aged between 19-21, who are majoring in English. The intervention was implemented for 16 weeks. Students' reading motivation was assessed using the Adolescent Motivation Reading Profile (AMRP) questionnaires that were administered before and after the intervention. The AMRP comprises two parts: the reading survey and the conversational interview. The 20-item reading survey used a 4-point response scale. It was a self-reported, group-administered instrument

that assessed two specific dimensions of reading motivation: self-concept as a reader (10 items) and the value of reading (10 items).

On the other hand, students' willingness to communicate (WTC) was assessed using the Willingness to Communicate questionnaires that were administered before and after the intervention as well as the WTC Scale was utilized to assess the L2 WTC across four fundamental skill domains (namely, listening, speaking, reading, and writing) to gauge the student's readiness to participate in L2 communication within the classroom setting. The intervention employed lesson plans from a Thematic Language and Literacy Learning Package (TLLLP). The literary work consisted of a collection of brief narratives, a theatrical production, and a lengthy fictional prose narrative.

Moreover, information from semi-structured interviews, teacher observation, and personal journals was collected before, during, and after the intervention as the basis for qualitative data regarding the participants' personal views, experiences, and impressions on literature reading materials and activities in the class. All collected information, interview scripts, and participants' answers to the questionnaires were recorded, transcribed, and analyzed.

T-test analysis showed a significant difference in the reading motivation of the participants in the pretest and the posttest scores,  $t(20) = -7.31$ ,  $p < .000$ , and  $\eta^2 = .731$ . Likewise, there is also a significant difference between the willingness to communicate inside the classroom, as shown in the results of paired sample t-tests for WTC inside the classroom, where  $t(20) = -6.40$ ,  $p < .000$ , and  $\eta^2 = .640$ . Although the  $r$  values of .29 and .30 indicate weak relationships between the participants' English reading motivation and willingness to communicate specifically in writing skill, at which the significant level is at 0.05, the results, on the other hand, show that there is a moderate positive linear relationship between reading motivation and willingness to communicate,

which illustrates improvements on both variables that are directly and positively impacted by the intervention.

Qualitative data culled from the interviews, conversations, journal entries, and observations showed that literature-based instruction improved participants' reading motivation and willingness to communicate. The instructional strategies gave them opportunities to interact among their peers and enhanced their level of confidence to use English frequently in various modes of communication. The response activities assisted them in expressing their thoughts in English, and they learned to take ownership of their own learning. It also showed that shifting the focus of language instruction from grammatical competence towards a communicative approach has a positive effect on their motivation to read, vocabulary and literary skills, understanding of the reading process, and enthusiasm for literacy tasks. The study suggests that using a literature-based approach in teaching EFL benefits the learners' reading motivation and willingness to communicate in English. Along with this instruction, language teachers would integrate activities that cater to the learner's needs, pace, and interests, which could provide greater opportunity for students to use their language skills.

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## Chapter 1: Introduction

### Background of the Study

In general, college students in the 21st century need to become proficient readers to meet the literacy demands of reading various genres of texts in their academic subjects, to perform their daily duties, and to conduct their personal lives, according to Pitcher, Martinez, Dicembre, Fewster, and McCormick (2010). For English as a Foreign Language (EFL) learners like the Thai collegiate students, learning in English, an unfamiliar language, adds to the challenge of reading and communicating. They will need more than advanced literacy skills to read in all their academic subjects. As reading is an activity that requires effort and skills, EFL readers must be highly motivated (Syamananda, 2017) to engage in reading voluminous texts in English. At the same time, they must possess linguistic competence to communicate effectively and confidently what they have read (Pitcher et al., 2010).

Several studies show that it is common among EFL students to feel frustrated when they read texts in English because either they lack the skills or they have limited skills to understand what they are reading (e.g., Fitzpatrick, 2011; Karnchanachari, 2019; Kiran, 2013; Lathapipat & Sondergaard, 2015; Thongwitchit, 2018). Among Thai learners, this results in reluctance to read, less interest in reading, low reading motivation, and diminished willingness to communicate (Kiran, 2013).

Reading motivation makes people read, and it is an important variable in the reading process because the extent and quality of motivation that students bring to reading depend on it. It is therefore necessary to provide them with engaging reading activities that will motivate them to

read (Reoperez, 2019). Despite the importance of reading motivation in adolescent reading, it is often neglected in literacy instruction (Choomthong, 2014). According to Reoperez (2019), "the question of what activates reading motivation in higher education is an under-researched area" (p. 18). As a result, negative reading behaviors such as dislike and boredom in reading occur, as in the case of Thai students (Choomthong, 2014; EF EPI Report, 2014).

Willingness to communicate is another crucial element of EFL learning, especially in linguistic competence (MacIntyre, 2007). It highlights the role of interaction in language development (Molberg, 2010), in language learning (Kang, 2005), and in authentic language use. However, instructional practices hinder EFL learners from becoming fluent and confident in their L2 (Kongkerd, 2013; Teng & Sinwongsuwat, 2015). Therefore, L2 teaching should create and expand opportunities to use L2 communicatively in the classroom (Xie, 2011).

There are several factors that cause a lack of reading motivation and willingness to communicate among adolescents. One of the factors that affects reading motivation and willingness to communicate among EFL students is the kind of approach and method used in teaching. Guthrie and Wigfield (2000) hypothesize that instructional strategies predict reading motivation among learners. Unfortunately, many instructional methods being used to teach second and foreign languages do not promote reading motivation or willingness to communicate in English. One of them is the most commonly used Grammar Translation Method (GMT). GMT is a traditional product-oriented approach that prevents EFL students from mastering meaning making and does not help them solve problems when they have difficulties in reading (Chanaroke and Niemprapan, 2020; Oranpattanachai, 2010). This method generally focuses on learning grammar rules and applying them to translating foreign language texts. There is no communicative output in the

classroom, so learners often miss the chance to develop skills for real and meaningful communication (Fitzpatrick, 2011; Kwangsawad, 2007). Because many EFL teachers subscribe to the GMT method, English language teaching is considered by many to be rather ineffective (Teng & Sinwongsuwat, 2015), as current pedagogical approaches to English language teaching in Thailand are not able to make learners competent users of English (Kongkerd, 2013).

Apart from the grammar-translation method, another obstacle to the development of Thai students' communicative skills is the emphasis on national examinations, which play an important role in the learning and teaching of English in Thailand (Fitzpatrick, 2011). It is often perceived that teaching language and literacy skills in isolation will lead to better performance in the examinations. On the contrary, it leads to serious problems in language and literacy learning as Thai students underperform in reading and in English. In fact, from 2010 (OECD, 2016) to 2018 (OECD, 2018), Thailand had a sharp decline in reading achievement and a low ranking among 79 OECD countries, as well as in test scores in the Test of English as a Foreign Language (TOEFL) based on the IMD report 2013-2014.

The rankings and low scores refer to the EF English Proficiency Index (EF EPI), which shows the level of English proficiency of Thais. According to Bernhardt (2005), L2 proficiency as measured by the Test of English as a Foreign Language (TOEFL) and Chulalongkorn University Test of English Proficiency (CU-TEP, equivalent to a paper-based TOEFL score) can account for 30 percent of the variables contributing to second language reading ability. In other words, L2 proficiency can affect the ability to read and communicate in a second language.

Moreover, according to Fitzpatrick (2011) and Nazari & Allahyar (2012), EFL classrooms with a teaching and learning approach that focus on repetition, structure, and testing hardly provide students with the opportunity to communicate effectively in the second language. This situation is

common in Thailand (Pattapong, 2015) where it is normal for Thai students to avoid using English despite teachers' best efforts to implement the communicative approach.

For EFL learners such as Thai students, experts suggest that there should be an evidence-based guide for teaching English that promotes Thai learners' WTC in the classroom (Karnchanachari, 2019). It should be the kind of instruction that creates situations in which students can use the language in an authentic and meaningful way without feeling pressured or anxious (Pattapong, 2015).

An approach that has been used in a number of studies addressing language and literacy learning problems is literature-based instruction. Results yielded in these studies specifically among elementary and high school students show that literature-based instruction provides positive reading experiences, promotes higher thinking skills, and helps students express themselves communicatively (e.g., Adewoye, 2022; Iskhak, 2015; Kaowiwattanakul, 2021; Perles, 2014; Simon, 2022; Sosnowski, 2014). In non-English-speaking countries such as Thailand, collegiate programs using literature-based reading instruction (e.g., Bataineh, Rabadi, & Smadi, 2013; Bloemert, Paran, Jansen, & Grift, 2017; Kantapikul, N., 2012; Kaowiwattanakul, 2021; Khuankaew, 2010; Muthusamy, Mohamad, Ghazali, & Subrayan, 2014; Rabadi & Bataineh, 2015; Simon, 2022; Tayeb, 2022) documented positive results for students' L2 achievement, on reading skills and critical thinking skills. These studies recommend the continued use of literature-based instruction to support students with low L2 reading motivation and who have limited communicative skills in English.

This study hopes that implementing literature-based instruction in an EFL classroom will help address the gaps presented above. Since the studies show that it is effective in fostering a love for reading and developing language and literacy skills among learners in basic education, it is

expected that it will do the same with Thai collegiate learners. This paper proposes that when the reading motivation and ability to communicate in English of Thai EFL learners improve, they will read more and communicate more, which in turn will lead to successful reading in English.

### **Statement of the Problem**

Thai collegiate students' lack of reading motivation and reluctance to communicate in English hinder their literacy development and academic achievement. This study investigated the literature-based approach in teaching/learning languages to improve Thai university students' reading motivation and WTC. In the process, it sought to answer the following questions:

1. Does literature-based instruction improve the following:
  - a. reading motivation in English?
  - b. willingness to communicate in English?
2. Is there a relationship between students' reading motivation and willingness to communicate after being exposed to literature-based instruction?
3. In what ways does literature-based instruction affect students' reading motivation and willingness to communicate inside the classroom?

### **Significance of the Study**

This study on improving Thai collegiate learners' reading motivation and willingness to communicate in the classroom through literature-based instruction benefits language and literacy teachers of EFL learners, EFL students, parents, and other researchers.

- Language and literacy teachers of EFL learners. This will inform language and literacy instruction as to the kinds of lessons that will engage students in meaningful reading and

language learning. It is important to know what reading materials, activities, and approaches are appropriate for EFL learners so that they will choose to read and would be willing to communicate in English.

- EFL learners. It will encourage EFL learners to include literary works to enhance their literacy skills and critical thinking abilities; thus, they will enthusiastically read for learning and enjoyment. Moreover, it will allow them to see that the more they read, the more they grow as readers and as speakers of the English language. Motivated reading will result in gains in literacy and communication skills.
- Parents and guardians. It will help parents and guardians be aware of their role in providing opportunities to read that will support the development of their children's motivation to read and willingness to communicate in English. It is hoped that through this study they will realize that RM and WTC should be nurtured continuously.
- Future research. This study could serve as a reference for further research on teaching language and literacy skills effectively to EFL learners. In the future, research on how the use of literature-based instruction may support targeted instruction in language arts and reading classes for EFL and second language learners may be explored.

### **Scope and Delimitations of the Study**

This study explored the effect of literature-based instruction on reading motivation and willingness to communicate in English among college students enrolled in a Thai university.

Students enrolled in a subject called English Learning through Drama were chosen to participate in this study. The said class is a language arts class that aims to develop the students'

abilities to communicate in English. Thus, it is required that a non-Thai lecturer who is fluent in English be hired to teach the said class.

Since the subject is taken by freshmen college students, only those with ages ranging from 19 to 21 were included in the study. Besides, in Thailand, this is the usual age range of students entering college. The students were exposed to a literature-based approach for 16 weeks with the intent of enhancing their reading motivation and willingness to communicate in English. The time frame of this study followed those of Iskhak's (2015) and Tavalisky's (2017) studies, which yielded substantial results over the course of the semester.

The assessment instruments used in this study, namely, the Adolescent Motivation to Read Profile (AMRP) and the Willingness to Communicate Survey were both adopted from foreign sources because of the lack of locally available validated reading motivation and willingness to communicate tools.

Finally, there is no particular textbook for this course. The texts used were taken from the Thematic Language and Literacy Learning Package that the researcher developed as a course requirement in EDR235, Development of Instructional and Assessment Materials in Reading. The selection of the text was based on the course syllabus for the English Language Learning Through Drama class. These selections include a variety of texts such as drama, novels, short stories, sketches, plays, songs, and speeches, among others.

The study was implemented with the researcher as the teacher to ensure that teaching would be guided by her knowledge of the underlying assumptions, features of literature-based instruction, and understanding of the nature of reading and language learning among EFL learners such as Thai college students.

## **Chapter 2: REVIEW OF RELATED LITERATURE**

This chapter covers the discussion of adolescent literacy, which includes EFL adolescent learners and their specific language and literacy needs; reading motivation, which includes reading motivation among EFL adolescent learners, the factors that influence their reading motivation, and assessment on reading motivation; willingness to communicate, which includes the factors influencing EFL adolescent learners' willingness to communicate, relationship of motivation and willingness to communicate and the assessment of WTC; and the literature-based approach, which includes its characteristics and how it is used to improve EFL adolescent learners' reading motivation and willingness to communicate.

### **Collegiate Learners' Language and Literacy Needs**

Tertiary level learners are expected to be proficient, independent, and strategic readers (De-La-Peña and Luque-Rojas, 2021). As they are now training to become professionals, college students have to read voluminous and varied discipline-based reading materials. Possessing advanced literacy skills may not be enough to become successful readers at the collegiate level. If they do not read, they will fail academically. According to Kim (2011), EFL college students find academic reading dragging and burdensome because they find the reading materials uninteresting and difficult to read. This is compounded by the fact that they have to read in English which is a foreign language to them.

Another prerequisite to successful collegiate reading for EFL learners is linguistic competence. They need to expertly communicate what they have read (Talangoen, Palawatwichai, Estaban, and Phuphawan, 2020) both orally and in writing. Experts suggest that EFL learners should be given opportunities to engage in content that is more motivating, which will help them

become proficient readers and effective communicators. This can only be possible through meaningful exposure and practice rather than through explicit instruction that focuses only on discrete parts of the language and teaching reading skills in isolation (Shin and Crandall, 2014; Sukandi & Syafar, 2018).

Studies show that cognitive and affective factors equally influence development of abilities to read and write at all grade levels (Camacho-Morles, Slemp, Pekrun, Loderer, Hou, and Oades, 2021; Schneider, Beeres, Coban, Merz, Schmidt, Strickler, and De Smedt, 2017). However, it is affective factors that influence reading motivation (Nyroos, Korhonen, and Mononen, 2022; Wiklund-Hornqvist, Stillesjo, Anderson, Jonsson, and Nyberg, 2022).

In Thailand, English is mainly used in academic settings and in the workplace. It is commonly used as a means of communication between speakers who do not share the same first language (L1). Although Thai learners recognize the advantages of those who have excellent English skills, especially in reading (Chawwang, 2008), it should be noted that the majority of Thai students have few opportunities to practice English in speaking, listening, writing, and reading before entering higher education.

The ultimate goal of learning English as a foreign language is to be able to use the language communicatively, but Thai students lack the necessary linguistic skills to communicate effectively (Choomthong, 2014). EFL instruction focuses on training the students to pass national examinations for university admissions or language tests for work. Hence, instead of the communicative approach, grammar translation mythos is widely used in teaching language and literacy to the students.

Many EFL students prefer the presentation of grammar rules and error corrections because these are assessed in national exams. This language orientation plays an important role in the

learning and teaching of English in Thailand. The result is a low level of communicative competence among students and Thai teachers who teach English. (Fitzpatrick, 2011). For more than a decade, the status of English teaching in Thailand still revolves around the grammar-translation method, although the Thai policy for English teaching encourages teachers to use the communicative approach (Fitzpatrick, 2011; Kwangsawad, 2007).

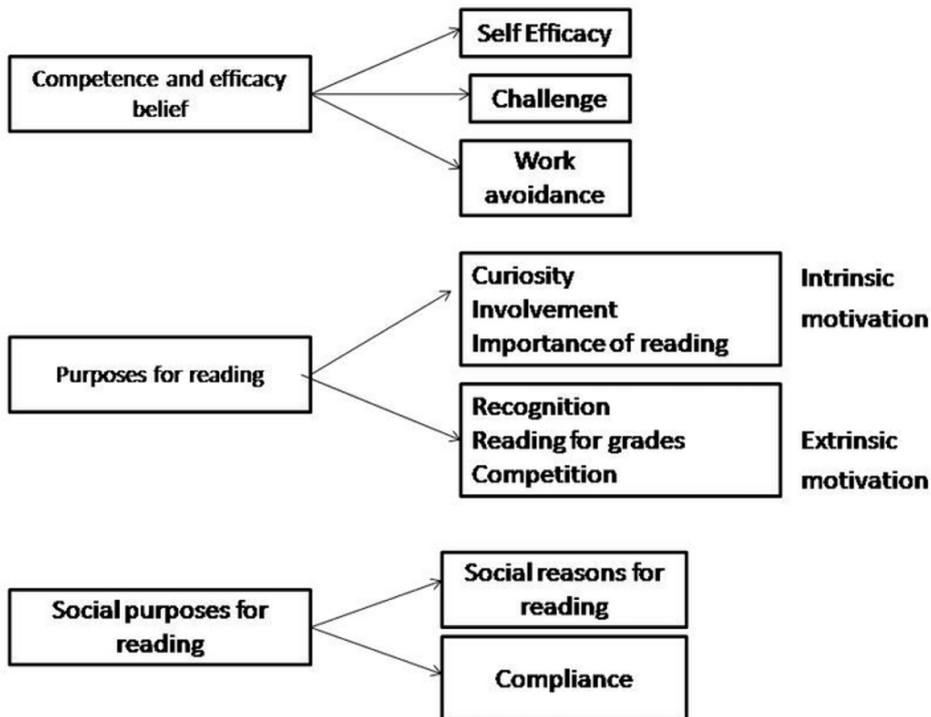
The prevalent use of a grammar-translation method (GTM) in reading instruction has adversely affected Thai students' reading and language skills, and is identified as the main factor causing students' inferior reading skills. GTM only seems to help Thai students with surface fluency in reading English (Sawangsamutchai & Rattanavich, 2016). GMT is problematic in the sense it does not promote lifelong learning of language and reading skills. Moreover, in this method, texts are studied in isolation, i.e., words, phrases, and grammatical structures, which makes learning fragmented and focused on the acquisition of literal skills only (Hermida, 2009). It does not help students interpret the author's intended meaning, does not promote reading comprehension, and does not improve long-term retention of reading skills. To help EFL learners become highly motivated readers and effective communicators in the English language, they must be provided with instruction that supports reading motivation and willingness to communicate in the classroom (Sawangsamutchai & Rattanavich, 2016).

### **Reading Motivation**

As reading is an activity that requires effort, students must be willing to engage in the act. Otherwise, if they decide not to read, the results will be detrimental to their literacy growth (Groenke, 2017; Protacio, 2012; Reoperez, 2019). Guthrie, Wigfield, Metsala, and Cox (1999) define motivation based on individual characteristics such as the learner's goals, competence-

related beliefs, and needs that influence the learner’s performance and activities, and Taboada, Tonks, Wigfield, & Guthrie (2013) include among the dimensions of reading motivation perceived control, interest, self-efficacy, involvement, and social cooperation. Guthrie & Wigfield (2000) include learner values and social motivation in the process and outcomes of reading. Reading motivation is referred to as a driving force for academic achievement because it is an important affective dimension in reading (Reoperez, 2019). Moreover, it is multifaceted which means that different factors may have varied effects on different age groups and populations. (Guthrie & Wigfield, 2000). Figure 1 shows the framework of the dimensions of reading motivation of Wigfield, Guthrie and McGough (1996), which outlines three important dimensions that affect reading motivation.

**Figure 1: Dimension of reading motivation**



### ***Dimensions of reading motivation***

Dimensions of reading motivation is adapted from "A Questionnaire Measure of Children's Motivations for Reading" (p. 11) by A. Wigfield, J. Guthrie., and K. McGough, 1996. The three dimensions of reading motivation are competency and efficacy beliefs, the purposes of reading, and the social aspect of reading. There are other aspects of reading motivation clustered under each dimension and are highlighted. The first dimension includes competency and belief, which underlies self-efficacy, work avoidance, and challenges of the readers.

Self-efficacy is the belief that one can be successful in reading.or self-assessment of one's ability to perform well in reading activities such as reading a book or passage (Chapman, Tunmer, & Prochnow, 2000; Shunk & Pajares, 2002; Wigfield, Eccles, Schiefele, Roeser, & Kean, 2006). Social experiences are a powerful tool in the development of self-efficacy, while teachers and peers' beliefs and behaviors influence self-efficacy. In a range of reading classes, students with high self-efficacy view difficult reading tasks as challenging and work diligently to master them using strategy (Schunk and Zimmerman, 1997) and consistently exhibit behaviors related to this motivation (e.g., reading books, working hard in English class, writing frequently. Researchers discovered that social experiences are a powerful tool in the development of self-efficacy. Teachers and peers' beliefs and behaviors are important in creating the self-efficacy of readers.

The second dimension includes the purposes of reading, which sub-components are outlined as intrinsic or extrinsic motivation. The reader's motivation determines the purpose of reading, whether it is for pleasure or for grades. Ryan and Deci (2000) and Wang and Guthrie (2004) give a similar definition of intrinsic motivation as an activity for interest, enjoyment, and pleasure; as such, it is related to the readiness to experience and explore new ideas, be risk-takers, and continuously expand the potential of readers. Intrinsic motivation is hindered by social pressures

through actions that are uninteresting. In contrast, extrinsic motivation is associated with tasks that give an external reward, such as grades and recognition. Extrinsic and intrinsic motivation depend on each other coherently. Both types of motivation change behavior, including levels of persistence.

Involvement is another aspect of reading motivation, according to Guthrie and Wigfield (2000). Involvement and interest are closely related, but they are separable. Involvement is the feeling of being absorbed in reading activities and dedicated to reading. Students who are highly engaged in reading find ways to organize their activities in order to have sustained reading over long periods of time (Guthrie and Wigfield, 2000;Taboada et al., 2008).

The third dimension includes the social purposes of reading and underlies the social reasons and compliance. The first strand, social reasons for reading include the process of constructing and sharing meanings with friends and family. On the other strand, compliance means meeting the reading requirements or reading expectations of others. In the classroom, the social purposes of reading are evident during the collaborative activities between students and teachers and among students, during which reading and reading activities are shared together. According to Li and Doyle (2020), it is important to provide collaborative learning opportunities because these correspond to the very nature of reading activities, which increase social motivation. Thus, these result in learning literacy and engagement.

Social collaboration is another aspect of reading motivation that has also been studied in the motivation literature. It is referred to as social motivation by Gurthrie and Wigfield (2000). It consists of productive social interactions between learners when they do reading and writing tasks (Almasi, 1995). Collaboration creates enthusiasm in students for interacting with classmates, teachers, and others, which can also be transferred to books and literacy tasks. Collaborative

activities with a partner or in a team increase students' effort on new tasks and strengthen their social motivation ( Guthrie and Wigfield, 2000).

Social motivation refers to the learner's interpersonal and community activities, such as sharing books with peers (Morrow, 1996). When students participate responsibly with their peers in completing assignments, they are likely to be intrinsically motivated readers (Wentzel & Wigfield, 1998). This leads these students to increase their reading load (Gurthrie, Schafe, Wang, & Afflerbach, 1995) and achieve high levels of reading achievement (Wentzel and Wigfield, 1998).

In addition to the dimensions and aspects of motivations mentioned in the model of Wigfield et al. (1996) , personal goals, instructional practices, and real world interaction are other aspects of reading motivation according to Guthrie & Wigfield (2000).

Personal goals refer to learners' intentions to engage in reading (Ames, 1992; Blumenfeld, 1992; Guthrie & Wigfield, 2000). Guthrie & Wigfield (2000) also suggest two broad goal orientations that each learner has to improve skills and overcome challenges in reading. These are the mastery orientation and the achievement, or ego, orientation. The mastery orientation refers to the reader's commitment to comprehending content and learning flexible reading skills, while the performance orientation refers to the reader's desire to outperform others and maximize the favorable outcome of his or her skills. Both goals impact engagement and learning.

Instructional practices of language and literacy teachers are found to be crucial in developing positive attitudes towards reading and in the frequency of reading among EFL students (Kusumaningputri, & Yuliandari, 2017; Salikin, Bin-tahir), as well as the teacher's support provided to English learners in dealing with reading difficulties (Hosseini, Hosseini, and Rasti, 2014). Studies show that the teacher's guidance promoted motivation to complete the reading tasks (e.g., Hosseini et al., 2014; Salikin et al., 2017). In the study of Skinner, Wellborn, and Connel,

(1990), it was found that teachers' involvement had a significant effect on students' engagement. Thus, as students' became more engaged, they became high achievers.

Real-world interaction refers to the connection between the curriculum and students' personal interests and experiences. Learning activities that are fun and interesting can encourage reading and are intrinsically motivating (Brophy, 1998; Guthrie & Wigfield, 2000). Providing students with reading tasks that are cognitively and emotionally satisfying and reading activities that reflect their values and interests (Groenke, 2017; Ortlieb, Majors, and Groenke, 2017) will also motivate them to read frequently (Reoperez, 2019) and increase their reading engagement (Reoperez, 2016).

However, reading motivation changes from childhood to adolescence due to so many factors. These factors which include changes in classroom conditions, instructional practices, and transition from narrative to expository reading may have adverse effects on students' reading motivation. On the other hand, extrinsic motivation increases because their goals are directed towards achievement and feedback (Reoperez, 2019; Wilkinson, Andries, Howarth, Bonsall, Sabeti, and McGeown, 2020).

Considering the importance of each of these facets of reading motivation, educators know and understand which facets are strongly occurring in specific groups of learners (Groenke, 2017). Teachers should provide learners with literacy activities that are relevant to their lives (Reoperez, 2019; Reoperez, 2009) and closely related to their values, needs, and goals (Groenke, 2017).

### ***Related studies on reading motivation***

In Chon's (2017) study on the relationship among reading motivation, reading strategy, and reading ability of 118 Thai first-year university students enrolled in Freshman English, Students' reading ability was assessed with a reading comprehension test, and multiple regression was used with reading motivation, reading strategy, and learner affiliated majors. Results show that reading efficacy, which participants lacked, was a significant predictor of L2 reading. The findings also show that reading motivation was a significant predictor of reading ability and reading achievement. The study recommends that learners who are behind should approach their teachers about their problems in reading and that EFL learning contexts should provide favorable opportunities for L2 reading that would raise learners' awareness of reading for pleasure and extensive reading.

The findings of Chon (2017) are corroborated by the study of Ningrum and Matondang (2017) on the relationship between motivation and reading achievement of senior high school students, conducted in Nurul Hasanah Tembung, Deli Serdang Indonesia. The result shows that there is a significant relationship between students' motivation and their reading achievement. However, findings of both studies contradicted the findings of Olmez's (2015) study on L2 reading motivation and reading achievement of 114 freshmen students at the English Language Teaching University in Turkey. It was found that none of the dimensions of L2 reading motivation were statistically correlated with reading achievement though the participants were motivated to read English texts due to the linguistic and extrinsic value of reading and their belief in their self-efficacy. The contradicting result could be accounted for by the nature of the constructs measured by the scale, which did not interact with the students' level of comprehension of the written text

used in the study. The study suggests measuring readers' task-specific behaviors, such as reading strategies or situated reading motivation, as an indicator of reading achievement as well.

Another study on factors affecting reading motivation and reading performance among students was conducted by Udsaratchakarn (2020) among 25 Thai university students. After matching students' preferred reading materials and instructional strategies, results revealed that students' reading motivation was very strong in reading for recognition, reading for involvement, and compliance. Reading avoidance was due to lower comprehension of reading materials, which resulted in low reading performance. Students were also driven to read by their curiosity, the importance they place on reading, grades, social reasons, mere compliance, and involvement.

### ***Measures of Reading Motivation***

Although reading motivation is an affective condition, there are tools available to measure it. One instrument is the Adolescent Motivation to Read Profile (AMRP), adapted by Pitcher, Albright, DeLaney, Walker, Seunarinesingh, Mogge, & Dunston (2007) from Gambrell et al. (1996), that measures reading motivation. The questionnaire was originally from the work of Henk and Melnik (1995), which assessed self-concept and task value.

The AMRP questionnaire comprises two components: the reading survey and the conversational interview. The reading survey was employed to gauge the self-concept and value of reading, while the conversational interview was utilized to evaluate the reading experiences and perspectives of the participants. The instrument utilized for the reading survey is both self-reported and group-administered. The survey instrument comprising 20 items was utilized to evaluate two distinct dimensions of reading motivation. The first dimension, self-concept as a reader, consisted of 10 items and aimed to gather data on students' self-perceived performance in comparison to their

peers. The second dimension, the value of reading, also comprised 10 items and aimed to gather data on the significance that students attach to reading tasks and activities, particularly in terms of the frequency of engagement and reading-related activities. Each element was evaluated using a numerical scale from 1 to 4. The choice of a more positive affirmation could be rated 3 or 4, depending on the degree of identification, and the choice of a less positive affirmation could be rated 1 or 2, again depending on the degree of identification of the subject.

To derive the self-concept raw score and the reading raw score, one must sum up all the student responses in their corresponding columns. The comprehensive survey raw score is derived through the amalgamation of the raw scores of each column. In order to obtain percentage scores from raw scores, it is necessary to divide the raw scores of the student by the total possible score, which is 40 for each subscale and 80 for the entire survey. In certain cases, the response alternatives are arranged in ascending order of positivity, wherein the response alternative with the lowest degree of positivity is assigned a score of 1, while the response alternative with the highest degree of positivity is assigned a score of 4.

Adolescent Motivation to Read Profile Conversational Interview is designed for individual administration. It offers a deeper comprehension and real-world insights into pupils' reading experiences, mindsets, and motivations. Fourteen scripted open-ended questions were included in this conversational interview to allow participants to freely express their opinions on reading narrative texts, informational texts, and other texts at home and school.

There are also studies on reading motivation that use the Adolescent Motivation to Read Profile (AMRP), such as Schoch (2019), who used the AMRP adapted by Pitcher et al. (2007) and the North Carolina READY end-of-grade assessment of language arts and reading (NC Ready ELA/R8) on 60 adolescent students in Western North Carolina to determine the relationship

between students' reading motivation and college and career readiness achievement. Results indicated that students were positively motivated to read and had a high self-concept as readers. Reading motivation and self-concept as a reader were significant predictors of academic achievement. The study suggests that the use of reading texts and activities that students find engaging would be beneficial, as reading motivation is a major component of engaged reading.

Groenke (2017) is another study that used the AMRP of Pitcher, et al. (2007) with middle school adolescents to determine learners' self-concept as readers and the value of reading. It was found that middle school adolescents reported a low value for reading, and there were also discrepancies between students' self-reported data and teachers' classroom observations. Wigfield & Lutz (2005) found that the value readers place on the task of reading may be one of the most important predictors of reading motivation. Groenke's (2017) study showed that students' reading motivation and identities are either positively influenced or constrained by social and cultural dynamics in the classroom and school.

Reoperez (2019) investigated the mediators of reading motivation among 17 collegiate readers using ethnography. Tools used in data gathering include MRP, online journals, and reading profiles. Results showed that prosocial goals; psychological and emotional satisfaction; influence of peers, teachers, and family; and mode of reading were the main mediators of reading motivation among the participants. The study underscored the importance of knowing what drives collegiate students to read.

As shown in these studies, the AMRP guides the teachers to learn more about their students and helps them understand that adolescent motivation to read is a relational process that involves getting to know students and trusting their reading practices and preferences to guide the teacher's instruction.

## **Willingness to Communicate**

Willingness to Communicate was first used by McCroskey & Baer (1985) for first language (L1) communication. They defined willingness to communicate as the underlying tendency to talk to others, which is rooted in a personality variable. In addition, they named introversion, self-esteem, communication competence, communication anxiety, and cultural diversity as antecedents of willingness to communicate, which were then applied to second language (L2) communication by MacIntyre & Charos (1996). They extended McCroskey & Baer's (1985) model by adding motivation, personality, and context as predictors not only of WTC but also of frequency of communication. They hypothesized that willingness to communicate and integrative motivation would explain the frequency of communication in the L2. Later, L2 scholars identified perceived competence, communication anxiety, communicative confidence in the L2, and L2 attitude as key factors influencing the L2's willingness to communicate (Furuta, 2011).

Willingness to communicate (WTC) facilitates language acquisition (MacIntyre, 2007). It is a likelihood that a person will choose to initiate communication (McCroskey, 1992), more specifically conversation, when given the opportunity (MacIntyre & Charos, 1996). Thus, willingness to communicate can be conceptualized as a goal of second language instruction, a variable that facilitates language learning itself, and an internal psychological event with socially significant consequences. The initiation of communication represents the culmination of a network of processes at the cultural and individual levels. The importance of willingness to communicate stems from the role of interaction in language development (Molberg, 2010).

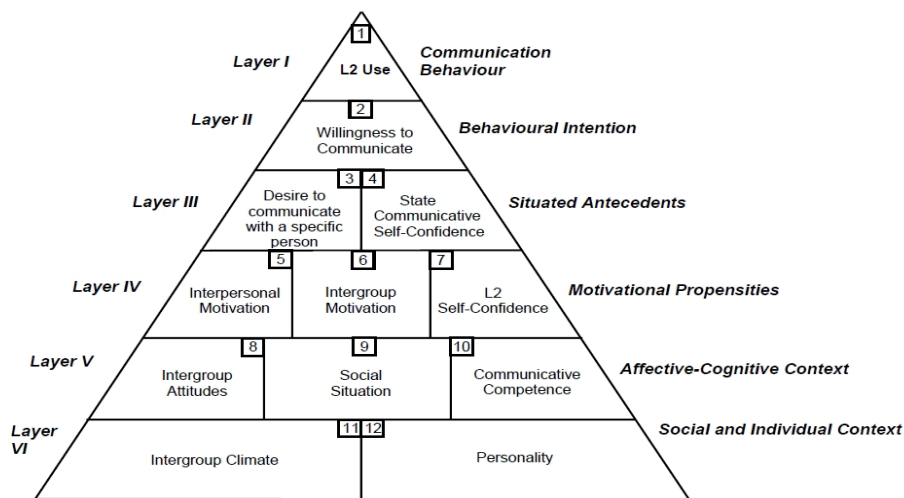
Willingness to communicate, which is the psychological readiness to use the second language (MacIntyre, 2007), "is of particular importance in revealing learners' communication

psychology and promoting communication engagement in the class" (Xie, 2011, p. 1). It is often regarded as the main cause of the frequency of L2 use (Yu, Li, & Gou, 2011), i.e., language learners who are willing to communicate in a second language actually seek opportunities to communicate. According to MacIntyre & Doucette (2010, p. 1), "being willing to communicate is part of becoming fluent in a second language, which is often the ultimate goal of L2 learners." Therefore, it seems that the production of willingness to communicate is a crucial component of modern language teaching, and the goal of the learning process should be to arouse in language learners a willingness to communicate (MacIntyre, Clement, Dornyei, & Noels, 1998).

***The pyramid model of WTC***

Figure 2 shows an attempt to explain the interrelations of affective variables influencing L2 communication behaviors, MacIntyre et al. (1998) proposed a pyramid figure model of L2 WTC, which incorporated a range of potential linguistic, communicative, and social psychological variables that might affect one’s willingness to communicate in L2 (see Figure 2). There are three layers of influences that represent situation specific influences and three layers that represent stable, enduring influences on second language communication.

**Figure 2: The Pyramid model of WTC**



At the base of the model are the societal and individual contexts of communication. This layer involves an interaction between society and the individual. The societal context provides the opportunities for both learning and using a second language, entailing such things as the attitudes and values of society members, prejudice, and discrimination. Good intergroup relations encourage the learning of a second language and its subsequent use, whereas poor intergroup relations may decrease the willingness to learn and communicate in another language (MacIntyre et al., 1998).

Communication in a second language also involves emotional and cognitive settings. These factors depend on the individual and are often not situation-specific (MacIntyre et al., 1998). Intergroup attitudes, communication expertise, and communication experience all fall under this category. Integrativeness is a term that is related to intergroup attitudes. Learning a second language can be strongly motivated by the desire to identify with and belong to a community of speakers instead of avoiding learning or using a second language out of fear of assimilation and identity loss. In addition to intergroup attitudes, attitudes exist toward the second language. A person may be more likely to utilize a second language in the future if they approach learning it positively (MacDonald, Clement, & MacIntyre, 2003).

Although the communicative experience is taken into account in the model, it is nonetheless possible for personal experiences to influence an individual's willingness to speak in some contexts but not in others. An individual's communication experience may change, for instance, if they had a positive experience before interacting with the L2 community. As a result, various people are more or less ready to converse with the same person depending on the circumstance (MacDonald et al., 2003). WTC changes as a result of communication competence, whether it is actual or perceived to be so. The usage of an L2 was thought to be influenced by its communicative

proficiency, however, this may not always be the case. Language competence, discourse competence, actional competence, sociocultural competence, and strategic competence are some of the numerous types of communicative competence that support effective L2 use (MacDonald et al., 2003).

The model's next higher layer is referred to as motivational propensities, which can be considered enduring individual differences that hold true in various contexts (MacIntyre et al., 1998). It involves intergroup motivation, interpersonal motivation, and self-confidence in a second language. An individual's relationship to the second language and the native speakers of that language is referred to as interpersonal motivation. Intergroup motivation is the term used to describe the attitudes and interactions between people and members of groups who share a common language (MacIntyre et al., 1998). Self-confidence is influenced by experience and communication skills. better self-confidence and potentially a greater readiness to speak in a second language are both correlated with better perceived communicative ability (MacDonald et al., 2003).

Over time, the specific communication patterns have a tendency to remain rather constant. According to MacIntyre et al. (1998), this indicates that people exhibit consistency in their communication behavior across contexts. There are, however, some factors that apply just in some circumstances and differ in various circumstances. The following layer, which is known as situated antecedents of communication, includes these variables. This includes the desire to communicate with a particular person and the ability to express oneself confidently when speaking. The motives of affiliation and/or control have an impact on one's desire to communicate with a certain person. In a casual setting, affiliation may be crucial to second-language communication. Communication in a second language is also impacted by control. If the communicators are confident enough to

use their second language for this purpose, they may have control as a motivator. People try to influence one another's conduct, especially in situations when communication is taking place in a second language, trying to influence someone else's behavior in order to reach or attain a goal may become a motivation for doing so (MacDonald et al., 2003).

State communicative self-confidence is the next component, and it is impacted by perceived competence and lack of worry. At various times, different people experience varying degrees of competence and worry. In turn, depending on the circumstance, this results in varied degrees of desire to converse in a second language. Perceived competence and anxiety levels are influenced by experience in a given circumstance. Because there would be less anxiety felt and more perceived competence in familiar situations, it would be believed that communication willingness would be higher in those situations as opposed to novel ones (MacDonald et al., 2003).

The model's final two tiers are the willingness to communicate and actual communication. The ability to communicate is the result of the interactions between the aforementioned factors, and it can be thought of as the readiness to use the second language at a given moment (cf. McCroskey & Baer, 1985). Although the concept of readiness to communicate is that it directly influences second language use, a person can be willing to communicate even when they are not given a chance to do so.

Highly communicative students are encouraged to use their second language more regularly and put themselves in circumstances where they must use it more often. According to MacIntyre et al. (1998), willingness to communicate is correlated with a higher likelihood of using a second language. A person will decide whether to speak or not during actual communication based on the combination of the aforementioned factors.

### *Related Studies on WTC*

Using MacIntyre et al.'s (2001), Modirghameneha & Firouzmand (2014) conducted a survey to compare classroom WTC with various linguistic orientations such as occupation, travel, friendship, knowledge, and school among Iranian college students. They found that occupation-related orientation was significantly correlated with classroom speaking WTC, suggesting that students believed that their speaking skills would contribute to their future occupation. Similarly, academic achievement orientation was a distinguishing characteristic of students who primarily strive to understand English material in class. Moreover, students appreciate the value of the opportunity for oral communication afforded to them in a EFL context to practice and improve their speaking and reading skills.

The study of Darasawang and Reinders (2021) regarding the link between language proficiency and WTC among Thai university students showed a statistical significance between the two variables. Although the significance was moderate to weak, it still showed that the results are in the context of oral communication between participants' friends and teachers in the English class as a compulsory course. When students have less opportunity to communicate in the classroom, they also have less confidence, which affects their willingness to communicate in L2. The study concluded that the class size, less opportunity for the teacher to ask display questions for real communications, and less autonomy in language learning contributed to the frequency of language use and less interaction. Additionally, study suggests that teachers can help less proficient learners become more confident by having successful experiences in communicating in real-life situations. When given choices as to the activities they can practice on, students have more opportunities to learn language meaningfully.

Another study on the WTC (Karnchanachari, 2019) among Thai and international engineering students in a public university showed that students exhibit different degrees of WTC regardless of their program. There are, however, variables other than English proficiency that negatively affect the language learning process and students' WTC. These are perceived oral ability, perceived competence, familiarity with and interest in the topic, L2 anxiety in the classroom, fear of negative evaluation, test anxiety, communication apprehension, and motivation. The study suggests that teachers should pay attention to these factors that influence WTC in English in the classroom.

Pattapong's (2015) study among Thai students from five English language classes at two universities show that factors of WTC overlap in all dimensions, reflecting the complex interactions among contextual WTC variables in language learning. The study confirms that the interdependence of WTC variables reveals an interaction of culture and motivation to speak in the L2. On the other hand, the study of Sheybani (2019) involved 256 Iranian learners from language institutes, and investigated the relationship between WTC and teachers' immediacy. Results yielded showed that all the subscales of WTC are positively related to the verbal and nonverbal immediacy of the teacher.

Both studies have some pedagogical implications for the practices inside the classroom and prompt instructors to reflect on their learners' WTC in classroom communication. Teachers should create situations where students can use language meaningfully without feeling inhibited or anxious, such as through the use of pairs, groups, and modeling, which are indispensable elements in L2 instruction among Thai learners (Patapong, 2015). As teachers and learners collaborate emotionally and cognitively, teachers' immediacy should encourage communication in the classroom (Sheybani, 2019).

### *Measures of Willingness to Communicate*

The WTC inside the classroom questionnaire adapted from MacIntyre, Baker, Clément, and Conrod (2001), evaluates the frequency of times that students would choose to speak in English in each classroom setting. It is a self-report and group administered instrument. There are 27 items which are grouped into four skill areas: speaking (8 items), reading (6 items), writing (8 items), and listening comprehension (5 items), of students' willingness to engage in L2 communication inside the classroom. Students indicate on a scale from 1 to 5 how willing they would be to communicate (where 1 = almost never willing, 2 = sometimes willing, 3 = willing half of the time, 4 = usually willing, and 5 = almost always willing). The comparison of the pretest and post-test mean scores shows that the higher mean score in the post-test indicates an improvement in students' WTC (Willingness to Communicate).

The studies of Modirkhameneha & Firouzmand (2014) and Sheybani (2019) on the willingness to communicate of Iranian university students adapted the Likert-type WTC questionnaire by MacIntyre et al. (2001). Results from studies show that participants' WTC is correlated with linguistic orientation on familiar topics such as jobs, and with the verbal and nonverbal immediacy of the teacher, respectively.

There are also studies conducted among Thai universities that slightly modify the 'Inside the Classroom Scale' to include communication tasks more common to Thai university classes. One is the study of Karnchanachari (2019) among Thai and international engineering students at a public university. Findings show that students exhibit different degrees of WTC regardless of their program. Another is the study of Shimray and Remegio (2017), which used the instrument among Thai business English university students. Results show that the participants had a low to moderate willingness to communicate in English.

## **Relationship Between Reading Motivation and Willingness to Communicate**

The relationship between reading motivation in L2 WTC is note taking because they are important affective variables that can predict success in reading and language use (Pourhasan & Zoghi, 2017). Several studies show that motivation is closely related to L2 WTC (e.g. Dörnyei & Kormos, 2000; Dörnyei and Skehan, 2003; Kormos & Dörnyei, 2004) and L2 WTC that are strongly related to the motivational process (e.g. Hashimoto, 2002; MacIntyre, MacMaster and Baker, 2001; Peng, 2012).

When students are highly motivated, they will engage in more reading. The more that they read, the more they will gain in terms of their literacy growth. Guthrie and Wigfield (2000) emphasized that as students become motivated to read, they also become engaged readers. Further consequences include the development of a positive attitude towards reading and increased interest in reading (Guthrie & Wigfield, 2000). As reading is a linguistically based process (Ruddell & Unrau, 2013), highly motivated readers are also exposed to the forms and features of the language of the text that they are reading. Thus, it is important to expose students to authentic and quality reading materials. Not only do they learn new ideas, but they are also immersed in the authentic use of the target language. These are expected to translate to improved oral and written communications skills and eventually the willingness to communicate in the target language. Thus, good readers are also good writers (Belmekki, 2017). Constant exposure to semantics and syntactic features of the language positively affect students' grammatical skills (Albarico, 2021). The more confident learners are in using the language, the more willing they are to communicate (MacDonald et al., 2003), be it in oral or in written form.

Ma, Wannaruk and Lei (2019) and Kitjaroonchai and Kitjaroonchai (2012) among Thai university learners' English learning motivation and their willingness to communicate in EFL

classroom, found that students' learning motivation has a strong positive correlation with their L2 willingness to communicate. Although the participants had a high motivation level of English learning that their instrumental motivation level was higher than the integrative counterpart.

Other studies also revealed that students' motivation in learning English is correlated with their willingness to communicate, but it is also for instrumental reasons (e.g. Al-Tamimi & Shuib, 2009; Kyriacou and Zhu, 2008; Liu, 2007; Öz, Demirezen and Pourfeiz, 2015; Poompanom, 2016). On the other hand, there are WTC studies that show the participants' higher integrative motivation than instrumental counterparts (e.g. Degang, 2010; Saeedakhtar and Hamidizare, 2018; Takahashi and Aoyama, 2020). Indeed, there is adequate research showing the relationship between the constructs of L2 motivation and willingness to communicate.

Literature yielded very few studies on the relationship between reading motivation and WTC. One of them is the twofold study by Khajavy & Ghonsooly (2017) among 180 Iranian university students on their willingness to read based on L2 motivation and communication confidence and on the theory of L2 motivation proposed by Dornyei (2005), the L2 motivation self-system. The result shows that students' positive classroom experiences have a significant influence on their willingness to read a text in English.

The other study which was conducted by Shimray & Remegio (2017) investigated the effect of reading-based materials on English learning motivation and WTC of 34 Business English Thai students. They found out that participants preferred to read materials related to their field of study and were interested in topics related to food, languages, music, arts, and crafts. In addition, the participants had low to moderate willingness to communicate in English, though they showed high motivation to learn English. Satisfaction with reading materials, types of classroom activities, and

interlocutor influenced their motivation and willingness to communicate. The study recommends exploring learners' reading preferences and finding appropriate topics.

### **Literature-based Instruction**

There are several learner-centered approaches to teaching language and literacy to college learners EFL and one widely used approach is the literature-based instruction (Wardhani, Inderwati & Vianty (2019). This approach makes use of authentic reading materials as central elements of reading instruction and highlights reading as the center of all literacy and language activities (Arya, Martens, Wilson, Alwerger & Al , 2005).

In a literature-based instruction, learners read a variety of reading materials. It exposes them to varied genres as well as to the different structures and organization of texts, e.g., both narrative and expository. The four macro skills are learned in a holistic and interconnected manner with reading at the center of everything (Arya, et al., 2005; Wardhani et al., 2019). In the study conducted by Setyowati, Sukmawan, and El-Sulukiyyah (2021) among Indonesian university students. They used literature both as a subject matter and a model for teaching writing, and critical thinking ability. Results of their study show that literary texts are adequately successful to be used for easy writing courses. Two separate studies conducted by Tayeb (2022) and Ouhiba (2022) on developing Algerian university students' reading and literary skills found out that while the students were learning to read and interpret texts, their vocabulary and critical thinking skills were also tapped and improved.

### ***Features of literature-based instruction***

As discussed earlier, the main feature of a literature-based instruction is the use of authentic reading materials with reading as the center of teaching and learning (Arya et al., 2005). Its

effectiveness in teaching language and literacy skills to basic education learners has been well documented (e.g. Adewoye, 2022; Darmawati, Rahman, Halim, and Basri, 2020; Iskhak, 2015; Kaowiwattanakul, 2021; Ouhiba, 2022; Perles, 2017; Puspitasari, 2016; Shin and Crandall, 2014; Sosnowski, 2014; Tayeb, 2022; Vacca, Gove, Burkey, Lenhart & McKeon, 2014). In these studies, the other features of literature-based instruction were explored.

First and foremost, the role of the teachers is more of a facilitator rather than the authority of learning. They scaffold learning as they implement reader response activities. They go around and encourage students to talk and discuss among themselves. They allow their students to construct meaning on their own. They model reading strategies and provide guidance as needed for the students to learn language and literacy skills (El-Mereedi, 2013; Rosenblatt, 2005). It is the teacher's role to help the students experience the joy and satisfaction of reading literature (Reoperez, 2009; Setyowati et al., 2020).

The second very important feature of literature-based instruction is that it develops readers' vocabulary skills. Since vocabulary is a predictor of reading comprehension, vocabulary instruction is crucial in reading texts in English for EFL learners. It should enhance lexical access to English words and at the same time allow them to use words in real-life contexts (Ouhiba, 2022; Puspitasari, 2016; Tayeb, 2022)

The third important feature embedded in the literature-based instruction is that it promotes critical thinking. Since the reading materials used are authentic texts instead of controlled passage, students are immersed in recursive and critical thinking which is inseparable from good reading materials (McMahon and Raphael, 1993; Ouhiba, 2022; Tayeb, 2022). From pre reading to during reading to post reading, students get to understand the deeper meaning of the texts through questions and engagement activities.

The fourth important feature of literature-based instruction is collaborative learning. When students are given more opportunities to interact among peers, teacher's supervision is less needed. Students perform better when there is less fear and anxiety of not giving correct answers. Thus, they are able to reflect independently and collaboratively even in the absences of teacher-initiated instruction.

The fifth important feature of literature-based instruction is the integrated and authentic language instruction, which engages students in authentic activities, which leads them towards learning and interaction in the classroom discourse, and other response activities. Moreover, a literature-based approach can also be used to implement differentiated instruction while focusing on meaning, interest, and enjoyment in reading (Vacca et al., 2014). The different engagement activities do not only support collaboration and constructivism but at the same time address the different needs of students when it comes to the language and literacy skills that they bring.

The sixth feature of literature-based instruction is the use of reader response activities. According to Rosenblatt (2005), co-authoring happens when readers approach poem or story texts and assume that they are free to shape the text and make their own interpretation. To initiate this aesthetic reading, EFL teachers should encourage students to talk freely about their reading experiences with their peers and with the teacher (Garzon & Castaneda-Pena, 2015). By making personal transactions with the text, they see models for writing in which they can incorporate real-life situations, events, and characters (Reoperez, 2009). Different response activities allow students to read and write in different ways based on their own personal experiences.

It is expected that all these features will facilitate language and literacy learning among EFL learners which will eventually lead to development of motivation to read and willingness to communicate in English.

Although there are different purposes for implementing a literature-based class, studies agree that it a) provides varied and wide reading experiences; b) develops higher-order thinking skills; c) allows the students to engage in collaborative learning; and e) helps students express themselves communicatively and meaningfully through relevant reading and language activities (Iskhak, 2015; Perles, 2017; Puspitasari, 2016; Reoperez, 2006; Sosnowski, 2014).

In addition, tertiary-level studies using literature-based reading instruction in Thailand and other countries (e.g., Bataineh, Rabadi, & Smadi, 2013; Bloemert, Paran, Jansen, and Grift, 2017; Kantapikul, 2012; Kaowiwattanakul, 2021; Muthusamy, Mohamad, Ghazali, and Subrayan, 2014; Rabadi & Bataineh, 2015; Setyowati et al., 2020) reported positive results for students' L2 reading motivation. These studies recommend the continued use of literature-based instruction to support students with low reading motivation.

### ***Lesson plans in literature-based reading instruction***

In a literature-based lesson, students acquire language and literacy skills, develop reading motivation, and improve their written and oral communications skills through the varied activities provided in the pre reading, during reading, and post reading parts.

**Pre-reading.** According to Colorado (2008), pre-reading activities increase interest in reading, activate prior knowledge, and assist students' vocabulary abilities. Activating the students' background knowledge is essential because the absence of schema activation in reading may result in various degrees of non-comprehension and demotivation (Ekaningrum and Prabandari, 2015). When the perceived difficulties are removed, students will be more likely to read. In the lessons developed in this study, the pre reading activities consisted of vocabulary teaching and activating schema. These activities prepare the students for the reading tasks and at the same time engage them in communicative activities.

**During reading or while reading.** In this stage, the reading teacher provides activities that help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. The teacher can also explicitly teach valuable strategies through concrete exercises in the form of guided reading activity sheets that include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively (Paris, Wasik, and Turner, 1991; Toprak and Almacioglu, 2009). Lessons provided in this study made use of strategies such as oral reading, read along, guided reading, and shared reading. This is also the part where the participants learn study skills like noting details, underlining words and phrases that describe the characters; and answering guide questions that help them focus on what to understand in the text; and thinking out loud..

**Post reading.** Paris et al. (1991) categorize this final stage as supervising, supporting, paraphrasing, establishing text coherence, and test-taking. Exercises include assessments of students' comprehension. They are led to a deeper analysis of the text because the goals of most real-world reading are not to memorize an author's point of view or sum up content, but to take new information and add it up to previously known content. Other interesting activities include class and group discussion, which lead the student directly to text analysis, transfer of skills activities, or integrating reading skills with other language skills (Phillips, 1985), and integrative skills exercises such as reacting to texts with summaries and new endings, role plays, and dramatization (Toprak and Almacioglu, 2009). In this study, students are provided with engagement activities where they are immersed in the deeper meaning of what they read. These engagement activities allow students to work collaboratively where they discuss their answers. As

this happened, they were inevitably communicating with one another. Critical thinking and metacognitive skills are tapped through the discussions and presentations which make use of the Gradual Psychological Unfolding (GPU). GPU is a method of asking questions which does not follow a hierarchical pattern. It recognizes that thinking is recursive, hence understanding of the text that was read should unfold from the beginning to the end (Manhit, 1980; Ocampo, 1997). The teacher listens to the responses of the students and asks questions based on those responses.

### ***Related Studies on Literature-based Instruction***

Iskhak's (2015) action research on the significance of applying Rosenblatt's Reader-Response Theory (RRT) to teaching literature in teacher education EFL in Indonesia shows that reader-response-based teaching of literature challenges conventional or traditional teaching practices that are teacher-centered or task-oriented. The use of RRT over one semester in two cycles to enhance student teachers' affective and language development resulted in increased confidence and fluency, more courage to express ideas, increased class participation, and improved writing skills among the participants. In addition, the progress of the 36 students from diverse racial and cultural backgrounds was reflected in reading and writing activities such as group discussions and journal writing.

Kaowiwattanakul (2021) investigated the effect of literature activities among Thai university students, and found out that the EFL students' reading skills and critical thinking skills improved significantly after they participated in literary activities based on reader-response theory. Literature study assisted the students to freely express their ideas and emotions towards the stories they read through discussions and response activities after reading literary texts.

The use of transactional literature discussion (TLD) by El-Mereedi (2013) among 100 female students from four English courses offered through the Foundation Program at Qatar

University demonstrates the underlying tenet of reader response theory. Reading with an aesthetic attitude leads to a more enjoyable and satisfying reading experience and therefore promotes the habit of reading. The collaborative element of literature discussions ensures that students participate in TLD with enthusiasm and enjoyment, which helps them view reading literature as a journey into a story world. Exposure to literature becomes a meaningful and educational experience, especially for female students in Qatar who, for cultural and religious reasons, are limited in their social contacts and in their opportunities to travel abroad.

Al Rabadi & Bataineh (2015) conducted a study in Jordan on literature-based instruction among learners in higher education EFL. Their qualitative study investigated the learning strategies used by eight college students with different language backgrounds during literature-based instruction. Results showed that, in addition to cognitive and social strategies, affective strategies such as cooperative learning and self-confidence were very beneficial when students faced communication problems. They exchanged ideas and received feedback by participating in group or pair work, which enhanced their interactive activities and sense of belonging. In addition, self-confidence was the most important affective strategy identified in the study. Whenever participants felt the non-threatening climate of the program, they were more motivated and felt challenged to participate and complete the tasks.

Puspitasari (2016) explored the perception of Indonesian university students' use of LBA, results show that various classroom activities and the use of appropriate levels of literary texts improved their vocabulary skills. Tayeb (2022) on EFL literature course design and instruction among Algerian university students who were taught how to read literary texts, results show that students developed a fairly high degree of motivation towards practicing literary reading. During the teacher's reading, learners had the opportunity to enrich their vocabulary potential and thinking

power. Ouhiba (2022) conducted another study on the effect of literary texts on the critical thinking of Algerian university students. Results are in the same vein as Tayeb, 2022.

Although there have been several studies on motivation in English language learning in Thailand, there are few studies on English reading, especially on literature-based instruction and its effects on the tertiary level motivation to read in English and their willingness to communicate in English in the classroom. Therefore, this study postulates that evidence-based reading instruction, such as the literature-based approach, would increase students' reading motivation and their willingness to use English in the classroom.

## **Summary**

Due to limited experiences in using English, EFL learners find it challenging to read and communicate in the language. Thus, they become less motivated to read and communicate in English. If this persists, it will badly affect their language and literacy growth. EFL in an international context requires students to master the four basic language skills which learners are required to learn through meaningful exposure and practice rather than explicit instruction that focuses only on discrete parts of the language.

In the case of EFL in Thailand, the communicative approach is not applied because the language is not sufficiently used for communication and the national examinations favor memorization, rote learning, and the grammar-translation method. Communicative approaches are not used in teaching reading either. Reading and language skills are studied in isolation, so reading comprehension, reading strategy and higher cognitive skills are not sufficiently developed, which result in poor reading performance and less willingness to communicate in English. Adolescents'

disengagement in reading is the result of the lack of necessary skills, irrelevance of reading materials, and reading instruction that focuses more on content knowledge.

Reading motivation is the prime mover to students' academic achievement. There are two broad goal orientations: mastery and achievement. Both impact engagement and learning. Engagement is either or can be both intrinsic or extrinsic. Active readers and high achievers are students who exhibit high intrinsic motivation and high self-efficacy or personal belief on his/her reading ability.

Reading motivation is multifaceted, so its aspects are stronger than the others depending on age and population. As students progress through the grades, their motivation to read wanes. One of the factors causing this decline can be attributed to changes in instructional practices and classroom conditions which give students fewer opportunities to self-express and negotiate their learning with teachers. Other factors such as uninteresting and irrelevant reading materials and teaching methods prevent them from having experiences which cause them to turn away from reading.

Knowing what motivates these young people to read helps them discover their learning potentials. Moreover, there are constructs of reading motivation that will help inform reading instruction. Involvement and interest are constructs that are closely related to each other. Both lead to dedicated and sustained reading over a long period of time. Social collaboration or social motivation is another construct that comprises productive social interaction between teachers and learners.

On the other hand, willingness to communicate (WTC) is an important learning variable in acquiring language and as a goal of any language teaching, it emphasizes the role of interaction in language development. Since the production of WTC is a crucial component of modern language

teaching and the goal of the learning process, it should be to arouse in language learners willingness to communicate. Scholars identified perceived competence, communication anxiety, communicative confidence in the L2, and L2 attitude as key factors influencing L2 WTC.

WTC's pyramid model shows how different variables at the six levels affect L2 communication. In addition, teachers' roles are also relevant to WTC, such as making decisions about classroom procedures, creating opportunities for students to use language, and using questioning techniques in the classroom. Studies show that job-related topics and academic achievement orientation increase students' willingness to complete reading tasks and to speak. In terms of L2 in Thailand, culture and motivation interact with each other. Furthermore, the role of culture, such as fear of negative evaluation, loss of face and group cohesion, students' positive classroom experiences and culture-friendly materials have significant influence in students' WTC.

Motivation and willingness to communicate can be two important affective variables that can predict success in language and literacy learning. These are documented in several studies which show a higher correlation between L2 WTC and instrumental motivation than the integrative counterpart. There are also few studies on correlation between L2 WTC and other constructs of motivation such as reading and speaking achievement. These studies suggest to language teachers to use appropriate reading materials and employ classroom activities that give more opportunities to students to use English. However, there is a scarcity of studies on the relationship between reading motivation and willingness to communicate especially through literature-based instruction.

Finally, literature-based instruction is an approach that uses authentic reading materials to allow readers to experience the texts and develop literacy skills. It is a catalyst for communicative language learning and replaces traditional language teaching practices, especially in the area of reading instruction. This approach is supported by the reader response theory. The latter explains

how readers co-author literary texts which leads to high confidence and reading proficiency. Moreover, reader response pedagogy addresses reading apathy because the texts become connected to their personal lives and experiences.

Extensive research shows that literature-based instruction provides positive reading experiences, develops higher thinking skills, promotes effective communication even among EFL learners such as Thai collegiate students. It results in increased confidence in reading, more courage to express ideas and to participate in class, and improved writing skills among the participants. Moreover, reading with an aesthetic attitude leads to a more enjoyable and satisfying reading experience and therefore promotes the habit of reading. Indeed, literature-based teaching in universities helps Thai students meet the high demands of English language proficiency.

### Conceptual Framework

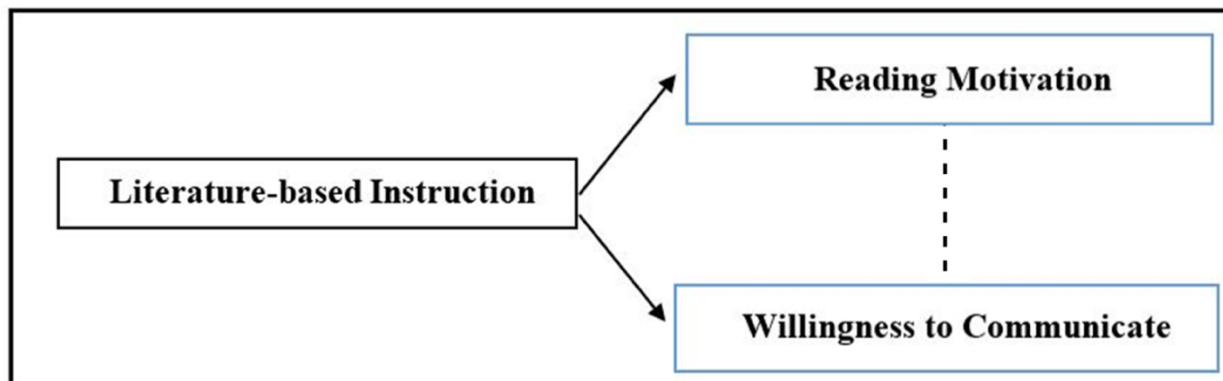


Diagram 1: Conceptual Framework

The diagram shows that literature-based instruction, which is the independent variable, affects the two dependent variables which are reading motivation and WTC. This is shown by the two arrows connecting to each of the boxes containing each of the constructs. This implies that exposure to the approach positively affects learners' reading motivation and willingness to communicate in English.

Literature-based instruction is an evidence-based approach that can help address students' reluctance to read and at the same time encourage students to learn and use language communicatively. It provides them with multiple response strategies in which they feel free to express their ideas by incorporating their own experiences and voices as they read. In this way, they become critical readers with greater confidence who are fluent in the use of the target language which is English. In a literature-based instruction, the language and literacy activities foster interests and involvement in the reading act. Consequently, there is a greater likelihood that students will be motivated to read and expend effort to engage in L2 communication.

The broken lines connecting reading motivation and WTC implies that a relationship exists between the two variables. This implies that when reading motivation improves as a result of exposure to literature-based instruction, WTC also improves and vice versa. Reading motivation and L2 WTC are closely related constructs in the sense that they are highly influenced by cognitive factors such as language aptitude and strategic competence and affective factors such as self-efficacy, communicative confidence, and anxiety levels. For instance, low anxiety and well-chosen instructional methods and practices have a positive effects on reading motivation and WTC.

### ***Research Hypotheses***

This study hypothesized the following:

1. There is a significant difference in the reading motivation of the participants before and after exposure to the literature-based instruction.
2. There is a significant difference in the willingness to communicate of the participants before and after exposure to the literature-based instruction.
3. There is a significant relationship between reading motivation and willingness to communicate of Thai collegiate students after being exposed to literature-based instruction.

Expected outcome:

Features of literature-based instruction such as literature-based materials, reader response, vocabulary instruction, collaborative works, integrated and authentic language instruction, critical thinking instruction and the role of the teacher help improve students' reading motivation and willingness to communicate in English inside the classroom.

### ***Definition of Terms***

**a. Literature-based Instruction.** In this study, it was defined as instruction in which the teacher facilitates authentic reading activities through literary pieces of different genres, such as lyrics of songs, short stories, a historical tragedy, and an adventure, the topics of which were put together into a thematic unit. The instruction was given once a week in a four-hour session for the whole semester (16 weeks).

**b. Reading Motivation.** In this study, reading motivation was the EFL learners' motivation to read English literary pieces, which was expected to improve through literature-based instruction. Reading motivation was measured before and after the intervention by the Adolescent Motivation Reading Profile, adapted from Pitcher et al. (2007).

**c. Willingness to Communicate (WTC).** In this study, WTC was the willingness of the EFL participants to use their L2 in speaking, writing, reading, and comprehension inside the classroom. It was expected that through literature-based instruction, WTC in English would improve. It was measured before and after the intervention through the WTC inside the classroom questionnaire, adapted from MacIntyre et al. (2001).

d. **Collegiate Students.** This referred to the 21 Thai collegiate learners aged 19-21 who participated in the study and studied English Language Learning through Drama Class. They were 2nd-year students taking up a Bachelor of Science in Education major in English at a Thai university in the south of Thailand.

### **Chapter 3: Methodology**

This chapter presents the research design, the participants, the research locale, the instrumentation and procedure, the data gathering procedure, and the data analysis procedure.

#### **Research Design**

The study employed a mixed methods design, which refers to “the use of both quantitative and qualitative designs within a study” (Cawthon & Garberoglio, 2017, p. 23). Using more than one method with two different data sources helps the researcher gain a better understanding, examine the research problem from different dimensions, and enrich the conclusions. The mixed-method approach compensates for the weaknesses of either instrument and helps the researcher avoid any noticeable bias (Hesse-Biber, 2010).

In addition, the mixed-methods design aimed to combine the benefits of both quantitative and qualitative data collection to determine how literature-based instruction affected participants’ reading motivation and willingness to communicate in English inside the classroom. It included a quasi-experimental pretest-posttest to collect quantitative data and semi-structured interviews, teacher observation, and journal entry analysis to collect qualitative data.

#### **Research Locale**

The research locale is in one of the university systems in Thailand that is supported by the royal family. These public institutions are designed to provide affordable higher education in the provinces of the country. The majority of the students come from the south, mostly from average-to low-income families, which included the participants in the study. Thai is the mother tongue of

the students, and it is used as one of the mediums of instruction. English and Chinese are also spoken in the classroom as foreign languages.

## **Participants**

The participants were 21 Thai university students enrolled in English language learning through a drama class. There were 5 males and 16 females in the age range of 19–21, with a mean age of 21.48 years. Their native language is Thai, but they can communicate in English, as this language is used as the medium of instruction for all education students majoring in foreign languages. The purposive sampling method was used to select the participants, taking into account their major, course of study, and language background, with the expectation that each participant would provide unique and valuable information for the study.

## **Research Instruments**

To gather the data required, the following instruments were used in this study.

### ***Adolescent Motivation to Read Profile Questionnaire (AMRP by Pitcher et al., 2007)***

**Self-concept and value of reading survey.** This tool was used in measuring the reading motivation of the participants before and after exposure to the literature-based instruction. It consists of two parts: the pen and paper survey was used to measure the self-concept and value of reading while the conversational interview was used to elicit more information on their responses to the first part. This is a group-administered assessment. The 20-item reading motivation survey instrument assessed two specific dimensions of reading motivation. The first dimension is self-concept as a reader (10 items) which pertains to students' perception of themselves as readers. The second dimension is the value of reading (10 items) which pertains to the importance that students

place on reading tasks and activities, particularly in terms of frequency of engagement and reading-related activities. Reliability testing using Cronbach's alpha (1951) revealed an  $\alpha = .83$  for the full scale, an  $\alpha = .744$  for the value of reading scale, and an  $\alpha = .798$  for the self-concept scale. Each item was rated on a scale of 1 to 4. The choice of a more positive affirmation could be rated 3 or 4, depending on the degree of identification, and the choice of a less positive affirmation could be rated 1 or 2, again depending on the degree of identification of the subject.

In order to derive the self-concept raw score and the reading raw score, it is necessary to aggregate all student responses within the corresponding columns. The raw score is derived from the summation of the individual raw scores present in each column. In order to derive percentage scores from raw scores, it is necessary to divide the student's raw scores by the total possible score, which is 40 for each subscale and 80 for the entire survey. Certain items feature response options that are organized in ascending order of positivity, with the minimum positive response option assigned a score of 1 and the maximum positive option assigned a score of 4. Conversely, the available response options exhibit a reversed order in certain other items. In such instances, it will be imperative to restructure the answer choices. The scoring sheet designates items necessitating re-coding with an asterisk.

**Semi-structured interviews.** The conversational interview collected thorough information on the participants' reading motivations. In particular, it offers a deeper comprehension and new perspectives on pupils' reading experiences, attitudes, and motivations. It is given one-on-one and consists of 14 open-ended, scripted questions that allow free answers while evaluating the types of reading that students do at home and in the classroom, including narrative and informative reading. Students were also asked for their personal opinions, experiences, and recommendations regarding

the reading assignments and in-class activities. There were two interviews: one at the start of the semester and one toward the end.

***Willingness to Communicate Questionnaire by MacIntyre et al. (2001)***

This pen-and-paper questionnaire was developed by MacIntyre et al. (2001). This is a group-administered assessment to measure the WTC performance of the participants before and after the intervention. It consists of 25 items that are further classified into WTC (speaking), WTC (reading), WTC (writing), WTC (comprehension). For rating scale, it makes use of a 5-point Likert scale ranging from 1 to 5 (1 = almost never willing, 2 = sometimes willing, 3 = willing half of the time, 4 = usually willing, and 5 = almost always willing). Students indicated their level of willingness by checking the number that best suited them directly after each item. Higher scores indicated higher levels of WTC in English inside the classroom. The comparison of the pretest and post-test mean scores shows that the higher mean score in the post-test indicates an improvement in students' WTC (Willingness to Communicate).

The WTC questionnaire underwent a rigorous validation process prior to being published as an instrument. Its content and construct validity were checked with respect to the consistency of the items with the purpose of the questionnaires and the appropriateness of the content areas using an Index of Item-Objective Congruence (IOC) test validating form, whereas internal consistency of the questionnaires was measured with Cronbach's alpha coefficient. The evaluation was performed by three individual experts in the field of English teaching. It was found out that two of the items had IOC values of .33, and the rest of the items had IOC values between 0.67 and 1.00, and these two items were taken out as the questionnaire was then revised and improved according to the recommendations of the raters, and that included the translation of the questionnaire from English to Thai language. Three Thai teachers of English translated the WTC

from English to Thai. The original 27 items of this instrument (Cronbach's alpha =.89) were composed of statements concerning one's feelings about communication in four basic skill areas. MacIntyre et al. (2001) reported that this scale was valid and reliable (alpha values indicate reliability estimates): speaking (8 items, =.81), comprehension (5 items, =.83), reading (6 items, =.83), and writing (8 items, =.88). Whereas, for the 25 items of the instrument used in this study, the alpha reliability of the instrument is as follows: speaking ( =.77), reading ( =.77), writing ( =.74), and comprehension ( =.78), with a total alpha reliability of =.92. There were only 25 items.

The 'Inside the Classroom Scale' was slightly adapted to simplify question statements and include communication tasks that are more familiar to the participants. Examples of these questions are the following:

1. If a stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first? to have a conversation with a stranger who enters the room and opens up a conversation.
2. You are confused about a task you must complete; how willing are you to ask for instructions or clarification? to ask for instructions or clarifications about a confusing task that needs to be completed.
3. Talking to a friend while waiting in line. to talk to a friend while waiting in line.
4. How willing would you be to be an actor in the play? to be an actor in the play.
5. Write an advertisement to sell an old bike. to write an advertisement to sell an old thing.
6. Bake a cake if the instructions are not in English. to listen to cooking instructions in English.
7. Take directions from a French speaker. to take directions from an English speaker and understand a French movie. to understand an English movie.

### ***Journal entries***

Throughout the implementation of the literature-based instruction, students were encouraged to keep journals. Towards the end of each topic, students record their thoughts, feedback, and responses to the activities, strategies, and reading materials and how these affected their willingness to communicate in English and their reading motivation.

### ***Observations***

Throughout the implementation of literature-based instruction, student responses to instruction, their performance, and participation in relation to WTC and reading motivation were observed. Changes in these aspects toward the middle and end of the implementation were noted.

### **Data Collection Procedure**

Prior to the actual data collection, consent of the participants were sought. They were provided a consent form written in English. The intention and purpose of the study were first explained to them. They were given time to read the forms and raise questions about the study and the questionnaires. All the students agree to participate in the study.

### ***Administration of the pretests and posttests***

To assess the reading motivation and willingness to communicate of the participants, the Adolescent Motivation to Read Profile and the Willingness to Communicate (WTC) inside the classroom questionnaires were administered to the participants at the beginning and toward the end of the semester. The following procedure was followed in administering both assessments:

1. First, the purpose of the assessments was explained, and the instructions were distributed.

2. Next, the questionnaires and answer sheets were distributed to each of the participants. Students spent 45 minutes to one hour answering both questionnaires.
3. Third, the questionnaires and answer sheets were collected one after another after each participant was done answering.
4. Lastly, the responses were checked, tabulated, and interpreted.

### ***Intervention***

The intervention, which lasted for one semester, took place once a week in a four-hour session. Classes were held on Wednesdays from 1:00–5:00 in the afternoon. Figure 4 shows the lessons and specific activities before, during, and after reading activities.

**Set of literature-based lesson plans.** These were researcher-made lessons following the course objectives, which aimed at developing students' critical thinking, creativity, self-expression, personal development, empathy, and cross-cultural understanding by using varied genres of English literary texts. Course requirements include presenting your own speeches, skits, and songs. In this study, the lessons were designed not just to achieve the objectives of the course but also to improve the students' reading motivation and willingness to communicate.

**Selections.** The texts used consisted of varied genres of English literary texts, such as a poem, short stories, a novel, a historical tragedy, and an adventure. They were the types of texts used in the English Language Learning through Drama Class. They were chosen from the ready-to-use compilations of the previous course instructors and were based on the results of the preference survey conducted at the beginning of the semester. The compilations were validated by the Dean of Education and subject coordinator. Literature-based reading materials were photocopied, compiled, and distributed to the participants.

**Lessons.** The lesson plans used in this study were parts of the Thematic Language and Literacy Learning Package (TLLLP) developed by the researcher as part of the course requirement in EDR235, Development of Instructional and Assessment Materials in Reading. The TLLP underwent a cycle of revisions based on the feedback provided by the faculty-in-charge. The final work was evaluated by two experts in the fields of research and English teaching.

The lessons were designed around the theme of making life’s choices. Each lesson consisted of three parts: pre-reading, during reading, and post-reading. Table 1 presents the different parts of the lesson, their descriptions, and rationale.

**Table 1: Parts of the literature-based instruction lessons**

<b>Part of the lesson</b>	<b>Description</b>	<b>Rationale</b>
<b>Pre-reading</b>	<ul style="list-style-type: none"> <li>* Giving of the overview of the text to be read</li> <li>* Vocabulary teaching</li> <li>* Setting the purpose</li> <li>* Activating prior knowledge</li> </ul>	The pre reading activities intend to prepare and motivate the students to read.
<b>During reading</b>	<ul style="list-style-type: none"> <li>* Reading of the selection using different strategies (read aloud, read long, etc)</li> <li>* Answering comprehension guide questions.</li> </ul>	The activities integrate decoding and fluency instruction which at the same time provide opportunities for language use. Students are implicitly taught both study (noting details) and reading skills (predicting, rereading).
<b>Part of the lesson</b>	<b>Description</b>	<b>Rationale</b>
<b>Post reading</b>	<ul style="list-style-type: none"> <li>* Small-group activities through engagement activities</li> <li>* Discussion and presentation of group works</li> </ul>	Engagement activities intend to promote collaborative learning and foster appreciation of the selection that was read. Discussions intend to develop critical thinking and metacognitive skills as well to provide opportunities for language use

### ***Semi-structured interviews.***

The interview was individually administered and conducted twice: once at the beginning of the semester and another toward the end of the semester using the Adolescent Motivation to Read Profile Conversational Interview. Students were asked to visit the instructor's office on their own time to complete the face-to-face interview. The following steps were undertaken:

1. The purpose of the interview and the guidelines were explained to the participants.
2. More open-ended questions were asked, allowing for a discussion with the interviewee rather than a straightforward question-and-answer format.
3. All interviews were recorded in English using a digital recorder, transcribed, and analyzed.

### ***Class observations.***

Student behavior, performance, and response to instruction were observed from the beginning until the end of the semester. After every class session, these observations were documented using anecdotal records.

### ***Personal journaling.***

Students' journals which recorded their thoughts and feedback to the literature-based instruction were collected. On the average, students had written at least seven journal entries. The least number of entries written was five while the most number of entries written was ten.

## **Data Analysis Procedure**

To determine the effect of literature-based instruction on the reading motivation and WTC of the participants, this study sought to answer the following research questions:

1. Does literature-based instruction improve the following:

- a. English reading motivation?
- b. willingness to communicate in English?

For the quantitative analysis, paired t-tests were used to analyze the significant difference in the performance in reading motivation and WTC of the participants before and after being exposed to the literature-based instruction. Since the sample size was below 30 which is the required sample size when using parametric tests, the normalcy of the distribution of the variables was done to justify the use of t tests. A Shapiro-Wilk’s test ( $p > 0.05$ ) (Razali & Wah, 2011; Shapiro & Wilk, 1965) and a visual inspection of their histograms, normal Q-Q plots, and box plots showed that the reading motivation and WTC scores were approximately normally distributed. Therefore, the use of parametric tests in analyzing and interpreting the data for RQ # 1 is justified. Table 2 shows the results of the normality test.

**Table 2: Normality test**

	Kolmogorov-Smirnov			Shapiro-Wilk			Skewness		Kurtosis	
	Statistic	df	Sig	Statistic	df	Sig	Statistic	SE	Statistic	SE
<b>RM Pretest</b>	.117	21	200*	.970	21	.723	.117	.501	-.239	.972
<b>RM Posttest</b>	.153	21	200*	.939	21	.212	-.069	.501	1.907	.972
<b>WTC Pretest</b>	.108	21	200*	.980	21	.921	.203	.501	.536	.972
<b>WTC Posttest</b>	.177	21	.086	.915	21	.069	1.033	.501	2.353	.972

- 2. Is there a relationship between the students’ reading motivation and willingness to communicate after being exposed to literature-based instruction?

The Pearson Product Correlation was used to determine the relationship between the participants’ reading motivation and willingness to communicate after being exposed to literature-

based instruction. Just like in the first research question, entries from the students' journals, transcriptions of interviews, and observation notes were analyzed to determine how the two variables affected each other while being taught using the literature-based instruction.

3. In what ways does literature-based instruction affect students' reading motivation and willingness to communicate inside the classroom?

Transcriptions of interviews and analysis of students' journal entries and the observation notes on the performance and behavior of the participants were employed to identify the features of the literature-based instruction that foster willingness to communicate and improve reading motivation of the participants.

## Chapter 4: Interpretation and Analysis

This chapter presents the discussion of the findings, interpretations and analysis of the study. First, it discusses the results of the significant differences in the participants' performance in reading motivation and willingness to communicate after being exposed to the literature-based approach. And the second part focuses on the discussion of the effects of the literature-based approach in the reading motivation and willingness to communicate of the participants. Pseudonyms were used to refer to the participants.

### Research Question 1: Does literature-based instruction improve the following?

#### a) Reading Motivation Before and After Exposure to the Literature-Based Approach

Table 2 shows the summary of the T-Test results of the AMRP performance of the participants before and after exposure to literature-based approach.

**Table 2: Summary of Paired Sample t-Test Results on Adolescent Motivation Reading Profile**

Mean (pretest/posttest)	SD (pretest/posttest)	Sum	t	p
2.95/3.27	.17/.27	61.70/ 68.75	-7.31	.00

p < .05      n = 21

There is a significant difference in the reading motivation of the participants, as indicated in the results of the *T*-test for AMRP ( $t(20) = -7.31, p .000$ , and  $2 = .731$ ). The *p*-value,  $p .000$ , which is used to quantify the strength of the evidence, is less than (or equal to) 0.05, which indicates that there is 0% chance that the results of the experiment are random. It means that the participants' reading motivation improved after exposure to the literature-based instruction.

Therefore the hypothesis, which states that there is a significant difference in the reading motivation of the participants before and after exposure to the literature-based instruction is accepted. The results are in a similar vein to the studies of Iskhak (2015) among Indonesian student teachers, El-Mereedi (2013) among Qatari female university students, and Kaowiwattanakul (2021) among Thai university students, whose findings show the positive impact of literary texts and literary activities on students' reading skills and habits. To further explain this, a detailed discussion of the changes in performance in each dimension of reading motivation is provided below. Figure 3 presents items pertaining to participants' self-conception as readers, which include challenge and competence. Table 3 shows the means of pretest and posttest scores and the standard deviation of each item in the self-concept of a reader.

**Figure 3: Items pertaining to self-concept as a reader**

# 1: My friends think I am _____. [choices: a very good reader, a good reader, an okay reader, a poor reader]
#3: I read _____. [choices: a lot better than my friends, a little better than my friends, about the same time as my friends, not as well as my friends].
# 5: When I come to a word I don't know, I can _____ [choices: almost always figure it out, sometimes figure it out, almost never figure it out, never figure it out]
# 7: When I am reading by myself, I understand _____. [choices: almost everything I read, some of what I read, almost none of what I read, none of what I read]
# 9: I am _____. [choices: a very good reader, a good reader, an okay reader, a poor reader]
# 11: I worry about what other kids think about my reading. [choices: everyday, almost everyday, once in a while, never]
# 13: When my teacher asks me a question about what I have read, I _____. [choices: always think of an answer, sometimes think of an answer, have trouble thinking of an answer, have never think of an answer]

Figure 3 continued

# 15: Reading is \_\_\_\_\_. [choices: very easy for me, kind of easy for me, kind of hard for me, very hard for me]

# 17: When I am in a group talking about stories, I \_\_\_\_\_. [choices: always talk about my ideas, almost always talk about my ideas, sometimes talk about my ideas, almost never talk about my ideas]

# 19: When I read out loud, I am a \_\_\_\_\_. [choices: very good reader, good reader, okay reader, poor reader]

**Table 3; The means of responses on questionnaire items on self-concept**

<b>Items on Goals of Reading</b>	<b>Pretest Score Means/ ± SD</b>	<b>Posttest Score Means/ ± SD</b>
#1	2.14/± .359	2.86/± .573
#3	2.14/± .573	2.81/± .750
#5	3.10/± .539	3.19/± .512
#7	3.19/± .512	3.24/± .539
#9	2.14/± .359	2.81/± .602
#11	2.67/± .856	3.05/± .740
#13	3.19/± .512	3.52/± .512
#15	2.95/± .498	3.24/± .436
#17	2.67/± .796	3.29/± .644
#19	2.29/± .463	2.38/± .590

Results showed that the participants' self-belief in reading underwent significant changes. They varied in their assessment of their self-efficacy as readers, that is, their competence and ability to overcome difficulties in reading. There were percentages in the pretest that stayed the same, increased, or even unexpectedly decreased in the posttest. Percentages in participants' perceptions of themselves as slightly better readers than their friends increased by 33% in response to item #3.

On the other hand, in item #1 about how their friends perceive them as readers, the posttest percentage showed a 29% decrease in those who thought they were very good readers and a 24% increase in those who thought they were only OK. Pretest results indicated that students thought their classmates perceived them as good readers. However, posttest results were unexpectedly low. Students believed that their friends thought they were only OK readers. There is a parallelism between the percentage result of students' perception of themselves as readers and their friends' perception of them as readers in item #9. Responses to the question of what kind of reader they were showed that 86% of the participants described themselves as good readers in the pretest, while the value dropped significantly to 5% in the posttest. In the survey, only 14% could report the English books and interesting stories they read online. They shared in their responses that reading literary works was more difficult than other English-language materials. Some students who initially thought they were proficient readers eventually discovered that they were not really that proficient, especially when it came to reading literary works.

Based on their statements, students admitted that prior to the intervention, they had the wrong understanding of what reading actually is. It could be inferred that their friends' perceptions are actually affected by their own perceptions of themselves as readers. The results are in agreement with the results of Groenke's (2017) study among middle school adolescents, which

show that students' self-identities as readers were influenced by social and cultural dynamics in the classroom and school. Discrepancies between students' self-reported data and teachers' classroom observations show that students assessed themselves based on the beliefs and norms of their friends and classmates. In Reoperez's (2019) study among Filipino university students, interview results show participants' main reason to like reading is because of their friends and teachers, who influenced their reading preferences and habits.

There were items whose percentages increased and stayed the same in the posttest. For example, in item #5, when asked if they understood a new word they encountered in reading, both options changed by the same percentage. The number of students who could almost never figure it out decreased by 14%, and by that same percentage, the number of students who could always figure it out increased, while the number of those who sometimes figured it out stayed the same.

In addition, in item #7, participants' ability to understand the text also increased when they read it themselves. Only 5% of the participants reported that they understood almost everything they read at the beginning of the semester, while 29% reported that they understood almost nothing. At the posttest, the percentage of students who did not understand anything while reading independently decreased to 0%, while the percentage of students who understood virtually everything increased to 29%. Participants' ability to always think of the appropriate answers to the teacher's questions and read them aloud increased by 28% and 14%, respectively, on the posttest. In item #17, there was also an increase in the number of participants who often talked about the stories they read in a group setting. About 19% of respondents always talked about their ideas, and 52% almost always talked about their ideas.

The results are in line with the studies of Shoch (2019), Rabadi & Bataineh (2015), and Eccles & Wigfield (2002), which place emphasis on the role of self-efficacy in reading motivation

and reading performance. Students who have a high self-concept as readers have higher class involvement, exhibit behaviors related to motivation to read, and spend a lot of time in reading activities.

At the beginning of the semester, students reported that they were confident that they read very well because they could answer questions. As the semester progressed, they realized that reading literature is not only about recognizing the words, finishing the stories, and answering the questions, but also about other literary skills, such as understanding the author's point of view and the reader's voice. One student shared:

Reading other English materials is far different from reading literature, which gives us another reading experience and confidence. Some lines have different meanings and interpretations by the author and audience. [Jade]

The students also mentioned that when they read in drama class, they not only had to identify and pronounce words correctly but also make connections between their own experiences and the authors' works. Students recognized that literary works are more difficult to understand because of literary elements such as complex vocabulary and syntax that make interpretation difficult. These were reflected in their sharings regarding the class that presented more difficulties to them.

Reading in English literature class was more challenging because students were asked to read with feelings and emotions. I had a hard time with pronunciation as well as with phrasing. [Justin]

English learning is done through drama class, where we read novels and other literary pieces because a lot of words have different interpretations and meanings in English, in societies, and to people. [Joyce]

Reading novels and stories in English Learning through drama class took most of my time this semester. I needed to read reviews, read in class, and do presentations. It was fun, though. [Sao]

At first, students rated themselves highly because of their misconception of what reading is. After exposure to the literary texts, they changed their self-assessment in the posttest and rated their reading ability lower than in the pretest. Their sharing shows that they came to realize that they misunderstood the reading process and had a wrong perception of what good reading actually means.

At first, I considered myself a very good reader because I thought I could understand everything I read in English when I could sound out the words. However, reading in drama class made me reread the book and read some reviews. [Judy]

My friends and I thought at first that we were very good readers, but later, we thought We were average readers because reading, like the Trojan War, requires background knowledge to appreciate the deeper meaning. [Beem]

I learned that reading involves more than just understanding the words and pronouncing them correctly. It is connected to my life and the lives of the characters, so I encouraged myself to learn about the society and era when novels were written. [Piyanan]

Students like Judy, Beem, and Piyanan understood that reading is a complex process. At the end of the intervention, they corrected the score they gave themselves. Their self-correction on their understanding of what good reading is helped them to see the necessary skills for understanding the texts and work on them, like extending the scope and sources of the information. They put more effort into their reading, not only in pronunciation and vocabulary but also in connecting to the world of the characters and bringing them into their own lives. They realized that reading literature is different. It needs literary skills, which give them a unique language experience. Based on their sharing, literary texts gave them a deeper understanding and appreciation of the texts they read.

I needed focus when reading English literature because it came out different from our personal perspective alone. We needed to consider the voice of the author, to which I really had to pay attention. My friends in the group thought we understood words and phrases, but there is always another, deeper meaning. [Dina]

I love reading comic books, magazines, and other English materials. I believe I perfectly understand what I read. But reading the original work of the author is different and more challenging. [Mike]

Initially, based on the students' sharing, their understanding of reading was limited to recognizing words and phrases, but as the semester progressed, their self-assessment of motivation regarding the goals of reading was consistent with their experiences, and eventually they recognized that reading involves both hearing one's own voice and comprehending the author's message. Though at the start, students thought of reading as a simple way of decoding, through

literature-based instruction, they have a better understanding of what reading entails and means, which helps them to be competent readers and thus improves their confidence in reading.

Overall, literature-based instruction increased students' self-efficacy as they were immersed in the world of stories, which guided them to ways of understanding the reading process and appreciating the content. Thus, students want to read more and complete the reading assignments. Readers who have higher self-efficacy beliefs are more engaged in comprehending the content (Wigfield & Guthrie, 1997), such as having the desire to engage in the reading act with the correct understanding of the reading process, which is evident in participants' reading experiences with literature. Figure 4 shows the items in AMRP regarding the value of reading, which include personal and social reasons for reading. Table 4 shows the means of pretest and posttest scores and the standard deviation of each item for value of reading.

**Figure 4: Items pertaining to value of reading**

#2 Reading a book is something I like to do. [Choices: often, sometimes, not very often, never].
# 4: My best friends think reading is _____. [choices: really fun, fun, okay to do, not fun at all]
# 6: I tell my friends about good books I read. [choices: I do this a lot., I do this some of the time., I almost never do thi., I never do this.]
# 8: People who read a lot are _____. [choices: very interesting, interesting, not very interesting, boring]
#10: I think libraries are _____ [choices: a great place to spend time, an interesting place to spend time, an okay place to spend time, a boring place to spend time]
#12: Knowing how to read well is _____. [choices: very important, important, sort of important, not very important]

**Figure 4 continued**

#14: I think reading is ____ [choices: a great way to spend time, an interesting way to spend time, an okay way to spend time, a boring way to spend time].
#16: When I become older, I will spend _____. [choices: a lot of time reading, some of my time reading, very little of my time reading, none of my time reading]
#18: I would like for my teacher to read books out loud to the class [choices: everyday, almost every, once in a while, never].
#20: When someone gives me a book for a present, I feel _____ [choices: very happy, sort of happy, sort of unhappy, unhappy].

**Table 5: The means of responses on questionnaire items on value of reading**

<b>Items on Goals of Reading</b>	<b>Pretest Score Means/ ± SD</b>	<b>Posttest Score Means/ ± SD</b>
#2	2.86/± .359	3.14/± .478
#4	2.95/± .669	3.48/± .602
#6	3.05/± .498	3.10/± .436
#8	3.62/± .498	3.76/± .436
#10	3.24/± .831	3.43/± .676
#12	3.57/± .598	3.81/± .402
#14	3.33/± .658	3.48/± .602
#16	3.19/± .402	3.57/± .507
#18	2.90/± .700	3.33/±.577
#20	3.57/± .598	4.00/± .000

Results showed that the participants' place value on reading increased in the posttest. Value in reading includes the reader's perception of reading in relation to those around them, expectations of others, sense-making, and sharing of information gained through reading (Wigfield, J. Guthrie, and K. McGough, 1996). Percentages of participants' views on the importance of reading underwent dramatic changes. For instance, for item #2, just 14% of participants in the pretest considered reading a book as something they would do sometimes. In the posttest, this percentage rose to 76%. There was also a 57% increase on item #4 pertaining to their friends' view of reading as an enjoyable task, and on item #6 on how often the participants share their reading with others, there was a 70% increase on doing it a lot.

Likewise, the increases for items #10, 12, 14, and 18 from the pretest percentage to the posttest percentage are also more than five times higher. These positive changes describe perspectives on a) the library as a great place to spend time; b) the importance of reading well; c) reading as a great way to spend time; and d) the teacher reading books out loud to the class every day. Even the item pertaining to their being happy when receiving a book as a present increased to almost 50%. The findings are corroborated by the study of Udsaratchakarn (2020) among Thai university students, which revealed that students' intrinsic motivation, such as reading curiosity, reading involvement, and importance of reading, and extrinsic motivation, such as reading for recognition, reading for involvement, and compliance, were positively impacted by matching students' preferred reading materials and instructional strategies.

Prior to the intervention, the majority of the students shared in the open-ended interview that they found reading an interesting thing to do. First because they found it difficult to understand English texts and thought that these readings were irrelevant. They associate reading with reading lengthy and difficult stories like *Romeo and Juliet*, *Lord of the Rings*, *Harry Potter*, etc. Hence,

only a small percentage of students thought reading was a great way to spend time. However, as the semester progressed, students gradually realized that reading was not a totally boring and difficult thing to do. The students shared:

Before, I only read when there was a quiz or before the exam. Later, I became more interested in reading and writing my reflections, even though they were not graded. [Jack]

My group met after the class to do the reading assignments, which we did not do at the beginning of the semester. Most of my groupmates became interested in the story only as the semester went on. [Kim]

Reading English novels and stories takes a lot of effort because they are kind of long. At first, I could not read with focus and understanding. I saw my friends reading many pages, rereading phrases, and marking some lines. Later, I decided to follow them and was able to cope with the lessons and assignments. [Manny]

At the outset, participants were observed to be less enthusiastic about the texts they had read. There were no facial expressions with which they could express their feelings and emotions about the story they read. Toward the middle of the semester, they gradually became eager to share and express their views and responses. It was also observed that when the teacher read to the class, the students seemed bored, and when asked to read something, they often refused and pointed to someone else. Towards the end of the semester, it was observed that they listened attentively to the teacher reading aloud, and some even requested that the teacher read stories to them. The participants stated that their interest, attention, and reading time improved, as one student shared:

Reading aloud made me sleep before because I felt bored and tired. Later, I realized that the teacher's stories, the plots, and the characters made me think of my life, and that encouraged me to read. I also began to see the importance and joy of reading. [Momo]

Based on Momo's statement, students developed greater interest in the plot and characters and thus strengthened their connection to the texts. It is also noted that in the initial phase of the intervention, students were skeptical about the reading process due to their misconceptions about literary texts, their preferences, and their low connection to what they were reading. More than 50% of them admitted that they initially preferred watching the stories on the screen rather than reading the book. They said that watching moving pictures with English subtitles was much funnier and easier to understand than reading the stories in the books. During the intervention, they said they came to appreciate the stories from the books and discussions that also conveyed their thoughts and feelings.

As previously observed, participants were less enthusiastic about reading the stories assigned to them. They gave short answers and merely read lines from the book in response to the teacher's questions. They rarely expressed their thoughts or feelings about the circumstances of the story. They merely summarized or took their answers verbatim from the text. However, as the semester progressed, students showed engagement and sympathy with what they were reading as they began to express their dissatisfaction, pity, disdain, and love for the characters and events in the stories. Their attention was captured by the circumstances in the lives of the characters in the stories. For example, as they read the last part of *The Necklace*, students began to express their thoughts and feelings. They exhibited empathy for the characters, as expressed in the following statements:

Mathilde Loisel's discontent and ambition led them to a miserable life. She was too ambitious! [Mercy]

Madame Forestier's dishonesty destroyed the lives of the couple. She did not tell the truth about the fake necklace at the very beginning. If she had told them at the very start, the couple would have lived a better life! She was not a true friend! [Jho]

Mathilde Loisel was full of fantasy. She found comfort in her imagination, and then one day, her dreams came true. but it turned out to be a curse for her and her husband. [Christine]

When some students felt that Mathilde's husband, Monsieur Loisel, should be held responsible for the misery they themselves had endured, many students disagreed. A loud chorus of disagreement could be heard in the classroom. For those who disagreed, the husband was faithful and someone who just wanted to make his wife happy.

As also observed in the early part of the intervention, students were initially hesitant to talk about their reading experiences with English texts in class. In the group discussions, only the leaders and a very small number of the participants collaborated and contributed ideas. As the semester progressed, the number of students participating increased. In each group, more members came forward to answer the questions. It is interesting to note that as students became more engaged with the texts and with one another, their efforts to create opportunities to learn together, share their thoughts, organize their activities, and schedule reading time improved. Students narrated:

At first, I dared not share any of my thoughts. But when I realized that there were no right or wrong answers to giving my opinions based on my personal experience, I started to speak, and I enjoyed the discussion. It helped me reflect on my life's decisions as well. [Kwan]

Reading and discussing with friends was more enjoyable and helped me understand better than silent reading by myself. [Amina]

My friends' enthusiasm for the reading activities impressed me a lot. I did my best to interact, too. [Linda]

As students brought different interpretations to the class, making the classroom a forum for articulating meanings that are negotiated and negotiable, they collectively constructed coherent beliefs by arguing together rather than arguing against each other (Smithson & Dias, 1996). For example, during one group activity, students talked about their opinions of Macbeth's second visit to the witches in Act 4, Scene 1. The students stated:

Macbeth is also like us; we are curious about the future. We read horoscopes, we pay to have our cards and palms read, and we even change our names to something we think will bring us luck! [Joyce]

Macbeth was uncertain of what would happen to his kingship. As a leader, he had reasons to know the future in order to prepare himself and his soldiers. [Myla]

As students interacted among themselves and learned from one another, they strengthened their collaborative reading skills, which correlate with dimensions of intrinsic motivation. Though they read for compliance, their interaction among one another showed that they better understood

the importance of reading and accepted the challenge of reading for social purposes. They now have a deeper understanding and positive perception of the reading act.

They also give high regard to the demonstration of motivational behaviors such as reading books and engaging in other language skill-building activities for others and for themselves. They realized the importance of creating a positive perception of themselves as readers among their peers. According to Hall (2005), this is an example of a combination of communicative language teaching and learning and reader response that demonstrates the benefits of literature-based instruction.

In general, students place value on reading improvement at the end of the treatment. As they placed more importance on reading, they became more involved in the act of reading. The curiosity that the students showed as the semester progressed was a good indication of their involvement. As they got involved, the more that they used the language, the more that they understood the importance of reading. Although the participants read for recognition of their performance and read for better grades, the results from the pretest and posttest and the responses from the interviews showed that students' intrinsic motivation is more highlighted.

Moreover, literature-based lessons encouraged students' reading habits and expanded their imaginations as they put more value on the reading act. Their feelings, sensations, and emotions were evoked as they engaged with the texts. Thus, students' awareness of the world around them deepens. In this approach, storybooks are not viewed as discrete, fixed, neatly outlined, and summarized units to be memorized; rather, they stimulate students' awareness of and interaction with the texts that impact their own personal lives.

Overall, it can be concluded that the above findings and observations are consistent with the communicative language teaching (CLT) perspective, which replaces traditional practices in which students merely repeat prefabricated phrases and replaces the practice of memorization and the grammar-translation method with literature as a catalyst for discussion and genuine communication. The literature-based instruction in this study increases Thai students' reading motivation.

**b) Willingness to Communicate Before and After Exposure to the Literature-Based Approach**

Table 5 shows the summary of the T-Test results of WTC performance of the participants before and after exposure to literature-based instruction.

**Table 6: Summary of paired sample T-test results on participants WTC**

Mean (pretest/posttest)	SD (pretest/posttest)	t	p
2.62/3.44	53/.41	-6.40	.00

p < .05      n = 21

There is a significant difference in the willingness to communicate inside the classroom of the students who participated in the study as indicated by the results of the *T*-test for WTC inside the classroom, which significant,  $t(20) = -6.40$ ,  $p < .000$ , and  $\eta^2 = -6.40$ . The P-value,  $p < .000$  which is to quantify the strength of the evidence is less than (or equal to)  $\alpha$  which is  $\alpha = 0.05$

indicates that there is 0% chance that the results of the experiment are random. It means that the participants' willingness to communicate improved after exposure to literature-based instruction. Therefore, the hypothesis that there is a significant difference in the willingness to communicate of the participants before and after exposure to the literature-based instruction is accepted.

The results are in agreement with the results of Iskhak (2015) on the use of Reader-Response Theory (RT) among Indonesian student teachers, El-Mereedi's (2013) on the use of Transactional Literature Discussion (TLD) among female Qatari university students and Rabadi & Bataine's (2015) on literature-based instruction among Jordanian university students, which show an increase of participants confidence and fluency, more courage to express ideas, class participation and the use of their language skills in communication. Table 6 shows the means of the pretest and posttest score and means of each item on WTC in speaking.

**Table 7: The means of participants' responses on questionnaire items on WTC speaking**

Items in WTC Speaking	Pretest Score Means / $\pm$ SD	Posttest Score Mean / $\pm$ SD
1) Speak in a group about your summer vacation.	3.10/ $\pm$ 1.34	3.90/ $\pm$ .831
2) Speak to your teacher about your homework assignment.	2.95/ $\pm$ .805	3.62/ $\pm$ .740
3) Have a conversation to a stranger who enters the room and opens up a conversation.	2.76/ $\pm$ .625	3.48/ $\pm$ .873
4) Ask for instructions/clarifications about a confusing task that needs to be completed.	2.86/ $\pm$ .727	3.62/ $\pm$ .669
5) Talk to a friend in English while waiting in line.	2.48/ $\pm$ .512	3.14/ $\pm$ .793
6) Be an actor in a play.	2.86/ $\pm$ 1.11	3.67/ $\pm$ .796

Willingness to communicate includes participants' willingness to speak, read, write, and comprehend instructions in English inside the classroom. The students rated their WTC based on the following criteria: "almost never willing" and "sometimes willing" to "willing half the time," "usually willing," and "almost always willing." WTC in speaking refers to the willingness of the participants to speak to the teacher and classmates in English in the classroom. For example, items related to students' willingness to talk in a group about their summer vacation and to ask for instruction or clarification yield an increase of more than 25%.

With the item regarding their willingness to be actors in the play, from moderate willingness to high willingness, students' willingness to act on the stage. In fact, it has the highest mean increase among all the items in the speaking skill. Likewise, for items regarding their willingness to speak to their teacher regarding their homework assignment, open up a conversation to a stranger, ask for instruction regarding a confusing task, and talk to a friend in English while waiting in line, the number of students who became usually willing (from almost never willing and sometimes willing) to speak increased sevenfold, which is indicative of the improved willingness of the participants to speak in English.

The results are in agreement with the study of Darasawang, P., and Reinders, H. (2021) among Thai university students in compulsory English class on the role of English proficiency in students' WTC. Findings show that when the students are given more opportunity to interact with their classmates and teacher using L2 and more autonomy in learning, they become more confident, which contributes to their level of willingness to use the language in real-life situations. Similarly, the findings of Modirkhameneha & Firouzmand (2014) on the relationship of various linguistic orientations with Iranian college students' WTC show that occupation-related orientation was significantly correlated with classroom speaking WTC. This suggests that students

believed that their speaking skills would contribute to their future occupation. This shows that relevant topics encouraged learners' WTC.

The result of the WTC survey before the intervention showed that the participants had a low to moderate willingness to use English in the classroom. They were observed to be reluctant to express their thoughts during post-reading activities, such as in class and group discussions. Few asked and volunteered to answer the teacher's questions. Instead, they left it to their friends to explain the teacher's instructions. Also, during class discussion, most students waited for the more confident students to speak first to verify that their own answers and ideas were correct. However, as the semester progressed, more students participated in class activities, took the lead in discussions, and asked the teacher for clarification.

Class discussions and group work helped me dare to express my opinions. Besides, working with my group made me understand the content of the stories more clearly and easily, so I could help in the discussions and presentations. [Jho]

In the group, we talked and exchanged ideas, which we could not always do in class. Before, we were hesitant to ask the teacher, so we always relied on our group. Later, we could ask our teacher anything and anytime. [Jade]

Based on their sharing, the participants formed a positive view of what their groups could do for them. This shows good intergroup relations, which encourage the use of L2 in speaking and L2 competence to cope with class activities. Aside from students' personal statements that their English-speaking ability improved during the semester, their willingness to speak in English, as seen in the digital story they posted, classroom presentations, and even their ability to ask the

teacher for clarification, showed students' confidence in relaying the message they wanted to convey.

Correspondingly, students' interactions among themselves and with the teacher in L2 improved participants' willingness to communicate. As the students shared their views with their peers and teacher in English, they appreciated the learning tasks through discussions and other speaking activities. According to Kang (2005), more of these interactions cause more language development and learning. This is what CLT means: learning through communication using literature as the catalyst for discussion and genuine communication to replace traditional practices in which students merely parrot prefabricated phrases (De Riverol, 1991) and to eliminate the practice of rote learning and the grammar-translation method. Table 7 shows the pretest and posttest scores and means of each item on the WTC in reading.

**Table 8: The means of participants' responses on questionnaire items on WTC reading**

Items in WTC Reading	Pretest Score Means $\pm$ SD	Posttest Score Means $\pm$ SD
1) Read a novel.	2.67/ $\pm$ 1.02	3.24/ $\pm$ 1.22
2) Read an article in a paper	2.95/ $\pm$ .740	3.48/ $\pm$ .814
3) Read chat messages written in native English.	3.19/ $\pm$ .928	3.62/ $\pm$ .865
4) Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions.	2.52/ $\pm$ .873	3.29/ $\pm$ .717
5) Read an advertisement in the paper to find a good bicycle you can buy.	2.33/ $\pm$ .796	3.10/ $\pm$ .700
6) Read review for popular movies	3.05/ $\pm$ 1.21	3.86/ $\pm$ .655

WTC in reading pertains to students' willingness to read in class by themselves. The results show that there were notable increases in student-reported WTC scores in reading. The item on students' willingness to read reviews for popular movies had the highest mean increase, with 35% of participants indicating their willingness to read other people's perspectives on famous movies. Furthermore, students' willingness to read advertisements for things they wanted to buy recorded a sixfold increase in the number of participants who became willing to do the task and a fivefold increase in the number of participants who were willing to read personal letters or notes in English.

The remaining items on WTC in reading, such as students' willingness to read a novel and read an article in a paper, had a 20% increase in the participants' willingness to do the tasks. The item that has the lowest percentage increase, about 15%, is the reading activity pertaining to chat messages written in native English. Overall, changes in students' willingness to read in English increased from low and moderate willingness to high willingness. The findings are in part in accordance with the study by Modirkhameneha and Firouzmand (2014) among Iranian university students, which found that when students value the opportunity given to them to practice and improve their speaking skills, even their reading skills improve. Academic achievement orientation was evident among students who gave their best to understand English materials in class.

Despite the participants' initial misconceptions about what reading really is, as the semester progressed, they shared that they had a better understanding of reading as a process, were able to cope with the challenges of comprehending literary texts, and became willing to participate in the class reading activities.

At first, my group was the slowest to submit reading assignments and often did the presentation last because we were not interested in reading novels. But the story of Macbeth aroused our interest and imagination. [Momo]

Good stories made my friends and me actively participate in class activities such as group and class discussions. [Manny]

My vocabulary ability improved as I read literature. I used the new words to express my thoughts through speaking and writing. [Kim]

Even though reading literature in EFL is difficult, students' exposure to literary texts with appropriate and interesting reading response activities will gradually make them competent readers and likely encourage them to read more. Activities that assisted them in unlocking vocabulary made reading less laborious; thus, students were encouraged to read more. Moreover, students shared the following regarding the part of the reading class they really enjoyed and liked best:

The teacher and friends read part of the story out loud to the class. [Mercy]

Reading everyone's interactions, questions, and answers in the chatroom. [Jho]

Reading story reviews online for character analysis, wherein each student could see themselves in any of the characters in the piece. [Dina]

Different response activities in the literature-based classroom allowed students to read in different ways that were based on their own personal experiences and helped them engage in the reading process. Participants' responses to the act of reading are consistent with the findings of Khajavy & Ghonsooly (2017), which show students' communication confidence and positive classroom experiences have a significant impact on their willingness to read English texts. Various post-reading activities led them to make personal transactions where students could relate events and characters to their real-life situations and provided them with self-knowledge and meaningful literary experiences. In literature-based instruction, students absorb not only information and facts but also the lives of the characters in the stories, which enhances their language development and

helps them become critical readers and thinkers. Thus, they become more willing to read and share.

Table 8 shows the participants’ pretest and posttest scores and means on the WTC in writing.

**Table 9: The means of participants’ responses on questionnaire items on WTC Writing**

Items in WTC Writing	Pretest Scores Means $\pm$ SD	Posttest Scores Means $\pm$ SD
1) Write an advertisement to sell an old thing.	2.19/ $\pm$ .680	3.14/ $\pm$ .573
2) Write down the instructions for your favorite hobby.	2.67/ $\pm$ .796	3.57/ $\pm$ .676
3) Write a report on your favorite animal and its habits.	2.62/ $\pm$ .865	3.38/ $\pm$ .740
4) Write a story.	2.33/ $\pm$ 1.02	3.38/ $\pm$ .740
5) Write a letter to a friend.	2.29/ $\pm$ .845	3.19/ $\pm$ .680
6. Write a newspaper article.	1.95/ $\pm$ .805	4.90/ $\pm$ 8.76
7. Write the answer to a “fun” quiz from a magazine.	2.29/ $\pm$ 1.15	3.14/ $\pm$ .910
8. Write down a list of things you must do tomorrow.	2.48/ $\pm$ .928	3.52/ $\pm$ .750

WTC in writing refers to students’ willingness to write to communicate their thoughts to others. The posttest results regarding students' willingness to communicate in writing show a striking increase in the mean scores and percentages related to participants' willingness to communicate through writing activities. Participants’ willingness to write a newspaper article showed an increase of 129%, which is a rise from low willingness to the highest willingness. Notably, this activity has the highest increase among all the WTC items. Writing a story led to a tenfold increase in the number of participants who became willing to create their own story.

Correspondingly, the number of participants who became willing to do activities such as writing an advertisement, instructions for one's favorite hobby, a story, an answer to a fun quiz, things needed to do tomorrow, and writing a letter to a friend had increased by about 40%. The lowest mean and percentage increase is in writing a report about one's favorite animal and its habits, which increased by 28%. The findings are similar to the study by Pattapong (2015) among Thai university students in their willingness to communicate that modeling and scaffolding are indispensable elements in L2 instruction among Thai learners. In Shebani's (2019) findings on teachers' immediacy on Iranian students WTC, both verbal and non-verbal immediacy have a positive impact on the students' WTC. Karnchanachari's (2019) study among Thai university students also found that familiarity with and interest in the topic contribute to students WTC inside the classroom.

At the beginning of the semester, the students' willingness to write in English was rather low, especially for the activities they were not confident doing such as advertising and writing a story. They lacked the willingness to do so because they thought they didn't have the ability to do the writing activities. They also felt that writing a letter is impractical in today's age of fast technology, such as sending emails and chatting on social networks. One student shared:

Sending emails and calling were faster means of connecting and communicating than writing letters, which I consider obsolete now that I have access to computers and the internet most of the time. [Beem]

Interestingly, toward the end of the intervention, students' willingness to write improved because they were exposed to various writing activities that enhanced their ability to write in English. They completed the writing assignments in English, as evidenced by their self-reports at WTC and in their journals. Some students recounted:

We made posters and designed tickets for the presentation. We were proud of our accomplishment. [Mercy]

My group volunteered to send formal letters to other schools to invite teachers and students to watch our final presentations. The task was quite challenging, but we were successful. [Jade]

A twisting plot is exciting. At first, our group struggled to create our own story with the same characters but different scenarios. Later, this became our favorite writing prompt. [Christine]

Although the writing skill improved at the end of the semester, it received the lowest average score on the posttest among the four communication skills. This result could be attributed to the activities set based on the course outline, in which there were more speaking, listening, and reading activities but fewer writing assignments. The positive results of the intervention are brought about by the readers' response activities and are in line with the study of Khorasani and Harsini (2015), who showed a strong relationship between WTC and writing ability in relation to familiar topics. The literature-based instruction helped students become familiar with the topics by relating their personal lives to the lives of the characters in the stories. It is a positive reinforcement of students' communication skills that resulted in participants showing higher confidence and fluency in using the target language in classroom activities and even writing skills. Table 9 shows participants' pretest and posttest scores and means on the WTC in comprehension.

**Table 10: The means of participants' responses on questionnaire items on WTC comprehension**

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<b>Items in WTC Comprehension in Class</b>	<b>Pretest Means</b>	<b>Posttest Mean</b>
1) Listen to instructions and complete a task	2.76/± .889	3.48/± .814
2) Listen to cooking instructions in English.	2.29/± .902	3.19/± .928
3) Fill out an application form.	2.52/± .680	3.52/± .512
4) Take directions from an English speaker.	2.29/± .784	3.48/± .750
5) Understand an English movie.	3.10/± .944	4.05/± .805

---

Another WTC skill measured in the communication readiness framework is classroom comprehension. There were notable changes in the mean scores and percentages of students' willingness to understand instructions and directions in English. There was a 40% increase in participants' willingness to fill out the application form, take directions from an English speaker, and understand an English movie, and a 33% increase in an activity like listening to a cooking instruction in English. The lowest increase was in participants' willingness to listen to an instruction in order to complete the tasks, which increased by 26%; however, the number of students who became usually willing to do such a task had increased sevenfold. The findings agree with the study by Shebani (2019) among Iranian learners from language institutes. Findings show that teachers' immediacy directly affects students' abilities to follow guidelines. Instructors' nonverbal immediacy, such as gestures, tone of voice, moves, and positions, has the highest positive correlation with listening WTC.

Aside from the results of the WTC survey, students' willingness to engage in comprehension activities was usually very low at the beginning of the semester. When instructions were given for discussions, group discussions, and presentations, almost no one asked questions. Leaders found it difficult to give instructions and assistance to members because everyone was confused. Some leaders of the groups recounted:

At first, we were all confused about what the teacher wanted us to present. Some of my friends showed no care at all. Some tried to guess and encouraged the group to produce at least something, but it was so disappointing that at the end we had to do it all over again. Later, we learned that it paid to clarify first. [Kim]

No one wanted to lead or ask. Everyone pushed someone to ask the teacher. When other groups were able to perform correctly, we started asking for guidance as well. [Justin]

My group was always the last to present, to understand the task, and to submit assignments because we really did not get the instructions. We waited for others to do it first, and we asked them for help. Not long enough, we learned how to ask the teacher to give examples and make instructions available on our Facebook page. [Piyanan]

A number of students in the class admitted that their English comprehension greatly improved as a result of the post-reading activities in which they were able to use the language to ask questions and follow directions.

At first, it was really difficult to understand my teacher's instructions. My comprehension improved as I asked questions. [Amina]

I felt exhausted copying the work of the other group, so I tried to work on understanding the tasks myself so I could help my own group. We did well later. [Sao]

My role in the final presentation helped my communication abilities. As a teacher's assistant, I had to relay messages from the teacher to the class. Everyone tried to use English in the chatroom. [Myla]

Students who have a positive attitude toward learning a second language may be more willing to use it and even ask questions, indicating that they are more willing to use the language for themselves and for others. In some cases, control may be a participant's motive for influencing other students' behavior. In a second language situation, influencing another person's behavior to achieve a goal may become a motive for communicating in a second language. Another motive for using the language is to complete tasks with understanding, and this is more important to some participants than seeking control over other students.

Overall, students' willingness to communicate through speaking, reading, writing, and comprehending instruction in class improved as they were exposed to literature-based instruction. The response activities helped them voice their views with greater confidence as the semester progressed. The instruction provided them with a clear understanding of their ability as readers and their willingness to complete the reading tasks as they received support such as modeling, scaffolding, and explicit examples when they needed them. It was also notable that students WTC in speaking improved the most because of the various speaking activities afforded to them, while their WTC in writing had the least increase as this is the most challenging skill in an EFL context. The literature-based instruction in this study improves Thai college students' readiness to

communicate in English in the classroom. Students appreciated the opportunity for meaningful communication within the classroom in the context of EFL, thus improving their language skills.

**Research Question 2.** Is there a relationship between students’ reading motivation and willingness to communicate after being exposed to literature-based instruction?

Table 10 shows the correlation between Adolescent Reading Motivation and Willingness to Communicate inside the classroom after the intervention.

**Table 11: Posttest summary of correlation between RM and WTC**

Mean Motivation Posttest	Correlation (r)	P-value
Mean WTC after the intervention	0.476	.029
WTC Speaking after the intervention	.335	.138
WTC Reading after the intervention	.384	.086
WTC Writing after the intervention	.474	.030
WTC Comprehension	.337	.135

Correlation is significant at the 0.05 level.

Although results after the intervention indicate weak relationships between the participants’ English reading motivation and WTC inside the classroom and WTC writing, respectively, at which the significant level is 0.05, the results still show that there is a moderately positive linear relationship between reading motivation and WTC.

Findings are in a similar vein in the results of the twofold study by Khajavy & Ghonsooly (2017) among Iranian university students on their willingness to read (WTR) based on L2 motivation and communication confidence. Results show that L2 learning experience, including

students' positive classroom experiences, is the strongest factor that influences their willingness to read a text in English, which is consistent with the present study and other studies (e.g., Kiddle and Csizér, 2011; You & Dörnyei, 2016). .

The upward linear trend illustrates increases and improvements on both variables, which are directly and positively impacted by the intervention. The correlations between reading motivation and willingness to communicate are best illustrated in the testimonies of the participants about their growing interest in the reading process and communication activities in the classroom. Jack, who used to read only when there was a quiz, became willing to do even the ungraded tasks; Manny and friends, who at first found reading laborious, became active participants in the discussions; and Momo, who at first used to fall asleep during reading, but when he found connection with the texts, he enjoyed reading and doing the response activities with his friends.

Results are in agreement with Shimray & Remegio's (2017) study, which investigated the effect of reading-based materials on English learning motivation and WTC of Business English Thai students. Findings show that participants preferred to read materials related to their field of study, and satisfaction with reading materials, types of classroom activities, and their interlocutor influenced their motivation and willingness to communicate.

Later, students realized the necessity and challenges of reading in English, and they gave their best in the reading act and working with their groups. They became willing to write even when the activities, such as writing a reflection on the lesson, were not graded. In contrast to the study of Kitjaroonchai & Kitjaroonchai (2012) among Thai university students, whose findings show that participants' instrumental motivation is higher than their integrative counterparts, results

in this present study show that although the participants in this study exerted their effort in order to pass the subject and complete the course requirements, which are instrumental reasons, their statements show that they were intrinsically motivated to read, learn, and use English in the class.

Moreover, results show that among other WTC skills, writing was found to have an increasing trend, along with reading motivation. This is consistent with the study of Iskhak (2015), which shows the positive impact of response activities on the writing skills of the participants. Students like Mercy, Christine, and Jade, who found poster making, creating an ad, and twisting plots made them feel accomplished, One student shared:

At first, we were hesitant to write because we were not sure of our abilities. But with the great stories, group support, and the teacher's example, we were able to write and accomplish the tasks. [Joyce]

Cooperative learning, scaffolding, and other reading strategies afforded to the students enabled them to put their thoughts into writing. As observed, many students, at first, could hardly turn in their writing assignments on time. But as they became part of the classroom discussions and group dynamics, they were able to cope with the writing activities.

To sum up, although results in the correlation between students' reading motivation and WTC in writing skills were found to be weak, students' responses from the interviews and entries from their journals indicate the apparent improvement of both variables.

**Research Question 3: In what ways does literature-based instruction affect students' reading motivation and willingness to communicate inside the classroom?**

Qualitatively, responses from the conversational interviews, teacher observations, and journal entries indicated positive effects of literature-based instruction on participants' motivation

and willingness to communicate inside the classroom. Students' reading and writing experiences and improvement of their language skills are elicited by several features of literature-based instruction.

### **Use of Authentic and Literature-Based Texts**

As observed, students were less motivated and less willing to read at the beginning of the semester. They preferred watching movie versions of books and stories rather than reading the book. They shared that in most of their subjects, text books were uninteresting and difficult to read. This is in agreement with the finding of Kim (2011) where Chinese collegiate students found academic reading dragging and challenging. At first, the participants felt that the reading materials they would read in the class were just like the ones they read in all their other classes. When they read the first selection, *The Necklace* by Guy De Maupassant, many did not even bring their copy of the selection despite that it was already given to them during the orientation. The teacher had to read the story since they appeared unenthusiastic to read. No one wanted to answer the questions that the teacher asked. Halfway through the story, it was noticeable that some students started to listen attentively. On the part when Mathilde met her wealthy friend, Madame Forestier, who told her that the necklace was fake, it was observed that many of the participants elicited visible reactions of frustrations. Some even explained and repeated the story to their classmates who did not understand or did not pay attention. Later, they shared the thought of the couple's sufferings just to be able to replace the fake necklace that Mathilde lost made them pity the latter but they also felt bad that the unfortunate event happened because of her own doing. It was observed that the participants sighed and expressed their frustrations as they explained and repeated the story to their friends, who did not understand or did not pay attention. After two or three selections, many

of the participants were already bringing their copies of the selection and started participating in the oral reading of selections. Evidently, they began liking to read in the subject.

I never think I will read very long story like The Judgement of Paris (sic). I love very much the story because it was interesting to see the gods and goddesses (sic) fight about funny things [Joyce]

I like reading stories like The Necklace because I am like Mathilde sometimes. Sometimes only (sic). The more I think about her, I also think the same will happen to me if I will not be contented. [Christine]

I enjoy reading stories like The Necklace because of the ending which I am not expected (sic). [Amina]

The role of reading materials is crucial in making the students read. With the students in this class whose reading experiences were predominantly academic textbooks that are challenging to read as they are written in English, choice of topics must be carefully considered. The reading materials read in the class revolved around a common theme that is developmentally appropriate for young people. When students find the topic interesting and relevant to their experience, they can transcend the length and difficulty of the materials. Later in the semester, they read the prose version of Macbeth. Surprisingly, it became one of their favorite readings in the course despite its length. In their journal entries, some articulated that they found Macbeth a relatable character.

I like Macbeth. He is funny. He also believe (sic) in witches and astrology. (Jho)

I like that Macbeth is determined to get the crown whatever it takes. I am also like that.  
(Kim)

Halfway through the semester, the students' perceptions about reading literature changed. Compared with text books, literature motivated them to read and to interact with the texts. They were motivated to talk about what they had read among themselves and with the teacher. This finding is in agreement with the study of Kaowiwattanakul (2021) on the effect of reading literature among Thai university students where the use of authentic reading materials increased their interest to read and made them respond to what they were reading emotionally.

Furthermore, it was observed that literature captivated students' emotions, which were exemplified in their reactions, discussions, and written works. For instance, in the prologue of the Trojan War, the Judgment of Paris, what the participants learned about the privilege of making a choice created an impact on some of them. One student wrote:

I believed that humans were created with the power to choose life over death. I do not believe in predestination like what happened in Paris. [Momo]

The participants specifically liked the Judgment of Paris as they got to discover different cultures and religions. They were fascinated by the stories of the gods and goddesses, their power, their immortality, and their follies. Knowing what types of materials motivate young people to read (Groenke, 2017; Reoperez, 2019) helps develop the will to read (Cambria and Guthrie, 2010) and willingness to communicate in the class. The reading materials should be both interesting and challenging (Cho et al., 2010) yet at the same time possessing reading-friendly characteristics (Hoesseini et al., 2014) such as suitability, relevance, and acceptance to cultures and beliefs.

## Reader Response Activities

Reader response strategies allowed the students to make personal transactions with the texts in an interesting and engaging manner. During the engagement activities, the participants enjoyed doing varied activities that allowed them to think about the texts critically in an engaging way. Examples of these activities were role playing, dance interpretation, twisting plots, character analysis, video making, script writing, letter writing, poster making, and dramatization among others. Figure 5 shows the students performing on the musical dance epic drama on the Judgement of Paris.

**Figure 5: Students performing the Judgment of Paris**



Reading becomes more meaningful and a fun activity because the students were given opportunities to be creative in their responses. These activities enriched their understanding of the selections in an intimidating way. As one student pointed out,

In our past English classes, we also read stories, poems, and novels. But our teacher only make (sic) us read then ask questions. We dont (sic) have activities like this. We like having this activities (sic) like script writing because we enjoy and we practice English and we understand better what we read. [Jade]

There is more than one way to interpret any piece of literature, and the different response activities given to the participants, such as group and class discussions, encouraged them to develop their own well-formed interpretations and gain vision from others. One student shared:

I am fascinated by how the teacher guided us to look for hidden meaning in symbols, words, and actions of characters, which we were able to relate to our personal lives. [Beem]

We found reading literary pieces very challenging because of the different interpretations and meanings. We discussed, shared our personal thoughts, cited real-life examples, and came up with a unified answer and ideas on issues. [James]

James' statement shows the importance of the use of response strategies such as discussions or language discourse, in which students acquire the language and genres that enhance their level of confidence and cooperation. The participants believed that each member of the group had his own ideas, but the group had to discuss them in order to agree on their answers. As they reacted to others' ideas and engaged in thoughtful discussions, they engaged in critical thinking. Thus, they developed a rich and deep understanding of literature and experienced the joy of reading as well.

Writing activities such as twisting plots and writing scripts for stage presentations were also among the responses that enriched their literary experiences. Students were encouraged to use their imagination to create surprises and take control of the details of the events in the story but at

the same time stick to the clues of the text. Later in the semester, there was excitement in the class in anticipation of the engagement activities that they would be doing. During group work, it was observed that they were sharing even their weird and funny ideas. Not only do they improve on their comprehension skills, their writing skills were also enhanced through the reader response activities.

Moreover, different response activities provide opportunities for students to use language in different ways and contexts. The various response activities that were naturally part of literary instruction enabled them to go beyond the text and actively express their personal responses to literature.

These findings concord with the study of El-Mereedi (2013) on the use of transactional literature discussion (TLD) among Qatari female university students. The reader-response activities help the participants view reading literature as a journey into a story world. Exposure to literature becomes a meaningful and educational experience especially for female students in Qatar who, for cultural and religious reasons, are limited in their social contacts and in their opportunities to travel abroad.

### **Vocabulary Instruction**

The vocabulary instruction during the pre-reading part exposed the students to more meaningful experiences with words. It enriched their vocabulary knowledge and equipped them with skills that they could use in independent reading. For example, helping the participants unlock the meaning of key terms before reading stories like *The Necklace*, *Macbeth*, and *The Trojan War* facilitated text processing later. Using graphic organizers and strategies such as word mapping expanded the participants' lexical access. The participants admitted that they were not used to being taught vocabulary before reading in their other subjects even in language arts subjects. They

said that being repeatedly exposed to using context clues when unlocking meaning of words became helpful when determining the meaning of English words that they encountered. Some students shared,

Maps and graphic organizers helped us compare and contrast new words. Some words were already learned from the previous story, so it was easy for us to build connections and make predictions during reading. [Kwan]

We were often challenged to use new words we learned in group and class discussions. Personally, I love using new words so I can remember their meaning and usage. [Justin]

Unlocking the vocabulary at the start made me read and understand better. [Judy]

The findings are in the same vein as those of Tayeb (2022) and Ouhiba (2022) on the use of literature-based instruction to teach reading among Algerian university students. Results showed that students developed a fairly high degree of motivation towards practicing literary reading and had the opportunity to enrich their vocabulary potential. The same results were found in the study of Puspitasari (2016) on the perception of Indonesian university students' use of LBA, which showed that various classroom activities and the use of appropriate levels of literary texts improved their vocabulary skills.

Through vocabulary instruction, the students who had limited reading vocabulary skills at the start were able to cope with the demands of reading all throughout the semester. They were able to generate better responses to activities such as journal writing and character analysis. As their vocabulary banks were enriched, they became motivated to read and willing to communicate in English.

## Collaborative Works

Another feature of the literature-based instruction that fosters reading motivation and WTC are the opportunities for collaborative works. During the engagement activities where the participants worked in small groups, it was observed that as they interacted with one another, the students took advantage of the chances of communicating with each other and expressing themselves.

The interactions and discussions created positive experiences among the participants. These were evident in their outputs, e.g., stage performances, scriptwriting, and online posts. One student shared:

I had difficulty writing and listening to English before, but my experiences in my ELL through drama class improved my language skills. Most of the time, the group discussions, class presentations, video recordings shared online, and the Facebook group discussions, which we did all in English, helped me use the language confidently. [Justin]

Good intergroup relations encourage the learning of a second language and its subsequent use (McIntyre et al., 1998) as noted in the comments of other participants, who expressed their ideas to their peers in the group discussions. Others commented that working with the group helped them clearly understand not only the tasks but also the texts that they read. Some students shared:

Often, we were more comfortable sharing our ideas within the group, which we could not confidently do in class. Sometimes, we were hesitant to ask for clarification from the teacher, but in our group, we could always ask our friends regarding with (sic) what we read. [Mike]

Oftentimes, other people could have better ideas than I do about what we read. However, in a group, we have roles and responsibilities, and we trust each other that the tasks will be accomplished on time. [Amina]

During the latter part of the semester, it was also noticeable that the participants engaged in code switching more often than they did in the beginning. Apparently, they were trying to practice speaking in English. This implied that they were also seeing the group works as avenues for practicing to communicate in English. In the model of WTC, societal context provides opportunities for both learning and using the second language.

In summary, cooperative learning after reading was beneficial to the participants in a number of ways. First, it increased their confidence to speak and communicate in English. Second, it allowed them to exchange ideas and discuss the selections. Whenever participants felt the non-threatening climate of the program, they were more motivated and felt challenged to participate and complete the reading tasks. This finds support in the study of Rabadi and Bataineh (2015) about college students with different language backgrounds who were taught using literature-based instruction. The results showed that collaborative strategies benefit students who were facing communication problems.

### **Integrated and Authentic Language Instruction**

Unlike traditional language arts subjects that make use of the grammar translation method in teaching language skills, the literature-based instruction integrates language learning using authentic materials and activities. Although language was not explicitly taught, it's learned in an implicit manner. The participants were immersed in the use of English through reading, vocabulary instruction, engagement activities, discussions, interactions with the teacher and classmates, and

in various speaking and writing activities. For example, when they wrote a play about the story of *The Picture of Dorian Gray*, one student shared,

We like the activity of writing the script about Dorian Gray. We all help one another finish the script. We are happy because we can practice writing in English. [Beem]

Participation in class and group presentations like debates and reporting immersed the students in the meaningful and authentic use of the English language. They admitted that these kinds of activities encourage them to communicate in English with less anxiety (MacDonald et al., 2013). As one student mused, “We make advertisements and posters so we learn English. It’s fun learning English that way.”

Lastly, it can be deduced that making reading as the heart of the language and literacy instruction is the main reason why the participants were able to slowly build their confidence to use the English language in communicating. The students shared that the more that they read, the more that they learn new words that they could use functionally. One said that she’s getting used to reading English texts and that it was helping her become familiar with how to construct ideas in English which she could use when communicating orally. As mentioned earlier, reading is a linguistically based process (Ruddell & Unrau, 2013). Hence, it is not surprising that the more the students read, the more they become fluent in the target language.

### **Critical thinking instruction**

Another feature of literature-based instruction that led to positive results in students’ reading motivation and willingness to communicate is the critical thinking instruction that is embedded in all the parts of the lessons.

Activities that activated students' higher-order thinking skills such as drawing inferences, analyzing, using logical reasoning like in a debate, summarizing ideas, and using their imaginations in writing were provided to the participants. These activities enhanced the students' ability to form opinions logically and to make plausible inferences. For instance, after reading *Macbeth*, students were asked to analyze the characters through a language reference from Act 1, Scene 1 to 7. Some quotes were selected, and questions were provided that guided them to infer the traits of the character. Students' comprehension was checked by questions until they came up with the correct answers. This exercise exposed them to the underlying meaning of the texts and helped them understand and enjoy the selection.

When students understand what they read, that will lead to better appreciation of the text. It is hard to imagine how enjoyment of the reading act could take place when students fail to think about the text.

Aside from the engagement activities, the participants were also immersed in critical thinking through the discussion part which makes use of the GPU. In their journal entries, some of the students wrote that the questions that the teachers asked in this part engaged them to 'think deeply' about the characters, events, and other elements of the story. There were those who admitted that they only got to understand the story because of the discussions.

The teachers (sic) questions guided me in understanding some parts of the story that I don't understand at the beginning. Also, it make (sic) me think for a long time about what happened. Like in the ending of *The Necklace*, I am thinking what Mdme. Forrestier would do after Mathilde tell (sic) her that she bought a true necklace to replace the fake necklace. [Piyanan]

Setyowati (2021) pointed out that literature itself can be instrumental in involving learners in critical thinking. Additionally, the reader response strategies and the GPU style of asking questions also tap critical thinking skills of the students.

### **The Role of the teacher in literature-based approach**

Unlike in the traditional classroom, where the teacher has the sole authority in the learning process and is the one who lectures and at the same time answers the questions for the students, the teacher in literature-based learning guides the students in their quest for knowledge and assists them in completing the reading tasks.

For instance, during the early part of the intervention, many students were hesitant to do the engagement activities since they were not used to them. In one of the first activities that they had, that was twisting plots, it was evident that they were not sure how to write down their thoughts. Several examples of plot twisting were provided and modeled to the students until they were able to make their own.

The students were also encouraged to read and discuss together. During group work, the teacher moved from one group to another and tried to acknowledge each student and his/her contribution to the reading tasks. This resonates with the view that the teacher's role in language and literacy instruction is to support students in reading and responding to the literature in appropriate ways. It is the teacher's role to ensure that the students experience the joy and satisfaction of reading literature (Setyowati et al., 2020; Reoperez, 2009).

It is true that reading literature was really challenging because of the many factors we considered in understanding the meaning and behavior of the characters; however, the teacher guided and coached us. [Kim]

The students reiterated that their teacher's support, such as evaluating their work and giving adequate examples contributed to their small successes in class. The participants also appreciated that their teacher did read aloud to them especially during the beginning of the semester when they were still not interested to read. The different ways that the teacher did to scaffold reading tasks and experiences was shown as she shifted from lecturer to facilitator. She provided assistance to the students when the latter were looking for resources such as books and websites that they could explore and use in completing their reading tasks. Likewise, students' progress was also monitored by giving immediate feedback on their work. The students acknowledged that their teacher made them feel that they 'will not fail in all the reading tasks and assignments because she care (sic) for us.'

To summarize, the literature-based instruction possess characteristics that promote and support not only the development of language and literacy skills but also the improvement of reading motivation and WTC of collegiate learners.

### Limitations

Nonetheless, these results must be interpreted with caution, for there are a number of limitations that could be addressed in future research. In this study, only one class, in which a small number of students enrolled, participated. Therefore, class variables such as class size could affect quantitative data analysis. To address this issue, studies can be done in classes that have a greater number of students to ensure a representative distribution of the population and to be considered representative of groups of people to whom results will be generalized or transferred. Moreover, the study was done for only a semester to adequately examine the relationship between reading motivation and willingness to communicate after the use of literature-based instruction. In spite of these limitations, this study provided empirical support for the role of evidence-based approaches

such as literature-based instruction in teaching language and literacy to encourage students to become highly motivated readers and confident users of English.

## Chapter 5: Conclusions and Recommendations

### Summary of findings

This study examined the effect of literature-based instruction on reading motivation and willingness to communicate (WTC) among Thai collegiate EFL learners enrolled in English Language Learning through Drama Class. It also investigated the relationship between reading motivation and WTC in English after being exposed to literature-based instruction and how the latter affects students' reading motivation and willingness to communicate inside the classroom. Quantitative data were collected by measuring students' reading motivation and willingness to communicate using the Adolescent Motivation Reading Profile and the Willingness to Communicate Inside the Classroom questionnaires before and after the implementation of the literature-based instruction. Qualitative data were gathered through semi-structured interviews, personal journaling, and observations.

The set of literature-based lessons, which made use of various genres of texts such as poems, short stories, a novel, a historical tragedy, and an adventure story, were used to develop students' critical thinking, creativity, self-expression, personal development, empathy, and cross-cultural understanding. The lessons were designed around the theme of making life's choices and were divided into three main activities: pre-reading activities, during reading activities, and post-reading activities.

Results show that the participants' reading motivation in English improved after being exposed to literature-based instruction. T-test analysis showed a significant difference in the reading motivation of the participants in the pretest and the posttest scores,  $t(20) = -7.31$ ,  $p < .000$ , and  $\eta^2 = .731$ . Likewise, there is also a significant difference in the willingness to communicate inside the classroom, as shown in the results of paired sample t-tests for WTC inside the classroom, where  $t$

(20) = -6.40  $p < .000$ , and  $\eta^2 = .640$ . Qualitative data obtained from the semi-structured interviews, observations, and journal entries supports these findings. Positive changes pertaining to the participants' WTC and reading motivation were reported and compared at the beginning, middle, and end of the intervention.

As for the second research question, results show that there is a moderate correlation between reading motivation and WTC, between reading motivation and overall motivation, as well as between reading motivation and WTC in writing. Although the  $r$  values of .29 and .30 indicate weak relationships between the participants' English reading motivation and willingness to communicate specifically in writing skill, at which the significant level is at 0.05, the results, on the other hand, show that there is a moderate positive linear relationship between reading motivation and willingness to communicate, which illustrates improvements on both variables that are directly and positively impacted by the intervention.

Qualitatively, responses from the conversational interviews, teacher observations, and journal entries indicated that the two constructs positively influenced one another. As the students became motivated to read, they also gained more confidence to communicate using the English language. It can be concluded that the students' reading motivation and willingness to communicate inside the classroom are directly and positively impacted by the literature-based instruction, which is viewed as the catalyst for genuine communication and enjoyable reading experiences, which leads to positive reading experiences. This in turn enhances their communicative competence and contributes to their higher self-confidence, resulting in improved reading motivation and a greater willingness to use English inside the classroom.

Lastly, after careful and thorough analysis of the performance, behavior, and responses of the students to the literature-based instruction using the qualitative data gathered, results show that

specific features of the instruction were instrumental in improving the participants' reading motivation and WTC. These include collaborative tasks, vocabulary instruction, reader response activities, critical thinking instruction, authentic and integrated language instruction, and most importantly, the teacher acting as a facilitator and the use of literature-based materials. Collaborative reading tasks lead to becoming more involved in reading, a heightened interest in communicating, and a willingness to use English more frequently. The participants' less enthusiastic attitude towards reading and subsequent literacy tasks at the start of the intervention gradually increased as the instruction was reinforced in a relaxed environment. This encouraged them to take ownership of their own learning and freely express their ideas in various modes of communication, especially in speaking and writing.

Reader response activities that were relevant to their interests, needs, and beliefs helped the participants build connections with literary texts. The use of literature-based materials and the centrality of reading in literature-based instruction facilitated the acquisition of important literacy skills such as vocabulary and critical thinking. And as these skills developed, reading motivation also improved. The willingness to communicate in English was reinforced because the participants were provided with a lot of opportunities to use the language in real-world interactions and authentic tasks. All these factors and the teacher's awareness of her role as facilitator of reading tasks and language learning lead to small successes in reading and WTC accomplishments for the learners.

## **Conclusions**

It can be concluded that the students' reading motivation and willingness to communicate inside the classroom are directly and positively influenced by the literature-based instruction,

which serves as the catalyst for genuine communication and enjoyable reading experiences that lead to positive reading experiences. This in turn enhances the students' communicative competence and contributes to self-confidence, resulting in improved reading motivation and a greater willingness to use English inside the classroom.

Another conclusion that can be drawn from this study pertains to the relationship between reading motivation and WTC. Among ESL and EFL learners, these two variables may have a symbiotic relationship, which means that the development of one will have an important effect on the development of the other. This inevitability may be due to the fact that willingness itself is an affective component.

Lastly, English language learners such as the participants in this study need instruction that builds on their reading motivation and WTC in a holistic, engaging, and enriching way. A fragmented approach to teaching language and literacy may not lead to the enhancement of these two variables. Placing reading at the heart of language and literacy instruction will likewise bring forth more gains in improving affective conditions such as reading motivation and WTC.

## **Recommendations**

Based on the conclusions above, this study can deliver recommendations that might be useful to language and literacy teachers in the collegiate levels especially those who are teaching EFL learners. It is suggested that they consider implementing evidence-based approaches such as the literature-based instruction to reinforce and enhance students' reading and language use experiences as these will eventually lead to the improvement of their reading motivation and WTC.

Since reading and communication in English are two challenging tasks for EFL learners, they should be equipped with the necessary skills and attitudes that will make them want to do both.

Moreover, both reading motivation and WTC should be nurtured alongside each other. Both should co-exist alongside each other because when students are motivated to read, their gains in comprehension and other literacy skills will benefit their willingness to communicate. Language and literacy teachers of EFL learners should be aware that the more that students' read the more that they will improve specific skills e.g., vocabulary and reading comprehension which may drive the will of the students to communicate. Reading and language activities should therefore be designed to make these activities enticing yet challenging.

On the other hand, EFL learners, specifically collegiate students should be encouraged to find opportunities for themselves to read more and use English outside the classroom. It is not enough that they read and communicate in the classroom. They will be needing to have a more functional application of the language skills that they learn. Besides, engaging in wide reading will be beneficial to their literacy development as content learners. They should be made aware that highly motivated readers are more likely to succeed academically for they can successfully read across all disciplines and at the same time communicate with ease both orally and in writing.

Parents and guardians need to be aware that their role in the language and literacy development of their children should continue despite the fact that the latter are already in college. They should help in promoting reading and meaningful communication to their children at home.

Finally, it is suggested that they look further into further consequences of reading motivation in the development of language skills of second language learners. More than just being correlated, this study shows hints of reading motivation as more of a predictor of wtc. Likewise, a

longer implementation time may show its effects on other aspects of wtc, e.g., reading, comprehension, and speaking,

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## Appendices

### Appendix A: Adolescent Motivation Reading Profile

#### Adolescent Motivation to Read Profile Reading Survey

Name \_\_\_\_\_ SEX:  Male  Female Age: \_\_\_\_\_

**Directions:** This questionnaire is composed of 20 statements concerning your self-concept as a reader and the value of reading to you. Please tick ✓ the box of the answer you choose.

1. My friend think I am \_\_\_\_\_.  
 A very good reader  
 good reader  
 n OK reader  
 poor reader
2. Reading a book is something I like to do.  
 Often  
 Sometimes  
 Not very often  
 Never
3. I read \_\_\_\_\_.  
 A lot better than my friends  
 A little better than my friends  
 bout the same time as my friends  
 ot as well as my friends
4. My best friends think reading is \_\_\_\_\_.  
 eally fun  
 un  
 K to do  
 o fun at all
5. When I come to a word I don't know, I can \_\_\_\_\_.  
 Almost always figure it out  
 ometimes figure it out  
 lmost never figure it out  
 ever figure it out
6. I tell my friends about good books I read.  
 do this a lot.  
 do this some of the time.  
 almost never do this.  
 never do this.
7. When I am reading by myself, I understand \_\_\_\_\_.  
 Almost everything I read

- Some of what I read  
 Almost none of what I read  
 None of what I read
8. People who read a lot are \_\_\_\_\_.
- Very interesting  
 Interesting  
 Not very interesting  
 Boring
9. I am \_\_\_\_\_.
- very good reader  
 good reader  
 an OK reader  
 poor reader
10. I think libraries are \_\_\_\_\_.
- A great place to spend time  
 an interesting place to spend time  
 an OK place to spend time  
 boring place to spend time
11. I worry about what other kids think about my reading \_\_\_\_\_.
- everyday  
 almost every day  
 once in a while  
 never
12. Knowing how to read well is \_\_\_\_\_.
- Very important  
 important  
 sort of important  
 Not very important
13. When my teacher asks me a question about what I have read, I \_\_\_\_\_.
- Always think of an answer  
 sometimes think of an answer  
 have trouble thinking of an answer  
 I can never think of an answer
14. I think reading is \_\_\_\_\_.
- a great way to spend time  
 an interesting way to spend time  
 an OK way to spend time  
 boring way to spend time
15. Reading is \_\_\_\_\_.
- Very easy for me  
 Kind of easy for me  
 Kind of hard for me  
 very hard for me
16. When I become older, I will spend \_\_\_\_\_.
- a lot of time reading  
 some of my time reading

- Very little of my time reading
- One of my time reading

17. When I am in a group talking about stories, I \_\_\_\_\_.

- Always talk about my ideas
- Almost always talk about my ideas
- Sometimes talk about my ideas
- Almost never talk about my ideas.

18. I would like for my teacher to read books out loud to the class \_\_\_\_\_.

- Everyday
- Almost everyday
- Once in a while
- Never

19. When I read out loud I am a \_\_\_\_\_.

- Very good reader
- Good reader
- OK reader
- Poor reader

20. When someone gives me a book for a present, I feel \_\_\_\_\_.

- Very happy
- Sort of happy
- Sort of unhappy
- Unhappy

## Appendix B: Adolescent Motivation Reading Profile Conversation Interview Questions

### Adolescent Motivation to Read Profile Conversational Interview

Name \_\_\_\_\_

#### A. Emphasis: Narrative text

Suggested prompt (designed to engage student in a natural conversation): I have been reading a good book. I was talking with...about it last night. I enjoy talking about what I am reading with my friends and family. Today, I would like to hear about what you have been reading and if you share it.

1. Tell me about the most interesting story or book you have read recently. Take a few minutes to think about it (wait time). Now, tell me about the book.

Probe: What else can you tell me? Is there anything else?

2. How did you know or find out about this book?

(Some possible responses: assigned, chosen, in school, out of school)

3. Why was this story interesting to you?

**B. Emphasis: Informational text**

Suggested prompt (designed to engage student in a natural conversation): Often we read to find out or learn about something that interests us. For example, a student I recently worked with enjoyed reading about his favorite sports teams on the Internet. I am going to ask you some questions about what you like to read to learn about.

1. Think about something important that you learned recently, not from your teacher and not from television, but from something you have read. What did you read about? (Wait time.)  
Tell me about what you learned.

Probe: What else could you tell me? Is there anything else?

2. How did you know or find out about reading material on this?  
(Some possible responses: assigned, chosen, in school, out of school)

3. Why was reading this important to you?

**C. Emphasis: General reading**

1. Did you read anything at home yesterday? What?
2. Do you have anything at school (in your desk, locker, or book bag) today that you are reading?  
Tell me about them.
3. Tell me about your favorite author.
4. What do you think you have to learn to be a better reader?
5. Do you know about any books right now that you'd like to read?  
Tell me about them.
6. How did you find out about these books?
7. What are some things that get you really excited about reading?  
Tell me about....
8. Who gets you really interested and excited about reading?  
Tell me more about what they do.

9. Do you have a computer in your home?

*If they answer yes, ask the following questions:*

10. How much time do you spend on the computer a day?

11. What do you usually do?

12. What do you like to read when you are on the Internet?

*If they answer no, ask the following questions:*

If you did have a computer in your home, what would you like to do with it?

Is there anything on the Internet that you would like to be able to read?

**D. Emphasis: School reading in comparison to home reading**

1. In what class do you most like to read?

Why?

2. In what class do you feel the reading is the most difficult?

Why?

3. Have any of your teachers done something with reading that you really enjoyed?

Could you explain some of what was done?

4. Do you share and discuss books, magazines, or other reading materials with your friends outside of school?

What?

How often?

Where?

5. Do you write letters or email to friends or family?

How often?

6. Do you share any of the following reading materials with members of your family:

newspapers, magazines, religious materials, games?

With whom?

How often?

7. Do you belong to any clubs or organizations for which you read and write?

Could you explain what kind of reading it is?

## Appendix C : Student Willingness to Communicate Inside the Classroom Questionnaire

We appreciate your kind cooperation. Please, read the following statements carefully and answer them according to the instructions provided.

**Instructions:** This questionnaire consists of 25 statements concerning your feelings about communication with other people, in English.

1. Put a cross in the box  corresponding to your gender and write your age in the space provided. (กาเครื่องหมาย x ในช่อง  และเติมตัวเลขอายุที่ตรงกับตัวท่าน)

2. Please tell us the frequency of time you choose to communicate in English in each classroom situation by marking a  in the blank space provided.

If you are almost never willing to use English in speaking, reading, writing and comprehension inside the classroom, check 1. If you are willing sometimes, check 2 or 3. If you are willing most of the time, check 4 or 5.

**Gender:**  Male  Female

**Age:** \_\_\_\_\_ years

	Almost never willing 1	Sometimes willing 2	Willing half of the time 3	Usually Willing 4	Almost Always Willing 5
<b>Speaking in class, in English</b>					
1. Speak in a group about your summer vacation. พูดคุยในกลุ่มเกี่ยวกับวันหยุดฤดูร้อนของคุณ					
2. Speak to your teacher about your homework assignment. พูดคุยกับครูเกี่ยวกับการมอบหมายการบ้านของคุณ				133.33 increase	
3. Have a conversation to a stranger who enters the room and opens up a conversation. สร้างบทสนทนากับคนแปลกหน้าที่เข้ามาในห้อง					
4. Ask for instructions/clarifications about a confusing task that needs to be completed. ขอคำแนะนำหรือคำชี้แจงเพื่อความกระจ่างเกี่ยวกับสิ่งที่ไม่เข้าใจ หรือกำลังสับสน					
5. Talk to a friend in English while waiting in line. พูดคุยกับเพื่อนโดยใช้ ภาษาอังกฤษในขณะที่ทำบางสิ่งบางอย่าง					
6. Be an actor in a play. เป็นตัวละครในการแสดง					
<b>Reading in class (to yourself, not out loud)</b>					
1. Read a novel. อ่านนวนิยาย					
2. Read an article in a paper. อ่านบทความในกระดาษ					
3. Read chat messages written in native English. อ่านข้อความแชทที่เขียนโดยภาษาอังกฤษพื้นเมือง					

4. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions. อ่านจดหมายส่วนตัวหรือข้อความที่ผู้เขียนใช้คำและ โครงสร้างประโยคที่ง่าย					
5. Read an advertisement in the paper to find a good bicycle you can buy. อ่านโฆษณาในกระดาษเพื่อจะหาอาหาร สินค้าหรือสิ่งของที่ซื้อ					
6. Read review for popular movies อ่านความคิดเห็น/คำวิจารณ์เกี่ยวกับ ภาพยนตร์หรือรายการโทรทัศน์ยอดนิยม					
<b>Writing in class, in English</b>					
1. Write an advertisement to sell an old thing. เขียนโฆษณาเพื่อขายของ					
2. Write down the instructions for your favorite hobby. เขียนคำแนะนำเกี่ยวกับงานอดิเรกที่คุณชื่นชอบ					
3. Write a report on your favorite animal and its habits. เขียนรายงานเกี่ยวกับสัตว์ที่คุณชื่นชอบและนิสัยของมัน					
4. Write a story. เขียนเล่าเรื่องต่างๆ					
5. Write a letter to a friend. เขียนจดหมายถึงเพื่อน					
6. Write a newspaper article. เขียนหัวข้อข่าวในหนังสือพิมพ์					
7. Write the answer to a “fun” quiz from a magazine. เขียนคำตอบลงในเกม/แบบทดสอบ "เกมสนุก" ใน นิตยสาร					
8. Write down a list of things you must do tomorrow. เขียนรายการของสิ่งที่คุณต้องทำในวันพรุ่งนี้					
<b>Comprehension in class</b>					
1. Listen to instructions and complete a task. ฟังคำแนะนำและทำงานให้เสร็จสมบูรณ์					
2. Listen to cooking instructions in English. ฟังคำแนะนำการทำอาหารเป็นภาษาอังกฤษ					
3. Fill out an application form. กรอกแบบฟอร์มใบสมัคร					
4. Take directions from an English speaker. ใช้เส้นทางจากผู้ที่พูดภาษาอังกฤษ					
5. Understand an English movie. ทำความเข้าใจเกี่ยวกับภาพยนตร์ภาษาอังกฤษ					

## Appendix D: Thematic Units with 3 lesson plans

### INTRODUCTION

#### BACKGROUND INFORMATION ON INTENDED STUDENTS, SUBJECT AND THEME

**Intended students.** The intended students of this Thematic Language and Literacy Learning Package are the 3<sup>rd</sup> Year Education Students of Nakkon Si Thammarat Rajabhat University enrolled in English Language Learning through Drama (ELLD) Class. The LLD class had 21 students- 5 males and 16 females, ages 19-21. The class schedule was every Wednesday from 1:00 -5:00 in the afternoon.

**The Subject.** The main objectives of this course were the following: to develop students' capacity for critical thinking, creativity, self-expression, personal growth, empathy and intercultural understanding through literary texts; to further enhance students' language skills in the context of drama, skits, plays, songs, speeches and children's literature; and provide ample opportunities for learners to develop and present their own speeches, skits and songs as their final course requirement.

**The Theme.** The choices we make and the decisions we take have a long-lasting impact on your life. They make us special, put a bar of distinction between us and everyone else. Our lives are a series of choices we've made so far. We live with those choices for the rest of our lives — and believe me when I say this, the rest of your life is a pretty long period. Whether you feel it immediately or not, our lives are being shaped by the choices you are making in the present. Most Thai people believe in destiny. No matter what they do, destiny has been set and is determining their course of actions. It's so timely to stress to them that we are created with freedom to choose, endowed with the ability to make choices, good and favorable choices for our lives and that what we choose at present determines our future.

**The Topics.** The topics that were chosen were based on the lecturer's theme selected with much thought and consideration due to cultural differences, readers' preference and modes of learning.

1. The Necklace: What do you value in life? For what your treasure is, there your heart follows. A short story by Guy de Maupassant, first published in 1884 in the French newspapers.

2. Macbeth: What are your thoughts, your ambitions & imaginations?  
Students should individually know their see possibilities in line with their own unique abilities. (Macbeth is Shakespeare's the shortest and the bloodiest tragedy. The plot overview of Macbeth @ <http://www.sparknotes.com/shakespeare/macbeth/summary.html>)

3. The Adventure of Tom Sawyer: Who are against you? The main characters in this selection are often misjudged by people; they proved them wrong. (The Adventure of Tom Sawyer is written by Mark Twain in 1876)

4. The Picture of Dorian Gray Which is more important, the inside or outside appearance? (This novel is written by Oscar Wilde)

5. The Judgement of Paris Which one, pre-destined or a choice? This selection illustrates the roles of gods and goddesses in human life affairs which in reality, men are confronted by a great controversy between good and evil. The great Creator destined each one to greatness, but we need to make a choice! (The prologue of the Trojan War told of in one of the world's greatest poems, the Iliad by Homer).

### **The Goals.**

*Expressive Aims.* The major aim of this learning package is to **remind the students on how the choices we make shape our lives** through reading, discussing and performing the pieces of literature that are enjoyable, enriching, encouraging, and empowering which will eventually help them build positive values, lead them to make right choices and spare themselves from consequences of poor choices. Through these selections, the readers will realize the importance of awareness of their own thoughts and actions, considering their own uniqueness, and differences of others. The authors give the significance of building and strengthening common values that so often we forget during difficult, pressured and trying situations.

*Instructional Aims.* In terms of language, this package aims **to add new words and concept and to use them accurately in reading, speaking and writing.** There are pre-reading activities which will enhance engagement during the reading. The activities are made to increase their vocabulary. It is expected that this learning package will increase the students' words accuracy and fluency which will eventually improve their comprehension skills.

In terms of literacy and language, this package aims **to improve the students' reading**

- using context clues to arrive at the meaning of words
- noting details
- making inferences
- making predictions
- describing characters in the selection
- determining causes and effects
- seeing cause and effect relationships
- comparing and contrasting
- tracing changes in characters
- sequencing events
- applying and relating theme to daily life situations or their own experiences
- extending the imagery and information found in the text and
- developing the piece/s to class/stage performance/s.

The package also aims to improve the students' ability to **verbally express their thoughts** by having varieties of group activities such as presentations and performances which require every group member to participate. Through this, students can show their language control and mastery on the new words they learn.

**Grade Level:** 3<sup>rd</sup> Year University Students **Theme:** Making Life's Choices

Lesson Number	Selection	Key Concept/ Topic	Objectives	Teaching Strategies	Assessment Strategies
1	The Necklace (Guy de Maupassant)	What do you value in life?	<p><b>Expressive</b></p> <p>A. appreciate what you have</p> <p>B. appreciate the value of simplicity</p> <p>C. develop awareness of our own actions</p>	<p><b>Before:</b> discussion on the things each culture considered valuable</p> <p><b>During:</b> make students aware of the actions/responses of the characters to problems/situations.</p> <p><b>After:</b> Encourage students to participate in class engagement activities &amp; do the journal entry at home.</p>	<p><b>Before:</b> sharing and discussion</p> <p><b>During:</b> Students can underline the actions/responses of the characters to problems/situations.</p> <p><b>After:</b> Describe each character and the trait he/she exemplified.</p> <p>Each student has to write a journal entry regarding the strategy of the couple to solve problems.</p>
2	Macbeth (Shakespeare)  *reading includes only the plot overview, characters, theme, motifs and symbols	What are your thoughts, your ambitions & imaginations?	<p><b>Instructional</b></p> <p>A. develop students' pronunciation and reading fluency.</p> <p>B. identify the literary elements in the selection</p> <p><b>Expressive</b></p> <p>A. develop the ability to identify truth, half-truth and lies.</p> <p>B. realize the grave results of being gullible and greedy.</p>	<p><b>Before:</b> watched &amp; share</p> <p><b>During:</b> let the students be aware of the words and phrases that describe each character.</p> <p><b>After:</b> Journal Entry (group work)</p>	<p><b>Before:</b></p> <p>1) class discussion on the background of the story based on the Macbeth summary clips students watched in YouTube.</p> <p><b>During:</b> underline the words and phrases that describe each character</p> <p><b>After:</b> homework assignment: write a character analysis the play.</p>
			<p><b>Instructional</b></p> <p>A. develop students' pronunciation, reading and speaking fluency</p> <p>B. describe the plot and main characters</p>	<p><b>Before:</b> Introduce the literary elements (plot, setting &amp; characters)</p> <p><b>During:</b> Guided oral reading. Each student takes turn.</p> <p><b>After:</b> Students engagement activities</p>	<p><b>Before:</b> sharing and discussion</p> <p><b>During:</b> Listen to the students' reading for corrections and commendations</p> <p><b>After:</b> Each group choose a character to be described.</p> <p>Informal debate</p>

Lesson Number	Selection	Key Concept/ Topic	Objectives	Teaching Strategies	Assessment Strategies
3	The Adventure of Tom Sawyer (Mark Twain)	Who are against you?	<p><b>Expressive</b></p> <ul style="list-style-type: none"> <li>A. appreciate life's adventures</li> <li>B. realize that not everyone agrees with you</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>A. develop students' pronunciation and reading fluency</li> <li>A. sequence the story</li> </ul>	<p><b>Before:</b> Let the students think of some good breaks in their lives.</p> <p><b>During:</b> Make students be aware of how people treat Huck.</p> <p><b>After:</b> Encourage students to take a look on mysteries solved because of the boy's adventure.</p>	<p><b>Before:</b> In the group, let students share their own story of good breaks/ unexpected turns</p> <p><b>During:</b> Students can take note how people treat Huck.</p> <p><b>After:</b> List down and describe the mysteries solved because of the boys' adventures.</p>
4	The Picture of Dorian Gray (Oscar Wilde)	Which is more important, the inside or outside appearance?	<p><b>Expressive</b></p> <ul style="list-style-type: none"> <li>A. realize that real beauty comes from within.</li> <li>B. Be careful in choosing friends</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>A. develop students' pronunciation and reading fluency</li> <li>B. compare and contrast characters</li> <li>C. Write down the plot structure of the selection.</li> </ul>	<p><b>Before:</b> Let the students understand the work/job of an artist and the role of the model.</p> <p><b>During:</b> Make students aware of the evil influences of Lord Henry to Dorian's innocence.</p> <p><b>After:</b> The teacher helps clarifying words, phrases and sentences that students have difficulty in understanding</p>	<p><b>Before:</b> Share and discuss what it's like to be an artist/model?</p> <p><b>During:</b> Ask the students to mark the words spoken by Basil and Lord Henry, and the responses of Dorian.</p> <p><b>After:</b> Group dynamics: Who says it and what does it mean? (10 famous quotes from the selection)</p>

Lesson Number	Selection	Key Concept/ Topic	Objectives	Teaching Strategies	Assessment Strategies
5	The Judgement of Paris  (Excerpt of the prologue of the Trojan War by Homer)	Which one, destiny or a choice?	<p><b>Expressive</b></p> <p>A. realize the applicability of that message to our days and time</p> <p>B. esteem the result of good choices!</p> <p><b>Instructional</b></p> <p>A. develop students' pronunciation and reading fluency</p> <p>B. record a video story telling by themselves</p> <p>C. write a script for stage performance.</p>	<p><b>Before:</b> introducing background &amp; overview of the Trojan War.</p> <p><b>During:</b> notice how previous experiences/situations influence our decisions</p> <p><b>After:</b> discuss the reasons of Paris separation to his royal family; Zeus's choice and Paris' judgement.</p> <p><b>Before:</b> facilitate the discussion on making right choices.</p> <p><b>During:</b> Group Reading (Monitored by the teacher)</p> <p><b>After:</b> video storytelling and stage performance.</p>	<p><b>Before:</b> discussion based on their prior knowledge of the Trojan war.</p> <p><b>During:</b> underline phrases that describe Paris fate.</p> <p><b>After:</b> Answer the Guide questions orally.</p> <p>Ask some volunteers from each group.</p> <p><b>Before:</b> ask each student to share practical ways to help them make right choices in life.</p> <p><b>During:</b> mark the word/s or phrases that students have difficulty in understanding</p> <p><b>After:</b> a) individually, record a video story telling about the Trojan War b) as a class, students work together to create a Musical Dance Epic Drama of the Judgement of Paris!</p>

## Three Brief Lesson Plans with Instructional and Assessment Strategies

### Lesson 1: What do you value in life?



#### I. Objectives

##### Expressive Objectives

- A. Appreciate what you have
- B. Appreciate the value of simplicity
- C. Develop awareness of our own actions

##### Instructional Objectives

- D. . Develop students' pronunciation and reading fluency  
(Guided reading)

##### Skill Development Objectives

- E. Identify literary elements in the selection

#### II. Subject Matter and Materials

Short Stories: The Necklace  
Author: Guy de Maupassant

##### Materials:

**For the teacher:** Audio-visuals, cartoon video clip of The Necklace

**For the student:** Students hand-outs (copies of the selection)

#### III. Procedure

##### A. Pre-Reading Assessment and Activities

Task 1: Class discussion on the things each culture considered valuable.  
e.g. Women from the North of Thailand try to have a long neck.  
To Americans, skin tone depicts financial status and health.

Task 2: Watch the cartoon video clip of "The Necklace".  
Class discussion on students' understanding from what they see.

##### B. During Reading

Task 1: Short Story Reading Strategy: Guided Reading/Read along/ Taking turns

Task 2: Underline the actions and reactions of the characters to problems

### C. Post Reading Assessment and Activities

Task 1: Group Activity: Identify the literary elements of the selection. Write them down and present them to the class.

Task 2: Homework: Journal entry regarding the strategy of the couple to solve problems.

## Lesson 2: What are your thoughts, your ambitions & imaginations?



### I. Objectives

#### Expressive Objectives

- A. Develop the ability to identify truth, half-truth and lies.
- B. Realize the grave results of being gullible and greedy.
- C. Appreciate/criticize the positive/negative attitudes and values of the characters

#### Instructional Objectives

- D. Improve comprehensibility in speaking and writing  
(Guided reading)
- E. Enhance students' critical analytical skills

#### Skill Development Objectives

- F. Describe the plot and main characters
- G. Write a character analysis of Macbeth
- H. Make independent comment on characters making close reference to language
- I. manipulate body movements and facial expressions to convey appropriate emotion and meaning in dramatizations

### II. Subject Matter and Materials

Play: Modern English Macbeth

Author: Warren King

#### Materials:

**For the teacher:** Audio-visuals, cartoon video clips of the Summary of Macbeth

**For the student:** Students hand-outs which contains copies of the plot overview, characters, theme, motifs and symbols & the whole printed copy of the piece)

### III. Procedure

### **A. Pre-Reading Assessment and Activities**

- Task 1: Let the students watched video summary clips of Macbeth  
Discussion on the background of the piece  
Review of the previous reading & discussions on earlier Acts

### **B. During Reading**

Task 1: Macbeth Overview Reading Strategy:

Guided Reading/Read along/ Taking turns

Task 2: Underline words, phrases, conversations, quotations that describe the characters.

Task 3: Use the strategy “thinking out loud” such as asking question or hypothesize along the way and identifying important concepts.

### **C. Post Reading Assessment and Activities**

Task 1: Class discussion: From a hero to a villain

Task 2: Group Activity: Choose one character and describe her/him to the class though language reference.

Task 3: Write the summary analysis of the 5 characters of the selection.

Task 4: Homework: Choose a line or two of a chosen character, act it out. Post the video on class FB.

## **Lesson 3: Which one, destiny or a choice?**



### **I. Objectives**

#### **Expressive Objectives**

- A. Realize the applicability of that message to our days and time
- B. Esteem the result of good choices!

#### **Instructional Objectives**

- C. Develop students’ pronunciation and reading fluency  
(Guided reading)

#### **Skill Development Objectives**

- D. Record a video story telling about the Trojan War
- E. Write a script for stage performance

## **II. Subject Matter and Materials**

Myth: The Judgement of Paris (Prologue of the Trojan War)  
Author: Homer

**Materials:**

**For the teacher:** Audio-visuals

**For the student:** Students hand-outs

(Copies of the excerpts taken from Mythology by Edith Hamilton  
(1969) Part Four: “Heroes of the Trojan)

**III. Procedure**

**A. Pre-Reading Assessment and Activities**

Task 1: Schema Activation: students share what they know about the Trojan War, Greek gods and goddess and the famous names in Greek mythology.

Task 2: Students share practical ways in making right choices.

**B. During Reading**

Task 1: The Judgement of Paris (Prologue of the Trojan War)  
Guided Reading/Read along/ Taking turns

Task 2: Underline words and phrases that best describes Paris’ fate.

**C. Post Reading Assessment and Activities**

Task 1: Group Activity: Discussion on the reasons of Paris fate, then share your thoughts in the class.

Task 2: Assignments:

a. Individual task: create a video storytelling and post in the class Face Book page.

b. As a class: Plan and create a script of the Judgement of Paris and make a stage presentation as the final requirement of the course.

## Appendix E: Descriptive Statistics of AMRP

	Pretest			Post test	
	N	Mean	SD	Mean	SD
My friend thinks I am...	21	2.14	.359	2.86	.573
I read...	21	2.14	.573	2.81	.750
When I come to a word I don't know, I can...	21	3.10	.539	3.19	.512
When I am reading by myself, I understand...	21	3.19	.512	3.24	.539
I am...	21	2.14	.359	2.81	.602
I worry about what other kids think about my reading...	21	2.67	.856	3.05	.740
When my teacher asks me a question about what I have read, I ...	21	3.19	.512	3.52	.512
Reading is...	21	2.95	.498	3.24	.436
When I am in a group talking about stories, I ...	21	2.67	.796	3.29	.644
When I read out loud I am a a...	21	2.29	.463	2.38	.590
Reading a book is something I like to do.	21	2.86	.359	3.14	.478
My best friends think reading is ...	21	2.95	.669	3.48	.602
I tell my friends about good books I read...	21	3.05	.498	3.10	.436
People who read a lot are...	21	3.62	.498	3.76	.436
I think libraries are ....	21	3.24	.831	3.43	.676
Knowing how to read well is ....	21	3.57	.598	3.81	.402
I think reading is ...	21	3.33	.658	3.48	.602
When I become older, I will spend...	21	3.19	.402	3.57	.507
I would like for my teacher to read books out loud to the class....	21	2.90	.700	3.33	.577
When someone gives me a book for present, I feel...	21	3.57	.598	4.00	0.000
Valid N (list wise)	21				

## Appendix F: Descriptive Statistic of WTC

	N	Pretest		Post test	
		Mean	SD	Mean	SD
Speaking in a group about your summer vacation	21	3.10	1.34	3.90	.83
Speaking to your teacher about your homework assignment	21	2.95	.81	3.62	.74
A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	21	2.76	.63	3.48	.87
You are confused about a task you must complete, how willing are you to ask for instructions/ clarification?	21	2.86	.73	3.62	.67
Talking to a friend while waiting in line.	21	2.48	.51	3.14	.79
Be an actor in a play.	21	2.86	1.11	3.67	.80
Read a novel	21	2.67	1.02	3.24	1.22
Read an article in a paper	21	2.95	.74	3.48	.81
Read chat messages written in native English	21	3.19	.93	3.62	.87
Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions	21	2.52	.87	3.29	.72
Read an advertisement in the paper to find a good bicycle you can buy	21	2.33	.80	3.10	.70
Read review for popular movies	21	3.05	1.20	3.86	.66
Write an advertisement to sell an old bike (other thing).	21	2.19	.68	3.14	.57
Write down the instructions for your favorite hobby.	21	2.67	.80	3.57	.68
Write a report on your favorite animal and its habits.	21	2.62	.87	3.38	.74
Write a story.	21	2.33	1.02	3.38	.74
Write a letter to a friend.	21	2.29	.85	3.19	.68
Write a newspaper article	21	1.95	.81	4.90	8.76
Write the answer to a “fun” quiz from a magazine	21	2.29	1.15	3.14	.91
Write down a list of things you must do tomorrow.	21	2.48	.93	3.52	.75
Listen to instructions and complete a task.	21	2.76	.89	3.48	.81
Cook something if instructions were not in Malaysian.	21	2.29	.90	3.19	.93
Fill out an application form.	21	2.52	.68	3.52	.51
Take directions from an English speaker.	21	2.29	.78	3.48	.75
Understand an English movie.	21	3.10	.94	4.05	.81

Valid N (list wise)	21				
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## **Appendix F: Letter of consent**

Dear students:

In regards to my research for my master's study, I would like to conduct a study in your class about the effects of literature-based reading instruction on your reading motivation and willingness to communicate inside the classroom. The study will be conducted during your class time. You will be asked to fill out questionnaires and answer some questions during this semester.

There are no risks or discomforts if you agree to participate in this study. Your answers to questionnaires, interviews, and journal notes will not affect your grades.

By participating in this study, you will be giving me, as a researcher, valuable information for teaching English. The records of this study will be kept private and confidential to the extent permitted by law. Research records will be stored securely, and only the researcher will have access to the records.

Thank you for your participation.

Sincerely,

Ajarn Kathylene Remegio