

DEVELOPMENT OF SQ4R MODEL TO IMPROVE READING
LITERACY OF UNDERGRADUATE STUDENTS

WEI YANCI


A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Curriculum and Instruction
Academic Year 2023

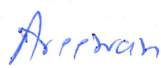
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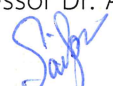
Thesis Title Development of Sq4r Model to Improve Reading Literacy of Undergraduate Students

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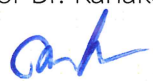

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ABSTRACT

The objectives of these research were 1) to examine the factors affecting reading literacy of undergraduate students in Guangxi Province 2) to develop SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University and 3) to study the results of SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University. Three phases were implemented to answer research objectives 1, 2, and 3. The population of Phase 1 were 150 former students and 3 lecturers of the Reading and Appreciation course from 3 colleges in Guangxi Province. The target group of Phase 2 were 3 experts, and the sample group of Phase 3 were 40 students who enrolled in the Reading and Appreciation Course in the 1st semester of the 2023-2024 academic year of Guangxi Minzu University. The research instruments were 1) a set of questionnaires for students, and interview for lecturers 2) a conformity assessment form for instructional model 3) lesson plans using SQ4R model, and 4) reading literacy test. Data were analyzed by percentage, mean, standard deviation.

The results revealed the following.

1. There are internal factors and external factors from both the students and lecturers affecting undergraduate students' reading literacy in Guangxi province. Internal factors mainly include 1) Knowledge and skills 2) Psychology and physical 3) Attitude. For external factors, they mainly include 1) Methods of teaching 2) Materials 3) Environment.

2. The SQ4R model to improve reading literacy of undergraduate students in Guangxi Minzu University include 5 components: 1) Principle and rationale 2) Objectives 3) Contents 4) Method of teaching & materials and 5) Evaluation. The model

was 100% confirmed according to conformed to utility, feasibility, propriety, and accuracy standards as assessed by 3 specialists.

3. After the experiment, students' reading literacy was higher than that before the experiment at significance level 0.000. The relative developmental scores of individual students' reading literacy is found at Moderate level ($\bar{X} = 47.75$). There are 3 students or 7.5% of all students at "Very high" development level of reading achievement; 16 students or 40% of all students at "High" development level; 15 students or 37.5% of all students at "Moderate" development level; 6 students or 15% of all students at "Low" development level.

Keywords: SQ4R Model; Reading Literacy; Undergraduate Students

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Chapter 1

Introduction

Rationale

The reading and appreciation course is a basic course. Its teaching objects are first-year students majoring in liberal arts, and it belongs to the university Chinese course system. The purpose of the reading and appreciation course is to train students to have firm patriotism, a solid foundation of Chinese language and characters, and a high level of literary accomplishment, systematically master the basic knowledge of Chinese language and literature, and have a strong ability to comprehend literature and read classics, Aesthetic appraisal ability and written expression ability in Chinese. Ultimately, students improve their academic competitiveness and personal development through learning, can better complete their university studies and adapt to social work (Guangxi Minzu University, 2018).

Hu, Wu & Tong (2021) believed that reading is an activity to obtain information, understand the world and gain aesthetic experience through language and writing. It is an important behavior for human beings to acquire knowledge and increase wisdom.

Aksornkarn (2018) and Samak (2014) thought that reading is an important basic language skill learning process that develops intelligence as well as helps to improve the reader's judgment and experience. Universities around the world offer reading or reading-related courses. Harvard University cites reading as one of the most important aspects of college study (Harvard University, 2023).

In 2001, the Progress in International Reading Literacy Research (PIRLS) project defined "reading literacy" as: the ability to understand and use written language forms that are required by society or that are considered valuable by individuals (National Center for Education Statistics, 2023). Prior to 2007, the National Assessment of Educational Progress (NAEP) defined "reading literacy" as understanding and using written texts for physical and mental enjoyment, learning, social participation, and achievement of goals. In 2009, the assessment recognized reading as a dynamic cognitive process in which students comprehend written texts, interpret meaning, and make appropriate use according to text type, purpose (National Center

for Education Statistics,2023). And situation PISA 2018 defined reading literacy as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society (OECD, 2023).

Reading literacy has been recognised as a fundamental capacity and human value that brings progress, development, freedom, awareness, equality, and democracy. It allows the individual further and lifelong education, competitiveness in the labour market, and orientation into immediate and wider social environment (Vodopivec & Štemberger, 2018). The International Association for the Evaluation of Educational Achievement (IEA), the Organization for Economic Co-operation and Development (OECD) and the National Center for Educational Statistics (NCES) regularly carry out theoretical research and global assessment of international reading literacy. The Ministry of Propaganda of China issued the "Opinions on Promoting Reading for All (2020)", advocating reading for all and building a scholarly society. Under the guidance of the "Opinions", Chinese colleges and universities regard students' reading literacy as an important training goal, and explore various forms of reading literacy training models and teaching methods.

Stanovich, Cunningham & West (1998) 's studies proved that achievement in reading literacy is not only a foundation for achievement in other subject areas within the educational system, but also a prerequisite for successful participation in most areas of adult life.

Therefore, Khaochoe & Samanpan (2022) pointed out that reading literacy is a skill that needs to be practiced and developed, especially for contemporary college students, who are an important force for national development. Educational institutions must encourage learners to be knowledgeable beings - passionate about research, capable of creating, developing and disseminating new knowledge to society through the learning process, encouraging learners to study, research and seek knowledge in the field of study, and must be able to communicate information, knowledge The presentation of ideas and opinions in the form of writing allows learners to apply them to their daily lives and adapt to the society of the information age.

Although reading literacy is so important, the country and schools attach great importance to the development of reading literacy, but there are still many problems in the reading status of students.

Zhang & He (2023) believe that Chinese reading places more emphasis on literary texts, and reading learning and assessment involve less information related texts, which hinders the development of students' ability to extract and apply information.

Qin (2022) argued that influenced by high school exam oriented education and traditional Chinese conformity thinking, Chinese students have become accustomed to the fixed thinking of "there is only one answer to a question". In their reading, they are also prone to forming the stereotype that "there is only one authoritative voice for judging a work", lacking the cultivation of critical thinking. Yao (2023) believes that the current reading of college students is a passive reception rather than active thinking, lacking independent judgment, accustomed to questioning and evaluation, and lacking critical thinking.

Leki (2003) thought that Chinese students may struggle with locating and recalling key information from complex words and academic texts, especially those outside their immediate field of study.

Booth (2006) pointed out that students, particularly poor readers, may have limited ability and knowledge in using effective reading strategies, impacting their capacity to integrate and interpret text.

During teaching, researcher found that students lacked interest in informational texts and read very little. They preferred to read literary texts, such as novels and essays. Due to excessive reading on the fragmented Internet, it is difficult for them to confer and locate key information in long texts, especially informational texts in fields with which they are unfamiliar. Inadequate ability to analyze the main idea of the article, connections between paragraphs and integrated reasoning, and is not good at critical thinking and association.

Therefore, teachers should have a series of instructional steps for students to read and think systematically, leading learners to find the answer themselves, in which the learner must show the reason or source of that answer, which will demonstrate deep understanding and truly critical reading (Sangkaew & Buasomboon, 2020). Teachers should find methods of teaching and learning, and strengthen the

cultivation of reading ability, so that students can understand how to think rationally and how to use judgment to make decisions on various things. At the same time, we can use reading to help students prepare for entering the professional academic world as well as being citizens of society (Wattanaprichanon, 2018)

The SQ4R (Survey, Question, Read, Reflect, Recite and Review) teaching model is a systematic reading strategy used to improve achievement and metacognitive knowledge in reading text (Glynn and Muth 1994). The first version of this method is the SQ3R (Survey, Question, Read, Recite and Review) teaching model, which was introduced by the American educational philosopher Francis P. Robinson in his book "Effective Study" published in 1946. Since then, other scholars and practitioners have expanded, modified, and adapted it for different purposes. In 1972, Thomas and Robinson modified it called SQ4R.

Kalat (2016) believed that these five steps will help readers learn more effectively.

Hartlep & Forsyth (2000) and Blerkom (2011) pointed out that SQ4R is considered an effective model for improving reading literacy, "Constant use of reflection, self-reflection, and critical thinking while reading is two very effective approaches."

Taraban, Rynearson & Kerr (2000) thought that "the reflective SQ4R reading method not only improves learning efficiency, improves learning outcomes, improves academic performance, but also contributes to long-term memory".

Wattanapreechanon (2018) thought that in critical learning, the SQ4R Model helps to make the learner's reading a purposeful reading. It has boundaries to help understand the content, store the essence and concept of the subject.

Setyowati (2019) pointed out that SQ4R model improves outcomes, especially in reading comprehension, demonstrating its effectiveness in improving students' ability to integrate and interpret texts.

Ahmed (2020) believed that SQ4R model has been shown to improve student engagement in class and overall reading comprehension, demonstrating its role in creating a more engaging and critical environment.

As the rationale shown above, the researcher realizes the importance of studying "Development of SQ4R Model to Improve Reading literacy of Undergraduate Students." That to support the achievement psychology and affective domains

based on creativities and imagination use to applies in the daily life of student with sustainable development and lifelong learning.

Research Questions

1. What are the factors affecting reading literacy of undergraduate students in Guangxi Province?
2. Is SQ4R Model to improve reading literacy of undergraduate students appropriate for further implementation and how in Guangxi minzu University?
3. What are the results of implementing SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University?

Research Objectives

1. To examine the factors affecting reading literacy of undergraduate students in Guangxi Province.
2. To develop SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University.
3. To study the results of implementing SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University.

Research Hypothesis

After implementing SQ4R Model, students' reading literacy will be higher than before the experiment.

Scope of the Research

Population and the sample group

Population

The total of 160 freshmen from 4 classes of liberal arts major in the College of Preparatory Education, Guangxi Minzu University, who enrolled in Reading and Appreciation course in the 1st semester of academic year 2023-2024. Those sections involved the following.

40 students Class 1

40 students Class 2

40 students Class 3

40 students Class 4

The Sample Group

The 40 students who enroll in the Reading and Appreciation course from class 1 are obtained by cluster random sampling.

The Variables

Independent Variable

SQ4R Model

Dependent Variable

Students' Reading Literacy

Contents

There were 4 Units, 50 hours in Reading and Appreciation course. The content were shown below:

Unit 1: Principle of Reading and Appreciation (2 hrs.)

Unit 2: Poetry and Prose texts (16 hrs.)

Unit 3: Drama and Fiction texts (16 hrs.)

Unit 4: Informational texts (16 hrs.)

According to the reading literacy in this study, the researcher chooses Unit 4 for the experiment. The contents were shown below:

Content 1: The Characteristics of Chinese Architecture (3 hrs.)

Content 2: The Frontier of the Universe (5 hrs.)

Content 3: Contract Worker (8 hrs)

Time frame

The 1st semester of academic year 2023-2024 (September 2023-January 2024)

Advantages

1. To the students: The learners' reading literacy will improve, they will know more about how to think rationally and how to use judgment in making decisions on various matters. And will be better prepared to enter the professional academic world and be a citizen of society.

2. To the teachers: Teachers can acquire more knowledge of teaching principles, better implement teaching and obtain teaching results, and ultimately improve teaching ability, better competency for positions and self-development.

3. To the institute: The university has alternatives of instruction to develop its students for better outcomes.

Definition of Terms

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

Development of SQ4R Model refers to a new instructional framework which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, was confirmed by the experts in 4 aspects: 1) Utility standards, 2) Feasibility standards, 3) Propriety standards and 4) Accuracy standards (Stufflebeam, 2012) as the follows:

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

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

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

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

SQ4R Model refers to a systematic reading strategy used to improve achievement and metacognitive knowledge in reading text. This study adopts the method of Utah State University (USU, 2023), contains 6 steps:

Survey (S)

1. Read the title of the chapter or the article. Turn these into questions that you expect to be answered. Add question words as why, who, how or what.
2. Read the headings and subheadings and turn these into questions.

3. Read the introduction and summary to get an overview of the main ideas.

4. Read the captions under the visual aids.

5. Read any study questions at the end of the chapter or article and use them as goals in your reading.

Question (Q)

1. As you read each of the above parts, ask yourself what is meant by the title, headings, subheadings, and captions.

2. Make good questions about each. Write these down on 3x5 cards or study guide.

3. Ask yourself what you already know about the subject?

4. Ask yourself what your instructor said about the assignment in the class or what was given out on a handout?

5. Ask yourself what you want answered from reading the assignment?

6. Ask yourself what you will have to do with the information.

Read (R1)

1. Read and think actively.

2. Look for main ideas and supporting details. Use outlining, underlining, and text marking skills.

3. Read to answer questions that were raised in the QUESTION step.

4. Read carefully all of the underlined, italicized, boldfaced words or Phrases.

Reflect (R2)

1. Use Critical Thinking Skills

2. How does this fit with information you already know?

3. How can you use this information in your life? Your career? Your family? Your schooling?

4. How would you teach this to someone else?

Recite (R3)

1. Use good judgment about places to stop and recite.

2. Use outlining and underlining skills. (Do not underline long passages. Mark after you have read a passage AND understand it.)

3. Write your own summary statement of each section.

4. Quiz yourself on the main points.
5. Connect new material with what you already know about the subject.
6. Write questions on any material you do not understand and ask your instructor to explain it.
7. Write the answers to the questions from the QUESTION step

Review (R4)

1. Look over your outlines, underline, and any notations you made in your textbook.
2. Study briefly the main ideas to keep the information fresh in your mind.
3. Make practice test questions from review notes.
4. Feel free to customize this system to meet your own needs and the needs of a particular class or text. The SQ4R system works particularly well for courses where much of the information for quizzes and exams comes from the text, and you must know and understand a lot of detail.
5. Try it for two weeks and see if it doesn't improve your reading comprehension and even your enjoyment of a course.

Reading Literacy refers to an ability that understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society. It has been recognized as a fundamental capacity and human value that brings progress, development, freedom, awareness, equality, and democracy. It allows the individual further and lifelong education, competitiveness in the labour market, and orientation into immediate and wider social environment. According to NAEP (National Assessment Governing Board, 2017) reading framework, there has been three dimension of reading literacy as the following:

Dimension 1: Locate and recall

Means students can identify textually explicit information and make simple inferences within and across texts, such as: definition, facts and supporting details.

Dimension 2: Integrate and interpret

Means students can make complex inferences within and across texts to describe problem and solution or cause and effect, compare or connect ideas, problems, or situations, determine unstated assumptions in an argument and describe how an author uses literary devices and text features.

Dimension 3: Critique and evaluate

Means students can consider text(s) critically to judge author's craft and technique, evaluate the author's perspective or point of view within or across texts, take different perspectives in relation to a text.

Undergraduate Students refers to students majoring in the liberal arts at the college of preparatory education.

Guangxi Minzu University (GXMZU) refers to a full time regular undergraduate university of Guangxi Province China for nationalities. Which is specially constructed by The State Ethnic Affairs Commission and the People's Government of Guangxi Zhuang Autonomous Region.

Research Framework

The research is a study of Development of SQ4R Teaching Model to Improve Reading Literacy of Undergraduate Students. The researcher studied the concept SQ4R by Robinson (2003), AU (2023), TMU (2023) and USU (2023). The researcher synthesized the elements of teaching method. SQ4R and synthesized into a research concept with 6 steps: 1) Survey 2) Question 3) Read 4) Reflect 5) Recite and 6) Review. As for Reading literacy, the researcher studied the conception of reading literacy, consisting of 1) Locate and recall 2) Integrate and interpret 3) Critique and evaluate. To serve as a concept, figure 1.1.

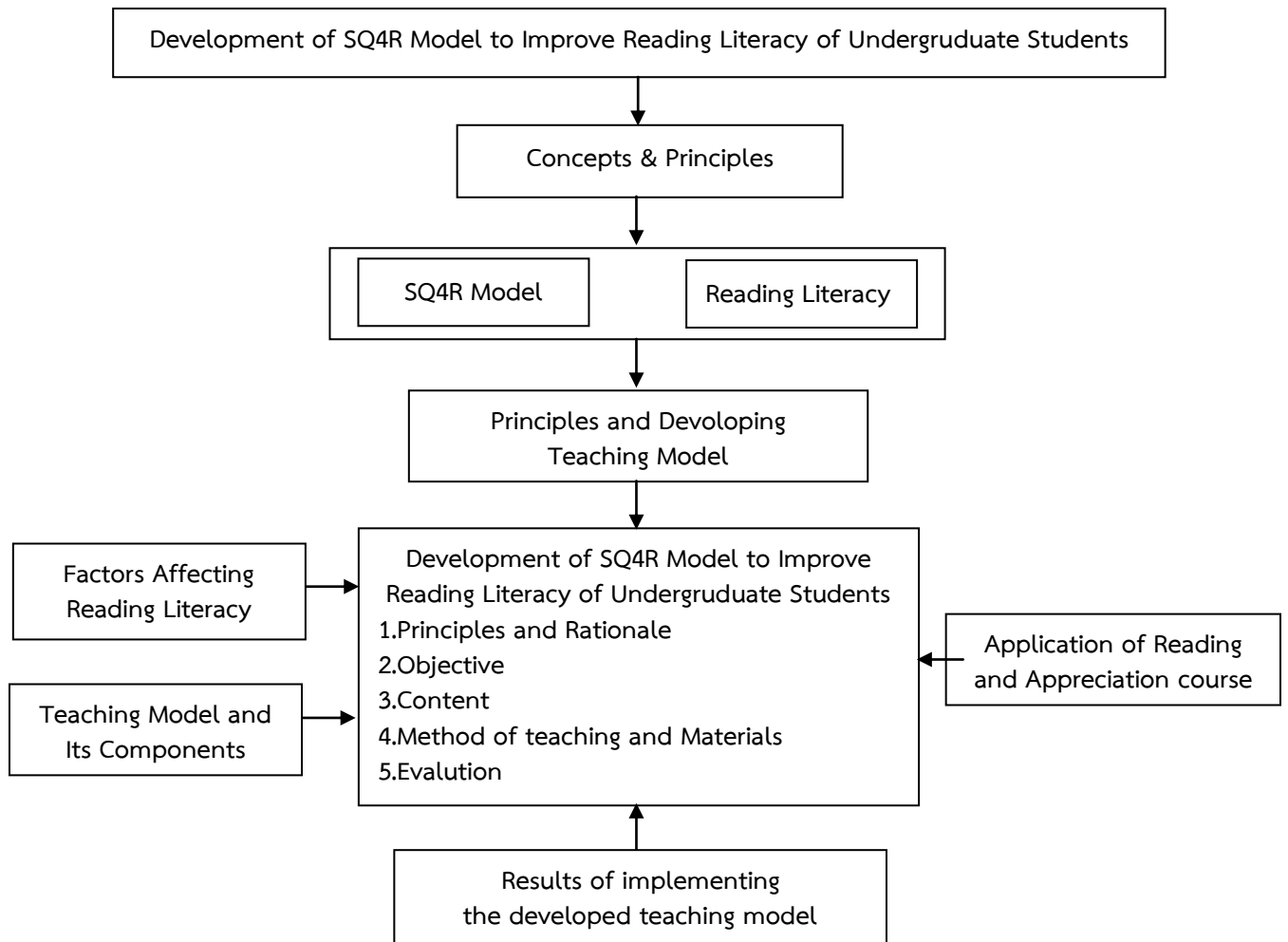


Figure 1.1 Research Framework

Chapter 2

Literature Review

In the study of “Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students”, the researcher studied the documents concerning the following.

1. Reading and Appreciation Course
2. Development of Instructional Model
3. SQ4R Model
4. Reading Literacy
5. Bloom’s Taxonomy
6. Related Research

The details are as follows.

Reading and Appreciation Course

Principle

The importance of a well-structured course in teaching cannot be overstated. A course serves as a roadmap for both instructors and students, guiding the learning process towards specific educational goals. According to the requirements of the document "Implementation Opinions of the Ministry of Education on the Construction of First-class Undergraduate Courses" (2019), Guangxi Minzu University has opened the Reading and Appreciation Course. The Reading and Appreciation Course is a compulsory course, belonging to the university language curriculum system, and it is taught to first-year students majoring in liberal arts at the university. The design of the Reading and Appreciation course in this study will follow the following principles to improve the quality and effectiveness of the course, promote students' comprehensive development, and cultivate their learning abilities.

1. Goal-Oriented Principle. It is important to establish clear, specific, and achievable learning goals or objectives at the outset of course design. The content, activities, and assessments within the course are all aligned with these goals, ensuring that every aspect of the course contributes to the desired learning

outcomes. It helps maintain a clear focus and direction throughout the course, guiding both teaching strategies and student learning efforts.

2. The Principle of Student Subjectivity. We should recognize and value the individual perspectives, experiences, and learning styles of students. The course involves designing the course in a way that actively engages students as participants their own learning process rather than passive recipients of information including interactive activities, discussions, and projects that encourage students to contribute their ideas and perspectives. It aims to foster a more inclusive, engaging, and effective learning environment that respects and adapts to the diversity of student needs and backgrounds.

3. The Principle of Resource Support. Considering that provide adequate and appropriate resources to support the learning objectives of the course. This includes access to necessary materials such as textbooks, digital resources, lab equipment, and other educational tools. Enhancing the learning experience and ensure that all students have the tools they need to succeed in the course.

4. Inspirational Principles. According to engaging content, real-world applications, thought-provoking activities, and opportunities for creativity and exploration, spark students' curiosity and a passion for learning, make learning a more enjoyable and meaningful experience, encouraging students to develop a lifelong love for learning and inquiry.

5. Personalization Principle. The course design should allow for personalization in learning paths, pace, and methods. Recognizes the diversity of student backgrounds, learning styles, and preferences. Incorporating adaptive learning strategies where the course content and activities can adjust based on individual student performance and feedback.

Objective

Course objectives are the primary factor of course composition and embody the aim of education, teaching activities, and the soul of course teaching. According to the curriculum outline of college of preparatory education Reading and Appreciation course at Guangxi Minzu University, the teaching objectives are formulated as follows.

1. Learn the basic knowledge of language, reading and appreciation, and master the basic methods and techniques of reading and appreciating texts.

2. Cultivate literary perception, reading literacy, aesthetic appreciation and the ability to express yourself in Chinese writing.

3. Improve students' love for literature, confidence in reading and patriotism (Guangxi Minzu University, 2023)

Curriculum structure

According to the requirements of the talent training programme of Guangxi Minzu University, the course of Reading and Appreciation has 4 units, 13 contents, and a total of 50 class hours. The details are shown in table 2.1.

Table 2.1 Units and Contents Used in the Present Study

Unit	Dimension of Reading literacy	Content	Times (50 hrs.)
1.Principle		1.1 Principles of Reading and Appreciation	2 hrs.
2.Poetry and Prose texts	1. Locate and recall 2. Integrate and interpret 3. Critique and evaluate	2.1 Sipping Alone Under the Moon 2.2 Excerpts from the Iliad 2.3 West Lake July Half 2.4 Society and Individuals	16 hrs.
3.Drama and Fiction texts	1. Locate and recall 2. Integrate and interpret 3. Critique and evaluate	3.1 Peony Pavilion excerpts 3.2 Excerpts from Hamlet 3.3 Liao Zhai Zhi Yi excerpts 3.4 100 Years of Solitude	16 hrs.
4.Informational texts	1. Locate and recall 2. Integrate and interpret 3. Critique and evaluate	4.1 The Characteristics of Chinese Architecture 4.2 The Frontier of the Universe 4.3 Contract Worker	16 hrs.

(Guangxi Minzu University, 2023)

The researcher chose Unit 4 for implementing the developed model in the present study.

Development of Instructional Model

Definition of Instructional Model

It is generally believed that the introduction of the term "modes of teaching" into the study of pedagogy began with the American scholars Joyce and Weil, who published a monograph "Models of Teaching" in 1972 and classified them into four categories according to the criterion of whether the modes of teaching are directed to human beings themselves or to human learning: information processing model, social interaction model, personality development model, and behavior modification model. Since then, there has been extensive and in-depth research on "Instructional model" in the global academic community.

Zhong (1984) studied that China's research on "Instructional model" began with Zhong Qiquan's introduction of the monograph "Instructional model" in 1984 in the periodical "Foreign Educational Materials", which systematically and comprehensively introduced the four classifications in the book "Instructional model", giving Chinese scholars a real understanding of "teaching mode", and opening the way for the majority of scholars in China to explore and practise the instructional model.

Joyce and Weil (1972) argued that regarding the definition of instructional models, teaching is to create environments consisting of educational content, methods of instruction, instructional roles, social relationships, types of activities, facilities, etc. Thus, an instructional model is a plan or paradigm for setting up a curriculum (long-term courses in various disciplines), selecting instructional materials, and guiding instructional activities in classrooms and other settings.

There are several views on the definition of instructional model in China:

1. Pedagogical structure or framework theory

This view is that a instructional model is a combination of various structures.

Wu (1989) believed that "instructional model, also known as teaching structure, is the basic structure of various types of teaching activities established in practice for the purpose of designing and organizing teaching under the guidance of a certain teaching idea or theory."

2. Teaching paradigm/paradigm theory

Zhou (2004) pointed out "instructional model refers to a typical and standardized teaching or learning paradigm. Specifically, instructional model is under

the guidance of a certain teaching theory and teaching ideas, the teaching elements scientifically composed of solid teaching procedures, the use of appropriate teaching strategies, in a specific learning environment, standardized teaching courses in a variety of activities, so that learning can be produced."

Li (1991) also believed that "teaching mode is a relatively stable, systematic and theoretical teaching paradigm under the guidance of certain teaching ideas and around a certain theme in teaching activities."

3. Methodology theory

This definition considered an instructional model to be a "big method" or "a set of methodological systems".

Ye (1993) thought that "instructional model is commonly known as 'big method'. It is not only a teaching tool, but also a whole, systematic operation style from teaching principle, teaching content, teaching objectives and tasks, teaching process to teaching organization, which is theorized."

Gao (1996) believes that "instructional model is the stabilization, systematization and theorization of teaching form or method, and teaching mode is commonly known as the 'big method' of teaching."

4. Process theory of teaching and learning

This definition considers "instructional model" as one of the categories of "process" or "procedure".

Wu (1989) pointed out that "the mode of teaching process, referred to as 'instructional model', as a specific concept in pedagogical theory, refers to a more stable and simplified combination and activity procedure designed for the elements constituting the teaching process under the guidance of a certain teaching ideology in order to fulfil the specified teaching objectives and contents. The design of a more stable and simplified combination of the elements that constitute the teaching process and the procedure of the activities."

Li (1994) believed that "instructional model is a relatively stable system of teaching procedures and implementation methods designed under the guidance of certain theoretical ideas to achieve specific teaching goals."

5. Synthesis Theory

This definition combines the ideas of the above four points of view.

Huang (2007) put forward that "instructional model is a synthesis of teaching theory and teaching practice, a set of plans or models for carrying out teaching activities, a more stable framework and procedures for teaching activities based on a certain teaching theory, and a dynamic process of organically connecting all kinds of teaching activities together. connected together to form a dynamic process."

Zhou and Chen (2011) also hold a similar viewpoint: "An instructional model is a relatively stable teaching procedure and teaching paradigm that must be followed by teachers throughout the teaching process in order to achieve certain teaching goals, to be formed according to objective teaching laws and certain teaching guiding ideology, or to be summarized and summarized in teaching practice, and to be used for designing curricula and preparing (or selecting) teaching materials. and teaching paradigm."

Gu (2013), on the other hand, argues that "an instructional model is a set of methodological systems for carrying out teaching activities, not just a plan or paradigm. It includes both the theoretical and implementation levels, the framework and procedures of teaching activities, the curriculum design factors such as the composition of the curriculum and the selection of teaching materials, and the management system adopted to ensure the smooth running of teaching activities."

To sum up the above views, we believe that "instructional model" is a series of teaching paradigms carried out under the guidance of certain teaching theories, according to specific teaching objectives, teaching contents, teaching objects and teaching environments, and adopting certain teaching methods and strategies. On the one hand, it concretizes the macroscopic teaching theory, on the other hand, it is the summary and generalization of practical experience, and it is the intermediary and bridge connecting teaching theory and teaching practice.

Components of Instructional Model

In 1632, the Czech educator Comenius, in his book "The Great Theory of Teaching", regarded teaching as "the whole art of teaching all things to all men". He believed that the teaching of all knowledge must "begin with the perception of the senses, then enter into the realm of memory through the medium of imagination, and only then is understanding born universally from the exploration of concrete things, and only then is there judgement of the facts that have been apprehended",

which is the teaching based on the principle of "perception-memory-comprehension-judgement". This is teaching based on "perception-memory-understanding-judgement". (Comenius, & Fu, 1999). It consists of the following four steps:

Stage 1: Perception: The medium through which students observe or are exposed to knowledge enables them to form an initial cognitive model within themselves.

Stage 2: Memory: Students store the perceived information in their memory for subsequent understanding and application.

Stage 3: Understanding: Universal laws and theories are explored from concrete things through comparison, classification, parsing, and reasoning.

Stage 4: Judgement: Applying, evaluating and judging what has been understood.

In 1806, Herbart pointed out in his "General Pedagogy" that teaching is the process of forming a conceptual system, and that as long as the teacher arranges teaching activities according to the order of conceptual movement, he can enable students to acquire systematic knowledge and thus form a certain conceptual system. (Herbart, & Li, 1985). Therefore, he put forward the theory of "four-stage teaching":

Stage 1: Clearness: Teachers teaching new material can be divided into several parts, and make the necessary hints to students, so that students in the "understanding" of the new material on the basis of the formation of new ideas.

Stage 2: Association: The teacher guides the students to link the original concepts with the new concepts acquired in the previous stage, and then allows the students to further study the new material in depth, taking the form of free speech and other forms to help the students to link the old and new concepts.

Stage 3: System (System): Teachers combine the students' mental state, guide students to generalize and summaries, and students systematize all the ideas they have obtained, so as to form a certain conceptual system.

Stage 4: Method: Students apply the systematic knowledge they have learnt in order to check and verify the correctness and consolidation of the knowledge they have acquired.

In 1916, the American educator Dewey proposed in his book Democracy and Education that education is the process of going through everything and acquiring all

kinds of experiences through the active activities of children. Children gain experience by solving problems. As children encounter a variety of difficult personal and social problems in their lives, they are prompted to use their intelligence to solve them and gain certain experiences. These successful and effective experiences will continue to help children to solve new problems. In order to create a good problem-solving situation for children to acquire direct experience, Dewey proposed a methodological design for problem-solving, the famous "five-step problem-solving method". (Dewey, 2014). Specific steps are:

Step 1: Setting the situation: set up a real situation of experience for children's learning, so that it is included in the activities of interest to children;

Step 2: Ask questions: Ask authentic questions that stimulate children's thinking;

Step 3: Acquiring information: allowing children to gather and acquire knowledge about the solution to the problem. According to Dewey, memorisation, observation and reading are all ways of providing material.

Step 4: Formulating hypotheses: allowing children to formulate hypotheses about the possibilities of the problem and solutions to it. According to Dewey, at this stage, children should organize and arrange the hypotheses they have formulated, i.e. solutions to difficult problems, in a way that they are in good order. But children must do this on their own to experience the joy that comes from creative thinking activities.

Step 5: Verification or modification of hypotheses: Children test these hypotheses through application.

In 1960, the American educator Bruner, in his book *The Educational Process*, argued that learning is the building of a cognitive structure, equivalent to what we call the subjective world, the composition of a system of experiences in the mind. Establishing a cognitive structure is a kind of dynamic subjective activity with subjectivity. Therefore, Bruner attaches great importance to active learning, stressing that students think, explore and discover things by themselves, through their own exploration and learning "to discover" the cause and effect of changes in things and their intrinsic connection, the formation of concepts, principles. (Bruner, & J.S, 1982). This kind of discovery learning is based on Bruner's cognitive psychology learning theory, including the following four stages:

Stage 1: Create a problem situation, so that students in this situation to produce conflict, the demand for a solution or must solve the problem.

Stage 2: Prompting students to form hypotheses for answers using certain materials provided by the teacher and the questions posed.

Stage 3: Test their hypotheses theoretically or practically.

Stage 4: Draw conclusions based on careful evaluation of certain materials or results obtained from experiments.

In 1972, American scholars Joyce and Well after studying more than 80 theories, schools of thought and research programmes, summed up more than 40 typical teaching models in their book "Teaching Models", and classified and systematically elaborated teaching models in a more standardized way. In 1980, psychologists D.H. Andrews and L.A. Goodson summarized and reviewed more than 40 instructional models by Gagne, Bloom and others in their article "Comparative Analysis of Instructional Design Models". After the 1980s, research on instructional models around the world showed a diversified trend, and a variety of modern exemplars of instructional models emerged. In 1991, Gustafson mentioned in Survey of instructional development models that since the emergence of the first model in the 1960s, there have been hundreds of instructional design models in the literature mainly based on instructional technology.

In recent years, China also pays more and more attention to the research and innovation of instructional models. On the one hand, it boldly introduces the theory and operation mode of foreign advanced instructional models and transplants and innovates them; on the other hand, educators summarize a large number of new instructional models from the field of education and teaching practice to promote their use and achieve better results, which makes the research of instructional models in China gradually develop in a diversified direction. This makes China's teaching mode research gradually develop in the direction of diversification.

These teaching models are gradually breaking through the barriers of traditional teaching theories, updating traditional teaching ideas and concepts, innovating teaching objectives, promoting students' subjectivity, and creating and developing a new paradigm of "learner-centred" teaching models.

From the information above, the instructional model employed in the present study involve 5 components in line with the theories above i.e., principle and rationale, objectives, contents, methods of teaching & materials and evaluation.

Confirmatory Factor Analysis

To ensure the appropriateness of developed instructional model before implementation, the developed instructional model is confirmed depending on program evaluation standards in 4 aspects:1) Utility standards, 2) Feasibility standards, 3) Propriety standards and 4) Accuracy standards (Stufflebeam, 2012)

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

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

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

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

SQ4R model

Definition

The SQ4R (Survey, Question, Read, Recite, Reflect and Review) teaching model is a systematic reading strategy used to improve achievement and metacognitive knowledge in reading text (Glynn & Muth, 1994). The first version of this method is the SQ3R (Survey, Question, Read, Recite and Review) teaching model, which was introduced by the American educational philosopher Francis P. Robinson in his book "Effective Study" published in 1946. Since then, other scholars and practitioners have expanded, modified, and adapted it for different purposes. There are many different variations that have grown out of SQ3R, such as SQ4R (mentioned above based on the SQ3R with the addition of Reflect), PQ4R (preview, question, read, reflect, recite, and review), and FAIRER (facts, ask questions, identify major/minor details, read, evaluate comprehension, and review) (Lei et al., 2010).

Claire et al. (2016) pointed out that these all provide frameworks for self-regulation of reading. Teaching implementer can use any variation of this system, as

the goal is to provide a way for students to work through a framework to organize and comprehend new information.

As Artis (2008) stated that students often read course readings as they would any other text: start at page 1 and read to the end without framing the content, thinking critically about the content, and engaging the content. the SQ3R activity provides a framework for students to better comprehend and retain information from readings assigned for class.

As a variant or upgraded version of SQ3R, SQ4R model offers a more systematic approach to solve these problems, students will study the material better and improve the reading literacy.

Theory

1. Information processing theory

Information processing theory is a cognitive theory that uses computer processing as a metaphor for the workings of the human brain. Initially proposed by George A. Miller and other American psychologists in the 1950s, the theory describes how people focus on information and encode it into our memories. Like a computer receives input the mind will receive information through the senses. If the information is focused on, it will move to the short-term memory. While in the short-term memory or working memory, the mind is able to use the information to address its surroundings. The information is then encoded to the long-term memory, where the information is then stored. The information can be retrieved when necessary using the central executive. The central executive can be understood as the conscious mind. The central executive can pull information from the long-term memory back to the working memory for its use. As a computer processes information, this is how it is thought our minds are processing information. The output that a computer would deliver can be likened to the mind's output of information through behavior or action (Berk, 2022).

SQ3R is based on an information processing theory. The theory is based on the fact that humans want to make sense of their world. They do this by taking in information, processing that information in their memory systems, and then structuring the information into categories that make logical sense. Ultimately storing the information for recall at a later time. We are constantly exposed to more information than our brains can process. SQ3R understands that and breaks down

each step so that the brain can manage the intake of this new, complex information. “SQ3R compensates for inherent deficiencies in the information processing system and forces readers to use their processing systems in a productive manner.” Essentially, our brain is not built to store and remember every piece of information that it is exposed to, thus we need systems and methods in place to allow us to process this new information in a way that our brain can handle. Students need to understand how their brain works, and that this method was created with the understanding of how the brain processes and stores information. (Tadlock, 1978) Claire et al. considered that people structure and organize information into systems of meaning. The limitations of learning are frequently attributed to limits on the ability to organize information and by encoding information in a way that facilitates recall. By providing a framework to organize new knowledge, SQ3R helps students develop understanding faster and more efficiently (Claire et al., 2016).

As a variant or upgraded version of SQ3R, the SQ4R model provides a more systematic approach to solving problems in reading, so that students can better research materials and improve critical reading skills.

2. Metacognition theory

Metacognition is a crucial aspect of effective information processing. Developing metacognitive skills allows students to monitor their learning, evaluate their progress, and make adjustments to their strategies as needed. Information Processing Theory provides a framework for understanding how metacognition interacts with cognitive processes like attention, memory, and problem-solving. The first definition of metacognition was the American developmental psychologist John H. Flavell. The term metacognition literally means 'above cognition', and is used to indicate cognition about cognition, or more informally, thinking about thinking. Flavell defined metacognition as knowledge about cognition and control of cognition. Andreas Demetriou's theory (one of the neo-Piagetian theories of cognitive development) used the term hyper-cognition to refer to self-monitoring, self-representation, and self-regulation processes, which are regarded as integral components of the human mind (Demetriou, 1998). Much of the research on metacognition has been related to learning and achievement in reading. Self-regulated readers are actively involved in cognitive and metacognitive activities before, during and after reading (Paris & Wasik, 1983). They engage in “constructively

responsive reading” which involves reading with a purpose and actively constructing meanings from text (Pressley & Afflerbach, 1995).

Flavel (1979) divided metacognition into 3 components:

1. Metacognitive knowledge (also called metacognitive awareness) is what individuals know about themselves and others as cognitive processors.

2. Metacognitive regulation is the regulation of cognition and learning experiences through a set of activities that help people control their learning.

3. Metacognitive experiences are those experiences that have something to do with the current, on-going cognitive endeavor.

Jacobs and Paris (1987) proposed that metacognition includes at least three different types of metacognitive awareness when considering metacognitive knowledge Declarative knowledge, Procedural knowledge and Conditional knowledge. Similar to metacognitive knowledge, metacognitive regulation or "regulation of cognition" contains three skills that are essential: Planning, Monitoring and Evaluating.

Through the principle, we can conclude that the process of reading activities involves metacognitive knowledge and self-regulation. Research in the fields of psychology and education point to the active and strategic nature of reading (Paris, et al., 1983, Pressley, 2002, Schneider & Pressley, 2013)

Van (2010) believed that the goal of constructing meanings or comprehension lies at the heart of reading. Consistent with the active and strategic notions of reading, reading comprehension is a complex and multifaceted ability that involves the reader’s orchestration of a number of skills and strategies when thoughtfully and critically interacting with written text. The knowledge, experiences and purpose of the reader, the content and features of the text, and the situation or context of reading influence reading comprehension.

Kintsch (1998) suggested that in another words, reading comprehension is both the process and product of the ideas represented in the text linked to the reader’s prior knowledge and experiences and the mental representation in memory of the text.

From all above, every step of the SQ4R reading method is related to metacognition. metacognition is not only the theoretical basis of SQ4R reading

method, correspondingly, using SQ4R reading method can also improve students' metacognition.

Methods of Teaching

American educational philosopher Francis P. Robinson proposed SQ3R technology in his book "Effective Study" published in 1946 to help learners read and learn textbooks effectively. This technique was modified into a system called SQ4R by Thomas and Robinson, 1972. SQ4R stands for the initial letters of the six steps that should be taken in studying a text. (Fischer, 2003) The six steps are:

Survey (s): It refers to a quick glance through the chapter of the course work. For example, after receiving the study materials you tend to open the materials and give a glance at the contents. This is known as a survey.

Question (Q): There is a purpose why you choose to read the particular content of the course material. You ask yourself certain questions regarding the content such as, 'Are the contents worth reading?' 'Will the contents be relevant to my field?' 'How much time will I take to complete this Unit?' The important things to learn are usually answers to questions.

Read (R1): Reading requires active participation: it is NOT just running your eyes over the contents of the book. You as a learner need to develop a critical mind so as to answer questions you have asked yourself in relation to the contents of the subject matter.

Reflect (R2): It is good to reflect upon certain things similarly, while learning one should also reflect on the study materials as it helps to develop more ideas about the content and the meaning of the text. Reflecting helps you to remember information that is contained in the text and improve critical thinking.

Recite (R3): Reading a text is not the final step in learning; instead, it is the first step. Units/chapters that have been read need to be retained. Retention of what has been read will help you to improve the learning vis-à-vis improvement in concentration, enable you to ask questions pertaining to the text and develop critical thinking.

Review (R4): It is a quick repeat of the other above steps: namely, survey, question, read and recite. It is a review of what you as a learner have achieved while reading the text. During review, you should also go over the notes

that you have written to help clarify points that you didn't understand. The best time to review is when you have finished studying the whole block.

American University (AU, 2023) sets the SQ4R study/reading technique into the following 6 steps:

Survey(s): Overview of chapter

1. Read learning objectives.
2. Read introductory paragraph.
3. chapter title, headings and subheadings.
4. Look at charts, pictures, graphs.
5. Read chapter summary, "words to remember," other help at end of chapter.
6. Read chapter questions.

Question (Q): Purpose for reading

1. Turn a heading or a subheading into a question by asking "who, what, when, where, why or how."
2. If no headings, turn a topic sentence into a question.

Read (R1): For Comprehension

1. Read one section actively to answer the question asked.
2. Compare or contrast with earlier materials studied.
3. Answer to the question should be the main idea of paragraph or section-highlight it.
4. Locate details and underline in pencil.
5. Study tables, graphs, and charts for that section, relating them to text reading.
6. Make 3X5 note cards for vocabulary.
7. Make annotations in text margins.

Recite (R2): For Understanding

1. Read aloud highlighted answer to question asked.
2. State aloud from memory.
3. To understand - talk aloud to yourself about what is highlighted and underlined.
4. Do all of SQ4R process on one section at a time.

Rephrase (R3): Brief notes of chapter

1. Write brief chapter outline; or
2. Write a brief summary on one notebook page.

Review (R4): For Retention

1. Answer text questions.
2. Study highlighted and annotated information in text.
3. Use helpful memory cues.
4. Review vocabulary note cards.
5. Compare text notes to lecture notes.
6. Repeat this review weekly.

It can be seen from the comparison that American University changed Reflect to Rephrase, and modified the order, highlighting the writing activity to help thinking and memory.

Toronto Metropolitan University (TMU, 2023) sets the SQ4R reading technique into the following 6 steps:

Survey (S)

1. Look to your reading's title, headings, and subheadings.
2. Scan the introduction and conclusion of the text.
3. Pay attention to pictures, charts, graphs, or maps (and their captions).
4. Skim any review or study questions.

Question (Q)

1. Turn the text's title, headings, and/or subheadings into questions; for example, the heading "Critical Social Work" could be turned into "What is Critical Social Work?"
2. Ask yourself, "What did or might my instructor say about this chapter?" or "How does this piece of writing relate to my field of study/placement?"

Read (R1)

1. Note all the underlined, italicized, or bolded words or phrases study visual aids.
2. Reduce speed for difficult passages; re-read and begin to Paraphrase.
3. Answer questions at the beginning or end of chapters.
4. Look for answers to the questions you raised earlier.

Respond (R2)

1. Close your reading and attempt to answer the questions you posed earlier.
2. Reread the section (or seek alternate resources) if you cannot answer the questions you posed.

Record (R3)

1. Summarize answers to your questions in your own words.
2. Your responses can later be turned into cue cards and other study Aids.
3. Consistently asking and responding to questions and recording your answers means that when it comes time to prepare for a test or exam, you can review your questions and answers instead of the full text.

Review (R4)

1. Have a regular review period (usually once a week); this is an effective strategy for retaining information and building on your knowledge
2. Start from the beginning of the course in each review session; the volume of material to review increases as the semester progresses, but the amount of time needed to review older materials decreases.
3. Continue to pose higher-order questions to deepen your understanding and interpret texts critically.

Utah State University (USU, 2023) pointed out that the SQ4R reading system is designed to help you study your textbook and apply reading and note-taking skills according to 6 steps following:

Survey (S)

1. Read the title of the chapter or the article. Turn these into questions that you expect to be answered. Add question words as why, who, how or what.
2. Read the headings and subheadings and turn these into questions
3. Read the introduction and summary to get an overview of the main ideas.
4. Read the captions under the visual aids.
5. Read any study questions at the end of the chapter or article and use them as goals in your reading.

Question (Q)

1. As you read each of the above parts, ask yourself what is meant by the title, headings, subheadings, and captions.
2. Make good questions about each. Write these down on 3x5 cards or study guide.
3. Ask yourself what you already know about the subject?
4. Ask yourself what your instructor said about the assignment in the class or what was given out on a handout?
5. Ask yourself what you want answered from reading the assignment?
6. Ask yourself what you will have to do with the information

Read (R1)

1. Read and think actively.
2. Look for main ideas and supporting details. Use outlining, underlining, and text marking skills.
3. Read to answer questions that were raised in the QUESTION step.
4. Read carefully all of the underlined, italicized, boldfaced words or phrases.

Reflect (R2)

1. Use Critical Thinking Skills
2. How does this fit with information you already know?
3. How can you use this information in your life? Your career? Your family? Your schooling?
4. How would you teach this to someone else?

Recite (R3)

1. Use good judgment about places to stop and recite.
2. Use outlining and underlining skills. (Do not underline long passages. Mark after you have read a passage AND understand it.)
3. Write your own summary statement of each section.
4. Quiz yourself on the main points.
5. Connect new material with what you already know about the subject.
6. Write questions on any material you do not understand and ask your instructor to explain it.

7. Write the answers to the questions from the QUESTION step

Review (R4)

1. Look over your outlines, underline, and any notations you made in your textbook.

2. Study briefly the main ideas to keep the information fresh in your mind.

3. Make practice test questions from review notes.

4. Feel free to customize this system to meet your own needs and the needs of a particular class or text. The SQ4R system works particularly well for courses where much of the information for quizzes and exams comes from the text, and you must know and understand a lot of detail.

5. Try it for two weeks and see if it doesn't improve your reading comprehension and even your enjoyment of a course.

Table 2.2 Summary of teaching method components of SQ4R

	Robinson (2003)	AU (2023)	TMU (2023)	USU (2023)	Frequency
Step 1					
Survey	√	√	√	√	4
Step 2					
Question	√	√	√	√	4
Step 3					
Read	√	√	√	√	4
Step 4					
Reflect	√			√	2
Recite		√			1
Respond			√		1
Step 5					
Recite	√			√	2
Rephrase		√			1
Record			√		1
Step 6					
Review	√	√	√	√	4

In this study, researchers explored SQ4R model, drawing on the principles proposed by Robinson (2003), AU (2023), TMU (2023) and USU (2023). The researchers integrated the components of SQ4R model and formulated specific steps to serve as the framework for the study. These steps involve 6 phases: 1) Survey, 2) Question, 3) Read, 4) Reflect, 5) Recite, 6) Review by as shown in figure 2.1.

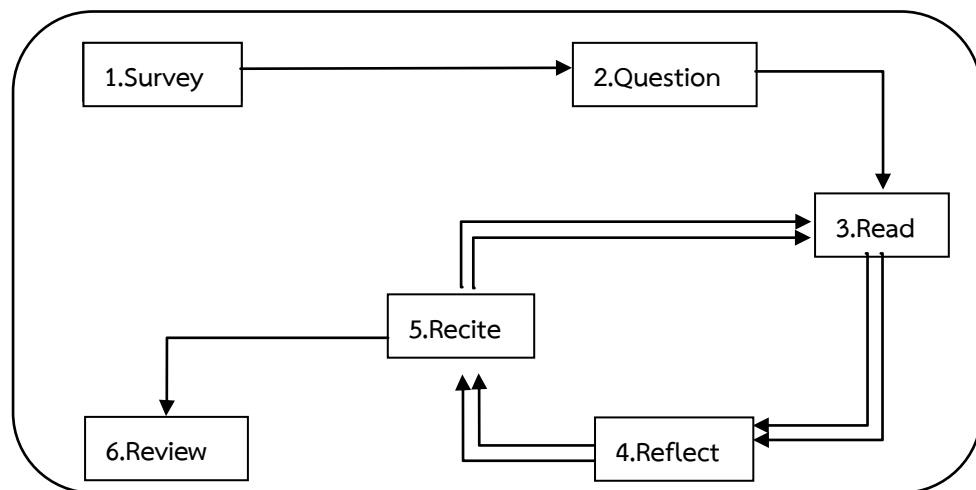


Figure 2.1 SQ4R model

Roles of teachers and students

Role of teachers

In traditional teaching or boring classrooms, teachers must play the leading role. They never interact or rarely use teaching strategies, and keep outputting according to the script regardless of whether students understand and accept it. SQ4R is a student-centered teaching model that focuses on giving full play to students' initiative in the teaching process. Students are the main body of knowledge information processing and active builders of knowledge meaning, while teachers are transformed from knowledge indoctrination to helpers and guides for students to construct knowledge. In the Chinese reading class using the SQ4R Model, what the teacher should do is: build up reading confidence for students, select content areas and model SQ4R strategies, and remind and explain the real purpose and evaluation of each step during the reading process.

Role of students

In the reading course using SQ4R technology, students are no longer the ones who passively receive information, but become active processors of information and active builders of knowledge meaning. The 6 steps of SQ4R break down the reading task into more manageable steps, helping students get the most out of their reading material and developing their critical reading skills by allowing them to focus on learning the most important information in the material.

Strengths and Weaknesses of SQ4R model

Strengths of SQ4R model

Based on Cuesta College (2023), the strengths of SQ4R as stated below:

1. By surveying the text, the reader becomes familiar with the material before they read. It also activate any their prior knowledge of the subject.
2. Question stage helps the reader becomes critical thinker in reading process and focuses the reader attention on what information the reader need to get from the reading.
3. Read stage makes the reader mastering the course material.
4. In recite stage, activating long-term memory storage is added tremendously by hearing and verbalizing the material. If the reader can explain the concepts to another, the reader has mastered the material.
5. Reflection weaves new ideas into old, by comparing the new ideas with ones the reader has already known.
6. The more the reader reviews, the more information the reader will learn and retain.

Sander (2023) points out:

1. University students using the SQ4R strategy retain more information on exams.
2. Students develop better organizational skills, association, and critical thinking by using SQ4R.
3. The first two steps of SQ4R, surveying, and questioning, help students create a foundation of knowledge before moving on to comprehension.
4. SQ4R forces students to use the brain's information-processing systems more productively.

Weaknesses of SQ4R model

According to Blaxter (2010) the weaknesses of SQ4R as follows:

1. It is difficult to change old study habits;
2. It takes more energy to ask questions and develop summaries than it does to let the reader eyes passively read printed pages.

Sander (2023) points out:

1. Students must artificially repeat the SQ4R process until it becomes automatic.
2. The method is time-intensive as it requires you to dedicate enough time to comprehend each chapter and analyze all headings.
3. The method is not well-suited for online classes and other types of learning materials besides textbooks.

Despite some weaknesses, SQ4R is still recommended by universities around the world as a good reading and learning method for students, or recommended by teachers to improve students' reading performance and reading status.

Reading literacy

Reading

New Zealand language and literature research expert Steven Roger Fisher (2003) made a detailed review of the development of reading in the book "History of Reading". He believes that the earliest reading was around 1300 BC. The ancient Egyptian scribes recited some oral instructions, agreements, accounting and the like. In their view, "reading" was "reciting". For most of recorded history, reading has been speaking. And according to the broadest modern definition, reading is the ability to understand written or printed symbols. Readers use symbols to guide themselves to activate the information in memory, and then use the activated information to construct a reasonable interpretation of the information conveyed by the author (Mitchell, 1982).

The focus of debate on "reading" in China's language education circle is what is the essence of reading.

Qian (2005) believed that the core meaning of reading lies in the creation of textual meaning and the essence lies in innovation, and points out that the reading process constructs a new meaning structure; this meaning structure is different from

the original "I" and the original text, but absorbed the original elements from the original "I" and "text" respectively; these two meaning elements from different systems merged together to give birth to a new meaning structure. This is the creative nature of text reading.

Li (2005) further pointed out: "In the 'Chinese Curriculum Standards', concepts related or similar to 'creative reading' include: 'exploratory reading', 'independent reading', 'personalized reading', 'multiple angles and multiple "Level reading", "critical reading" and so on. "Inquiry reading" refers to the thinking characteristics of creative reading, "independent reading" refers to behavioral methods, and "personalized reading" focuses on "Multi-angle and multi-level reading" is an operational guide for creative reading; as for "critical reading", it is a description of the attitude and value orientation of creative reading."

It can be seen that reading is the re-creation of text meaning.

Factors affecting reading

Heilman (1967) proposed 14 factors that influence one's reading, which can be divided into the following four parts:

1. Cognitive and skill factors

a) attention area: involves cognitive processes related to focus and concentration.

b) Method: use of reading methods

c) Hearing the phonemes and distinguishing the word: relates to phonological awareness, a key cognitive skill in reading.

d) Visual and auditory acuteness: pertains to sensory processing, crucial for decoding visual and auditory information.

e) Language skill: encompasses vocabulary, grammar, and overall language proficiency.

f) Capacity (intelligence): Refers to general cognitive abilities and intellectual capacity.

g) Past reading experience: involves cognitive development through previous reading activities, concepts, content and ideas.

2. physical and psychological factors

a) Level of Energy: physical energy levels can affect the ability to focus on reading tasks. Psychological energy or mental stamina influences concentration and endurance in reading activities.

b) Emotional problems related/unrelated to reading: emotional and mental health issues impacting reading ability.

c) Maturity: developmental stage impacting reading ability, comprehension, and interests.

3. Motivation factors

a) Reading Motivation: intrinsic or extrinsic factors driving the desire to read.

b) Interests: personal interests that can influence reading choices and engagement.

4. Environmental and social factors

a) Behaviors towards themselves, school, teachers and family: Environmental factors including the educational and familial setting.

b) Acceptance of peer groups: social influences and peer relationships affecting reading habits and attitudes.

Vygotsky (1978) emphasizes the importance of social interactions in cognitive development, suggesting that learning is inherently a social process. According to Vygotsky, the support and scaffolding provided by more knowledgeable others (an external factor) can help individuals (internal factors) advance their learning and skill development, including reading literacy. Also Bronfenbrenner (1979) and McCardle et al. (2001) collectively highlight the dynamic interplay between internal and external factors in reading literacy.

1. Internal factors

Coltheart et al., (2001) highlighted the role of cognitive mechanisms in decoding and language processing, they pointed out that cognitive processes such as decoding, working memory, and attention are foundational to reading.

Ryan and Deci, (2000) emphasized the importance of intrinsic motivation in educational outcomes, including reading, they believed that motivation, particularly intrinsic motivation, and positive attitudes towards reading are crucial for engaging with texts and persisting in reading activities.

Anderson and Pearson (1984) provided a framework for understanding how prior knowledge influences comprehension, they pointed out that prior knowledge about the content of a text facilitates comprehension by enabling readers to make connections between new information and what they already know.

Cummins (1979) suggested that a certain level of linguistic proficiency is necessary for academic achievement, including reading literacy.

Shaywitz & Shaywitz (2005) posited that difficulties in phonological processing are a core deficit in dyslexia, affecting reading development.

2. External factors

Sénéchal & LeFevre (2002) explored how home experiences contribute to the development of reading skills. They pointed out that the literacy environment at home, including access to books and parental engagement in reading activities, influences early literacy skills.

Conger et al. (1992) examined how economic hardship influences children's educational outcomes through family processes, they believed that Socioeconomic Status (SES), encompassing factors like parental education and access to resources, affects educational opportunities and literacy development.

Edmonds (1979) and Sammons et al. (1995) identified school-level factors, including instructional leadership and high expectations, that contribute to student achievement.

Vygotsky (1978) highlights the role of social interactions in cognitive development and learning.

Reading literacy

Background

Reading literacy is the basic ability in the 21st century skills. At present, the International Association for the Evaluation of Educational Achievement (IEA), the Organization for Economic Co-operation and Development (OECD) and the National Center for Educational Statistics (NCES) of the United States have respectively Carried out theoretical research and global assessment of international reading literacy.

Universities around the world offer reading or reading-related courses. Harvard University cites reading as one of the most important aspects of college study. The Ministry of Propaganda of China issued the "Opinions on Promoting Reading for All (2020)", advocating reading for all and building a scholarly society.

Under the guidance of the "Opinions", Chinese colleges and universities regard students' reading literacy as an important training goal, and explore various forms of reading literacy training models and teaching methods.

Khaochoe and Samanpan (2022) pointed out that reading literacy is an ability that needs to be practiced and developed, especially for contemporary college students, who are an important force for national development. Educational institutions must encourage learners to be knowledgeable beings - passionate about research, capable of creating, developing and disseminating new knowledge to society through the learning process, encouraging learners to study, research and seek knowledge in the field of study, and must be able to communicate information, knowledge The presentation of ideas and opinions in the form of writing allows learners to apply them to their daily lives and adapt to the society of the information age.

Definition of Reading literacy

In 2000, the International Student Assessment (PISA) project recognized that "reading literacy" is the ability to understand, use and reflect on printed texts in order to achieve personal goals, form personal knowledge and potential, and, participate in social activities. The project's definition of reading literacy includes higher-level reading skills such as the ability to comprehend, reflect, and use textual information to achieve goals. In 2009, the new concept of "reader input" was added to the project; in 2018, defined reading literacy as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society. "writing" was deleted and "evaluation" was added as a component of reading literacy. This revision not only emphasized the importance of critical thinking, but also made Read a wider range of texts.

In 2001, the Progress in International Reading Literacy Research (PIRLS) project defined "reading literacy" as: the ability to understand and use written language forms that are required by society or that are considered valuable by individuals. Children readers can construct meaning from various articles, They read to learn, participate in reader groups, and for fun. In 2006, the project revised this definition, emphasizing the importance of reading activities in different situations such

as school and daily life. Reading literacy includes reading purpose, comprehension process, reading behavior and attitude.

Prior to 2007, the National Assessment of Educational Progress (NAEP) defined "reading literacy" as understanding and using written texts for physical and mental enjoyment, learning, social participation, and achievement of goals. In 2009, the assessment recognized reading as a dynamic cognitive process in which students comprehend written texts, interpret meaning, and make appropriate use according to text type, purpose, and situation. From 2009 to 2019, the assessment revised the previous reading literacy framework, emphasizing scientific reading research, refining the content of measurable indicators, distinguishing the cognitive goals of literary and information texts, and focusing on vocabulary assessment.

Zhu (2021) thought that the three major international reading assessment systems have clearly defined reading literacy. All three emphasize the ability to understand, synthesize and apply reading texts, and all emphasize the ability to participate in social activities through active reading.

Vodopivec & Štemberger (2018) believed that it allows individuals to continue their lifelong education, increase their competitiveness in the labor market, and adapt to the immediate and wider social environment

Reading literacy Framework

Depending on the assessment program or research, reading literacy is categorized in the following different ways:

PISA 2018

The PISA 2018 reading literacy assessment divides reading literacy into three dimensions according to reading process: information orientation, text comprehension, evaluation and reflection. Under these three levels of cognition, PISA has carried out a more detailed level division. Among them, Locate information includes "Access and retrieve information within a text", "Search and select relevant text; Understand includes "Represent literal meaning", "Integrate and generate inferences"; Evaluation and reflect includes "Assess quality and credibility", "Reflect on content and form", and "Detect and handle conflict". The details are shown in table 2.3.

Table 2.3 PISA 2018 Reading Literacy

PISA 2018 Reading Literacy	
Locate Information	<input type="checkbox"/> Access and retrieve information within a text <input type="checkbox"/> Search and select relevant text
Understand	<input type="checkbox"/> Represent literal meaning <input type="checkbox"/> Integrate and generate inferences <input type="checkbox"/> Assess quality and credibility
Evaluate and Reflect	<input type="checkbox"/> Reflect on content and form <input type="checkbox"/> Detect and handle conflict

PIRLS 2021

In the research framework of the Progress in International Reading Literacy Study (PIRLS 2021), the purpose of reading is mainly divided into two categories, namely "Literary Experience" and "Acquire and Use Information". Students participating in the test need to complete a "literary" reading comprehension chapter and a "informational" reading comprehension chapter to comprehensively evaluate students' reading ability in different reading purposes. The process of reading comprehension is divided into two main levels: "Low-level reading" includes "L1 Focus On and Retrieve Explicitly Stated Information" and "L2 Make Straightforward Inferences ", and "High-level reading" includes "L3 Interpret and Integrate Ideas and Information " and "L4 Evaluate and Critique Content and Textual Elements ". Each test chapter will include the reading comprehension process mentioned above. By analyzing the performance of each item of the students, the ability level of the students at different reading levels can be obtained. The details are shown in table 2.4.

Table 2.4 PIRLS 2021 Reading Literacy

PIRLS 2021 Reading Literacy	
Low-level reading	<p>L1 Focus on and Retrieve Explicitly Stated Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying and retrieving information that is relevant to the specific goal of reading <input type="checkbox"/> Looking for specific ideas <input type="checkbox"/> Searching for definitions of words or phrases <input type="checkbox"/> Identifying the setting of a story <input type="checkbox"/> Finding the topic sentence or main idea <input type="checkbox"/> Identifying specific information in a graphic <p>L2 Make Straight forward Inferences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inferring that one event caused another event <input type="checkbox"/> Giving the reason for a character's action <input type="checkbox"/> Describing the relationship between two characters <input type="checkbox"/> Identifying which section of the text or website would help for a particular purpose
High-level reading	<p>L3 Interpret and Integrate Ideas and Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discerning the overall message or theme of text <input type="checkbox"/> Considering an alternative to actions of characters; <input type="checkbox"/> Comparing and contrasting text information <input type="checkbox"/> Inferring a story's mood or tone <input type="checkbox"/> Interpreting a real-world application of text information <input type="checkbox"/> Comparing and contrasting information presented within and across texts or websites <p>L4 Evaluate and Critique Content and Textual Elements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Judging the completeness or clarity of information in the text <input type="checkbox"/> Evaluating the likelihood that the events described could really happen <input type="checkbox"/> Evaluating how likely an author's argument would be to change what people think and do <input type="checkbox"/> Judging how well the title of the text reflects the main theme <input type="checkbox"/> Describing the effect of language features, such as metaphors or tone <input type="checkbox"/> Describing the effect of the graphic elements in the text or website <input type="checkbox"/> Determining the point of view or bias of the text or website <input type="checkbox"/> Determining an author's perspective on the central topic

NAEP 2019

The National Assessment of Educational Progress (NAEP) assessment in reading comprehension is given every two years to students at grades 4 and 8, and approximately every four years at grade 12. The assessment measures reading comprehension by asking students to read selected grade-appropriate materials and answer questions based on what they have read. The results present a broad view of students' reading knowledge, skills, and performance over time. The reading framework specifies that the assessment use three types of literary texts (fiction, literary nonfiction, and poetry) and three broad categories of informational texts (exposition; argumentation and persuasive text; and procedural text and documents) that vary by grade. The framework also outlines what reading knowledge and skills students should have to reach NAEP Basic, NAEP Proficient, and NAEP Advanced achievement.

The NAEP 2019 reading assessment framework defines reading as a dynamic cognitive process, according to the cognitive targets, it involves the following three categories: 1) Locate and recall, 2) Integrate and interpret, and 3) Critique and evaluate. The details are shown in table 2.5

Table 2.5 NAEP 2019 Reading Literacy

NAEP 2019 Reading Literacy			
	Locate/Recall	Integrate/Interpret	Critique/Evaluate
Both Literary and Informational Text	<p>Identify textually explicit information and make simple inferences within and across texts, such as:</p> <ul style="list-style-type: none"> • Definitions • Facts • Supporting details 	<p>Make complex inferences within and across texts to:</p> <ul style="list-style-type: none"> • Describe problem and solution or cause and effect • Compare or connect ideas, problems, or situations • Determine unstated assumptions in an argument • Describe how an author uses literary devices and text features 	<p>Consider text(s) critically to:</p> <ul style="list-style-type: none"> • Judge author’s craft and technique • Evaluate the author’s perspective or point of view within or across texts • Take different perspectives in relation to a text
Specific to Literary Text	<p>Identify textually explicit information within and across texts, such as:</p> <ul style="list-style-type: none"> • Character traits. • Sequence of events or actions • Setting • Identify figurative language 	<p>Make complex inferences within and across texts to:</p> <ul style="list-style-type: none"> • Infer mood or tone • Integrate ideas to determine theme • Identify or interpret a character’s motivations and decisions • Examine relations between theme and setting or characters • Explain how rhythm, rhyme, or form in poetry contribute to meaning 	<p>Consider text(s) critically to:</p> <ul style="list-style-type: none"> • Evaluate the role of literary devices in conveying meaning • Determine the degree to which literary devices enhance a literary work • Evaluate a character’s motivations and decisions • Analyze the point of view used by the author

Table 2.5 (Continued)

NAEP 2019 Reading Literacy			
	Locate/Recall	Integrate/Interpret	Critique/Evaluate
Specific to Informational Text	<p>Identify textually explicit information within and across texts, such as:</p> <ul style="list-style-type: none"> • Topic sentence or main idea • Author’s purpose • Causal relations • Locate specific information in text or graphics 	<p>Make complex inferences within and across texts to:</p> <ul style="list-style-type: none"> • Summarize major ideas • Draw conclusions and provide supporting information • Find evidence in support of an argument • Distinguish facts from opinions • Determine the importance of information within and across texts 	<p>Consider text(s) critically to:</p> <ul style="list-style-type: none"> • Analyze the presentation of information • Evaluate the way the author selects language to influence readers • Evaluate the strength and quality of evidence used by the author to support his or her position • Determine the quality of counterarguments within and across texts • Judge the coherence, logic, or credibility of an argument

The three major international reading evaluation systems have transformed reading literacy from a single emphasis on cognition and information transmission to a combination of social literacy, cultural literacy, and media literacy. Reading literacy increasingly reflects the development of high-order cognitive abilities such as synthesis, application, reasoning, and reflection through active and constructive interactions with text content in multiple reading situations. The three major international reading evaluation systems have clearly defined reading literacy, and they are constantly revised with the development of society.

Table 2.6 Statistical Indicators of Reading Literacy Framework

	PISA (2018)	PIRS (2021)	NAEP(2019)
Statistical Indicators	Locate Information	Focus On and Retrieve Explicitly Stated Information	Locate and Recall
	Understand	Make Straightforward Inferences Interpret and Integrate Ideas and Information	Integrate and Interpret
	Evaluate and Reflect	Evaluate and Critique Content and Textual Elements	Critique and Evaluate

Through statistical analysis of the content elements of the reading literacy frameworks of the three major international institutions, it can be seen that the following three elements are key commonalities that are globally valued. They are locate and recall, Integrate and Interpret, Critique and Evaluate. These key elements have important reference value for researchers to explore the influencing factors of undergraduate reading literacy, construct a reading mode based on SQ4R, and design an evaluation index system for undergraduate reading literacy.

The researcher summarized the course content structure, the implementation steps of the teaching model based on SQ4R, and the elements of reading literacy as shown in table 2.7.

Table 2.7 Summarizes the connections between curriculum content, SQ4R model, reading literacy, and instruments/activities.

Unit / Content /Time	Method	SQ4R						Reading Literacy			Instruments / Activities
		S.1	S.2	S.3	S.4	S.5	S.6	D.1	D.2	D.3	
Unit 4 Informational Text (16 hrs.) Content 4.1 The Characteristics of Chinese Architecture (3 hrs.)	SQ4R model	T+L	T+L	T+L					√		Reading literacy test
Unit 4 Informational Text (16 hrs.) Content 4.2 The Frontier of the Universe (5 hrs.)	SQ4R model	T+L	T+L	T+L	T+L					√	Reading literacy test
Unit 4 Informational Text (16 hrs.) Content 4.3 Contract Worker (8hrs.)	SQ4R model	T+L	T+L	T+L	T+L	T+L	T+L				√ Reading literacy test

S. is Step

D. is Dimension

T. is Teacher

L. is Learner

S.1 is Survey

S.2 is Question

S.3 is Read

S.4 is Reflect

S.5 is Recite

S.6 is Review

D.1 is Locate and Recall

D.2 is Integrate and Interpret

D.3 is Critique and Evaluate

Bloom's Taxonomy

I studied about Bloom's Taxonomy to do the testing for students who believed that effective learning requires basic learning behavior and psychology. Discussing the classification of learning according to Bloom's theory, also known as Bloom's Taxonomy, which is divided into 3 areas: Cognitive, affective and psychomotor. In each area there is a classification of skill levels from lowest to highest as follows:

1. Cognitive: Starting from knowledge, understanding, application, analysis, synthesis, evaluation. It also presents a new level of ability based on the concepts of Anderson and Krathwohl (2001) as remembering, understanding, and applying. Applying, Analyzing, Evaluating, and Creating.

2. Affective: Domain Classified as body movement skills, skills in moving two or more organs simultaneously, communication skills using gestures. and skills in speaking behavior.

3. Psychomotor: Domain Classified into perception, response, value creation,

systematization, and character creation from values.

Summary Bloom's Taxonomy by figure 2.2.

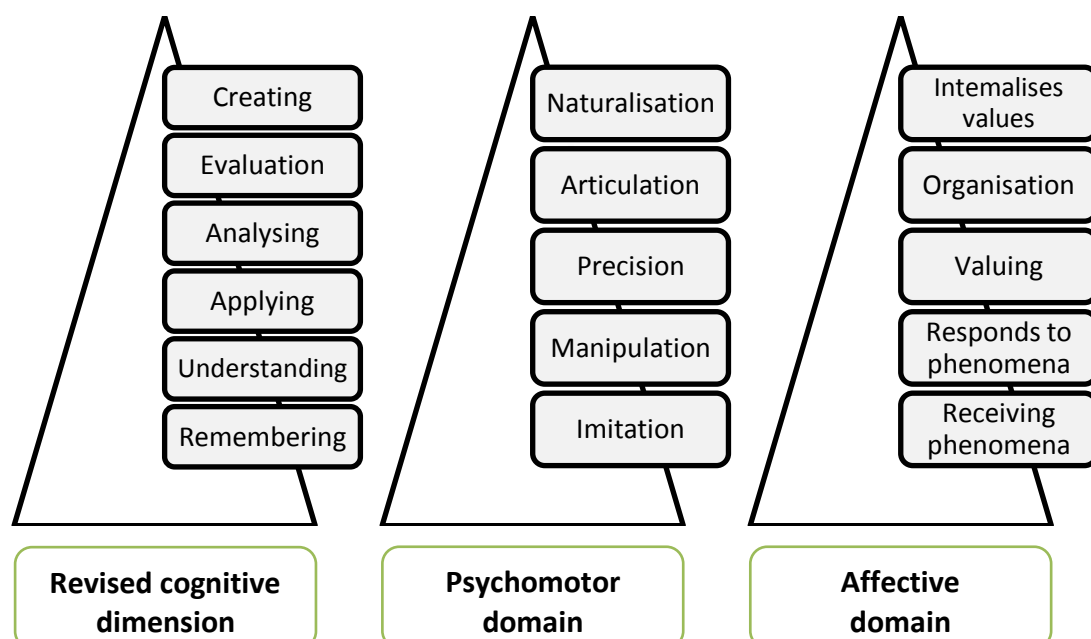


Figure 2.2 Summary Bloom's Taxonomy (Saideeg, 2016)

Cognitive Domain

Brain behavior is behavior related to intelligence, knowledge, thought, and intelligence. Ability to think of stories efficiently which is an intellectual ability" based on learning theory and basic psychology that Humans will learn and divide behavior related to intelligence (Cognitive Domain) into 6 levels according to complexity.

1. Remembering: Using memory to create or find definitions, facts, or review previously learned information. The ability for students to answer what they are learning and where it comes from comes from remembering. Therefore, knowledge that comes from memory (Knowledge) is the ability of the brain to remember, remember knowledge, information, and display items. can You can specify your name. which is long-term memory

2. Understanding: Create and understand relationships The meaning of what has been learned from various forms of knowledge. It can be text, images, or activities such as communication, interpretation, giving examples, classifying, summarizing, leading to presentation or being able to explain according to one's own understanding. Therefore, understanding (Comprehend) is the ability of the brain to interpret meanings, give examples. Summary, references, own studies

3. Applying: Learners can use the content. The knowledge learned is applied as a process learned through thinking processes in new situations. or similar situations to implement and can be used to solve problems, such as presentation formats.

4. Analyzing: Ability to distinguish information that learners can use the knowledge they have learned to think deeply including finding relationships Can connect and reason Able to solve problems and verify, separating knowledge into parts by being able to reason about the sub-parts of knowledge that separate each part How is it related to the structure of all knowledge?

5. Evaluating: The ability of learners to use their intellectual abilities regarding inspection, control, and testing in order to find inconsistencies or conflicts in the process. or various critical products for decision making Setting the judging criteria The quality or efficiency of learning can be compared. can decide to check and reflect on the value of information

6. Creating: The ability of the intellect to create new things. From what I've learned or seen in various contexts that can create creative work planning and follow

the process until success is achieved It is about bringing existing knowledge together. and reorganize the system into something complete Summary Cognitive Domain from Bloom's Taxonomy by figure 2.3

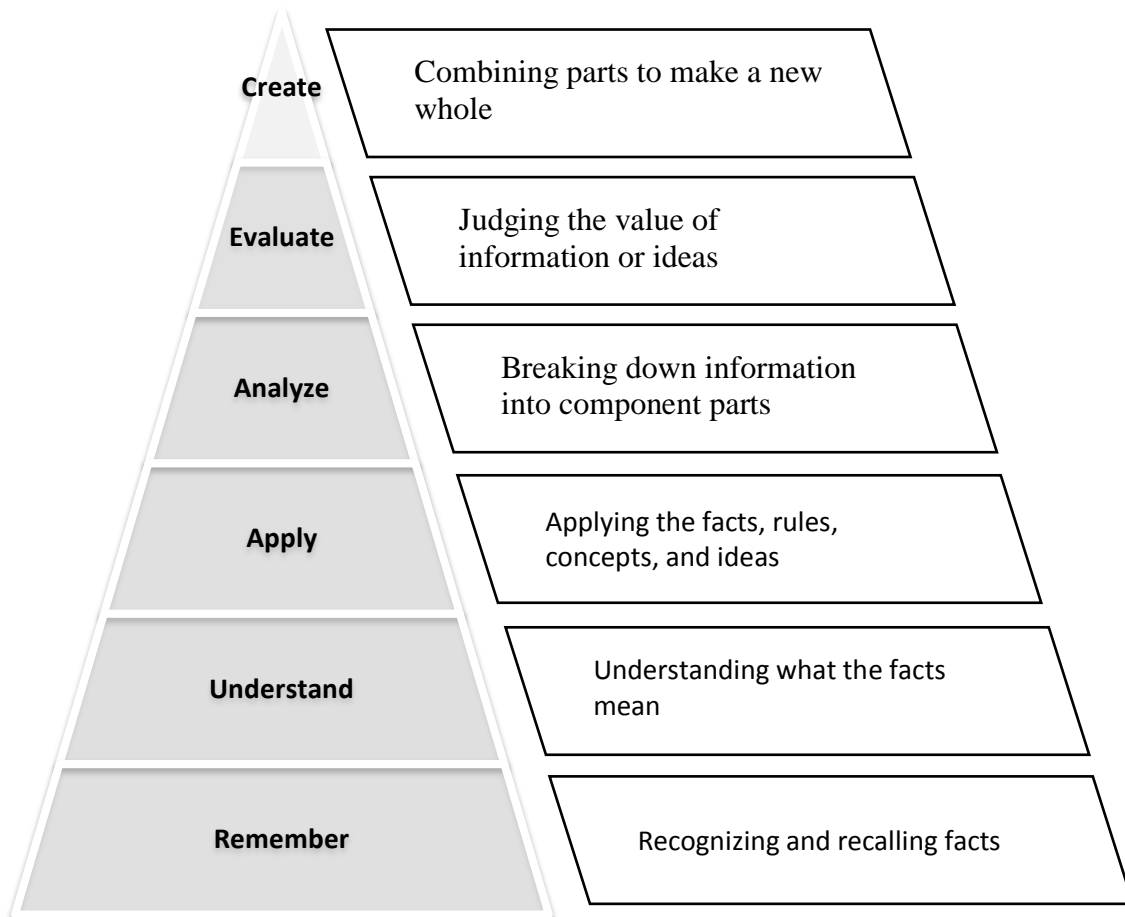


Figure 2.3 Summary Cognitive Domain from Bloom's Taxonomy (Saideeg, 2016)

Psychomotor Domain

Behavior that indicates the ability to perform tasks fluently and skillfully, which can be directly expressed by time and quality of work as an indicator of the level of skill." Behavior in the skill range consists of 5 sub-level behaviors as follows

1. Imitation: is for students to know the principles of correct conduct or is the selection of models of interest.

2. Manipulation: Do according to orders or instructions. It is a behavior that the learner tries to practice according to the model. that they are interested in and

try to repeat In order to have the skills that they are interested in or be able to work according to the recommendations

3. Precision: Finding accuracy Behavior can be practiced by oneself without having to live Guiding device When the action has been repeated Trying to find correctness in practice

4. Articulation: Continuing your actions after deciding on your own style will Continue to follow that pattern. Until performing complex tasks quickly, correctly, and fluently, the skills that students acquire It takes practice and action regularly.

5. Naturalization: Behaviors obtained from continuous training until able to act with agility automatically. It is natural, which is considered the ability of Practice at a high level.

Summary Psychomotor Domain from Bloom's Taxonomy by table 2.8 (Saideeg, 2016)

Table 2.8 Summary Psychomotor Domain from Bloom's Taxonomy

Level	Psychomotor ability	Assessable behaviour
Imitate	Observe other person's behaviour and copy it. Replicate the behaviour shown by example.	Impersonate, copy, mimic, imitate, repeat, duplicate, reproduce.
Manipulate	Ability to perform skills by following the instructions.	Follow, demonstrate, perform, execute, present.
Precision	Ability to perform skills with minimal errors and more precision.	Perform skilfully, proficient and becoming expert.
Articulation	Ability to solve and modify skills to fit new requirements.	Adapt, revise, adjust, revise, customise.
Naturalisation	Ability to perform the skills without thinking.	Flawless and perfect.

Affective Domain

“Values, feelings, appreciation, attitudes, beliefs, interests and morals, this type of behavior may not occur immediately.” Therefore, organizing teaching and learning activities by organizing suitable environment and insert good things all the time will make the behavior of the students can be changed in a desired direction Consists of 5 levels of sub-behavior:

1. Receiving or Attending: It is the feeling that arises towards the phenomenon. or any kind of stimulus which It is in the nature of interpreting what the stimulus is. Then it will be expressed in the form of The feeling that arises

2. Responding: It is an action expressed in the form of willingness, consent, and satisfaction with that stimulus. which is a response that has resulted from selection

3. Valuing Discrimination: against what is accepted in society Respect for that value or compliance in a certain matter. Until it becomes a belief Then a good attitude will arise in that matter.

4. Organization Conceptualization: Organize a system of values based on relationships. If they are compatible, they will continue to adhere to them, but if they are in conflict with each other, they may not accept them. They may accept the new values by canceling the old values

5. Characterization: Applying the values that one holds to display behavior that is a personal habit, to behave only in what is right and good. This aspect of behavior It is about feelings and the mind, which begins with perception from the environment. Then there was a reaction. expanded into various feelings until it became values and continues to develop into ideas and ideals which will control the direction How do people know good and bad by their behavior? It is a result of this behavior.

6. Internalizing: Ability levels, also known as behavioral levels, are a level of ability that Bloom created for categorizing levels of abstraction questions. that commonly occur in the educational context Competency levels are a useful structure. For categorizing questions used in testing. This is because teachers follow unique questions within a specific level. And if we can decide what level of questions to use in our exams. We will be able to study how to use the appropriate strategy for that question.

Summary Affective Domain from Bloom's Taxonomy by figure 2.4 (Saideeg, 2016)

			organization	Internalizing
Receiving	Responding	valuing	Conceptualizes	Integrates the
Selectively attends to stimuli.	Responds to stimuli.	Attaches value or worth to something.	the value and resolves conflict between it and other values.	value in to a value system that controls behavior.
·Accept	·Agree to	·Adopt	·Adopt	·Act upon
·Acknowledge	·Answer freely	·Responsibility	·Adjust	·Advocate
·Be aware	·Assist	·Behave	·Arrange	·Defend
·Listen	·care for	·According to	·Balance	·Exemplify
·Notice	·Comunkcate	·Choose	·Classify	·Influence
·Pay attention	·Comply	·Commit	·Conceptualize	·Justify
·Tolerate	·Conformn	·Desire	·Formulate	·Behavior
	·Consent.	·Exhibit loyalty	·Group	·Maintain
	·Comtribane	·Express	·Organize	·Serve
	·Cooperare	·Imitiate	·Rank	·Support
	·Follow	·Seek	·Theorize	
	·Obey	·Show concern		
	·Prefer	·Show		
	·Partlcipate	continual		
	·Wittingly	desire to		
	·Read voluntarily	·Use resources		
	·Respond	to		
	·Visit			
	·Vobarteer			

Figure 2.4 Summary Affective Domain from Bloom's Taxonomy (Saideeg, 2016)

This study divides undergraduate students' reading literacy into three dimensions: Locate and recall, integrate and interpret, critique and evaluate. The reading literacy test will test students' abilities in these three dimensions respectively.

The test questions all correspond to the Cognitive area in Bloom's Taxonomy.

Table 2.9 Analyze of reading literacy test

Dimensions	Cognitive Domain					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Locate and recall	√	√				
Integrate and interpret			√	√		
Critique and evaluate					√	√

Related Research

In the study of “SQ4R model”, the researcher studied the documents concerning the following

Robinson (1946) studied "Effective Study." The results had founded that original proposal of the SQ3R method, which is the precursor to SQ4R, showing improved reading comprehension and retention among college students.

Thomas & Robinson (1972) studied "Improving Reading in Every Class: A Sourcebook for Teachers." The results had founded that introduction of the "Recite" step to the original SQ3R method, demonstrating enhanced memory retention through active engagement with reading material.

Smith & Robinson (1980) studied "The SQ4R Method for Improving Reading Comprehension Among Middle School Students." The results had founded that middle school students using SQ4R showed significant improvements in reading comprehension compared to those who did not.

Anderson & Pearson (1984) studied "A Schema-Theoretic View of Basic Processes in Reading Comprehension." The results had founded that although not directly about SQ4R, this work supports the Reflect step's importance in connecting new information with existing knowledge schemas.

Tama (1989) studied "SQ4R: A Cognitive Approach to Note-Taking." The results had founded that the SQ4R method improved note-taking skills and comprehension in high school students across various subjects.

Alvermann & Phelps (1998) studied "Content Reading and Literacy: Succeeding in Today's Diverse Classrooms." The results had founded that adaptability

of strategies like SQ4R for diverse classrooms, showing improvements in literacy across content areas.

Klingner & Vaughn (1999) studied "Promoting Reading Comprehension, Content Learning, and English Acquisition Through Collaborative Strategic Reading (CSR)." While focused on CSR, the results had founded that collaborative reading strategies indirectly support SQ4R's potential benefits for English language learners.

Zimmerman & Kitsantas (1999) studied "Acquiring Writing Revision Skill: Shifting from Process to Outcome Self-Regulatory Goals." While focused on writing, the results had founded that self-regulation can be applied to the SQ4R method, emphasizing the importance of goal setting and self-assessment in reading comprehension.

Guthrie & Wigfield (2000) studied "Engagement and Motivation in Reading." The results had founded that the role of engagement and motivation in reading success, supporting the SQ4R model's emphasis on active reading strategies.

McNamara (2007) studied "Reading Comprehension Strategies: Theories, Interventions, and Technologies." The results had founded that a comprehensive overview of reading strategies, including SQ4R, and their theoretical underpinnings, supporting their use to enhance comprehension.

Simbolon and Inrasari Marbun (2017) demonstrated that the SQ4R model could improve reading comprehension skills in Indonesian subjects for elementary students, highlighting its effectiveness in a classroom setting.

Simbolon et al. (2019) found that the SQ4R model significantly improved the learning outcomes of Indonesian language students in elementary school, demonstrating the model's effectiveness in enhancing comprehension and retention.

Iswan et al. (2019) showed that the SQ4R learning model approach improved mathematics learning outcomes for 6th-grade students, indicating its applicability beyond reading comprehension to include other academic subjects.

Annisa Al Karimah et al. (2023) found that the SQ4R learning model could improve student learning outcomes, demonstrating the model's effectiveness in a high school setting.

In summary, based on the principles and expected outcomes of implementing the SQ4R reading strategy, scholars illustrate the model's potential to

enhance reading comprehension, retention, and academic performance across diverse learning contexts.

In the study of “Reading Literacy”, the researcher studied the documents concerning the following

Adams (1990) studied "Beginning to read: Thinking and learning about print." The results had founded that the critical role of phonemic awareness in reading development and suggests that early instruction in phonemic awareness significantly improves children's reading and spelling abilities.

Whitehurst & Lonigan (1998) studied "Child development and emergent literacy." The results had founded that the importance of early language experiences for the development of emergent literacy skills, including vocabulary, phonological awareness, and letter knowledge.

Cummins (2000) studied "Language, power, and pedagogy: Bilingual children in the crossfire." The results had founded that the challenges and benefits of bilingual education, arguing that well-implemented bilingual programs can enhance reading literacy in both the first and second languages.

Celano & Neuman (2001) studied "The role of public libraries in children's literacy development: An evaluation report." The results had founded that the role of public libraries in supporting children's literacy development, concluding that libraries are crucial in providing access to books and literacy-related programs that enhance children's reading skills.

Duke & Pearson (2002) studied "Effective practices for developing reading comprehension." The results had founded that teaching specific comprehension strategies can significantly improve students' understanding of texts.

Burgess, Hecht & Lonigan (2002) studied "Relations of the home literacy environment (HLE) to the development of reading-related abilities: A one-year longitudinal study." The results had founded that the richness of the Home Literacy Environment (HLE) is significantly related to the development of pre-reading skills and early reading achievement.

Sirin (2005) studied "Socioeconomic status and academic achievement: A meta-analytic review of research." The results had founded that meta-analysis reveals a strong correlation between socioeconomic status and academic

achievement, including reading literacy, highlighting the need for targeted interventions.

Torgesen (2005) studied "Recent discoveries from research on remedial interventions for children with dyslexia." The results had founded that Torgesen reviews effective remedial interventions for dyslexia, emphasizing the importance of early, intensive, and systematic instruction in phonemic awareness and phonics.

Guthrie, Wigfield & You (2012) studied "Instructional contexts for engagement and achievement in reading." The results had founded that this chapter reviews research on how instructional practices and classroom contexts can foster reading engagement, showing that motivation is a key predictor of reading achievement.

Leu, Kinzer, Coiro, Castek, & Henry (2013) studied "New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment." The results had founded that a dual-level theory of new literacies, emphasizing the need for education to adapt to the digital age by incorporating digital literacy skills alongside traditional literacy.

McCulley and Osman (2015) shows that literacy instruction incorporating text-processing activities like summarizing and generating questions improves content learning outcomes in social studies.

Elleman and Oslund (2019) reviews theoretical and empirical research in reading comprehension, discussing the importance of background knowledge, vocabulary, inference, and comprehension monitoring skills.

Kim, Lee and Zuilkowski (2020) examines literacy interventions in low- and middle-income countries, showing an overall positive effect on children's reading skills, particularly in emergent literacy skills.

To sum up, in the field of reading literacy, scholars illustrated the breadth of research focused on understanding and improving reading literacy from various perspectives, including cognitive, social, and technological, indicating the importance of reading literacy

Chapter 3

Research Methodology

This research used Mixed Method of Research. This research is divided into 3 phases.

Phase 1 was conducted to answer research **objective 1**: To examine the factors affecting reading literacy of undergraduate students in Guangxi Province.

Phase 2 was conducted to answer research **objective 2**: To develop SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University.

Phase 3 was conducted to answer research **objective 3**: To study the results of implementing SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University.

The details are as follows.

Phase 1 was conducted to answer research objective 1: To examine the factors affecting reading literacy of undergraduate students in Guangxi Province.

Population

Group 1: 150 former students who already completed Reading and Appreciation course and majoring in liberal arts at 1st semester of the academic year 2022-2023 in Guangxi Province.

- 1) 50 students from Guangxi Minzu University
- 2) 50 students from Guangxi University
- 3) 50 students from Nanning Normal University

Research instrument

The questionnaire for students

Designing instrument1

1. Study Reading and Appreciation course and factors affecting undergraduate students' reading literac.

2. Design a questionnaire on factors to improve reading literacy of the students at Guangxi Province.

Part 1 Common data of the respondent in overall.

Part 2 Internal factors 6 numbers, external factors 6 numbers

Part 3 Suggestion.

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

4. Assess the validity of questionnaire on factors to improve reading literacy of the students at Guangxi Province by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011)

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

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

-1 = The contents are not related to the topics

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

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

Score rating criteria

5 means strongly agree

4 means agree

3 means neutral

2 means disagree

1 means strongly disagree

Quality Validation

Using IOC by 3 experts (List name in Appendix A) to test the quality of questionnaire

Data Collection

1. Ask for permission for data collection.

2. Sent questionnaire to students

3. Collect data from the assigned students using the developed questionnaire.

Data Analysis

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

4.51-5.00 means strongly agree

3.51-4.50 means agree

2.51-3.50 means neutral

1.51-2.50 means disagree

1.00-1.50 means strongly disagree

Descriptive Statistics i.e., Frequency, MEAN (μ), Standard Deviation (σ)

Group 2: 3 lecturers who are teaching Reading and Appreciation course from 3 colleges in Guangxi Province.

1) 1 Lecturer from Guangxi Minzu University

2) 1 Lecturer from Guangxi University

3) 1 Lecturer from Nanning Normal University

Research instrument

The interview for the lecturers

Designing instrument 2

1. Study literature on teaching model based on SQ4R, improving of reading literacy, and factors affecting the reading literacy of undergraduate students.

2. Design the draft of open-ended interview on factors affecting reading literacy of undergraduate students.

Part 1 Common data of the respondent in overall.

Part 2 Internal factors 5 numbers, external factors 5 numbers

Part 3 Suggestion.

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

4. Assess the validity of open-end interview on factors affecting reading literacy for the students at Guangxi Province by 3 experts (List name in Appendix A) through Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011).

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

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

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

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

1. Do the open-end interview in three local College in Guangxi Province. The open-end interview type can only be answered by the lecturers.

Quality Validation

Using IOC by 3 experts (List name in Appendix A) to test the quality of open-end interview.

Data Collection

1. Ask for permission for data collection.
2. Sent interview to lecturers
3. Collect data from the assigned lecturers using the developed interview.

Data Analysis

Content analysis

Output Phase 1

The internal and external factors that affect the reading literacy of undergraduate students by table 3.1.

Table 3.1 Conduct research from Phase 1

Topics	Details
Research process	Analyzed the internal and external influencing factors from students and lecturers
Research objective	To examine the factors affecting reading literacy of undergraduate students in Guangxi Province.
Conduct research	Designing instrument 1 (The questionnaire for students). Designing instrument 2 (The interview for the lecturers). Assess the validity by 3 experts (List name from Appendix A)
Target group	1) 150 former students who already completed Reading and Appreciation course and majoring in liberal arts at 1st semester of the academic year 2022-2023 in Guangxi Province. 2) 3 lecturers who are teaching Reading and Appreciation course from 3 colleges in Guangxi Province.

Table 3.1 (Continued)

Topics	Details
Instrument	<p>1) Questionnaire for students.</p> <p>Part 1: About Common data of the respondent in overall. (N-150)</p> <p>Part 2: About internal and External Factors. 6 items of internal factors; 6 items of external factors;</p> <p>Part 3: Suggestions.</p> <p>1) Interview for the lecturers.</p> <p>Part 1: About Common data of the respondent in overall. (N-3)</p> <p>Part 2: 10 questions. 5 questions for internal factors; 5 questions for external factors;</p> <p>Part 3: Suggestions</p>
Data analysis	<p>1) Descriptive Statistics i.e., Frequency, mean (μ), standard deviation (σ) for questionnaires.</p> <p>2) Content analysis for interview</p>
Output	<p>The results show that the internal factors that affect the reading literacy of undergraduate students include psychology and physical, knowledge and skills, attitude, and the external factors include method of teaching, materials, and environment.</p>

Phase 2 was conducted to answer research objective 2: To develop SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University.

Research instrument

Designing instrument about the questionnaire on confirming the model

1. Design a questionnaire on confirming the appropriateness of the model in terms of accuracy standards, propriety standards, feasibility standards, and utility standards

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

3. Assess the validity of the questionnaire on confirming the appropriateness of the instructional model by 3 experts through frequency and percentage.

Designing instrument

1. Study related concepts, principles, process about developing instructional model, including results in terms of factors affecting reading literacy from research objective 1.

2. Design the development of SQ4R model to improve reading literacy of undergraduate students to be the handout which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & materials and 5) Evaluation, is in 4 aspects standards: 1) Utility standards, 2) Feasibility standards, 3) Propriety standards and 4) Accuracy standards.

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

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

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

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

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

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

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

6. Designing the conformity assessment form of SQ4R Model.

Data Collection

1. Ask for permission of data collection

2. Sent the questionnaire to experts

3. Collect appropriateness of the teaching model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard from the 3 experts using the developed conformity assessment form of SQ4R Model.

Data Analysis

Descriptive analysis i.e. frequency and percentage.

The acceptable items must not be less than 100%.

Output Phase 2

The appropriateness of SQ4R model has been confirmed by experts for further implementation by table 3.2.

Table 3.2 Conduct research from Phase 2

Topics	Details
Research process	Develop SQ4R model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard.
Research objective	To develop SQ4R model to improve reading literacy of undergraduate students in Guangxi Minzu University.
Conduct research	Designing instrument 1 (IOC from 3 experts in development of SQ4R model). Designing instrument 2 (Confirming development of SQ4R by 3 experts)
Target group	By 3 experts through Item-Objective Congruence (IOC) according to the criteria.
Instrument	Questionnaire for experts Part 1: 5 items of Utility Standards Part 2: 5 items of Feasibility Standards Part 3: 5 items of Propriety Standards Part 4: 5 items of Accuracy Standards Part 5: Suggestions
Data analysis	Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100%.
Output	The suitability of SQ4R model, which is confirmed by 3 experts for further implementation.

Summary handout of SQ4R instructional model by figure 3.1

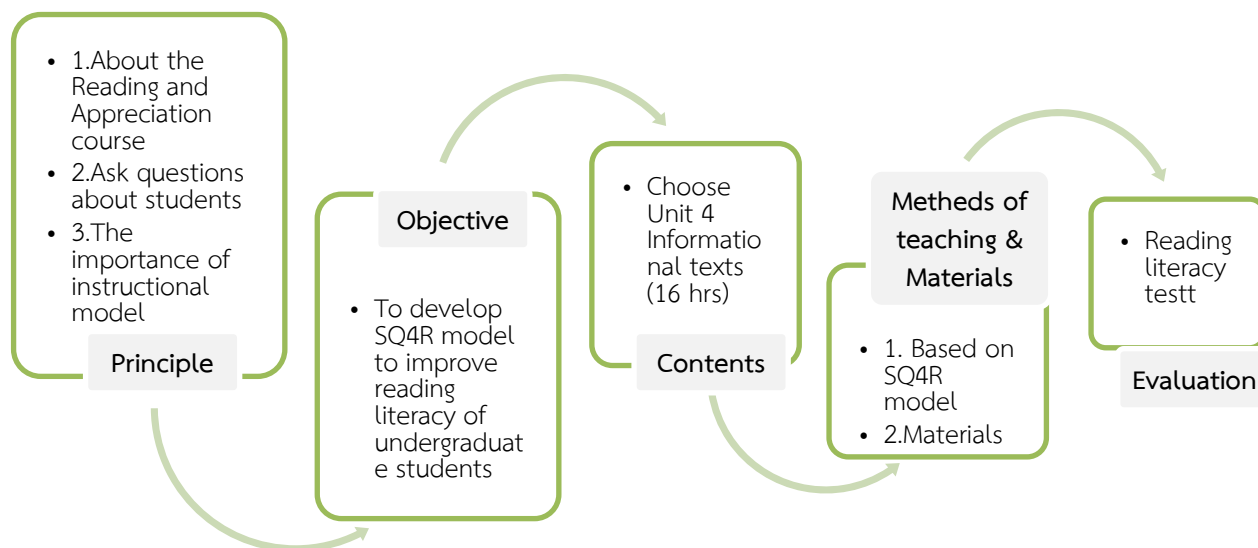


Figure 3.1 Summary handout of SQ4R instructional model

From the figure 3.1 show that the summary handout of SQ4R model that consist of 1) Principle were as about the Reading and Appreciation course, Ask question about students and the important of instructional model 2) Objective there are to develop SQ4R model to improve reading literacy of undergraduate students 3) Contents there are choose unit 4 Informational texts 4) Method of teaching and materials there are based on SQ4R model and materials and 5) Evaluation were as through reading literacy test.

Phase 3 was conducted to answer research objective 3: To study the results of implementing SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University.

Population

The total of 160 freshmen from 4 classes of students with different levels of proficiency – beginner, intermediate, and advanced, who enrolled in Reading and Appreciation Course at Guangxi Minzu University in semester 1 academic year 2023-2024. Those sections involve the following.

- 40 students in class 1
- 40 students in class 2

40 students in class 3

40 students in class 4

The Sample Group

The 40 students who enroll in Reading and Appreciation course from class 1 are obtained by simple random sampling.

Table 3.3 Research design

T1	X	T2
Pre-test	SQ4R model	Post-test

T1-Pre-test

X-SQ4R model

T2-Post-test

Research instruments

1. Lesson plans using SQ4R Model
2. Reading literacy test

Designing instrument 1

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

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

3. Assess the validity of the designed lesson plans by 3 experts (List name in Appendix A) through Item-Objective Congruence (IOC) according to the criteria as shown below: (Phongsri, 2011)

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

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

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

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

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

Designing instrument 2

Reading literacy test

1. Study the testing objectives aligned with reading literacy and design reading literacy test within 3 dimensions consist of dimension 1) Locate and recall, dimension 2) Integrate and interpret and dimension 3) Critique and evaluate according to Bloom's Taxnomy.

2. Present the developed reading literacy test to the advisors for checking correctness, completion and improvement.

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

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

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

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

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

4. Conduct a try-out of the developed reading literacy test with another group of samples for analyzing difficulty value (p), discrimination power (r), and reliability (KR-20). The calculated p value measures 0.50, 0.69 for r value, and very good for reliability.

The criteria of difficulty value (p) (Tirakanan, 2008)

0.81-1.00- Very easy (To delete)

0.61-0.80- Near easy (Good)

0.41-0.60- Difficult (Good)

0.21-0.40- Near difficult (Good)

0.00-0.20- Very difficult (To delete)

The criteria of discrimination power (r) (Tirakanan, 2008)

0.40-1- Very good

0.30-0.39- Good

0.20-0.29- Can not used (To delete)

-1.00-0.19- Can not used (To delete)

5. Conduct Cronbach's alpha measure 0.716

Data Collection

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

Data Analysis

Descriptive statistics – MEAN and standard deviation

Inferential statistics – Paired t-test for dependent samples

Relative Developmental Scores proposed by Kanjanawasee (2009, p266-267) as shown below.

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

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

Table 3.4 Criteria of interpreting learning outcomes by relative developmental scores

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

Expected Output Phase 3

After implementing SQ4R Model, students' reading literacy will be higher than before the experiment. According to reading literacy test criteria into their levels descriptor by table 3.4.

Table 3.5 Conduct research from Phase 3

Topics	Details
Research process	Deign lesson plan and reading literacy test, using the developed SQ4R model for teaching experiments.
Research objective	To study the results of SQ4R model to improve reading literacy of undergraduate students in Guangxi Minzu University.
Conduct research	Designing instrument 1 (lesson plan) Designing instrument 2 (Reading literacy test)
Target group	The 40 students who enroll in Reading and Appreciation course at Guangxi Minzu University in the 1st semester of the academic year 2023-2024 from class 1 by cluster random sampling.
Instrument	1) Lesson plans using SQ4R Model 2) Reading literacy test
Data analysis	Descriptive statistics – MEAN and standard deviation Inferential statistics – Paired t-test for dependent samples
Output	After implementing SQ4R model, students' reading literacy will be higher than before the experiment.

Chapter 4

Result of Analysis

In the study of “Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students”, the researcher studied the documents concerning the following.

Objective 1: To examine the factors affecting reading literacy of undergraduate students in Guangxi Province.

Objective 2: To develop SQ4R model to improve reading literacy of undergraduate students in Guangxi Minzu University.

Objective 3: To study the results of implementing SQ4R model to improve reading literacy of undergraduate students in Guangxi Minzu University.

Data Analysis Results

Analysis results serving objective 1: To examine the factors affecting reading literacy of undergraduate students in Guangxi Province.

The students questionnaire analysis results

The sample group for research objective 1 is composed of undergraduate students from three universities in Guangxi Province. The common data of the respondent is shown in Table 4.1.

Table 4.1 Common data of the respondent in overall (N-150)

Data	Frequency	Percentage
Gender		
Male	54	36.00
Female	96	64.00
Total	150	100.00
Age		
Below 18 yrs.	0	0.00
18-20 yrs.	125	83.00
21-23 yrs.	25	17.00
Over 23 yrs.	0	0.00
Total	150	100.00

From table 4.1, the common data of the respondent in overall that the most gender is female, 64.00% of the total. The male respondents make up 36.00% of the total. The age was concentrated in 18-20 years old, accounting for 83% of the total, 21-23 years old accounting for 17% of the total.

Table 4.2 The result of questionnaire from students in overview (N-150)

Factors	μ	σ	Interpre- -tation	Ranking
Internal factors (Knowledge and Skills, Psychology and Physical, Attitude)				
1. Students belief that background knowledge is a reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text. Knowledge of the topic provides readers enough understanding to make meaning and build onto what they currently know and be able to improve students' reading literacy.	4.34	1.002	Agree	5
2. Students' belief that reading is a part of literacy skills that include listening, speaking, and writing, such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds, vocabulary, spelling, and comprehension and be able to improve students' reading literacy.	4.26	1.065	Agree	6
3. Students' belief that a reader's motives heavily affect how they read, and subsequently use this reading to analyze the psychological response of the reader and be able to improve students' reading literacy.	4.41	0.899	Agree	4

Table 4.2 (Continued)

Factors	μ	σ	Interpre- -tation	Ranking
4. Students' belief that: Cognitive health: Reading enhances critical thinking skills and creativity. It also broadens vocabulary, boosts knowledge and stimulates imagination. Emotional health: Books can make to feel all the feels, from happiness and surprise to sadness, fear and anger.	4.55	0.902	Strong Agree	1
5. Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively.	4.52	0.775	Strong Agree	2
6. Students' belief that if have positive reading attitudes tend to be willing to read, enjoy reading, become proficient, and become lifelong readers.	4.49	0.833	Agree	3
Total Average of Internal Factors	4.43	0.920	Agree	
External factors (Method of Teaching, Materials, Environment)				
1. Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy.	4.45	0.917	Agree	2
2. Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy.	4.59	0.828	Strong Agree	1

Table 4.2 (Continued)

Factors	μ	σ	Interpre- -tation	Ranking
3. Students' belief that teachers used various materials, suitable evaluation, textbooks and outsource reading make more to improve reading literacy.	4.44	0.894	Agree	3
4. Students' belief that resources (libraries, Internet, etc.) and technological tools (computers, etc.) for obtaining reading materials to improve reading literacy.	4.38	0.932	Agree	4
5. Students' belief that the class size is reasonable, the classroom and reading environment are clean and distraction-free, and the learning culture, atmosphere and teacher-student interaction are positive to improve students' reading literacy.	4.35	0.928	Agree	5
6. Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills.	4.20	1.105	Agree	6
Total Average of External Factors	4.40	0.943	Agree	

Table 4.2 indicates that internal factors affecting the reading literacy are found to be at a agree level overall ($\mu=4.43$). Considering each item individually, it was found that No.4 Students' belief that: Cognitive health: Reading enhances critical thinking skills and creativity. It also broadens vocabulary, boosts knowledge and stimulates imagination. Emotional health: Books can make to feel all the feels, from happiness and surprise to sadness, fear and anger have the highest ($\mu=4.55$), followed by No.5 Students' belief that who develop a positive attitude towards

reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively ($\mu=4.52$), and the lowest is No.2 Students' belief that reading is a part of literacy skills that include listening, speaking, and writing, such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds, vocabulary, spelling, and comprehension and be able to improve students' reading literacy ($\mu=4.26$).

For external factors affecting the reading literacy, the overall level is found to be agree ($\mu=4.403$). Considering each item individually, it was found that No.2 Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy has the highest ($\mu=4.59$), followed by No.1 Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy ($\mu=4.45$), and the lowest is No.6 Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills. ($\mu=4.20$).

Table 4.3 Common data of the respondent in Guangxi Minzu University (N-50)

Data	Frequency	Percentage
Gender		
A. Male	21	42.00
B. Female	29	58.00
Total	50	100.00
Age		
A. Below 18 yrs.	0	0.00
B. 18-20 yrs.	42	84.00
C. 21-23 yrs.	8	16.00
D. Over 23 yrs.	0	0.00
Total	50	100.00

From table 4.3 the common data of the respondent majoring in Literature the most gender is female, 58%. The most age is 18-20 yrs, 84%.

Table 4.4 The result of questionnaire from students in Guangxi Minzu University (N-50)

Factors	μ	σ	Interpre-tation	Ranking
Internal factors (Knowledge and Skills, Psychology and Physical, Attitude)				
1. Students belief that background knowledge is a reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text. Knowledge of the topic provides readers enough understanding to make meaning and build onto what they currently know and be able to improve students' reading literacy.	4.42	0.928	Agree	5
2. Students' belief that reading is a part of literacy skills that include listening, speaking, and writing, such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds, vocabulary, spelling, and comprehension and be able to improve students' reading literacy.	4.26	1.046	Agree	6
3. Students' belief that a reader's motives heavily affect how they read, and subsequently use this reading to analyze the psychological response of the reader and be able to improve students' reading literacy.	4.48	0.814	Agree	3
4. Students' belief that: Cognitive health: Reading enhances critical thinking skills and creativity. It also broadens vocabulary, boosts knowledge and stimulates imagination. Emotional health: Books can	4.54	0.885	Strong Agree	2

Table 4.4 (Continued)

Factors	μ	σ	Interpre- -tation	Ranking
make to feel all the feels, from happiness and surprise to sadness, fear and anger.				
5. Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively.	4.58	0.758	Strong Agree	1
6. Students' belief that if have positive reading attitudes tend to be willing to read, enjoy reading, become proficient, and become lifelong readers.	4.46	0.93	Agree	4
Total Average of Internal Factors	4.46	0.897	Agree	
External factors (Method of Teaching, Materials, Environment)				
1. Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy.	4.44	0.917	Agree	2
2. Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy.	4.60	0.828	Strong Agree	1
3. Students' belief that teachers used various materials, suitable evaluation, textbooks and outsource reading make more to improve reading literacy.	4.32	0.894	Agree	4

Table 4.4 (Continued)

Factors	μ	σ	Interpre- -tation	Ranking
4. Students' belief that resources (libraries, Internet, etc.) and technological tools (computers, etc.) for obtaining reading materials to improve reading literacy.	4.26	0.932	Agree	5
5. Students' belief that the class size is reasonable, the classroom and reading environment are clean and distraction-free, and the learning culture, atmosphere and teacher-student interaction are positive to improve students' reading literacy.	4.36	0.928	Agree	3
6. Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills.	4.06	1.105	Agree	6
Total Average of External Factors	4.34	1.024	Agree	

Table 4.4 indicates that internal factors affecting the reading literacy are found to be at a agree level overall ($\mu=4.46$). Considering each item individually, it was found that No.5 Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively have the highest ($\mu=4.58$), followed by No.4 Students' belief that: Cognitive health: Reading enhances critical thinking skills and creativity. It also broadens vocabulary, boosts knowledge and stimulates imagination. Emotional health: Books can make to feel all the feels, from happiness and surprise to sadness, fear and anger ($\mu=4.54$), and the lowest is No.2 Students' belief that reading is a part of literacy skills that include listening, speaking, and writing, such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds,

vocabulary, spelling, and comprehension and be able to improve students' reading literacy ($\mu=4.26$).

For external factors affecting the reading literacy, the overall level is found to be agree ($\mu=4.34$). Considering each item individually, it was found that No.2 Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy has the highest mean ($\mu=4.60$), followed by No.1 Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy ($\mu=4.44$), and the lowest is No.6 Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills ($\mu=4.06$).

Table 4.5 Common data of the respondent in Guangxi University (N-50)

Data	Frequency	Percentage
Gender		
Male	24	48.00
Female	26	52.00
Total	50	100.00
Age		
Below 18 yrs.	0	0.00
18-20 yrs.	39	78.00
21-23 yrs.	11	22.00
Over 23 yrs.	0	0.00
Total	50	100.00

From table 4.5 the common data of the respondent majoring in Literature the most gender is female, 52%. The most age is 18-20 yrs, 78%.

Table 4.6 The result of questionnaire from students in Guangxi University (N-50)

Factors	μ	σ	Interpre- -tation	Ranking
Internal factors (Knowledge and Skills, Psychology and Physical, Attitude)				
1. Students belief that background knowledge is a reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text. Knowledge of the topic provides readers enough understanding to make meaning and build onto what they currently know and be able to improve students' reading literacy.	4.34	0.928	Agree	5
2. Students' belief that reading is a part of literacy skills that include listening, speaking, and writing, such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds, vocabulary, spelling, and comprehension and be able to improve students' reading literacy.	4.24	1.046	Agree	6
3. Students' belief that a reader's motives heavily affect how they read, and subsequently use this reading to analyze the psychological response of the reader and be able to improve students' reading literacy.	4.42	0.814	Agree	4
4. Students' belief that: Cognitive health: Reading enhances critical thinking skills and creativity. It also broadens vocabulary, boosts knowledge and stimulates imagination. Emotional health: Books can make to feel all the feels, from happiness and surprise to sadness, fear and anger.	4.58	0.885	Strong Agree	1

Table 4.6 (Continued)

Factors	μ	σ	Interpre- -tation	Ranking
5. Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively.	4.56	0.758	Strong Agree	2
Internal factors (Knowledge and Skills, Psychology and Physical, Attitude)				
6. Students' belief that if have positive reading attitudes tend to be willing to read, enjoy reading, become proficient, and become lifelong readers.	4.54	0.93	Strong Agree	3
Total Average of Internal Factors	4.45	0.922	Agree	
External factors (Method of Teaching, Materials, Environment)				
1. Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy.	4.50	0.917	Agree	4
2. Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy.	4.60	0.828	Strong Agree	1
3. Students' belief that teachers used various materials, suitable evaluation, textbooks and outsource reading make more to improve reading literacy.	4.54	0.894	Strong Agree	2

Table 4.6 (Continued)

Factors	μ	σ	Interpre- -tation	Ranking
4. Students' belief that resources (libraries, Internet, etc.) and technological tools (computers, etc.) for obtaining reading materials to improve reading literacy.	4.54	0.932	Strong Agree	2
5. Students' belief that the class size is reasonable, the classroom and reading environment are clean and distraction-free, and the learning culture, atmosphere and teacher-student interaction are positive to improve students' reading literacy.	4.34	0.928	Agree	5
6. Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills.	4.28	1.105	Agree	6
Total Average of External Factors	4.47	0.875	Agree	

Table 4.6 indicates that internal factors affecting the reading literacy are found to be at a agree level overall ($\mu=4.45$). Considering each item individually, it was found that No.4 Students' belief that: Cognitive health: Reading enhances critical thinking skills and creativity. It also broadens vocabulary, boosts knowledge and stimulates imagination. Emotional health: Books can make to feel all the feels, from happiness and surprise to sadness, fear and anger have the highest ($\mu=4.58$), followed by No.5 Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively ($\mu=4.56$), and the lowest is No.2 Students' belief that reading is a part of literacy skills that include listening, speaking, and writing, such things as awareness of the sounds of language, awareness of print, and the relationship between letters

and sounds, vocabulary, spelling, and comprehension and be able to improve students' reading literacy ($\mu=4.24$).

For external factors affecting the reading literacy the overall level is found to be agree ($\mu=4.47$). Considering each item individually, it was found that No.2 Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy has the highest ($\mu=4.60$), followed by No.3 Students' belief that teachers used various materials, suitable evaluation, textbooks and outsource reading make more to improve reading literacy and No.4 Students' belief that resources (libraries, Internet, etc.) and technological tools (computers, etc.) for obtaining reading materials to improve reading literacy ($\mu=4.54$), and the lowest is No.6 Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills ($\mu=4.28$).

Table 4.7 Common data of the respondent in Nanning Normal University (N-50)

Data	Frequency	Percentage
Gender		
A. Male	9	18.00
B. Female	41	82.00
Total	50	100.00
Age		
A. Below 18 yrs.	0	0.00
B. 18-20 yrs.	44	88.00
C. 21-23 yrs.	6	12.00
D. Over 23 yrs.	0	0.00
Total	50	100.00

From table 4.7 the common data of the respondent majoring in Literature the most gender is female, 82%. The most age is 18-20 yrs, 88%.

Table 4.8 The result of questionnaire from students in Nanning Normal University (N-50)

Factors	μ	σ	Interpre- -tation	Ranking
Internal factors (Knowledge and Skills, Psychology and Physical, Attitude)				
1. Students belief that background knowledge is a reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text. Knowledge of the topic provides readers enough understanding to make meaning and build onto what they currently know and be able to improve students' reading literacy.	4.26	1.084	Agree	6
2. Students' belief that reading is a part of literacy skills that include listening, speaking, and writing, such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds, vocabulary, spelling, and comprehension and be able to improve students' reading literacy.	4.28	1.031	Agree	5
3. Students' belief that a reader's motives heavily affect how they read, and subsequently use this reading to analyze the psychological response of the reader and be able to improve students' reading literacy.	4.34	0.961	Agree	3
4. Students' belief that: Cognitive health: Reading enhances critical thinking skills and creativity. It also broadens vocabulary, boosts knowledge and stimulates imagination. Emotional health: Books can make to feel all the feels, from happiness and surprise to sadness, fear and anger.	4.52	0.909	Strong Agree	2

Table 4.8 (Continued)

Factors	μ	σ	Interpre-tation	Ranking
5. Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively.	4.43	0.785	Agree	1
Internal factors (Knowledge and Skills, Psychology and Physical, Attitude)				
6. Students' belief that if have positive reading attitudes tend to be willing to read, enjoy reading, become proficient, and become lifelong readers.	4.48	0.886	Agree	4
Total Average of Internal Factors	4.38	0.945	Agree	
External factors (Method of Teaching, Materials, Environment)				
1. Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy.	4.42	0.95	Agree	2
2. Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy.	4.58	0.906	Strong Agree	1
3. Students' belief that teachers used various materials, suitable evaluation, textbooks and outsource reading make more to improve reading literacy.	4.36	0.813	Agree	4

Table 4.8 (Continued)

Factors	μ	σ	Interpre-tation	Ranking
4. Students' belief that resources (libraries, Internet, etc.) and technological tools (computers, etc.) for obtaining reading materials to improve reading literacy.	4.34	0.961	Agree	5
5. Students' belief that the class size is reasonable, the classroom and reading environment are clean and distraction-free, and the learning culture, atmosphere and teacher-student interaction are positive to improve students' reading literacy.	4.36	0.851	Agree	3
6. Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills.	4.26	1.046	Agree	6
Total Average of External Factors	4.40	0.922	Agree	

Table 4.8 indicates that internal factors affecting the reading literacy are found to be at a agree level overall ($\mu=4.38$). Considering each item individually, it was found that No.5 Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively have the highest ($\mu=4.52$), followed by No.6 Students' belief that if have positive reading attitudes tend to be willing to read, enjoy reading, become proficient, and become lifelong readers ($\mu=4.48$), and the lowest is No.1Students belief that background knowledge is a reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text. Knowledge of the topic provides readers enough understanding to make meaning and build onto what they currently know and be able to improve students' reading literacy ($\mu=4.26$).

For external factors affecting the reading literacy, the overall level is found to be agree ($\mu=4.40$). Considering each item individually, it was found that No.2 Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy has the highest ($\mu=4.58$), followed by No.1 Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy ($\mu=4.42$), and the lowest is No.6 Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills ($\mu=4.26$).

The Lecturers Interview analysis results

The interviews include three lecturers who taught the "Reading and Appreciation" course. They are from the College of Liberal Arts of Guangxi Minzu University, the College of Liberal Arts of Guangxi University, and the College of Liberal Arts of Nanning Normal University, with one lecturer from each university. The common data of the respondents are shown in table 4.9.

Table 4.9 Common data of the respondents in overall (N-3)

Data	Frequency	Percentage
Gender		
Male	1	33.30
Female	2	66.70
Total	3	100.00
Experience teaching		
Below 3 yrs.	0	0.00
3-6 yrs.	0	0.00
7-9 yrs.	1	33.30
Over 9 yrs.	2	66.70
Total	3	100.00

Table 4.9 (Continued)

Data	Frequency	Percentage
Age		
Below 25 yrs.	0	0.00
26-30 yrs.	0	0.00
31-35 yrs.	1	33.30
Over 35 yrs.	2	66.70
Total	3	100.00

From table 4.9 the common data of the lecturers shows that the most common gender is Female, representing 66.70% of the respondents, the highest teaching experience falls in the range of over 9 years, also at 66.70%, while the highest age group is above 35 years old, making up 66.70%.

Interview Lecturers Results

After interviews with three lecturers, the factors that affect the reading literacy of undergraduate students are summarized as follows.

Internal Factors

The internal factors affecting undergraduate students' reading literacy in Guangxi Province are as follows: 1) Teachers' knowledge and teaching skills of current Reading and Appreciation Course play an important role in cultivating students' reading literacy. 2) Teachers continue to receive training in cutting-edge knowledge and teaching skills in reading and appreciation courses. This is very important for cultivating students' reading literacy. 3) Teachers' personal lives, including physical and mental health, family responsibilities, and work-life balance, will also affect the development of students' reading literacy. 4) Teachers' personal beliefs about education, learning, and their role as educators will affect the development of students' reading literacy.

5) Teachers' attitudes towards classroom teaching and students (including language, expressions, movements, etc.) will affect the development of students' reading literacy.

External Factors

The external factors affecting undergraduate students' reading literacy in Guangxi Province are as follows: 1) Teachers' teaching skills and strategies and

methods of organizing classes directly affect students' enthusiasm and the development of reading literacy. 2) The SQ4Q reading method has clear steps and clear purposes. Using the SQ4R model can improve students' reading literacy. Besides that can also use mind mapping to help with reading. 3) In terms of teaching materials, in addition to using textbooks arranged by the school, it is also necessary to use multimedia means to enrich students' teaching materials. 4) Small class teaching (less than 40 students), quiet and clean classroom environment, active classroom atmosphere, and active group discussions are very important for the cultivation of reading literacy. 5) Improving and perfecting course evaluation methods is very important to clarify course goals and improve students' reading literacy.

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

Table 4.10 Summary of factors affecting reading literacy of undergraduate students

Students' opinion		Lecturers' opinion		Synthesized opinion	
Internal Factors	External Factors	Internal Factors	External Factors	Internal Factors	External Factors
1.Students' belief that background knowledge and knowledge of the topic provides readers enough understanding to make meaning and build onto what they currently know and be able to improve students' reading literacy.	1.Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy.	1. Teachers' knowledge and teaching skills of current Reading and Appreciation Course play an important role in cultivating students' reading literacy.	1. How do you organize the class and motivate the students more active to study are very important to the students' reading literacy	1.Knowledge and Skills: It is important for students to have prior knowledge and skills about reading to develop current reading literacy, and it is equally important for teachers to have the knowledge and skills to teach reading and appreciation courses.	1. Method of Teaching: Instructional design and teaching methods, as well as the way teachers organize classes, directly affect the cultivation of students' reading literacy. Teachers should use diverse teaching methods, such as SQ4R model.
2.Students' belief that improving listening, speaking, and writing skills can be able to improve students' reading literacy.	2.Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between	2.Teachers should continue to receive training in cutting-edge knowledge and teaching skills in reading and	2.The SQ4Q reading method has clear steps and clear purposes. Using the SQ4R model can improve students' reading literacy. Besides	2.Psychology and Physical: Students' motivation for reading and their belief that reading can improve their thinking	2.Materials: The use of various materials, appropriate assessments, teaching materials and access to reading materials

Table 4.10 (Continued)

Students' opinion		Lecturers' opinion		Synthesized opinion	
Internal Factors	External Factors	Internal Factors	External Factors	Internal Factors	External Factors
	classmates or groups to improve students' reading literacy.	appreciation courses This is very important for cultivating students' reading literacy..	that can also use mind mapping to help with reading.	skills and vent their emotions play a great role in improving reading literacy. Teachers' personal beliefs also affect the effectiveness of reading teaching.	(library, Internet, etc.) and technological tools (computers, etc.) in teaching and learning are more conducive to improving reading literacy.
3. Students believe that motives heavily affect students' reading literacy. Reading enhances critical thinking skills and creativity, can make to feel all the feels, from happiness and surprise to sadness, fear and anger.	3.Students' belief that teachers used various materials, suitable evaluation, textbooks and resources (libraries, Internet, etc.) and technological tools (computers, etc.) for obtaining reading materials make more to improve reading literacy.	3.Teachers' personal lives, including physical and mental health, family responsibilities, and work-life balance, will also affect the development of students' reading literacy.	3.In terms of teaching materials, in addition to using textbooks arranged by the school, it is also necessary to use multimedia means to enrich students' teaching materials.	3.Attitude: Students maintain a positive attitude towards reading, and teachers maintain a positive attitude towards teaching and students, which is very important for improving students' reading literacy.	3.Environment: A quiet and clean classroom environment, a good learning atmosphere, and the emphasis on reading by family, school, and society are also important for students to improve their reading literacy.

Table 4.10 (Continued)

Students' opinion		Lecturers' opinion		Synthesized opinion	
Internal Factors	External Factors	Internal Factors	External Factors	Internal Factors	External Factors
4. Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement.	4.Students' belief that the class size is reasonable, the classroom and reading environment are clean and distraction-free, and the learning culture, atmosphere and teacher-student interaction are positive to improve students' reading literacy.	4.Teachers' personal beliefs about education, learning, and their role as educators will affect the development of students' reading literacy.	4.Small class teaching (less than 40 students), quiet and clean classroom environment, active classroom atmosphere, and active group discussions are very important for the cultivation of reading literacy.		
5. Students' belief that if have positive reading attitudes tend to be willing to read, enjoy reading, become proficient, and become lifelong readers.	5.Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills.	5.Teachers' attitudes towards classroom teaching and students (including language, expressions, movements, etc.) will affect the development of students' reading literacy.	5.Improving and perfecting course evaluation methods is very important to clarify course goals and improve students' reading literacy.		

Analysis results serving objective 2: To develop SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University.

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

Table 4.11 Frequency and percentage of confirmability of utility, feasibility, propriety, and accuracy of the instructional model components in 3 components of instructional model by specialist

NO.	Components of Instructional Model Of SQ4R	Opinion of the Specialists															
		Utility				Feasibility				Propriety				Accuracy			
		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
		Frequency	Percentage00	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Principle and Rationale	3	100	0	0	3	100	0	0	3	100	0	0	3	100	0	0
2	Objectives	3	100	0	0	3	100	0	0	3	100	0	0	3	100	0	0
3	Contents	3	100	0	0	3	100	0	0	3	100	0	0	3	100	0	0
4	Methods of Teaching & Materials	3	100	0	0	3	100	0	0	3	100	0	0	3	100	0	0
5	Evaluation	3	100	0	0	3	100	0	0	3	100	0	0	3	100	0	0

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

Principle and Rationale

Principle and rationale of the instructional model is confirmed to be appropriate by 3 specialists 100% of all specialists; feasibility 3 specialists 100%; propriety 3 specialists 100%; and accuracy 3 specialists 100%.

Objectives

The objectives of principle and rationale of the instructional model is confirmed to be appropriate by 3 specialists 100% of all specialists; feasibility 3 specialists 100%; propriety 3 specialists 100%; and accuracy 3 specialists 100%.

Contents

The contents of principle and rationale of the instructional model is confirmed to be appropriate by 3 specialists 100% of all specialists; feasibility 3 specialists 100%; propriety 3 specialists 100%; and accuracy 3 specialists 100%.

Methods of Teaching & Materials

The methods of teaching & materials of principle and rationale of the instructional model is confirmed to be appropriate by 3 specialists 100% of all specialists; feasibility 3 specialists 100%; propriety 3 specialists 100%; and accuracy 3 specialists 100%.

Evaluation

The evaluation of teaching & materials of principle and rationale of the instructional model is confirmed to be appropriate by 3 specialists 100% of all specialists; feasibility 3 specialists 100%; propriety 3 specialists 100%; and accuracy 3 specialists 100%.

Analysis results serving objective 3: To study the results of implementing SQ4R Model to improve reading literacy of undergraduate students in Guangxi Minzu University.

Objective 3 analysis results are presented in 2 ways in this section: 1) comparing students' reading achievement between before and after the experiment using t-test for one-sample group which provide significant difference between before and after learning, and 2) reporting individual relative development score

(gained score) according to developmental rate as specified in chapter 3 with table and figure.

Table 4.12 The results of sample group of students' reading achievement before and after learning.

Group	Score	N	\bar{X}	S.D.	t	df	Sig.
Sample group	Pretest	40	104.28	7.435	-14.486	39	0.000
	Posttest	40	118.45	7.935			

*p<0.01

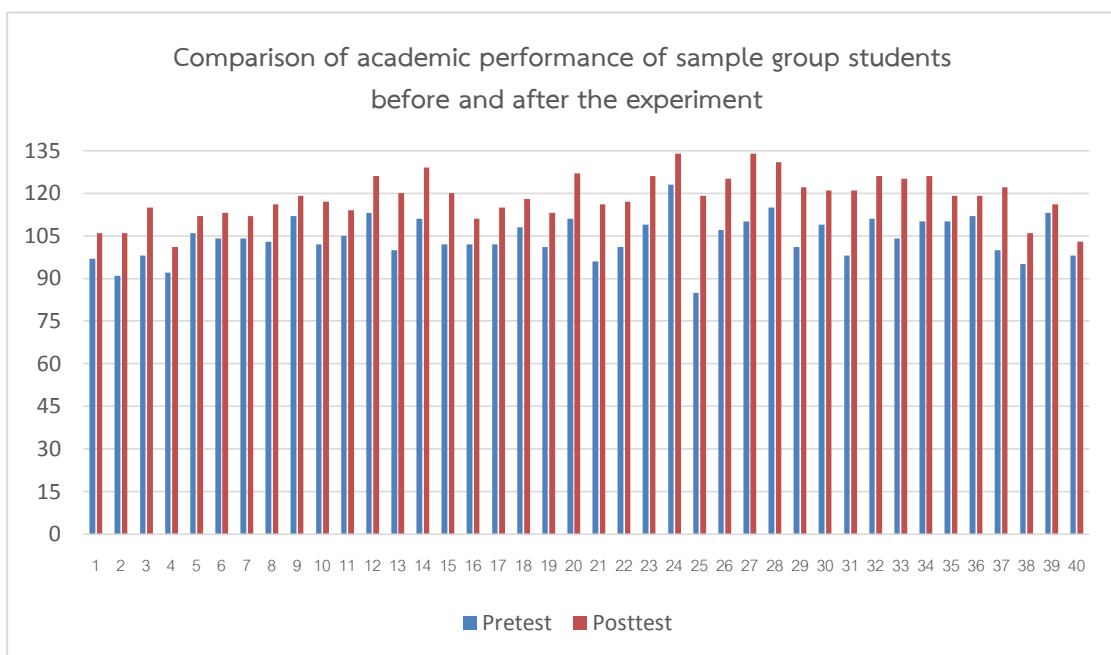


Figure 4.1 Comparison of academic performance of sample group students before and after the experiment

From table 4.12 and figure 4.1, the pretest average score is $\bar{X}=104.28$, S.D.=7.435, posttest average score is $\bar{X}=118.45$, S.D.=7.935. The posttest score is higher than pretest score 14.17. The result from t-test shows t-value of -14.486. Which is higher than t-distribution (Normal distribution) and p value=0.000 (*p<0.01). It can be concluded that the impact of reading on the academic performance of the sample group students before and after study is very significant.

Table 4.13 Relative developmental score of students' reading achievement of the sample group students.

NO.	Pretest score	Posttest score	Relative developmental score	Development level
1	97	106	23.68	Low
2	91	106	34.09	Moderate
3	98	115	45.95	Moderate
4	92	101	20.93	Low
5	106	112	20.69	Low
6	104	113	29.03	Moderate
7	104	112	25.81	Low
8	103	116	40.63	Moderate
9	112	119	30.43	Moderate
10	102	117	45.45	Moderate
11	105	114	30.00	Moderate
12	113	126	59.09	high
13	100	120	57.14	high
14	111	129	75.00	high
15	102	120	54.55	high
16	102	111	27.27	Moderate
17	102	115	39.39	Moderate
18	108	118	37.04	Moderate
19	101	113	35.29	Moderate
20	111	127	66.67	high
21	96	116	51.28	high
22	101	117	47.06	Moderate
23	109	126	65.38	high
24	123	134	91.67	Very high
25	85	119	68.00	high
26	107	125	64.29	high
27	110	134	96.00	Very high
28	115	131	80.00	Very high
29	101	122	61.76	high
30	109	121	46.15	Moderate
31	98	121	62.16	high
32	111	126	62.50	high
33	104	125	67.74	high

Table 4.13 (Continued)

NO.	Pretest score	Posttest score	Relative developmental score	Development level
34	110	126	64.00	high
35	110	119	36.00	Moderate
36	112	119	30.43	Moderate
37	100	122	62.86	high
38	95	106	27.50	Moderate
39	113	116	13.64	Low
40	98	103	13.51	Low
Total average	104.28	118.45	47.75	Moderate

From table 4.13, in overview, the relative developmental score of individual students' reading achievement is found at Moderate level ($\bar{X}=47.75$).

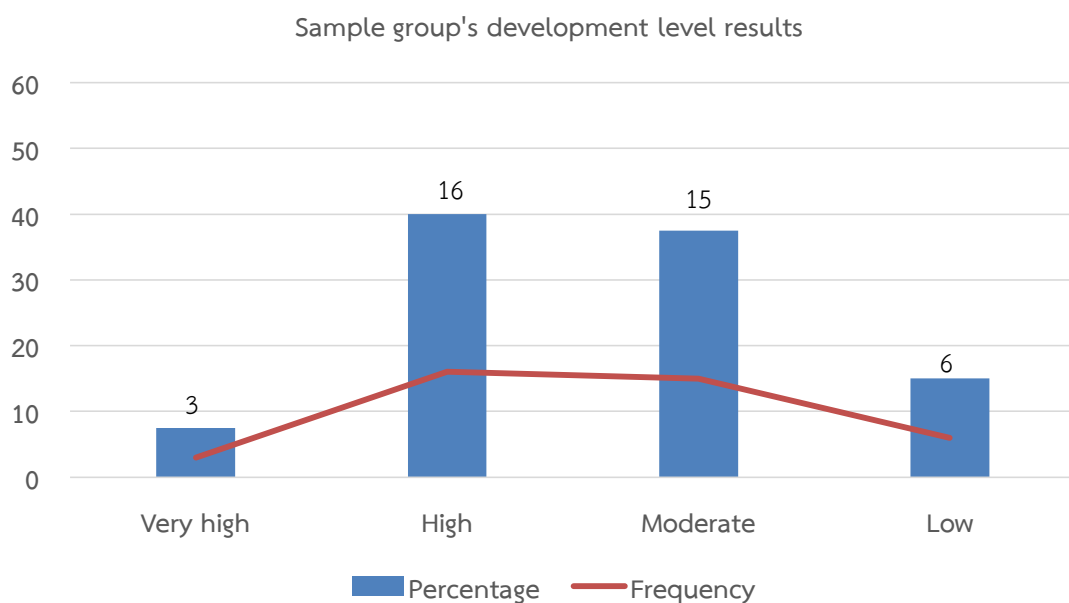


Figure 4.2 Sample group's development level results.

From figure 4.2, indicates that there are 3 students or 7.5% of all students at "Very high" development level of reading achievement; 16 students or 40% of all students at "High" development level; 15 students or 37.5% of all students at "Moderate" development level; 6 students or 15% of all students at "Low" development level.

Chapter 5

Conclusion Discussions and Recommendations

After analyzing and presenting data analysis results in chapter 4 as serving all 3 research objectives of the present study "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students", it can be concluded and discussed as follows. Further, some approaches are recommended on basis of the findings.

Conclusion

From the objectives of research

1. There are internal factors and external factors from both the students and lecturers affecting undergraduate students' reading literacy in Guangxi province. Internal factors mainly include 1) Knowledge and skills 2) Psychology and physical 3) Attitude. For external factors, they mainly include 1) Methods of teaching 2) Materials 3) Environment.

2. The SQ4R model to improve reading literacy of undergraduate students in Guangxi Minzu University include 5 components: 1) Principle and rationale 2) Objectives 3) Contents 4) Method of teaching & materials and 5) Evaluation. The model was 100% confirmed according to conformed to utility, feasibility, propriety, and accuracy standards as assessed by 3 specialists.

3. After the experiment, students' reading literacy was higher than that before the experiment at significance level .05. The relative developmental scores of individual students' reading literacy is found at Moderate level ($\bar{X}=47.75$). There are 3 students or 7.5% of all students at "Very high" development level of reading achievement; 16 students or 40% of all students at "High" development level; 15 students or 37.5% of all students at "Moderate" development level; 6 students or 15% of all students at "Low" development level.

Discussions

In the study of "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students", the researcher presented the documents concerning the following.

1. There are internal factors and external factors from both the students and lecturers affecting undergraduate students' reading literacy in Guangxi province according to:

Internal factors overall found at Agree level ($\mu=4.43$) and there are 3 internal factors mainly include 1) Knowledge and skills 2) Psychology and physical 3) Attitude.

For students: Having a foundation in basic reading skills (such as phonics, vocabulary, and comprehension strategies) is critical because it allows students to build on existing knowledge and acquire new reading skills more efficiently and effectively (Coltheart et al., 2001). Students with a strong foundation in the areas of decoding text, understanding vocabulary, and comprehending passages are better equipped to tackle more complex reading tasks and further develop their reading literacy (Anderson & Pearson, 1984). Students who are motivated to read are more likely to engage with text, seek out reading opportunities, and persist when faced with challenging material. Students are more likely to engage with text when they believe reading improves their thinking skills and provides emotional benefits. A belief that they value and invest time in reading can drive their commitment to reading literacy (Ryan & Deci, 2000).

For teachers: Teachers need a deep understanding of reading processes and strategies to effectively instruct students. In addition to teaching reading skills, teachers should also be adept at developing an appreciation for reading. This includes encouraging students to view reading as a valuable and enjoyable activity that enhances their cultural understanding and empathy (Snow, Burns, & Griffin, 1998). Teachers' beliefs about reading and its role in teaching can significantly influence their teaching effectiveness. Teachers who are passionate about reading and confident in their teaching abilities are more likely to inspire and motivate their students. Teachers who maintain a positive attitude toward teaching and students help create a supportive learning environment. This motivation can increase students' confidence, motivation, and interest in reading (Cornelius-White, 2007).

For external factors overall found at Agree level ($\mu=4.40$) and there are 3 external factors mainly include 1) Methods of teaching 2) Materials 3) Environment.

Employing a variety of teaching methods, such as the SQ4R model, caters to different learning styles and needs, making reading instruction more effective (Robinson, 1946). Diverse methods help engage students actively and foster deeper comprehension and retention of reading material. Incorporating a wide range of materials (textbooks, novels, articles, digital content) enriches the learning experience, exposing students to different genres, styles, and perspectives. Tailoring assessments to measure reading comprehension accurately and to identify areas for improvement helps in customizing instruction to meet students' needs. Ensuring students have access to a variety of reading materials, through libraries, the Internet, and other resources, encourages independent reading and exploration (Krashen, 2004). Integrating technology in teaching and learning, such as computers and educational software, can enhance interactive learning and provide additional resources for improving reading literacy (Leu et al., 2004). A well-organized, quiet, and clean classroom minimizes distractions, creating a conducive learning atmosphere that can enhance students' focus and engagement with reading activities. A positive and supportive classroom climate encourages students to participate, ask questions, and take risks in their learning, which is essential for literacy development (Cornelius-White, 2007).

2. The SQ4R model to improve reading literacy of undergraduate students in Guangxi Minzu University was 100% according to:

The principle and rationale of the instructional model was unanimously confirmed by all the specialists in terms of its utility standards, feasibility standards, propriety standards, and accuracy standards. These suggests that the underlying theory and reasoning of the development of SQ4R model are robust and conducive to improve undergraduate students' reading literacy.

The objectives of the instructional model were agreed upon by all specialists, this unanimity indicates that the goals set by the model are clear, relevant, and aimed at enhancing students' learning achievement.

The contents component also received a 100% confirmability score from all the specialists, underlining that the learning material and topics are suitable and well-designed for the model's aim.

The methods of teaching & materials were confirmed to be useful, utility standards, feasibility standards, propriety standards, and accuracy standards by all specialists. This unanimous agreement confirms that the teaching methods and resources employed are effective for the development of SQ4R model.

The evaluation component was unanimously confirmed by all specialists, underlining the effectiveness and appropriateness of the evaluation and feedback mechanisms to assess and enhancing students' reading literacy.

In conclusion, the unanimous confirmation by the specialists in terms of utility standards, feasibility standards, propriety standards, and accuracy standards attests to the robustness of the development of SQ4R model. It strongly suggests that this model, with its components, is well-positioned to improve students' reading literacy.

3. After the experiment, students' reading literacy was higher than that before the experiment at significance level .00. The relative developmental scores of individual students' reading literacy is found at Moderate level ($\bar{X} = 47.75$). The specific analysis is as follows

Firstly, the SQ4R method helps students systematically approach complex texts by breaking down the reading process into manageable steps. This structured approach facilitates the identification of key information and the drawing of inferences by encouraging students to actively engage with the material rather than passively read it. This active participation in the learning process enables students to better understand and retain material, making it easier to identify clear information and draw logical inferences (Thomas & Robinson, 1972). Therefore, students' scores in Locate and recall, the first dimension of reading literacy, have improved.

Secondly, by surveying a text, students can gain an overview of its structure and main ideas. This initial step helps them put the information they are about to read into context, laying the foundation for identifying problems, solutions, and cause-and-effect relationships in the text. Students will ask questions based on their investigation before reading in depth. With specific questions, students read to find answers. This targeted approach ensures they actively engage with the text, looking for evidence to support inferences about problems and solutions, cause and effect, and comparisons between ideas or situations. Reflection causes students to think repeatedly about the text and their initial questions. This step is critical for

synthesizing information, making connections between concepts, and evaluating arguments that do not state assumptions. It encourages students to consider how different pieces of information fit together and to draw conclusions based on evidence in the text (Thomas & Robinson, 1972). As a result, students' scores in the second dimension of reading literacy, Integrate and interpret, improved.

Thirdly, reflection allows students to think critically about the text, their initial questions, and the answers they found. This step is crucial for evaluating the author's craft (e.g., use of literary devices, structure) and considering the implications of the author's perspective. Students can reflect on questions like, "How does the author's technique influence the message?" or "What biases or assumptions underlie the author's viewpoint?" Reciting key information and insights gained from the reading and reflection phases helps students consolidate their understanding and articulate their analyses. This process encourages them to express their evaluations of the author's craft and perspective, reinforcing their ability to critically engage with texts. reviewing the material, along with the questions, reflections, and recitations, allows students to synthesize their critical analyses. This step helps ensure that they have a comprehensive understanding of the author's techniques, perspectives, and the text's broader implications (Thomas & Robinson, 1972). As a result, students' scores in Critique and evaluate, the third dimension of reading literacy, improved.

By systematically guiding students through these steps, the SQ4R approach promotes a critical and analytical engagement with texts. It encourages students to move beyond surface-level comprehension to a deeper analysis of the author's craft, perspective, and the text's place within a broader literary and cultural context. This method fosters critical literacy skills, enabling students to become more discerning readers and thinkers.

Recommendations

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

Applicability of results

To the students

1. Utilize Marginal Notes or Annotations

While reading, annotate the margins with brief notes, symbols, or questions. This can make the review process more efficient and enhance your understanding.

2. Leverage Technology

Use digital tools and apps for note-taking, organizing your questions, and reviewing summaries. Technology can also offer additional resources for understanding complex topics.

3. Practice Regularly

Like any skill, the effectiveness of the SQ4R method improves with practice. Regularly apply this approach across different subjects to become more proficient.

4. Adapt the Method

Feel free to adapt the SQ4R steps to fit your personal learning style or the specific demands of the material you're studying. The method is flexible and can be tailored to suit your needs.

5. Used In Other Course

The SQ4R method can also be applied to text reading in other subjects and is helpful for deepening understanding and critical thinking.

To the lectures:

1. Introduce the SQ4R Method Clearly

The lectures should explain each step: Begin by clearly explaining each step of the SQ4R method. Provide examples of how each step is applied to a text, and demonstrate the process using a text that is familiar to your students, avoid students' confusion about how to operate.

2. Use Varied Texts for Practice

Apply the SQ4R method to a variety of texts, including textbooks, articles, and literary works. This helps students see the versatility of the method and how it can be adapted to different types of reading material. In the experiment, the researcher only used informational texts, which may cause students to think that the SQ4R model is only effective for this type of text.

3. Incorporate Collaborative Learning

Encourage students to practice the SQ4R method in small groups. This allows them to share their questions and reflections, learn from each other's insights, and practice reciting and reviewing material collaboratively. During the experiment, it

was found that students were particularly interested in group activities and generated many interesting ideas through communication.

4. Encourage Reflection on the Process

Encourage students to reflect on their use of the SQ4R method. Ask them to consider how the method has affected their reading comprehension and study habits, and to identify any steps they find particularly beneficial or challenging. This helps them develop Metacognitive Skills and flexibly adapt their use of SQ4R methods.

To the institute:

1. Organize Professional Development Workshops

For teachers to familiarize them with the SQ4R approach, its benefits, and implementation strategies. These workshops can include practical sessions where teachers can practice creating lesson plans that incorporate SQ4R.

2. Create A Resource Pair

To develop and distribute resource materials for teachers and students that explain the SQ4R approach, including guides, posters, and videos. These resources are available in classrooms and libraries, as well as on the institution's website.

3. Promote A Reading Culture

Within schools by organizing book clubs, book discussions and reading challenges that incorporate the SQ4R approach. This helps students practice SQ4R in a supportive, collaborative environment.

4. Regularly Monitor and Evaluate

The effectiveness of SQ4R implementation in improving reading comprehension and literacy. Use teacher and student feedback to refine and adjust strategies for promoting SQ4R.

Future Research

In future, research on SQ4R model can be carried out in several key areas:

1. Technology integration

Investigate how digital tools and platforms can be designed or leveraged to support each step of the SQ4R approach. This includes developing applications, software, or electronic textbooks to facilitate interactive investigation, questioning, annotation, and review.

2. Compare research

Compare the effectiveness of the SQ4R approach with other reading strategies and instructional methods to identify best practices and potential areas for integration or combination.

3. Integration with other educational frameworks

Explore how the SQ4R approach can be combined with other educational frameworks and pedagogies, such as project-based learning, flipped classrooms or inquiry-based learning, to increase its effectiveness and applicability.

4. Teacher training and implementation

Explore the impact of teacher training on the effective implementation of the SQ4R approach, including identifying challenges and barriers to adoption in classroom settings and strategies to overcome these challenges and barriers.

These future research trends highlight continued interest in optimizing SQ4R reading methods to address contemporary educational challenges and opportunities, aiming to improve literacy and learning outcomes for students from diverse backgrounds.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of experts to validate research instruments

- | | |
|--|--|
| 1. Assistant Professor Dr. Sarayuth
Sethakajorn | Administration Program
Bansomdejchaopraya Rajabhat University |
| 2. Professor Dr. Yang Maoqing | Curriculum and Instruction Program
Guangxi Normal University |
| 3. Associate Professor. Zhu Chen | Chinese Language and
Literature Program
Guangxi Minzu University |

List of experts to evaluate the format Instructional Model

1. Assistant Professor Dr. Wanida Ploysangwal	English Program University of the Thai Chamber of Commerce
Dr. Panas Jansritong	Administration Program Kirk University
Associate Professor. Wen Chunxia	Chinese Language and Literature Program Guangxi Minzu University

3.

Appendix B
Official Letter



Ref.No. MHESI 0643.14/ 1665

Graduate School
 Bansomdejchaopraya Rajabhat University
 1061 Itsaraparb 15 Hirunrujee
 Thonburi Bangkok 10600

5 January 2024

Subject Invitation to be the expertise for research instruments' quality

Dear Assistant. Professor Dr. Sarayuth Sethakajorn

Attachment Questionnaire 1 set

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan Iamsa-ard as co-advisor.

The Curriculum Management Committee considered that you are an expertise who has the knowledge and ability to provide useful advice on constructing research instruments for students.

Please be respected as an expert to examine such research instruments. Thank you very much for your concern.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School

Graduate School
 Tel.+662-473-7000 ext. 1814



Ref.No. MHESI 0643.14/๖๖๖

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsaraparb 15 Hirunrujee
Thonburi Bangkok 10600

5 January 2024

Subject Invitation to be the expertise for research instruments' quality

Dear Professor Dr. Yang Maoqing

Attachment Questionnaire 1 set

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan Iansa-ard as co-advisor.

The Curriculum Management Committee considered that you are an expertise who has the knowledge and ability to provide useful advice on constructing research instruments for students.

Please be respected as an expert to examine such research instruments. Thank you very much for your concern.

Sincerely,

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

Graduate School
Tel.+662-473-7000 ext. 1814



Ref.No. MHESI 0643.14/1667

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsaraparb 15 Hirunrujee
Thonburi Bangkok 10600

5 January 2024

Subject Invitation to be the expertise for research instruments' quality

Dear Associate Professor. Zhu Chen

Attachment Questionnaire 1 set

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan Iamsa-ard as co-advisor.

The Curriculum Management Committee considered that you are an expertise who has the knowledge and ability to provide useful advice on constructing research instruments for students.

Please be respected as an expert to examine such research instruments. Thank you very much for your concern.

Sincerely,

A handwritten signature in black ink, appearing to be 'K. Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School

Graduate School
Tel.+662-473-7000 ext. 1814



Ref.No. MHESI 0643.14/ 1668

Graduate School
 Bansomdejchaopraya Rajabhat University
 1061 Itsaraparb 15 Hirunrujee
 Thonburi Bangkok 10600

๕ January 2024

Subject Invitation to be the expertise for instructional model's quality

Dear Assistant Professor Dr. Wanida Ploysangwal

Attachment Evaluation sheets

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan Iamsa-ard as co-advisor.

The Curriculum Management Committee considered that you are an expertise who has the knowledge and ability to provide useful advice on constructing instructional model for students.

Please be respected as an expert to examine such research instruments. Thank you very much for your concern.

Sincerely,

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

Graduate School
 Tel.+662-473-7000 ext. 1814



Ref.No. MHESI 0643.14/1669

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsaraparb 15 Hirunrujee
Thonburi Bangkok 10600

5 January 2024

Subject Invitation to be the expertise for instructional model's quality

Dear Dr. Panas Jansritong

Attachment Evaluation sheets

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan Iamsa-ard as co-advisor.

The Curriculum Management Committee considered that you are an expertise who has the knowledge and ability to provide useful advice on constructing instructional model for students.

Please be respected as an expert to examine such research instruments. Thank you very much for your concern.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School

Graduate School
Tel.+662-473-7000 ext. 1814



Ref.No. MHESI 0643.14/ 1670

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsaraparb 15 Hirunrujee
Thonburi Bangkok 10600

5 January 2024

Subject Invitation to be the expertise for instructional model's quality

Dear Associate Professor. Wen Chunxia

Attachment Evaluation sheets

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan Iamsa-ard as co-advisor.

The Curriculum Management Committee considered that you are an expertise who has the knowledge and ability to provide useful advice on constructing instructional model for students.

Please be respected as an expert to examine such research instruments. Thank you very much for your concern.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School

Graduate School

Tel.+662-473-7000 ext. 1814



Ref.No. MHESI 0643.14/1673

Graduate School
 Bansomdejchaopraya Rajabhat University
 1061 Itsaraparb 15 Hirunrujee
 Thonburi Bangkok 10600

5 January 2024

Subject Request for data collection
Dear President of Guangxi Minzu University
Attachment 50copy of questionnaires

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan lamsa-ard as co-advisor.

The researcher needs to collect data using questionnaire in terms of factors undergraduate student's Reading Literacy from 50 students majoring in Liberal Arts in Art college at Guangxi Minzu University, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email to 373420382@qq.com.

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

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

Sincerely,

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

Graduate School
 Tel.+662-473-7000 ext. 1814



Ref.No. MHESI 0643.14/1672

Graduate School
 Bansomdejchaopraya Rajabhat University
 1061 Itsaraparb 15 Hirunrujee
 Thonburi Bangkok 10600

5 January 2024

Subject Request for data collection
Dear President of Guangxi University
Attachment 50copy of questionnaires

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan Iamsa-ard as co-advisor.

The researcher needs to collect data using questionnaire in terms of factors undergraduate student's Reading Literacy from 50 students majoring in Liberal Arts in Art college at Guangxi University, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email to 373420382@qq.com.

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

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

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School

Graduate School
 Tel.+662-473-7000 ext. 1814



Ref.No. MHESI 0643.14/167.5

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsaraparb 15 Hirunrujee
Thonburi Bangkok 10600

5 January 2024

Subject Request for data collection
Dear President of Nanning Normal University
Attachment 50copy of questionnaires

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan lamsa-ard as co-advisor.

The researcher needs to collect data using questionnaire in terms of factors undergraduate student's Reading Literacy from 50 students majoring in Liberal Arts in Art college at Nanning Normal University, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email to 373420382@qq.com.

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

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

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School

Graduate School
Tel.+662-473-7000 ext. 1814



Ref.No. MHESI 0643.14/ 1674

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsaraparb 15 Hirunrujee
Thonburi Bangkok 10600

5 January 2024

Subject Request for permission to implement experiment

Dear President of Guangxi Minzu University

Regarding the thesis entitled "Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students" of Mrs. Wei Yanci, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103212, Thailand under the supervision of Associate. Professor Dr. Wapee Kong-In as major advisor, and Assistant Prof. Dr. Areewan Iamsa-ard as co-advisor.

The researcher needs to implement an experiment in compliance with approved methodology and collect data in terms of undergraduate student's Reading Literacy from Preparatory Education College of Liberal Arts majoring students from class 1 who enroll in Reading and Appreciation course at Guangxi Minzu University during the 1st semester of academic year 2024. Hence, I'm formally requesting permission to implement the experiment and access the aforementioned data. The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course. I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School

Graduate School
Tel.+662-473-7000 ext. 1814

Appendix C

Research Instruments

- Questionnaire for students (Objective 1)
- Interview for lecturers (Objective 1)
- Questionnaire for experts (Objective 2)
- Lesson Plan 1 (Objective 3)
- Reading literacy test (Objective 3)

Questionnaire for students (Objective 1)

Directions:

These questionnaires are the instruments for collecting data in 1st phase of the research entitled “Development of SQ4R Model To Improve Reading Literacy of Undergraduate Students”, conducted by Mrs. Wei Yanci, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of Assistant Professor Dr.Wapee Kong-In as major advisor, Associate Professor Dr.Areewan Iamsa-ard as co-advisor.

This questionnaire is divided into 3 sections i.e.

Section 1 Common data of the respondent.

Section 2 Information on factors affect undergraduate students’ reading literacy of in Guangxi Province.

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

The important issues of the items consist of two groups of the factors: Internal factors (Psychology and Physical, Knowledge and Skills, Attitude) and External factors (Method of Teaching, Materials, Environment)

Section 3 Further suggestions

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

Answer the questionnaire:

Section 1 Common data of the respondent.

Directions: Please put $\sqrt{\quad}$ into the according to your own personal data.

1. Gender is A.Male B.Female
2. Students from A.Guangxi Minzu University
 B.Guangxi University
 C.Nanning Normal University
3. Age A. Below 18 yrs. B. 18-20 yrs.
 C. 21-23 yrs. D. Over 23 yrs.

Section 2 Questionnaire on factors affect Reading Literacy of Undergraduate Students.

Directions: Please rate the following factors affecting Reading Literacy by putting $\sqrt{\quad}$ into the attitude level column based on the criteria given below. Each question can select only one answer.

5 means you strongly agree with the contents.

4 means you agree with the contents.

3 means you neutral with the contents.

2 means you disagree with the contents.

1 means you strongly disagree with the content

Items	Answers				
	5	4	3	2	1
Internal factors (Knowledge and Skills, Psychology and Physical, Attitude)					
1. Students' belief that background knowledge is a reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text. Knowledge of the topic provides readers enough understanding to make meaning and build onto what they currently know and be able to improve students' reading literacy.					
2. Students' belief that reading is a part of literacy skills that include listening, speaking, and writing, such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds, vocabulary, spelling, and comprehension and be able to improve students' reading literacy.					
3. Students' belief that a reader's motives heavily affect how they read, and subsequently use this reading to analyze the psychological response of the reader and be able to improve students' reading literacy.					
4. Students' belief that: Cognitive health: Reading enhances critical thinking skills and creativity. It also broadens vocabulary, boosts knowledge and stimulates imagination. Emotional health: Books can make to feel all the feels, from happiness and surprise to sadness, fear and anger.					
5. Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively.					
6. Students' belief that if have positive reading attitudes tend to be willing to read, enjoy reading, become proficient, and become lifelong readers.					

Items	Answers				
	5	4	3	2	1
External factors (Method of Teaching, Materials, Environment)					
7. Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy.					
8. Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy.					
9. Students' belief that teachers used various materials, suitable evaluation, textbooks and outsource reading make more to improve reading literacy.					
10. Students' belief that resources (libraries, Internet, etc.) and technological tools (computers, etc.) for obtaining reading materials to improve reading literacy.					
11. Students' belief that the class size is reasonable, the classroom and reading environment are clean and distraction-free, and the learning culture, atmosphere and teacher-student interaction are positive to improve students' reading literacy.					
12. Students' belief that the social environment and the most influential is the role of parents who accompany to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills.					

Section 3 Suggestions for improving the better instruction

.....

.....

Thank you for your kind cooperation for completing the questionnaire!

Researcher sign

Wei Yanci

Interview for Lecturers (Objective 1)

Directions:

This interview is a part of research entitled “Development of SQ4R Model to Improve Reading Literacy of Undergraduate Students”.

Research Objectives: To examine the factors affecting undergraduate students’ reading literacy in Guangxi Province.

It is conducted by Mrs. Wei Yanci, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of Assistant Professor Dr. Wapee Kong-In as Major Advisor, Associate Professor Dr. Areewan Iamsa-ard as Co-advisor.

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

Section 1 Common data of the respondent.

Directions: Please put $\sqrt{\quad}$ into the according to your own personal data.

1. Gender is

A. Male

B. Female

2. What university did you come to? What secondary college?

A. Guangxi Minzu University,.....

B. Guangxi University,.....

C. Nanning Normal University,.....

3. Experience teaching

A. Below 3 yrs.

C. 7- 9 yrs.

B. 3-6 yrs.

D. Over 9 yrs.

4. Age

- A. Below 25 yrs. B. 25-35yrs.
 C. 36-49 yrs. D. Over 49 yrs.

5. Professional title

- A. Professor B. Associate Professor
 C. Assistant Professor D. Lecture

Section 2 Interview on factors affect undergraduate students' reading literacy.

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

1. Teachers' knowledge and teaching skills of current Reading and Appreciation Course play an important role in cultivating students' reading literacy. If you agree, please write down the reasons.
2. Teachers should continue to receive training in cutting-edge knowledge and teaching skills in reading and appreciation courses. This is very important for cultivating students' reading literacy. If you agree, please write down the reasons.
3. Teachers' personal lives, including physical and mental health, family responsibilities, and work-life balance, will also affect the development of students' reading literacy. If you agree, please write down your reasons. .
4. Teachers' personal beliefs about education, learning, and their role as educators will affect the development of students' reading literacy. If you agree, please write down your reasons.
5. Teachers' attitudes towards classroom teaching and students (including language, expressions, movements, etc.) will affect the development of students' reading literacy. If you agree, please write down your reasons.
6. In the "Reading Appreciation Course", how do you organize the classroom to effectively influence the students' reading literacy for example, in terms of class size, seating arrangements, teaching equipment, etc., and what is the teaching techniques and strategies in the Reading and Appreciation Course? And how to motivate the students more active to study?
7. What are your views on using the SQ4R model in the "Reading Appreciation Course" to improve students' reading literacy? And do you think another method of teaching to improve students' reading literacy?

- 8. What kind of the teaching materials do you use in the “Reading Appreciation Course” to improve students?
- 9. What kind of classroom environment (such as class size, seating pattern, class atmosphere, etc.) do you think is conducive to students' participation and academic achievement in the "Reading Appreciation Course"?
- 10. Are there areas in your teaching that could be improved or would you like the university to support you to improve students' reading literacy in the "Reading Appreciation Course"?

Comment and recommendation for improving the better instruction

.....

.....

.....

Thank you for your kind cooperation for completing the questionnaire!

Researcher sign

Wei Yanci

Questionnaire for experts (Objective 2)

Dear assessors,

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

Major Advisor: Assistant Professor Dr. Wapee Kong-In

Co-advisor: Associate Professor Dr. Areewan Iamsa-ard

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

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

These questions involve 3 parts as follows.

Part 1: Assessor's information

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

Part 3: Suggestion

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

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

Name: Wei Yanci

Ph.D.Student

Curriculum and Instruction Program

Bansomdejchaopraya Rajabhat University

Assessment of confirm the quality of SQ4R Instructional Model

Direction: Assessment of confirm the quality of instructional model

Please answer all questions by making ✓ in the answer box that corresponds to your opinion or the truth using the following criteria.

Assessment Items	Rating Results		
	Agree	Disagree	Remarks
Utility Standard			
1.SQ4R instructional model is useful to lecturers to enhance learning achievement.			
2. SQ4R instructional model is useful to students to enhance learning achievement.			
3. SQ4R instructional model includes necessary and enough contents.			
4. SQ4R instructional model promotes to enhance learning achievement more compared to traditional teaching.			
5. SQ4R instructional model increases the learning achievement of students.			
Feasibility Standard			
1.The lecturer can apply SQ4R instructional model to enhance learning achievement to their work and it is worth the time for actual use.			
2. The lecturer can develop the students to SQ4R instructional model.			

Assessment Items	Rating Results		
	Agree	Disagree	Remarks
3. SQ4R instructional model to lecture is easy to use.			
4. The students always develop their learning all time by SQ4R instructional model.			
5. The students are comfortable in learning by themselves with SQ4R instructional model.			
Propriety Standard			
1. SQ4R instructional model to enhance learning achievement is appropriate for lecturers to use assessment results to improve the students.			
2. SQ4R instructional model to enhance learning achievement is appropriateness for students to create knowledge by themselves.			
3. SQ4R instructional model to enhance learning achievement is convenient to use.			
4. SQ4R instructional model to enhance learning achievement is a systematic process to use.			
5. SQ4R instructional model to enhance learning achievement is clear and suitable for use in learning and students development.			
Accuracy Standard			
1. SQ4R instructional model to enhance learning achievement is comprehensively analyzed from different contexts and sufficient for the synthesis of			

Assessment Items	Rating Results		
	Agree	Disagree	Remarks
patterns.			
2. SQ4R instructional model to enhance learning achievement has a clear process.			
3. SQ4R instructional model to enhance learning achievement are described and the acquisition is clear.			
4. SQ4R instructional model to enhance learning achievement use techniques and tools which acquires accurate information and communication.			
5. SQ4R instructional model to enhance learning achievement is a correct and comprehensive learning system.			

Suggestion

.....

.....

Lesson Plan 1 (Objective 3)

Teaching

Teaching based on SQ4R model refers to an integrated teaching model that is taught in 6 steps in the classroom:

Dimension 1: Locate and recall

Objective:

Students can identify textually explicit information and make simple inferences within and across texts, such as: definition, facts and supporting details.

Content:

The Characteristics of Chinese Architecture

Method of teaching:

Step 1: Survey (1 hr)

Teachers assign and lead students to complete the following tasks:

1. Read the study questions above the article and use them as goals in your reading.
2. Read the title of the article and the chapter, add question words as why, who, how or what, turn these into questions that you expect to be answered.
3. Read the introduction and summary to get an overview of the main ideas, underline the words you think are important
4. Read the captions under the pictures.

Step 2: Question (1 hr)

Teachers assign and lead group discussion, completing the following tasks and resulting in a group report:

1. As you read each of the above parts, ask yourself what is meant by the title, headings, subheadings, and captions.
2. Make your questions about each, write these down on the paper.
3. Ask yourself what you already know about the subject?
4. Ask yourself what your instructor said about the assignment in the class?
5. Ask yourself what you want answered from reading the assignment?
6. Ask yourself what you will have to do with the information.

Step 3: Read (1 hr)

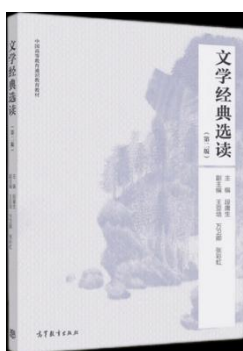
Teachers assign and lead students to:

1. Read all the article and think actively.
2. Look for main ideas and supporting details and use outlining, underlining, and test marking skills.
3. Read to answer questions that were raised in group report and write down on the paper.
4. Read carefully all of the underlined, italicized, boldfaced words or phrases.

Materials

Offline resources

1. Textbook
2. Supplemental reading materials



Online resources

1. PPT

The PPT consists of 10 slides, numbered 1 to 10, arranged in two rows of five. The content of the slides is as follows:

- Slide 1:** Title slide: 《中国建筑的特征》——中国建筑史讲义
- Slide 2:** Section 1: SQ4R阅读法是什么 (What is the SQ4R reading method?).
- Slide 3:** Section 2: SQ4R阅读法的步骤 (Steps of the SQ4R reading method). Includes a flowchart: Survey -> Question -> Read -> Reflect -> Review.
- Slide 4:** Section 3: 关于《中国建筑的特征》 (About 'Characteristics of Chinese Architecture').
- Slide 5:** Section 4: 作者介绍 (Author Introduction). Includes a portrait of Liang Sichang.
- Slide 6:** Section 5: 阅读《中国建筑的特征》 (Reading 'Characteristics of Chinese Architecture'). Lists steps: Step 1: Survey, Step 2: Question, Step 3: Read.
- Slide 7:** Step 1: 浏览 (Survey). Includes instructions on how to skim the text.
- Slide 8:** Step 2: 提问 (Question). Includes instructions on how to generate questions from the text.
- Slide 9:** Step 3: 阅读 (Read). Includes instructions on how to read the text carefully and take notes.
- Slide 10:** Section 4: 作业与讨论 (Homework and Discussion). Includes discussion questions.

2. Websites.

中国大学MOOC 课程 学校 学校云 慕课堂 下载APP 搜索感兴趣的课程 登录 | 注册

首页 > 哲学



中国传统建筑文化

第7次开课 ▾

开课时间: 2022年09月21日 - 2023年01月31日

学时安排: 1小时每周

当前开课已结束 已有 2777 人参加

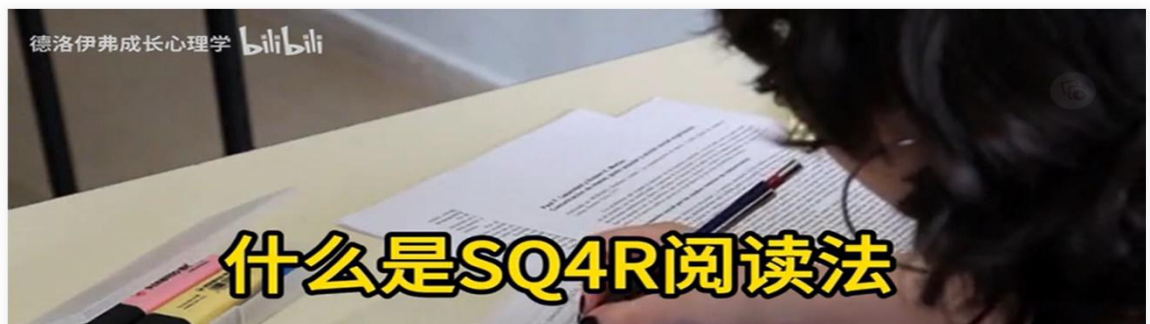
老师已关闭该学期, 无法查看

https://www.icourse163.org/course/NWU-1206669801?from=searchPage&outVendor=zw_mooc_pcscssjg_#/info

3. Videos

什么是SQ4R阅读法

187 0 2024-01-03 20:15:01 未经作者授权, 禁止转载



https://www.bilibili.com/video/BV1K64y1E7Z4/?spm_id_from=333.337.search-card.all.click

Homework and discussion

1. Try to make a mind map of the article content.
2. Discuss whether this method of reading helped your reading and why?

Evaluation

Reading literacy test

Passage 1: Chinese

房屋租赁协议

地址 _____

本协议由 _____ (本文为“房东”) 和 _____ (本文为“租户”) 于 _____ 年 _____ 日签订。房东特此同意向租户出租位于 _____ 州市的不动产, 描述如下: _____。租赁从 _____ 的第一天开始, 此后每月开始, 直到 _____ 的 _____ 日, 届时本协议终止。房东按照以下条款和条件将废弃财产出租给租户:

	租
1.	租客同意在本协议期限内每月第一天提前向房东支付每月 1 美元的基本租金。租金必须在下午 5:00 之前收到。如果在当月 2 日上午 9:00 之前仍未收到租金, 则会发布七 (7) 天的通知。
2.	<p>支付租金</p> <p>每月租金可以通过支票支付, 直到第一张支票被拒付并未支付而退回。租金应支付给房东并亲自交付 (或通过邮件寄送, 风险由租户承担)。邮寄过程中丢失的任何租金将被视为未支付, 直到房东收到为止。</p>
3.	<p>空头支票维修费</p> <p>如果承租人的支票因任何原因被拒付并退回给房东, 承租人同意每次发生相当于三十五美元 (\$35) 的额外租金。如果未在当月 1 号之前支付支票, 则该金额应不包含在所有滞纳金中。如果出于任何原因支票被退回或被拒绝兑现, 则所有未来的租金支付必须是现金或汇票。</p>
4.	<p>使用</p> <p>租户同意仅将该房产用作自己和下列人员的住所。</p> <p>_____, _____,</p> <p>_____, _____,</p> <p>房东将要求租户对所有财产损失或违反本租赁协议的行为承担全部责任。</p>
5.	<p>电器</p> <p>出租的房子配有以下电器: 冰箱和炉灶。租赁物业中可能包含的其他电器由租</p>

	<p>户自行负责维护。房东不负责这些其他设备的维护，也不保证这些设备的状况。</p> <p>维修政策</p> <p>承租人应按照惯例勤勉地照料该财产。所有小型维修均应由承租人或按承租人的指示进行，并由承租人全权负责。根据租户的指示进行的任何及所有维修均应由有能力的专业人员进行，或者由租户进行，前提是租户有能力且有资格进行所述维修。所有维修均应遵守所有适用的规范和法规。任何估计费用超过五十美元（\$50）的维修都必须在进行之前获得房东的许可。在任何情况下，房东均不負責任何费用超过 50 美元的改进或维修，除非租客提前获得书面授权进行维修或改进。</p>
<p>6.</p> <p>7.</p> <p>8.</p>	<p>占用</p> <p>租户应按以下方式维护住宅单元：</p> <p>a) 遵守适用的主要规定对租户施加的所有义务对健康和安全的有重大影响的建筑规范规定。</p> <p>b) 在房产状况允许的情况下，保持租户占用和使用的房产部分清洁和安全。</p> <p>c) 以干净、安全的方式处理住宅单元中的所有垃圾、垃圾和其他废物。</p> <p>d) 在条件允许的情况下，保持住宅单元中的所有管道装置清洁。</p> <p>e) 合理使用酒店内的所有电气、管道、卫生、供暖、通风、空调和其他设施和用具，包括电梯。</p> <p>f) 不得故意或疏忽地毁坏、污损、损坏、损害或移除财产的任何部分，或故意允许任何人这样做。</p> <p>g) 不打扰邻居安静地享用房产。</p> <p>保证金</p> <p>租户已存入 _____ 美元作为保证金，且房东确认已收到该保证金。该保证金旨在保证将财产以与租户接受时相同或更好的状态归还给房东（合理磨损除外），并履行本租赁协议终止时租户未履行的任何义务（如本文所述）。令人满意地遵守本节包括清除租户的所有垃圾和物品。如果违反本租赁协议的任何条款，保证金将被没收。租户不得使用保证金来支付房东应付的任何租金。如果租客对财产的损坏和/或价值损失的责任大于保证金的价值，租客特此同意在提交针对上述损坏和/或损失的账单后立即向房东赔偿此类损失。在租客腾出房产并将钥匙归还给房东以及根据本协议中约定的其他条款终止本合同时，房东应将上述保证金的余额（如有）退还给租客的转发地址。保证金将在租户搬出房产后三十（30）天内退还，并附上一份关于从所述保证金中扣除的明细表（如果有）。</p>
<p>9.</p>	<p>改动</p> <p>未经房东事先书面同意，承租人不得对房产进行改动、装饰、添加或改进，且只能由房东批准的承包商或机械师进行。任何一方对财产进行的所有变更、添加或改进均应成为房东的财产，并应在本协议期限结束时作为财产的一部分保留在上述财产上并与财产一起归还。</p>

10.	<p>车辆政策</p> <p>租户必须遵守城市停车部门有关停车的规则和法律。租户必须为自己和客人获取所有必要的停车许可证和信息。房东不负责租户的停车需求。除非本协议另有说明，房东不提供路边停车位。</p>
11.	<p>公用事业</p> <p>租户将负责支付所有水电费和垃圾费、水费和排污费、电话费、煤气费以及居住期间产生的任何其他账单。如果本协议终止后账单仍未支付，租户特别授权房东从保证金中扣除未付账单金额。</p>
12.	<p>获取财产</p> <p>房东保留在合理时间进入住宅进行检查、进行必要的维修、提供服务或向潜在居民、购买者、抵押人、工人或承包商展示的权利。只要可行，应提前 24 小时向租户发出房东入注意向的通知。房东还可以在出租住宅所属的建筑物上张贴“出租”和“出售”标志。</p>
13.	<p>全面披露</p> <p>签署本租赁协议的租户特此声明，有关本租赁协议的所有问题均已得到解答，并且租户完全理解本协议中规定的所有条款以及各方的义务和责任。租户进一步声明，他/她同意履行租户在各方面的义务，否则将承担其违反本协议的行为或不采取行动的全部法律和财务后果。租户在本租赁协议上签字即表示确认收到已签署的租赁协议副本。</p>

1. 根据租赁协议，如果没有按时支付租金，房东首先会采取什么行动？
 - A. 保留保证金
 - B. 终止租客合同
 - C. 发送 7 天通知
 - D. 要求预付一个月租金

2. 根据租赁协议，房东需要做以下哪项？
 - A. 保养和维修空调机组
 - B. 提供炉灶和冰箱
 - C. 安排每周垃圾处理
 - D. 向租户提供多把钥匙

3. 根据租赁协议，租户何时需要以现金或汇票支付租金？
 - A. 拖欠租金时
 - B. 邮寄租金时
 - C. 发布通知时
 - D. 当支票被退回时

4. 租赁协议第 8 条规定，在某些情况下，租户将向房东偿还费用。这意味着租客必须

- A. 通知房东转发地址
- B. 向房东赔偿对财产的过度损坏
- C. 缴纳额外保证金
- D. 腾出房产时归还所有钥匙

5. 租赁协议第 12 条规定，房东可以进入并向“潜在居民”展示房屋。该协议所指的人

- A. 对住在房子里感兴趣
- B. 希望未来做出改进
- C. 以前住在这所房子里
- D. 帮助房东检查

Passage 1: English

HOUSING RENTAL AGREEMENT

Address _____

THIS AGREEMENT is made this _____ day of _____, by and between _____, herein called "Landlord," and _____, _____, _____, _____, herein called "Tenant." Landlord hereby agrees to rent to Tenant the real property located in the City of _____, State of _____, described as follows: _____. Lease commences on the 1st day of _____ and monthly thereafter until the _____ the day of _____, at which time this agreement is terminated. Landlord rents the demised property to Tenant on the following terms and conditions:

1.	<p>Rent</p> <p>Tenant agrees to pay Landlord as base rent the sum of \$_____per month, due and payable monthly in advance on the first day of each month during the term of this agreement. Rent must be received by 5:00 p.m. If the rent has not been received by 9:00 a.m. on the second of the month, then a seven (7) day notice will be posted.</p>
2.	<p>Payment of Rent</p> <p>Monthly rent payments may be paid by check until the first check is dishonored and returned unpaid. Rent shall be made payable to and hand delivered (or sent by mail at Tenant's risk) to Landlord at. Any rents lost in the mail will be treated as if unpaid until received by Landlord.</p>
3.	<p>Bad-Check Servicing Charge</p> <p>In the event Tenant's check is dishonored and returned for any reason to Landlord, Tenant agrees to pay as additional rent the sum equal to thirty-five dollars (\$35) for each occurrence. This amount shall be in addition to all late fees, if check is not paid prior to the first of the month. If for any reason a check is returned or dishonored, all future rent payments must be cash or money order.</p>
4.	<p>Use</p> <p>Tenant agrees to use the property only as a residence for self and those persons identified below.</p> <p>_____, _____,</p>

	<p style="text-align: center;">, ,</p> <p>Landlord will hold Tenant solely responsible for all damages to property or for violations against this rental agreement.</p>
<p>5.</p>	<p>Appliances</p> <p>The house is rented with the following appliances: Refrigerator and Stove. Other appliances that may be included in the rental property are the sole responsibility of Tenant to maintain. Landlord will not be responsible for the maintenance of these other appliances and does not warrant the condition of these appliances.</p>
<p>6.</p>	<p>Repair Policy</p> <p>Tenant shall use customary diligence in care of the Property. All minor repairs are expected to be performed by or at the direction of Tenant, at the sole responsibility of Tenant. Any and all repairs made at the direction of Tenant shall be done by a competent professional, or by Tenant provided that Tenant is capable and qualified to make said repairs. All repairs shall be done in compliance with all applicable codes and regulations. Any repair that is estimated to cost more than fifty dollars (\$50) must receive permission of Landlord prior to being made. Under no circumstances will Landlord be responsible for any improvements or repairs costing more than \$50 unless Tenant is given written authorization to make repairs or improvements in advance.</p>
<p>7.</p>	<p>Occupancy</p> <p>Tenant is to maintain the dwelling unit as follows:</p> <ul style="list-style-type: none"> a). Comply with all obligations primarily imposed upon Tenant by applicable provisions of building codes materially affecting health and safety. b). Keep that part of the property that Tenant occupies and uses as clean and safe as the condition of the property permits. c). Dispose from the dwelling unit all rubbish, garbage, and other waste in a clean and safe manner. d). Keep all plumbing fixtures in the dwelling unit as clean as their condition permits. e). Use in a reasonable manner all electrical, plumbing, sanitary, heating, ventilating, air-conditioning, and other facilities and appliances, including elevators, on the property. f). Not deliberately or negligently destroy, deface, damage, impair, or remove any part of the property or knowingly permit any person to do so. g). Not disturb neighbors' peaceful enjoyment of the property.

8.	<p>Security Deposit</p> <p>Tenant has deposited with, and Landlord acknowledges receipt of, \$ _____ as a Security Deposit. This Security Deposit is to guarantee the return of the property to Landlord in the same or better condition as when accepted by Tenant, reasonable wear excepted, and to satisfy any obligations of Tenant unfulfilled at the termination of this Rental Agreement, as specified herein. Satisfactory compliance with this section includes removing all trash and belongings of Tenant. If any provision of this Rental Agreement is violated, the Security Deposit is forfeited. The Security Deposit may not be applied by Tenant as payment for any rent due to Landlord. Should Tenant be responsible for damage and/or loss of value to the property greater than the value of the Security Deposit, Tenant hereby agrees to reimburse Landlord for such loss immediately upon the presentation of a bill for said damage and/or loss. Landlord shall return the balance of said Security Deposit, if any, to Tenant at Tenant's forwarding address, upon Tenant's vacating the property and returning keys to Landlord and upon termination of this contract according to other terms herein agreed. The Security Deposit will be returned within thirty (30) days after Tenant vacates the property, along with an itemized statement as to the deductions, if any, from said Security Deposit.</p>
9.	<p>Alterations</p> <p>Tenant shall make no alterations, decorations, additions, or improvements in or to the property without Landlord's prior written consent, and then only by contractors or mechanics approved by Landlord. All alterations, additions, or improvements upon the property, made by either party, shall become the property of Landlord and shall remain upon, and be surrendered with, said property, as a part thereof, at the end of the term hereof.</p>
10.	<p>Vehicle Policy</p> <p>Tenant must follow rules and laws of the City Parking Department concerning parking. Tenant must obtain all necessary parking permits and information for self and guests. Landlord is not responsible for Tenant's parking needs. Off-street parking is not provided by Landlord, unless otherwise noted in this agreement.</p>
11.	<p>Utilities</p> <p>Tenant will be responsible for payment of all utility and garbage bills, water and sewer charges, telephone bills, gas bills, and any other bills incurred during residency. Tenant specifically authorizes Landlord to deduct amounts of unpaid bills from the Security Deposit in the event bills remain unpaid after termination of this agreement.</p>
12.	<p>Access to Property</p> <p>Landlord reserves the right to enter the residence at reasonable times to inspect, make necessary repairs, supply services, or show it to prospective residents, purchasers, mortgagors, workers, or contractors. Whenever practicable, a 24-hour notice of Landlord's intent to enter shall be given to Tenant. Landlord may also display "for rent" and "for sale" signs on the building of which the rented residence is a part.</p>

13.	<p style="text-align: center;">Full Disclosure</p> <p>Tenant signing this Rental Agreement hereby states that all questions about this Rental Agreement have been answered, and that Tenant fully understands all the provisions of the agreement and the obligations and responsibilities of each party, as spelled out herein. Tenant further states that he/she agrees to fulfill Tenant's obligations in every respect or suffer the full legal and financial consequences of his/her actions or lack of action in violation of this agreement. Signature by Tenant on this Rental Agreement is acknowledgment of receipt of a signed copy of the Rental Agreement.</p>
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1. According to the rental agreement, what is the first action the landlord will take if the rent is not paid on time?
 - A. Keep the security deposit
 - B. Terminate the tenant's contract
 - C. Send a seven-day notice
 - D. Require one month's rent in advance

2. According to the rental agreement, which of the following is the landlord required to do?
 - A. Maintain and repair air conditioning units
 - B. Provide a stove and refrigerator
 - C. Arrange for weekly trash disposal
 - D. Supply the tenant with multiple keys

3. According to the rental agreement, when would the tenant have to pay the rent with cash or money order?
 - A. When the rent is late
 - B. When the rent is being mailed
 - C. When a notice has been posted
 - D. When a check has been returned

4. Section 8 of the rental agreement states that under certain circumstances, the tenant will reimburse the landlord. This means that the tenant must
 - A. notify the landlord about a forwarding address
 - B. pay the landlord back for excessive damages to the property
 - C. pay an additional security deposit
 - D. return all keys when vacating the property

5. In Section 12, the rental agreement states that the landlord can enter and show the house to "prospective residents." The agreement is referring to people who
 - A. are interested in living in the house
 - B. wish to make future improvements
 - C. lived in the house before
 - D. help the landlord do inspections

Passage 2: Chinese

利用“认知利基”

比尔·盖茨

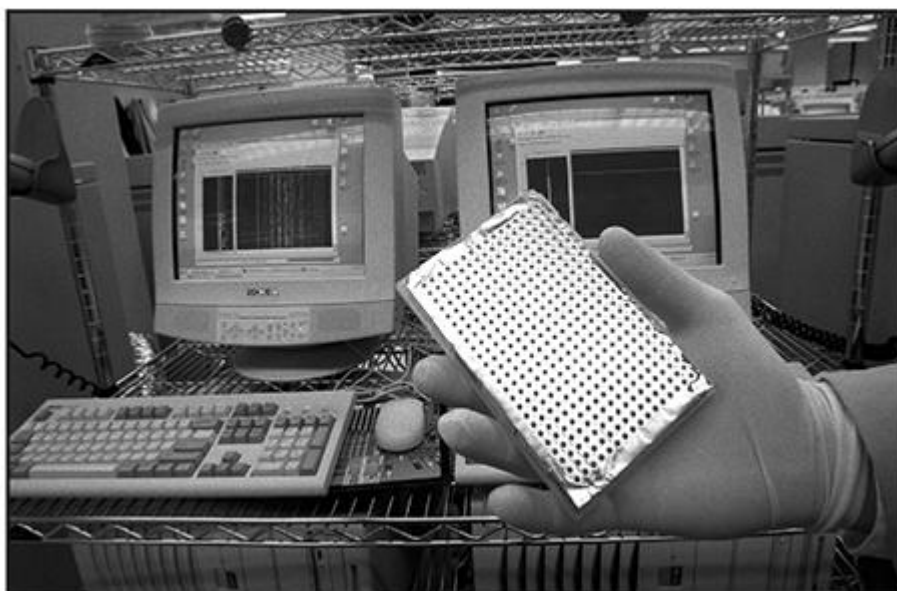
威廉·H·盖茨(William H. Gates, 1955年-)是一位大学辍学者、计算机天才、企业高管和慈善家,在华盛顿州西雅图出生和长大。盖茨从十三岁起就对计算机产生了兴趣,使他认识到计算机时代标准操作平台的潜力,并通过他的公司微软的成功,成为世界上最富有的人之一。微软因其垄断行为而受到批评,并于20世纪90年代被美国政府起诉。2000年,盖茨成立了比尔和梅琳达·盖茨基金会,该基金会已成为全球最大的致力于改善全球健康和教育的慈善机构。以下文章发表于1999年。

人类不是最大的动物。我们不是最强或最快的。我们的视觉和嗅觉都不是最敏锐的,但令人惊奇的是,我们竟然能在自然界众多凶猛的生物面前生存下来。由于我们的大脑,我们得以生存并繁荣。我们进化是为了填补认知空白。我们学会了如何使用工具、建造住所、发明农业、驯养牲畜、发展文明和文化、治疗和预防疾病。我们的工具和技术帮助我们塑造了周围的环境。

我是一个乐观主义者。我相信进步。我宁愿活在今天,也不愿活在历史上的任何时候——不仅仅是因为在早年,我的技能不会那么有价值,而且我会成为某些野兽晚餐的主要候选人。工业时代的工具扩展了我们肌肉的能力。数字时代的工具扩展了我们思维的能力。我更为我的孩子们感到高兴,他们将在这个新世界长大。

通过拥抱数字时代,我们可以加速积极影响并减轻挑战,例如隐私和贫富差距。如果我们袖手旁观,等待数字时代按照别人定义的条件向我们袭来,我们将一事无成。网络生活方式可以增加公民对政府的参与。许多决策都是政治和社会决策,而不是技术决策。其中包括我们如何确保每个人都能获得服务以及如何保护儿童。每种文化的公民都必须参与数字技术的社会和政治影响,以确保新的数字时代反映他们想要创建的社会。

如果我们反应迟钝,让变化压倒我们或与我们擦肩而过,我们会消极地看待变化。如果我们积极主动,立即了解未来并拥抱变化,那么意外的想法就会是积极和令人振奋的。天文学家卡尔·萨根在他的上一本书《数十亿和数十亿》中说:“我可以充满信心地做出的预测是,最令人惊奇的发现将是我们今天还没有足够智慧来预见的发现。”



© MARIO TAMA/AFP/Getty Images

用于人

类基因组测序和绘图的 DNA 板，马里兰州罗克维尔，2000 年。

尽管数字世界给商业带来了艰难和不确定性——它要么迅速发展，要么消亡——我们都将从中受益。我们将获得改进的产品和服务、对投诉的更快响应、更低的成本和更多的选择。我们将以更少的费用获得更好的政府和社会服务。

这个世界即将到来。其中很大一部分来自企业使用数字神经系统从根本上改进其流程。

数字神经系统可以帮助企业重新定义自身及其在未来的角色，但活力或瘫痪、成功或失败，取决于企业领导者。只有您才能让您的组织做好准备并进行必要的投资，以充分利用迅速崛起的数字时代。

数字工具放大了我们在世界上独一无二的 ability：思考的能力、表达想法的能力、共同努力根据这些想法采取行动的能力。我坚信，如果公司赋予员工解决问题的能力，并为他们提供有效的工具来解决问题，他们将永远会惊讶地发现创造力和主动性将会蓬勃发展。

1. 作者说，人类因大脑而繁荣。他的意思是人类有
 - A. 长寿
 - B. 成功并且做得很好
 - C. 与自然和谐相处
 - D. 重大发现

2. 作者说我们可以减轻数字时代的挑战。他建议我们可以
 - A. 扩大技术问题的研究
 - B. 期待许多技术进步
 - C. 减少技术带来的问题
 - D. 提高公众对技术的认识

3. 作者提到人们是积极主动的。他的意思是人们应该
 - A. 确保工人保持良好的态度

- B. 延长工作时间以提高工作效率
 - C. 专业地应对变化
 - D. 以预见变化的方式行事
4. 作者谈到了利用数字时代进行必要的投资。 他指的是
- A. 在大城市寻找新业务
 - B. 在技术上花的钱比在人身上花的钱多
 - C. 利用技术获得优势
 - D. 聘请强有力的领导者来改善公司
5. 作者指的是人类表达思想的能力。 他正在描述一种能力
- A. 清楚地表达想法
 - B. 复杂地思考
 - C. 提出新的想法
 - D. 用视觉图像思考

Passage 2: English

CAPITALIZING on the "COGNITIVE NICHE"

by Bill Gates

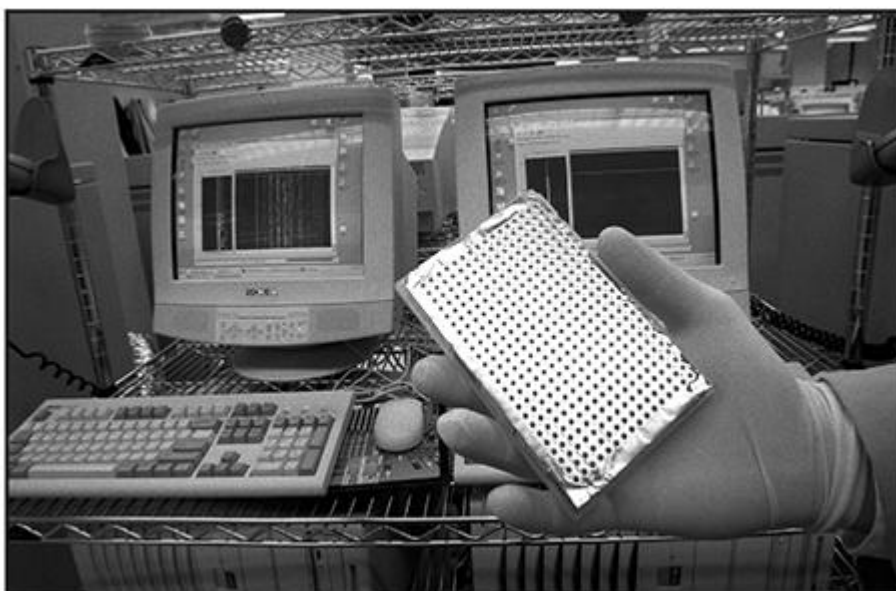
College dropout and computer whiz kid, corporate executive and philanthropist, William H. Gates (1955-) was born and raised in Seattle, Washington. His interest in computers, which began at the age of thirteen, led Gates to realize the potential of a standard operating platform for the computer era, and through the success of his company Microsoft, he became one of the world's richest men. Criticized for its monopolistic practices, Microsoft was sued by the United States government in the 1990's. In 2000, Gates established the Bill and Melinda Gates Foundation, which has become the world's largest philanthropy dedicated to improving health and education worldwide. The following essay was published in 1999.

Human beings are not the biggest animals. We're not the strongest or fastest. We're not the sharpest in sight or smell. It's amazing how we survived against the many fierce creatures of nature. We survived and prospered because of our brains. We evolved to fill the cognitive niche. We learned how to use tools, to build shelter, to invent agriculture, to domesticate livestock, to develop civilization and culture, to cure and prevent disease. Our tools and technologies have helped us to shape the environment around us.

I'm an optimist. I believe in progress. I'd much rather be alive today than at any time in history—and not just because in an earlier age my skill set wouldn't have been as valuable and I'd have been a prime candidate for some beast's dinner. The tools of the Industrial Age extended the capabilities of our muscles. The tools of the digital age extend the capabilities of our minds. I'm even happier for my children, who will come of age in this new world.

By embracing the digital age, we can accelerate the positive effects and mitigate the challenges, such as privacy and have-vs.-have-not. If we sit back and wait for the digital age to come to us on terms defined by others, we won't be able to do either. The Web lifestyle can increase citizen involvement in government. Many of the decisions to be made are political and social, not technical. These include how we ensure access for everyone and how we protect children. Citizens in every culture must engage on the social and political impact of digital technology to ensure that the new digital age reflects the society they want to create.

If we are reactive and let change overwhelm us or pass us by, we will perceive change negatively. If we are proactive, seek to understand the future now, and embrace change, the idea of the unexpected can be positive and uplifting. Astronomer Carl Sagan in his last book, *Billions and Billions*, said: "The prediction I can make with the highest confidence is that the most amazing discoveries will be the ones we are not today wise enough to foresee."



A DNA plate used for sequencing and mapping the human genome, Rockville, Maryland, 2000.

As tough and uncertain as the digital world makes it for business—it's evolve rapidly or die—we will all benefit. We're going to get improved products and services, more responsiveness to complaints, lower costs, and more choices. We're going to get better government and social services at substantially less expense.

This world is coming. A big part of it comes through businesses using a digital nervous system to radically improve their processes.

A digital nervous system can help business redefine itself and its role in the future, but energy or paralysis, success or failure, depends on business leaders. Only you can prepare your organization and make the investments necessary to capitalize on the rapidly dawning digital age.

Digital tools magnify the abilities that make us unique in the world: the ability to think, the ability to articulate our thoughts, the ability to work together to act on those thoughts. I strongly believe that if companies empower their employees to solve problems and give them potent tools to do this with, they will always be amazed at how much creativity and initiative will blossom forth.

1.The author says that human beings have prospered because of their brains. He means that human beings have

- A. lived long lives
- B. succeeded and done well
- C. lived in harmony with nature
- D. made important discoveries

2.The author says that we can mitigate the challenges of the digital age. He is suggesting that we can

- A. expand research studies of technological problems
- B. look forward to many technological advances
- C. lessen the problems caused by technology
- D. increase public awareness of technology

3.The author mentions people being proactive. He means that people should

- A. make sure workers maintain a good attitude
- B. work more hours in order to be more productive
- C. be professional about dealing with change
- D. act in a way that anticipates change

4.The author talks about making the investments necessary to capitalize on the digital age. He is referring to

- A. locating new businesses in big cities
- B. spending more money on technology than on people
- C. gaining advantages by using technology
- D. hiring strong leaders to improve the company

5.The author refers to the human ability to articulate thoughts. He is describing the ability to

- A. express ideas clearly
- B. think complexly
- C. come up with new ideas
- D. think in visual images

Passage 3: Chinese

英语：全球语言

通过特德·安东尼

宾夕法尼亚州兰卡斯特——早上，Burnside Donuts 甜甜圈的美味佳肴新鲜而温暖，共有 58 种甜甜圈，从釉面甜甜圈到布丁夹心，再到巧克力包裹的甜甜圈，每份仅需 35 美分。劳拉·戴利，身高 2 1/2，直接选择老式的那种——海绵状、金棕色，撒上糖粉。

然后，她的眼睛里流露出严肃的神情，伸手去拿牛奶，做了甜甜圈食客所做的事情。“她是一位扣篮高手，”她的母亲戴娜·萨维奇说。“她喜欢扣篮。”

扣篮。这是一个完全受人尊敬的英语单词，只不过它是通过外语宾夕法尼亚德语进入语言的，这是在宾夕法尼亚州东南部农田定居和耕种的阿米什人和门诺派教徒的母语。

这是最丰富多彩的英语——一种多人使用的语言，能够并且愿意吸收任何它认为有用的单词。

“它一直是一种语言的吸尘器。它从各处吸收单词，”《剑桥英语百科全书》的作者大卫·克里斯托说。

来自世界各地的地方、民族、语言：所有这些都隐藏在英语词典的褶皱中，以多种语言共存，这使得其词汇更具可塑性，并给那些将其作为第二语言或外语的人一种归属感。

考虑一下这个不太可能但完全有用的句子：“你这个臭鼬，竟然把我要在烤汉堡上使用的番茄酱拿走了！”

完美的英语。然而，“chutzpah”是意第绪语，“番茄酱”原本是中国人，“烧烤”是加勒比海地区，“汉堡包”是德国人，“臭鼬”是美洲原住民。全部折成英文。这些话从各个角落传来。源自瑞典语（监察员和炸药）和巴斯克语（奇异）。源自意第绪语（meshuganeh 和 kibbitzing）和西班牙语（午睡和土狼）。源自芬兰语（桑拿）、俄语（apparatchik）、印地语（主宰）、斯里兰卡僧伽罗语（anaconda）和马来语（amok）。来自日语（柔道）、菲律宾他加禄语（偏远地区）和阿拉伯语，通过斯瓦希里语（狩猎）。根据《牛津英语词典》，英语包含来自 350 多种现存语言的单词。

“英语是一个自由市场，”《千言万语中的世界》一书的作者艾伦·梅特卡夫说，该书是对英语进口的随心所欲的探索。“其他语言足够同质，你可以注意到外来词的出现，并说，‘那是一件可怕的事情；把它们排除在外。’”但英语是多元文化的。”

维京语言为英格兰早期的古英语贡献了词汇和语法，但语言学家将其真正的传入追溯到 1066 年，当时来自现在法国的诺曼人威廉国王征服了英格兰。这意味着讲英语的人正在被讲法语的人统治，而被征服的语言必须进行调整。

征服者认为自己比低地盎格鲁撒克逊人更有教养。动物用语——牛、猪、羊——都是盎格鲁-撒克逊人的语言。表示同一种动物的食物词——牛肉、猪肉、羊肉——来自诺曼人的晚餐盛装。

300 年后，到了乔叟的时代，中古英语中已经充斥着“统治”、“法理学”和“理性”等法语术语，开创了先例：新词可能是外来词，但听起来仍然是英语。

在文艺复兴时期，词汇从拉丁语（与法语没有太大区别）和希腊语流入。探索时代引入了来自各个角落的新术语。英语正在成为一种多语言。

美国改变了一切。这是一片由一代又一代的移民塑造的英语土地，每一代移民都带来了新的思想和新的表达方式。爱尔兰人、意大利人、德国人、东欧人、拉丁人、非洲人、亚洲人——都以微小而重大的方式改变了英语。

如今，北达科他州迈诺特的一个挪威后裔家庭可以观看《宋飞正传》并了解其中对纽约风格意第绪语的引用。诸如“schtick”、“pastrami”和“bagel”之类的词不再是东欧犹太地区主义；他们已经成为主流。

《Dunk》的起源是德国移民，他们参加了 18 世纪的兄弟会运动，为逃避宗教迫害而移居宾夕法尼亚州。他们实行全浸式洗礼，并被称为“tunker”；源自德语单词“tunken”，意思是“沉浸”。“T”在宾夕法尼亚州演变为“D”。

语言学家预测，随着越来越多的非母语人士登上全球领导职位，外来词将更快地流入英语。步伐将会加快，但它仍然是英语——由于近 1000 年来顽固的实用主义遗产，它愿意接受单词作为其马赛克。

1. 这篇文章说英语能够吸收它认为有用的单词。这意味着英语
 - A. 多年来一直使用同一个词
 - B. 吸收了多种语言的词汇
 - C. 包含许多难以发音的单词
 - D. 包含许多含义相近的单词

- 2 这篇文章描述了英语词汇的可塑性。这意味着英语
 - A. 不断变化
 - B. 语言是丰富多彩的
 - C. 对于其他语言的使用者来说听起来很熟悉
 - D. 对于大多数学生来说很难学习

3. 文章称，1066 年之后，英语成为“被征服的语言”。这意味着英语是
 - A. 向法国人传授
 - B. 法国学者不再使用
 - C. 比法语更难学
 - D. 被认为不如法语

4. 这段文字说，到乔叟时代，“中古英语已经充斥着法语术语……开创了先例。”这个先例
 - A. 建立了一套复杂的语法规则
 - B. 是新词如何进入英语的典范
 - C. 使乔叟成为最伟大的中古英语作家之一
 - D. 限制可以在英语中使用的法语单词的数量

5. 这段文字提到了“新颖的术语”。这意味着这些条款是
 - A. 用于文艺复兴时期的文本
 - B. 由希腊语或拉丁语根源形成
 - C. 刚接触英语
 - D. 多种语言共享

Passage 3: English**English: A Global Language**

by Ted Anthony

LANCASTER, Pa.—Morning, and the delicacies at Burnside Donuts are fresh and warm—58 varieties, from glazed to pudding-filled to chocolate-covered, at just 35 cents apiece. Lara Dailey, 2 1/2, goes straight for the old-fashioned kind—spongy and golden brown, dredged in powdered sugar.

Then, seriousness radiating from her eyes, she reaches for her milk and does what doughnut diners do. "She's a dunker," said her mother, Daina Savage. "She loves to dunk."

Dunk. A perfectly respectable English word, except that it entered the language via a foreign tongue—Pennsylvania German, the native language of the Amish and Mennonites who settled and cultivated this region of southeastern Pennsylvania farmland.

This is English at its most colorful—a language spoken by multitudes, able and willing to assimilate any words it finds useful.

"It's always been a vacuum cleaner of a language. It sucks in words from everywhere," said David Crystal, author of the Cambridge Encyclopedia of the English Language.

Places, peoples, tongues from around the world: all are hidden in the folds of English's lexicons, co-existing in a polyglot that makes its vocabulary more malleable and gives a sense of belonging to those who speak it as a second or foreign language.

Consider this unlikely but perfectly serviceable sentence: "You've got some chutzpah taking the ketchup I was going to use on my barbecued hamburger, you skunk!"

Flawless English. Yet "chutzpah" is Yiddish, "ketchup" originally Chinese, "barbecue" Caribbean, "hamburger" German and "skunk" Native American. All folded into English. From all corners they come, these words. From Swedish (ombudsman and dynamite) and Basque (bizarre). From Yiddish (meshuganeh and kibbitzing) and Spanish (siesta and coyote). From Finnish (sauna), Russian (apparatchik), Hindi (juggernaut), Sri Lankan

Sinhala (anaconda) and Malay (amok). From Japanese (judo), Filipino Tagalog (boondocks) and Arabic via Swahili (safari). According to the Oxford English Dictionary, English contains words from more than 350 living languages.

"English is a free market," said Allan Metcalf, author of *The World in So Many Words*, a freewheeling exploration of English's imports. "Other languages are homogeneous enough that you can notice foreign words coming in and say, 'That's a terrible thing; keep them out.' But English is multicultural."

Viking languages contributed words and grammar to Old English in England's earliest days, but linguists trace the real dawn of importation to 1066, when King William, a Norman from what is now France, conquered England. That meant English speakers were being ruled by French speakers, and the subjugated language had to adjust.

The conquerors considered themselves more genteel than the low-country Anglo-Saxons. Animal words—cow, pig, sheep—are out-in-the-barn Anglo-Saxon. Food words for the same beasts—beef, pork, mutton—come from dress-up-for-dinner Norman.

By Chaucer's time, 300 years later, Middle English had swelled with French terms such as "reign," "jurisprudence" and "reason," setting a precedent: new words could be foreign and still sound English.

During the Renaissance, words flowed in from Latin—not that different from French—and Greek. The Age of Exploration introduced novel terms from all corners. English was becoming a polyglot.

And the United States changed everything. Here was an English-speaking land molded by successive generations of immigrants, each bringing new ideas and new expressions. Irish, Italians, Germans, Eastern Europeans, Latinos, Africans, Asians—all changed English in ways minuscule and momentous.

Today, a family of Norwegian descent in Minot, North Dakota, can watch "Seinfeld" and understand its New Yorkstyle Yiddish references. Words such as "schtick" and "pastrami" and "bagel" are no longer Eastern European Jewish regionalisms; they've gone mainstream.

"Dunk" owes its origin to German immigrants who belonged to the 18th-century Brethren movement and moved to Pennsylvania to escape religious persecution. They practiced full-immersion Baptism and were known as "tunker;" from the German word "tunken," meaning "to immerse." The "T" evolved into a "D" in Pennsylvania.

Linguists predict foreign words will flow into English even faster as more non-native speakers reach global leadership positions. The pace will increase, but it will still be English—willing to accept words into its mosaic because of a stubborn legacy of pragmatism nearly 1,000 years old.

1.The passage says that the English language is able to assimilate words it finds useful. This means that English

- A. has used the same words for many years
- B. has absorbed words from many languages
- C. contains many words that are difficult to pronounce
- D. contains many words that are close in meaning

2 The passage describes English vocabulary as malleable. This means that English

- A. is constantly changing
- B. is a rich and colorful language
- C. sounds familiar to speakers of other languages
- D. is difficult for most students to learn

3.The passage says that after the year 1066, English was the "subjugated language." This means that English was

- A. being taught to people in France
- B. no longer used by scholars in France
- C. more difficult to learn than French
- D. considered inferior to French

4.The passage says that by Chaucer's time, "Middle English had swelled with French terms . . . setting a precedent." This precedent

- A. established a set of complicated grammar rules
- B. was a model for how new words would come into English
- C. established Chaucer as one of the greatest Middle-English writers
- D. limited the number of French words that could be used in English

5. The passage refers to "novel terms." This means that the terms were
- A. used in Renaissance texts
 - B. formed from Greek or Latin roots
 - C. new to the English language
 - D. shared by many languages

Reading literacy Testing (Objective 3)

Directions: Choose the best answer or answer the question

Unit 4. Informational texts (16 hrs)

4.1 The Characteristics of Chinese Architecture (3 hrs)

Dimension 1: Locate and recall

Passage 1:

HOUSING RENTAL AGREEMENT

Address _____

THIS AGREEMENT is made this _____ day of _____, by and between _____, herein called "Landlord," and _____, _____, _____, herein called "Tenant." Landlord hereby agrees to rent to Tenant the real property located in the City of _____, State of _____, described as follows: _____. Lease commences on the 1st day of _____ and monthly thereafter until the _____ the day of _____, at which time this agreement is terminated. Landlord rents the demised property to Tenant on the following terms and conditions:

1.	<p>Rent</p> <p>Tenant agrees to pay Landlord as base rent the sum of \$_____ per month, due and payable monthly in advance on the first day of each month during the term of this agreement. Rent must be received by 5:00 p.m. If the rent has not been received by 9:00 a.m. on the second of the month, then a seven (7) day notice will be posted.</p>
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2.	<p>Payment of Rent</p> <p>Monthly rent payments may be paid by check until the first check is dishonored and returned unpaid. Rent shall be made payable to and hand delivered (or sent by mail at Tenant's risk) to Landlord at. Any rents lost in the mail will be treated as if unpaid until received by Landlord.</p>
3.	<p>Bad-Check Servicing Charge</p> <p>In the event Tenant's check is dishonored and returned for any reason to Landlord, Tenant agrees to pay as additional rent the sum equal to thirty-five dollars (\$35) for each occurrence. This amount shall be in addition to all late fees, if check is not paid prior to the first of the month. If for any reason a check is returned or dishonored, all future rent payments must be cash or money order.</p>
4.	<p>Use</p> <p>Tenant agrees to use the property only as a residence for self and those persons identified below.</p> <p>_____</p> <p>Landlord will hold Tenant solely responsible for all damages to property or for violations against this rental agreement.</p> <p>Appliances</p> <p>The house is rented with the following appliances: Refrigerator and Stove. Other appliances that may be included in the rental property are the sole responsibility of Tenant to maintain. Landlord will not be responsible for the maintenance of these other appliances and does not warrant the condition of these appliances.</p>
6.	<p>Repair Policy</p> <p>Tenant shall use customary diligence in care of the Property. All minor repairs are expected to be performed by or at the direction of Tenant, at the sole responsibility of Tenant. Any and all repairs made at the direction of Tenant shall be done by a competent professional, or by Tenant provided that Tenant is capable and qualified to make said repairs. All repairs shall be done in compliance with all applicable codes and regulations. Any repair that is estimated to cost more than fifty dollars (\$50) must receive permission of Landlord prior to being made. Under no circumstances will Landlord be responsible for any improvements or repairs costing more than \$50 unless Tenant is given written authorization to make repairs or improvements in advance.</p>
7.	<p>Occupancy</p> <p>Tenant is to maintain the dwelling unit as follows:</p> <ol style="list-style-type: none"> a) Comply with all obligations primarily imposed upon Tenant by applicable provisions of building codes materially affecting health and safety. b) Keep that part of the property that Tenant occupies and uses as clean and

	<p>safe as the condition of the property permits.</p> <p>c) Dispose from the dwelling unit all rubbish, garbage, and other waste in a clean and safe manner.</p> <p>d) Keep all plumbing fixtures in the dwelling unit as clean as their condition permits.</p> <p>e) Use in a reasonable manner all electrical, plumbing, sanitary, heating, ventilating, air-conditioning, and other facilities and appliances, including elevators, on the property.</p> <p>f) Not deliberately or negligently destroy, deface, damage, impair, or remove any part of the property or knowingly permit any person to do so.</p> <p>g) Not disturb neighbors' peaceful enjoyment of the property.</p>
<p>8.</p>	<p>Security Deposit</p> <p>Tenant has deposited with, and Landlord acknowledges receipt of, \$ _____ as a Security Deposit. This Security Deposit is to guarantee the return of the property to Landlord in the same or better condition as when accepted by Tenant, reasonable wear excepted, and to satisfy any obligations of Tenant unfulfilled at the termination of this Rental Agreement, as specified herein. Satisfactory compliance with this section includes removing all trash and belongings of Tenant. If any provision of this Rental Agreement is violated, the Security Deposit is forfeited. The Security Deposit may not be applied by Tenant as payment for any rent due to Landlord. Should Tenant be responsible for damage and/or loss of value to the property greater than the value of the Security Deposit, Tenant hereby agrees to reimburse Landlord for such loss immediately upon the presentation of a bill for said damage and/or loss. Landlord shall return the balance of said Security Deposit, if any, to Tenant at Tenant's forwarding address, upon Tenant's vacating the property and returning keys to Landlord and upon termination of this contract according to other terms herein agreed. The Security Deposit will be returned within thirty (30) days after Tenant vacates the property, along with an itemized statement as to the deductions, if any, from said Security Deposit.</p>
<p>9.</p>	<p>Alterations</p> <p>Tenant shall make no alterations, decorations, additions, or improvements in or to the property without Landlord's prior written consent, and then only by contractors or mechanics approved by Landlord. All alterations, additions, or improvements upon the property, made by either party, shall become the property of Landlord and shall remain upon, and be surrendered with, said property, as a part thereof, at the end of the term hereof.</p>
<p>10.</p>	<p>Vehicle Policy</p> <p>Tenant must follow rules and laws of the City Parking Department concerning parking. Tenant must obtain all necessary parking permits and information for self and guests. Landlord is not responsible for Tenant's parking needs. Off-street parking is not provided by Landlord, unless otherwise noted in this agreement.</p>
<p>11.</p>	<p>Utilities</p> <p>Tenant will be responsible for payment of all utility and garbage bills, water and sewer charges, telephone bills, gas bills, and any other bills incurred during residency. Tenant specifically authorizes Landlord to deduct amounts of unpaid bills from the Security Deposit in the event bills remain unpaid after termination of this agreement.</p>

<p>12.</p>	<p>Access to Property</p> <p>Landlord reserves the right to enter the residence at reasonable times to inspect, make necessary repairs, supply services, or show it to prospective residents, purchasers, mortgagors, workers, or contractors. Whenever practicable, a 24-hour notice of Landlord's intent to enter shall be given to Tenant. Landlord may also display "for rent" and "for sale" signs on the building of which the rented residence is a part.</p>
<p>13.</p>	<p>Full Disclosure</p> <p>Tenant signing this Rental Agreement hereby states that all questions about this Rental Agreement have been answered, and that Tenant fully understands all the provisions of the agreement and the obligations and responsibilities of each party, as spelled out herein. Tenant further states that he/she agrees to fulfill Tenant's obligations in every respect or suffer the full legal and financial consequences of his/her actions or lack of action in violation of this agreement. Signature by Tenant on this Rental Agreement is acknowledgment of receipt of a signed copy of the Rental Agreement.</p>

<p>Accepted this _____</p> <p>_____</p>	<p>day of _____.</p> <p>_____</p>
<p>, Landlord</p>	<p>, Tenant</p>
	<p>_____</p>
	<p>, Tenant</p>

1. According to the rental agreement, what is the first action the landlord will take if the rent is not paid on time?
 - A. Keep the security deposit
 - B. Terminate the tenant's contract
 - C. Send a seven-day notice
 - D. Require one month's rent in advance
2. According to the rental agreement, which of the following is the landlord required to do?
 - A. Maintain and repair air conditioning units
 - B. Provide a stove and refrigerator
 - C. Arrange for weekly trash disposal
 - D. Supply the tenant with multiple keys
3. According to the rental agreement, when would the tenant have to pay the rent with cash or money order?
 - A. When the rent is late
 - B. When the rent is being mailed
 - C. When a notice has been posted
 - D. When a check has been returned
4. Section 8 of the rental agreement states that under certain circumstances, the tenant will reimburse the landlord. This means that the tenant must
 - A. notify the landlord about a forwarding address
 - B. pay the landlord back for excessive damages to the property
 - C. pay an additional security deposit
 - D. return all keys when vacating the property
5. In Section 12, the rental agreement states that the landlord can enter and show the house to "prospective residents." The agreement is referring to people who
 - A. are interested in living in the house
 - B. wish to make future improvements
 - C. lived in the house before
 - D. help the landlord do inspections

Passage 2:**CAPITALIZING on the "COGNITIVE NICHE"**

by Bill Gates

College dropout and computer whiz kid, corporate executive and philanthropist, William H. Gates (1955-) was born and raised in Seattle, Washington. His interest in computers, which began at the age of thirteen, led Gates to realize the potential of a standard operating platform for the computer era, and through the success of his company Microsoft, he became one of the world's richest men. Criticized for its monopolistic practices, Microsoft was sued by the United States government in the 1990's. In 2000, Gates established the Bill and Melinda Gates Foundation, which has become the world's largest philanthropy dedicated to improving health and education worldwide. The following essay was published in 1999.

Human beings are not the biggest animals. We're not the strongest or fastest. We're not the sharpest in sight or smell. It's amazing how we survived against the many fierce creatures of nature. We survived and prospered because of our brains. We evolved to fill the cognitive niche. We learned how to use tools, to build shelter, to invent agriculture, to domesticate livestock, to develop civilization and culture, to cure and prevent disease. Our tools and technologies have helped us to shape the environment around us.

I'm an optimist. I believe in progress. I'd much rather be alive today than at any time in history—and not just because in an earlier age my skill set wouldn't have been as valuable and I'd have been a prime candidate for some beast's dinner. The tools of the Industrial Age extended the capabilities of our muscles. The tools of the digital age extend the capabilities of our minds. I'm even happier for my children, who will come of age in this new world.

By embracing the digital age, we can accelerate the positive effects and mitigate the challenges, such as privacy and have-vs.-have-not. If we sit back and wait for the digital age to come to us on terms defined by others, we won't be able to do either. The Web lifestyle can increase citizen involvement in government. Many of the decisions to be made are political and social, not technical. These include how we ensure access for everyone and how we protect children. Citizens in every culture must engage on the social and political impact of digital technology to ensure that the new digital age reflects the society they want to create.

If we are reactive and let change overwhelm us or pass us by, we will perceive change negatively. If we are proactive, seek to understand the future now, and embrace change, the idea of the unexpected can be positive and uplifting. Astronomer Carl Sagan in his last book, *Billions and Billions*, said: "The prediction I can make with the highest confidence is that the most amazing discoveries will be the ones we are not today wise enough to foresee."



A DNA plate used for sequencing and mapping the human genome, Rockville, Maryland, 2000.

As tough and uncertain as the digital world makes it for business—it's evolve rapidly or die—we will all benefit. We're going to get improved products and services, more responsiveness to complaints, lower costs, and more choices. We're going to get better government and social services at substantially less expense.

This world is coming. A big part of it comes through businesses using a digital nervous system to radically improve their processes.

A digital nervous system can help business redefine itself and its role in the future, but energy or paralysis, success or failure, depends on business leaders. Only you can prepare your organization and make the investments necessary to capitalize on the rapidly dawning digital age.

Digital tools magnify the abilities that make us unique in the world: the ability to think, the ability to articulate our thoughts, the ability to work together to act on those thoughts. I strongly believe that if companies empower their employees to solve problems and give them potent tools to do this with, they will always be amazed at how much creativity and initiative will blossom forth.

1.The author says that human beings have prospered because of their brains. He means that human beings have

- A. lived long lives
- B. succeeded and done well
- C. lived in harmony with nature
- D. made important discoveries

2.The author says that we can mitigate the challenges of the digital age. He is suggesting that we can

- A. expand research studies of technological problems
- B. look forward to many technological advances
- C. lessen the problems caused by technology
- D. increase public awareness of technology

3.The author mentions people being proactive. He means that people should

- A. make sure workers maintain a good attitude
- B. work more hours in order to be more productive
- C. be professional about dealing with change
- D. act in a way that anticipates change

4.The author talks about making the investments necessary to capitalize on the digital age. He is referring to

- A. locating new businesses in big cities
- B. spending more money on technology than on people
- C. gaining advantages by using technology

- D. hiring strong leaders to improve the company
5. The author refers to the human ability to articulate thoughts. He is describing the ability to
- A. express ideas clearly
 - B. think complexly
 - C. come up with new ideas
 - D. think in visual images

Passage 3:

English: A Global Language

by Ted Anthony

LANCASTER, Pa.—Morning, and the delicacies at Burnside Donuts are fresh and warm—58 varieties, from glazed to pudding-filled to chocolate-covered, at just 35 cents apiece. Lara Dailey, 2 1/2, goes straight for the old-fashioned kind—spongy and golden brown, dredged in powdered sugar.

Then, seriousness radiating from her eyes, she reaches for her milk and does what doughnut diners do. "She's a dunker," said her mother, Daina Savage. "She loves to dunk."

Dunk. A perfectly respectable English word, except that it entered the language via a foreign tongue—Pennsylvania German, the native language of the Amish and Mennonites who settled and cultivated this region of southeastern Pennsylvania farmland.

This is English at its most colorful—a language spoken by multitudes, able and willing to assimilate any words it finds useful.

"It's always been a vacuum cleaner of a language. It sucks in words from everywhere," said David Crystal, author of the Cambridge Encyclopedia of the English Language.

Places, peoples, tongues from around the world: all are hidden in the folds of English's lexicons, co-existing in a polyglot that makes its vocabulary more malleable and gives a sense of belonging to those who speak it as a second or foreign language.

Consider this unlikely but perfectly serviceable sentence: "You've got some chutzpah taking the ketchup I was going to use on my barbecued hamburger, you skunk!"

Flawless English. Yet "chutzpah" is Yiddish, "ketchup" originally Chinese, "barbecue" Caribbean, "hamburger" German and "skunk" Native American. All folded into English. From all corners they come, these words. From Swedish (ombudsman and dynamite) and Basque (bizarre). From Yiddish (meshuganeh and kibbitzing) and Spanish (siesta and coyote). From Finnish (sauna), Russian (apparatchik), Hindi (juggernaut), Sri Lankan Sinhala (anaconda) and Malay (amok). From Japanese (judo), Filipino Tagalog (boondocks) and Arabic via Swahili (safari). According to the Oxford English Dictionary, English contains words from more than 350 living languages.

"English is a free market," said Allan Metcalf, author of *The World in So Many Words*, a freewheeling exploration of English's imports. "Other languages are homogeneous enough that you can notice foreign words coming in and say, 'That's a terrible thing; keep them out.' But English is multicultural."

Viking languages contributed words and grammar to Old English in England's earliest days, but linguists trace the real dawn of importation to 1066, when King William, a Norman from what is now France, conquered England. That meant English speakers were being ruled by French speakers, and the subjugated language had to adjust.

The conquerors considered themselves more genteel than the low-country Anglo-Saxons. Animal words—cow, pig, sheep—are out-in-the-barn Anglo-Saxon. Food words for the same beasts—beef, pork, mutton—come from dress-up-for-dinner Norman.

By Chaucer's time, 300 years later, Middle English had swelled with French terms such as "reign," "jurisprudence" and "reason," setting a precedent: new words could be foreign and still sound English.

During the Renaissance, words flowed in from Latin—not that different from French—and Greek. The Age of Exploration introduced novel terms from all corners. English was becoming a polyglot.

And the United States changed everything. Here was an English-speaking land molded by successive generations of immigrants, each bringing new ideas and new

expressions. Irish, Italians, Germans, Eastern Europeans, Latinos, Africans, Asians—all changed English in ways minuscule and momentous.

Today, a family of Norwegian descent in Minot, North Dakota, can watch "Seinfeld" and understand its New Yorkstyle Yiddish references. Words such as "schtick" and "pastrami" and "bagel" are no longer Eastern European Jewish regionalisms; they've gone mainstream.

"Dunk" owes its origin to German immigrants who belonged to the 18th-century Brethren movement and moved to Pennsylvania to escape religious persecution. They practiced full-immersion Baptism and were known as "tunker;" from the German word "tunken," meaning "to immerse." The "T" evolved into a "D" in Pennsylvania.

Linguists predict foreign words will flow into English even faster as more non-native speakers reach global leadership positions. The pace will increase, but it will still be English—willing to accept words into its mosaic because of a stubborn legacy of pragmatism nearly 1,000 years old.

1.The passage says that the English language is able to assimilate words it finds useful. This means that English

- A. has used the same words for many years
- B. has absorbed words from many languages
- C. contains many words that are difficult to pronounce
- D. contains many words that are close in meaning

2 The passage describes English vocabulary as malleable. This means that English

- A. is constantly changing
- B. is a rich and colorful language
- C. sounds familiar to speakers of other languages
- D. is difficult for most students to learn

3.The passage says that after the year 1066, English was the "subjugated language." This means that English was

- A. being taught to people in France
- B. no longer used by scholars in France
- C. more difficult to learn than French
- D. considered inferior to French

4.The passage says that by Chaucer's time, "Middle English had swelled with French terms . . . setting a precedent." This precedent

- A. established a set of complicated grammar rules
 - B. was a model for how new words would come into English
 - C. established Chaucer as one of the greatest Middle-English writers
 - D. limited the number of French words that could be used in English
5. The passage refers to "novel terms." This means that the terms were
- A. used in Renaissance texts
 - B. formed from Greek or Latin roots
 - C. new to the English language
 - D. shared by many languages

Directions: Choose the best answer or answer the question

Unit 4. Informational texts (16 hrs)

4.2 The frontier of the universe (5 hrs.)

Dimension 2: Integrate and Interpret

Passage 4:

**Theodore Roosevelt
United States President (1901-1909)**

The energetic Republican President had taken his first oath of office upon the death of President McKinley, who died of an assassin's gunshot wounds on September 14, 1901. Mr. Roosevelt had been President himself for three years at the election of 1904. The inaugural celebration was the largest and most diverse of any in memory—cowboys, American Indians (including the Apache Chief Geronimo), coal miners, soldiers, and students were some of the groups represented. The oath of office was administered on the East Portico of the Capitol by Chief Justice Melville Fuller.

MY FELLOW CITIZENS, no people on Earth have more cause to be thankful than ours, and this is said reverently, in no spirit of boastfulness in our own strength, but with gratitude to the Giver of Good who has blessed us with the conditions which have enabled us to achieve so large a measure of well-being and of happiness.

To us as a people it has been granted to lay the foundations of our national life in a new continent. We are the heirs of the ages, and yet we have had to pay few of the penalties which in old countries are exacted by the dead hand of a bygone civilization.... Our life has called for the vigor and effort without which the manlier and hardier virtues wither away.

Under such conditions it would be our own fault if we failed; and the success which we have had in the past, the success which we confidently believe the future will bring, should cause in us no feeling of vainglory, but rather a deep and abiding realization of all which life has offered us; a full acknowledgment of the responsibility which is ours; and a fixed determination to show that under a free government a mighty people can thrive best, alike as regards the things of the body and the things of the soul.

Much has been given us, and much will rightfully be expected from us. We have duties to others and duties to ourselves; and we can shirk neither. We have become a great nation, forced by the fact of its greatness into relations with the other nations of the Earth, and we must behave as beseems a people with such responsibilities.

Toward all other nations, large and small, our attitude must be one of cordial and sincere friendship. We must show not only in our words, but in our deeds, that we are earnestly desirous of securing their goodwill by acting toward them in a spirit of just and generous recognition of all their rights.

But justice and generosity in a nation, as in an individual, count most when shown not by the weak but by the strong. While ever careful to refrain from wrongdoing others, we must be no less insistent that we are not wronged ourselves. We wish peace, but we wish the peace of justice, the peace of righteousness. We wish it because we think it is right and not because we are afraid. No weak nation that acts manfully and justly should ever have cause to fear us, and no strong power should ever be able to single us out as a subject for insolent aggression.

Our relations with the other powers of the world are important; but still more important are our relations among ourselves. Such growth in wealth, in population, and in power as this nation has seen during the century and a quarter of its national life is inevitably accompanied by a like growth in the problems which are ever before every nation that rises to greatness. Power invariably means both responsibility and danger. Our forefathers faced certain perils which we have outgrown. We now face other perils, the very existence of which it was impossible that they should foresee.

Modern life is both complex and intense, and the tremendous changes wrought by the extraordinary industrial development of the last half century are felt in every fiber of our social and political being. Never before have men tried so vast and formidable an experiment as that of administering the affairs of a continent under the forms of a democratic republic. The conditions which have told for our marvelous material well-being—which have developed to a very high degree our energy, self-reliance, and individual initiative—have also brought the care and anxiety inseparable from the accumulation of great wealth in industrial centers.

Upon the success of our experiment much depends, not only as regards our own welfare, but as regards the welfare of mankind. If we fail, the cause of free self-government throughout the world will rock to its foundations, and therefore our responsibility is heavy, to ourselves, to the world as it is today, and to the generations yet unborn.

There is no good reason why we should fear the future, but there is every reason why we should face it seriously, neither hiding from ourselves the gravity of the problems before us nor fearing to approach these problems with the unbending, unflinching purpose to solve them aright.

Yet, after all, though the problems are new, though the tasks set before us differ from the tasks set before our fathers who founded and preserved this republic, the spirit in which these tasks must be undertaken and these problems faced, if our duty is to be well done, remains essentially unchanged. We know that self-government is difficult. We know that no people needs such high traits of character as that people which seeks to govern its affairs aright through the freely expressed will of the free men who compose it.

But we have faith that we shall not prove false to memories of the men of the mighty past. They did their work, they left us the splendid heritage we now enjoy. We in our turn have an assured confidence that we shall be able to leave this heritage unwasted and enlarged to our children and our children's children.

To do so we must show, not merely in great crises, but in the everyday affairs of life, the qualities of practical intelligence, of courage, of hardihood, and endurance, and above all the power of devotion to a lofty ideal, which made great the men who founded this republic in the days of Washington, which made great the men who preserved this republic in the days of Abraham Lincoln.

1. According to the introduction, what made Roosevelt's inaugural celebration different from those of the past?
 - A. A wide range of people were in attendance.
 - B. Many politicians were invited to participate.
 - C. His inaugural address was longer than that of any other president.
 - D. It was the first celebration open to anyone who wanted to attend.
2. Roosevelt refers to the perils the nation faced. He means the nation faced
 - A. critics who questioned its practices
 - B. certain dangers in the past
 - C. rapid population growth
 - D. financial difficulties
3. What is the experiment that Roosevelt describes near the bottom of page 3?
 - A. The implementation of a democratic form of government on a very large scale
 - B. The successful industrialization of a country with a democratic government
 - C. The resolution of social problems that come with great wealth and power
 - D. The balance between American power and the need for peaceful relations abroad
4. Which of the following best describes Roosevelt's ideas about the relationship between progress and problems?
 - A. He believes that in the future progress will not lead to problems.
 - B. He believes progress solves most problems once thought unsolvable.
 - C. He believes a nation cannot have progress without also having problems.
 - D. He believes progress can solve only certain types of problems.

5. Roosevelt most likely refers to Washington and Lincoln at the end of the address in order to
- A. praise the speaking styles of previous presidents
 - B. encourage listeners to study history
 - C. recall accomplishments from the past
 - D. suggest that government was more powerful in the past

Passage 5:

The Open Window

by Saki (H. H. Munro) (1870–1916)

"My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen; "in the meantime you must try and put up with me."

Framton Nuttel endeavored to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

"I know how it will be," his sister had said when he was preparing to migrate to this rural retreat; "you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice."

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

"Do you know many of the people round here?" asked the niece, when she judged that they had had sufficient silent communion.

"Hardly a soul," said Framton. "My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here."

He made the last statement in a tone of distinct regret.

"Then you know practically nothing about my aunt?" pursued the self-possessed young lady.

"Only her name and address," admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

"Her great tragedy happened just three years ago," said the child; "that would be since your sister's time."

"Her tragedy?" asked Framton; somehow in this restful country spot tragedies seemed out of place.

"You may wonder why we keep that window wide open on an October afternoon," said the niece, indicating a large French window that opened onto a lawn.

"It is quite warm for the time of the year," said Framton; "but has that window got anything to do with the tragedy?"

"Out through that window, three years ago to a day, her husband and her two young brothers went off for their day's shooting. They never came back. In crossing the moor to their favorite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it." Here the child's voice lost its self-possessed note and became falteringly human. "Poor aunt always thinks that they will come back someday, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do.

That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing, 'Bertie, why do you bound?' as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window—"

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

"I hope Vera has been amusing you?" she said.

"She has been very interesting," said Framton.

"I hope you don't mind the open window," said Mrs. Sappleton briskly; "my husband and brothers will be home directly from shooting, and they always come in this way. They've been out for snipe in the marshes today, so they'll make a fine mess over my poor carpets. So like you menfolk, isn't it?"

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk onto a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

"The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise," announced Framton, who labored under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities, their cause and cure. "On the matter of diet they are not so much in agreement," he continued.

"No?" said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention-but not to what Framton was saying.

"Here they are at last!" she cried. "Just in time for tea, and don't they look as if they were muddy up to the eyes!"

shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with a dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: "I said, Bertie, why do you bound?"

Framton grabbed wildly at his stick and hat; the hall door, the gravel drive, and the front gate were dimly noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid imminent collision.

"Here we are, my dear," said the bearer of the white mackintosh, coming in through the window; "fairly muddy, but most of it's dry. Who was that who bolted out as we came up?"

"A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton; "could only talk about his illnesses, and dashed off without a word of goodbye or apology when you arrived. One would think he had seen a ghost."

"I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve."

Romance at short notice was her specialty.

1. What is the main strategy the author uses in the story?

- A. He creates conflict among the important characters.
- B. He adds romance to the relationship between the two main characters.
- C. He withholds information from the reader until the story's conclusion.
- D. He creates suspense by disguising the identity of a character.

2. The narrator describes the niece as a "**self-possessed** young lady." This means the niece is

- A. confident and in control
- B. very imaginative
- C. well dressed and polite
- D. very talkative

3. Why does Framton Nuttel visit the countryside?
- A. To cure his nervous condition
 - B. To take a tour of the area
 - C. To meet his sister's friends
 - D. To visit his aunt, Mrs. Sappleton
4. The narrator says Framton has the delusion that total strangers are interested in his nervous condition. This means Framton
- A. has a common illness related to his nerves
 - B. is worried about what people think of him
 - C. dreams that he is constantly being watched
 - D. has a mistaken idea about how others view him
5. What is the main strategy the author uses in the story?
- A. He creates conflict among the important characters.
 - B. He adds romance to the relationship between the two main characters.
 - C. He withholds information from the reader until the story's conclusion.
 - D. He creates suspense by disguising the identity of a character.

Passage 6:

Fun

Fun is hard to have.

Fun is a rare jewel.

Somewhere along the line people got the modern idea that fun was there for the asking, that people deserved fun, that if we didn't have a little fun every day we would turn into (sakes alive!) puritans.

"Was it fun?" became the question that overshadowed all other questions: good questions like: Was it moral? Was it kind? Was it honest? Was it beneficial? Was it generous? Was it necessary? And (my favorite) was it selfless?

When the pleasure got to be the main thing, the fun fetish was sure to follow. Everything was supposed to be fun. If it wasn't fun, then we were going to make it fun, or else.

Think of all the things that got the reputation of being fun. Family outings were

supposed to be fun. Education was supposed to be fun. Work was supposed to be fun. Walt Disney was supposed to be fun. Church was supposed to be fun. Staying fit was supposed to be fun.

Just to make sure that everybody knew how much fun we were having, we put happy faces on flunking test papers, dirty bumpers, sticky refrigerator doors, bathroom mirrors.

If a kid, looking at his very happy parents traipsing through that very happy Disney World, said, "This ain't fun, ma," his ma's heart sank. She wondered where she had gone wrong. Everybody told her what fun family outings to Disney World would be. Golly gee, what was the matter?

Fun got to be such a big thing that everybody started to look for more and more thrilling ways to supply it. One way was to step up the level of danger so that you could be sure that, no matter what, you would manage to have a little fun.

Television commercials brought a lot of fun and fun-loving folks into the picture. Everything that people in those commercials did looked like fun: taking Polaroid snapshots, buying insurance, mopping the floor, bowling, taking aspirin. The more commercials people watched, the more they wondered when the fun would start in their own lives. It was pretty depressing.

Big occasions were supposed to be fun. Christmas, Thanksgiving and Easter were obviously supposed to be fun. Your wedding day was supposed to be fun. Your honeymoon was supposed to be the epitome of fundom. And so we ended up going through every Big Event we ever celebrated, waiting for the fun to start.

It occurred to me, while I was sitting around waiting for the fun to start, that not much is, and that I should tell you just in case you're worried about your fun capacity.

I don't mean to put a damper on things. I just mean we ought to treat fun reverently. It is a mystery. It cannot be caught like a virus. It cannot be trapped like an animal. The god of mirth is paying us back for all those years of thinking fun was everywhere by refusing to come to our party. I don't want to blaspheme fun anymore. When fun comes in on little dancing feet, you probably won't be expecting it. In fact, I bet it comes when you're doing your duty, your job, or your work. It may even come on a

Tuesday.

I remember one day, long ago, on which I had an especially good time. Pam Davis and I walked to the College Village drug store one Saturday morning to buy some candy. We were about 12 years old. She got her Bit-O-Honey. I got my malted milk balls, chocolate stars, Chunkys, and a small bag of M & M's. We started back to her house. I was going to spend the night. We had the whole day to look forward to. We had plenty of candy. It was a long way to Pam's house but every time we got weary Pam would put her hand over her eyes, scan the horizon like a sailor and say, "Oughta reach home by nightfall," at which point the two of us would laugh until we thought we couldn't stand it another minute. Then after we got calm, she'd say it again. You should have been there. It was the kind of day and friendship and occasion that made me deeply regretful that I had to grow up.

It was fun.

1. When the author mentions the possibility of people turning into puritans, she is using this word to refer to people who
 - A. lived a long time ago
 - B. rarely make a mistake
 - C. are serious and reserved
 - D. dress in plain and dark clothing
2. At the beginning of the essay, the author suggests that people are so concerned with having fun that they
 - A. try to find fun in all their experiences
 - B. spend a lot of money trying to have fun
 - C. join groups to learn how to have fun
 - D. avoid new experiences that may not be fun
3. What is the author's point about big occasions like holidays?
 - A. They go by too quickly to be enjoyed.
 - B. They are not as much fun as people expect them to be.
 - C. They have become too centered around money.
 - D. They help us to appreciate the important events in life.
4. The author assumes that the people reading her essay
 - A. probably had fun going to amusement parks as children
 - B. prefer dangerous experiences over fun activities
 - C. may be worried that they are not having enough fun
 - D. enjoy discussing the topic of fun

5. When the author tells us to "treat fun reverently," she is encouraging us to
- A. look forward to having fun
 - B. have great respect for fun
 - C. teach others how to have fun
 - D. have fun less frequently

Directions: Choose the best answer or answer the question

Unit 4. Informational texts (16 hrs)

4.3 Contract Worker (8 hrs)

Dimension 3 : Critique and evaluate

Passage 7:

The Civil War in the United States: The Battle of Shiloh

Here are two perspectives on the battle of Shiloh which was part of the American Civil War. Each of the two passages was taken from a different source; the first is from a soldier's journal and the second is from an encyclopedia. Read them and see how each passage makes a contribution to your understanding of the battle of Shiloh and the Civil War. Think about what each source tells you that is missing from the other source, as well as what each one leaves out.

Journal Entry — Passage 1

The following journal entry relates the noise, confusion, and horror of the battle of Shiloh as told by a Union officer.

On the evening of the 5th, the 18th Wisconsin infantry arrived and were assigned to General Prentiss's division, on the front. They cooked their first suppers in the field that night at nine o'clock, and wrapped themselves in their blankets, to be awakened by the roar of battle, and receive, thus early, their bloody baptism. Before they had been on the field one day, their magnificent corps was decimated, most of the

officers killed.

On going to the field the second day, our regiment strode on in line over wounded, dying, and dead. My office detaching me from the lines, I had an opportunity to notice incidents about the field. The regiment halted amidst a gory, ghastly scene. I heard a voice calling, "Ho, friend! ho! Come here." I went to a pile of dead human forms in every kind of stiff contortion; I saw one arm raised, beckoning me. I found there a rebel, covered with blood, pillowing his head on the dead body of a comrade. Both were red from head to foot. The live one had lain across the dead one all that horrible, long night in the storm. The first thing he said to me was "Give me some water. Send me a surgeon—won't you! What made you come down here to fight us? We never would have come up there." And then he affectionately put one arm over the form, and laid his bloody face against the cold, clammy, bloody face of his friend.

I filled his canteen nearly—reserving some for myself—knowing that I might be in the same sad condition. I told him we had no surgeon in our regiment, and that we would have to suffer, if wounded, the same as he; that other regiments were coming, and to call on them for surgeon; that they were humane.

"Forward!" shouted the Colonel; and 'Forward' was repeated by the officers. I left him.

The above recalls to mind one of the hardest principles in warfare—where your sympathy and humanity are appealed to, and from sense of expediency, you are forbidden to exercise it. After our regiment had been nearly annihilated, and were compelled to retreat under a galling fire, a boy was supporting his dying brother on one arm, and trying to drag him from the field and the advancing foe. He looked at me imploringly, and said, "Captain, help him—won't you? Do, Captain; he'll live." I said, "He's shot through the head; don't you see? and can't live—he's dying now." "Oh, no, he ain't, Captain. Don't leave me." I was forced to reply, "The rebels won't hurt him. Lay him down and come, or both you and I will be lost." The rush of bullets and

the yells of the approaching enemy hurried me away—leaving the young soldier over his dying brother.

At home I used to wince at the sight of a wound or of a corpse; but here, in one day, I learned to be among the scenes I am describing without emotion. My friend and myself, on the second night, looking in the dark for a place to lie down, he said, "Let's lie down here. Here's some fellows sleeping." We slept in quiet until dawn revealed that we had passed the night among sprawling, stiffened, ghastly corpses. I saw one of our dead soldiers with his mouth crammed full of cartridges until the cheeks were bulged out. Several protruded from his mouth. This was done by the rebels. On the third day most of our time was employed in burying the dead. Shallow pits were dug, which would soon fill with water. Into these we threw our comrades with a heavy splash, or a dump against solid bottom. Many a hopeful, promising youth thus indecently ended his career.

I stood in one place in the woods near the spot of the engagement of the 57th Illinois, and counted eighty-one dead rebels. There I saw one tree, seven inches in diameter, with thirty-one bullet holes. Such had been death's storm. Near the scenes of the last of the fighting, where the rebels precipitately retreated, I saw one grave containing one hundred and thirty-seven dead rebels, and on one side of it another grave containing forty-one dead Federals.

One dead and uniformed officer lay covered with a little housing of rails. On it was a fly-leaf of a memorandum-book with the pencil writing: 'Federals, respect my father's corpse.' Many of our boys wanted to cut off his buttons and gold cord; but our Colonel had the body religiously guarded.

My poor friend, Carson, after having fought and worked, and slaved from the beginning of the war, unrequited, comparatively, and after having passed hundreds of hair-breadth escapes, and through this wild battle was killed with almost the last

shot. A round shot took off his whole face and tore part of his head. Poor Carson! We all remember your patriotism, your courage, your devotion. We will cheer, all we can, the bereaved and dear ones you have left.

Encyclopedia Entry — Passage 2

The last account you will read of the battle comes from an encyclopedia.

SHILOH, Battle of, Accented word shiloh, one of the most bitterly contested battles of the American Civil War, fought on April 6 and 7, 1862, in southern Tennessee, about 100 miles (160 km) southwest of Nashville. The first great battle of the war had been fought at Bull Run (Manassas) in Virginia in July 1861, nearly a year before. It had ended in a temporary stalemate in the eastern theater. In the West, Kentucky tried to remain neutral, but by the end of 1861, both sides had sent troops into the state.

In February 1862, Union General Ulysses S. Grant captured forts Henry and Donelson on the Tennessee and Cumberland rivers in northern Tennessee near the Kentucky boundary, taking about 11,500 men and 40 guns. The whole Confederate line of defense across Kentucky gave way. The Confederates were forced to retreat to Murfreesboro, Tenn., southeast of Nashville, as other Union forces moved toward Nashville.

With the Southern press clamoring for his removal, Gen. Albert Sidney Johnston, commanding the Confederate forces in the region, began to assemble the scattered troops. He decided to designate Corinth, in the northeast corner of Mississippi, as the concentration point for the army.

Assembling of the Armies. By the end of March, Johnston and his second-in-command, Gen. Pierre G.T. Beauregard, managed to gather in Corinth more than 40,000 men, including a few units from as far away as the Gulf of Mexico. These were

organized into three corps, commanded by Gens. Leonidas Polk, Braxton Bragg, and William J. Hardee. There was also a small reserve corps under Gen. John C. Breckinridge.

Meanwhile, Gen. Henry W. Halleck, who was Grant's department commander, had ordered Grant's troops to make a reconnaissance southward along the Tennessee River. They encamped near Pittsburg Landing, on the west side of the river, about 5 miles (8 km) north of the Mississippi boundary. There they awaited the arrival of another large Union force under Gen. Don Carlos Buell, which had been ordered southward from Nashville to join them.

Grant's army of 42,000 men was divided into six divisions. Five of these, a total of 37,000, were near Pittsburg Landing. One division, under Gen. Lew Wallace's command, was stationed 6 miles (9 km) to the north. Buell's army marching from Nashville was almost as large as Grant's; together they would far outnumber the concentration of forces that the Confederates could put in the field.

General Johnston saw that he must strike Grant's army before Buell arrived. The Confederates started northward from Corinth on the afternoon of April 3, intending to attack at dawn on the 5th, but a violent rainstorm turned the dirt roads into a sea of mud. The attack was postponed from the 5th to Sunday, April 6, but on the 5th the leading division of Buell's army arrived on the other side of the Tennessee River, only 7 miles (11 km) away.

That night the armies encamped only 2 miles (3 km) apart, with the Union forces, whose advanced units were about 4 miles (6 km) away up the river, wholly unaware of their danger. Neither they nor their leaders expected an attack. They were not disposed for defense, nor had any trenches been dug for their protection. Early in the morning of April 6, a suspicious brigade commander in Gen. Benjamin M. Prentiss' Union division sent a small force forward to investigate the nearby woods. At dawn

they exchanged shots with the Confederates, but it was too late to give warning of the attack, which burst on the Union camps.

Confederate Attack. For the assault, General Johnston had chosen an unusual formation. He formed his troops in three lines, with Hardee's corps in front, Bragg's corps in a second parallel line, and then Polk's and Breckenridge's reserve corps.

The Confederates charged straight to their front into the divisions of Prentiss and Gen. William Tecumseh Sherman, who held the right flank near the Old Shiloh Church. They and Gen. John A. McClelland's division made a brief stand. Many men fought valiantly, but others broke and fled. When Grant who had been absent from the field, arrived he found all five of the divisions fighting desperately in what seemed like a hopeless struggle. He had already sent for Buell's troops, and now he sent for Lew Wallace to join him.

The Union forces had retreated about halfway to the river to a new position, naturally strong, with open fields on each side and a sunken road in front. Here, in the center, in a position known to history as "The Hornets' Nest", the Confederates were halted for hours. They could not take it by assault, but gradually the Union troops on each flank were forced back. Johnston fell mortally wounded. Beauregard took command, and the attack continued.

Finally "The Hornets' Nest" was surrounded. Gen. William H.L. Wallace was killed trying to lead his division out. Prentiss was forced to surrender his division, but time was running out for the Confederates. They made a last attack on the Union left toward Pittsburg Landing to cut off the escape of the Union forces, but Buell's troops were now arriving.

Union Counterstroke. On the next day, Grant attacked. Of the soldiers who had fought on the first day, he had only about 7,000 effectives, (soldiers ready for battle),

but Lew Wallace had arrived with his 5,000 and Buell had supplied 20,000 more. To oppose these, the Confederates could muster only about 20,000 men. For hours they held the line in front of Shiloh Church, but at last they withdrew in good order from the field.

The Battle of Shiloh, second great battle of the war, was a tremendous shock to the people of the North and the South. When the reports were published, they found that each side had lost about 25% of the troops engaged—the Confederates about 10,700, the Union more than 13,000. The people suddenly realized that this was to be a long and bloody war.

1. Neither passage contains information about

- A. subsequent events directly influenced by the battle
- B. what it was like to fight in the battle
- C. the Union counterstroke during the battle
- D. the final outcome of the battle

2. According to the encyclopedia passage, the realization that they would be outnumbered caused the Confederates to

- A. retreat
- B. surrender
- C. call for reinforcements
- D. stage a surprise attack

3. According to the encyclopedia entry, the turning point in the battle was the

- A. death of General Johnston
- B. late arrival of General Grant
- C. Confederate assault on "The Hornets' Nest"
- D. arrival of General Buell's reinforcements

4. Identify two conflicting emotions displayed by the Union officer in his journal entry. Explain why you think the battle of Shiloh caused him to have these conflicting feelings.

5. Each account of the battle of Shiloh gives us information that the other does not. Describe what each account includes that is omitted by the other. Does this mean that both accounts provide a distorted perspective of what happened in the battle?

Passage 8:

NEWTON MINOW

ADDRESS TO THE BROADCASTING INDUSTRY

I invite you to sit down in front of your television set. . . and keep your eyes glued to that set until the station signs off. I can assure you that you will observe a vast wasteland.

Newton Minow (1926–) was appointed by President John Kennedy as chairman of the Federal Communications Commission, the agency responsible for regulating the use of the public airwaves. On May 9, 1961, he spoke to 2,000 members of the National Association of Broadcasters and told them that the daily fare on television was "a vast wasteland." Minow's indictment of commercial television launched a national debate about the quality of programming. After Minow's speech, the television critic for The New York Times wrote: "Tonight some broadcasters were trying to find dark explanations for Mr. Minow's attitude. In this matter the viewer possibly can be a little helpful; Mr. Minow has been watching television."

Your industry possesses the most powerful voice in America. It has an inescapable duty to make that voice ring with intelligence and with leadership. In a few years this exciting industry has grown from a novelty to an instrument of overwhelming impact on the American people. It should be making ready for the kind of leadership that newspapers and magazines assumed years ago, to make our people aware of their world.

Ours has been called the jet age, the atomic age, the space age. It is also, I submit, the television age. And just as history will decide whether the leaders of today's world employed the atom to destroy the world or rebuild it for mankind's benefit, so will history decide whether today's broadcasters employed their powerful voice to enrich the people or debase them.

Like everybody, I wear more than one hat. I am the chairman of the FCC. I am also a television viewer and the husband and father of other television viewers. I have seen a great many television programs that seemed to me eminently worthwhile, and I am not talking about the much-bemoaned good old days of "Playhouse 90" and "Studio One."

I am talking about this past season. Some were wonderfully entertaining, such as "The Fabulous Fifties," the "Fred Astaire Show" and the "Bing Crosby Special"; some were dramatic and moving, such as Conrad's "Victory" and "Twilight Zone"; some were marvelously informative, such as "The Nation's Future," "CBS Reports," and "The Valiant Years." I could list many more—programs that I am sure everyone here felt enriched his own life and that of his family. When television is good, nothing—not the theater, not the magazines or newspapers—nothing is better.

But when television is bad, nothing is worse. I invite you to sit down in front of your television set when your station goes on the air and stay there without a book, magazine, newspaper, profit-and-loss sheet, or rating book to distract you—and keep your eyes glued to that set until the station signs off. I can assure you that you will observe a vast wasteland.

You will see a procession of game shows, violence, audience participation shows, formula comedies about totally unbelievable families, blood and thunder, mayhem, violence, sadism, murder, Western badmen, Western good men, private eyes, gangsters, more violence and cartoons. And, endlessly, commercials—many

screaming, cajoling, and offending. And, most of all, boredom. True, you will see a few things you will enjoy. But they will be very, very few. And if you think I exaggerate, try it.

Is there one person in this room who claims that broadcasting can't do better?

Why is so much of television so bad? I have heard many answers: demands of your advertisers; competition for ever higher ratings; the need always to attract a mass audience; the high cost of television programs; the insatiable appetite for programming material—these are some of them. Unquestionably these are tough problems not susceptible to easy answers.

But I am not convinced that you have tried hard enough to solve them. I do not accept the idea that the present overall programming is aimed accurately at the public taste. The ratings tell us only that some people have their television sets turned on, and, of that number, so many are tuned to one channel and so many to another. They don't tell us what the public might watch if they were offered half a dozen additional choices. A rating, at best, is an indication of how many people saw what you gave them. Unfortunately it does not reveal the depth of the penetration or the intensity of reaction, and it never reveals what the acceptance would have been if what you gave them had been better—if all the forces of art and creativity and daring and imagination had been unleashed. I believe in the people's good sense and good taste, and I am not convinced that the people's taste is as low as some of you assume.

Certainly I hope you will agree that ratings should have little influence where children are concerned. The best estimates indicate that during the hours of 5 to 6 p.m., 60 percent of your audience is composed of children under twelve. And most young children today, believe it or not, spend as much time watching television as they do in the schoolroom. I repeat—let that sink in—most young children today

spend as much time watching television as they do in the schoolroom. It used to be said that there were three great influences on a child: home, school and church. Today there is a fourth great influence, and you ladies and gentlemen control it.

If parents, teachers, and ministers conducted their responsibilities by following the ratings, children would have a steady diet of ice cream, school holidays, and no Sunday school. What about your responsibilities? Is there no room on television to teach, to inform, to uplift, to stretch, to enlarge the capacities of our children? Is there no room for programs deepening their understanding of children in other lands? Is there no room for a children's news show explaining something about the world to them at their level of understanding? Is there no room for reading the great literature of the past, teaching them the great traditions of freedom? There are some fine children's shows, but they are drowned out in the massive doses of cartoons, violence, and more violence. Must these be your trademarks? Search your consciences and see if you cannot offer more to your young beneficiaries whose future you guide so many hours each and every day.

What about adult programming and ratings? You know, newspaper publishers take popularity ratings too. The answers are pretty clear; it is almost always the comics, followed by the advice-to-the-lovelorn columns. But, ladies and gentlemen, the news is still on the front page of all newspapers, the editorials are not replaced by more comics, the newspapers have not become one long collection of advice to the lovelorn. Yet newspapers do not need a license from the government to be in business—they do not use public property. But in television—where your responsibilities as public trustees are so plain—the moment that the ratings indicate that Westerns are popular, there are new imitations of Westerns on the air faster than the old coaxial cable could take us from Hollywood to New York.

Let me make clear that what I am talking about is balance. I believe that the public interest is made up of many interests. There are many people in this great country,

and you must serve all of us. You will get no argument from me if you say that, given a choice between a Western and a symphony, more people will watch the Western. I like Westerns and private eyes too—but a steady diet for the whole country is obviously not in the public interest. We all know that people would more often prefer to be entertained than stimulated or informed. But your obligations are not satisfied if you look only to popularity as a test of what to broadcast. You are not only in show business; you are free to communicate ideas as well as relaxation. You must provide a wider range of choices, more diversity, more alternatives. It is not enough to cater to the nation's whims—you must also serve the nation's needs.

Let me address myself now to my role, not as a viewer but as chairman of the FCC. . . I want to make clear some of the fundamental principles which guide me.

First, the people own the air. They own it as much in prime evening time as they do at 6 o'clock Sunday morning. For every hour that the people give you, you owe them something. I intend to see that your debt is paid with service.

Second, I think it would be foolish and wasteful for us to continue any worn-out wrangle over the problems of payola, rigged quiz shows, and other mistakes of the past.

Third, I believe in the free enterprise system. I want to see broadcasting improved and I want you to do the job.

Fourth, I will do all I can to help educational television. There are still not enough educational stations, and major centers of the country still lack usable educational channels.

Fifth, I am unalterably opposed to governmental censorship. There will be no suppression of programming which does not meet with bureaucratic tastes.

Censorship strikes at the taproot of our free society.

Sixth, I did not come to Washington to idly observe the squandering of the public's airwaves. The squandering of our airwaves is no less important than the lavish waste of any precious natural resource.

What you gentlemen broadcast through the people's air affects the people's taste, their knowledge, their opinions, their understanding of themselves and of their world. And their future. The power of instantaneous sight and sound is without precedent in mankind's history. This is an awesome power. It has limitless capabilities for good—and for evil. And it carries with it awesome responsibilities—responsibilities which you and I cannot escape.

1. Mr. Minow mainly supported his position with

- A. personal opinions
- B. rating statistics
- C. recommendations from advertisers
- D. newspaper articles

2. What was the main point of Mr. Minow's address?

3. Based on Mr. Minow's fundamental principles, how would you describe his character?

4. Why did Mr. Minow refer to television as "a vast wasteland"? Give an example from the speech to support your answer.

5. Using information from the speech, explain why Mr. Minow believed that television programmers bear greater responsibility to the public than do newspaper publishers.

Passage 9:**Days of Oaks, Years of Salt****LUCIENNE S. BLOCH**

My grandmother walked most of the way from a little town near Graz, in Austria, to London. She was twenty, green-limbed and raw, and so was this century: both of them restless, unshackled, upheaved from an ancient order of things into a world whose recent peace was more tentative than convincing.

Of course she did not walk alone; there were, still, vestigial proprieties in operation. Her brother, senior by a couple of significant years, accompanied her: two dark-eyed travelers seeking roomier futures than the ones they stood to inherit at home. Leaving behind three younger sisters and a widowed mother, they strolled toward the possibilities that an uncle, well settled in a woolens business in London, might provide. They carried everything on their backs, food and shoes and such, the goodbyes. At night they slept in fields, in barns when the weather turned. They picked up crumbs of new languages, mouthfuls to get by on. There is no record of this legendary journey apart from the remembered and recounted one; no documentary diaries, no franked passports, no railway or steamship ticket stubs, no hotel bills, no souvenir photographs or trinkets, no many-creased maps. Did it happen, as told? I believe so. I always believed so, although I knew the reports had been altered by the time they reached me, embroidered, translated, aggrandized, I supposed. Even so, I swallowed them whole, lured and hooked like a trout by a glitteringly fabulous fly. The adventure of it!

Taking a southerly route—longer, warmer, certainly more picturesque—my grandmother and her brother climbed into Italy through the Carnic Alps where frontiers weren't as strict as they could have been. They walked across the top of Italy, each step lighter than the one before it, springier, down to Genoa, where they followed the seductive curve of the Riviera to Marseilles, then made their way across

the bottom of France to Bordeaux to board a ship for the final leg of their leisurely journey.

Upon seeing the Mediterranean and its shores for the first time, my grandmother was so amazed she took to singing, in the streets particularly. She didn't sing for money; they had all the cash they needed wrapped in handkerchiefs in their rucksacks. She sang for the pure joy of adding her note to those that hovered, purling and trilling, in the pellucid sea air. Making a musical offering to gods whose existence she hadn't even suspected, she sang folk songs in the dialect of her girlhood. Her voice, small, untrained, may have moved a heart or two. In Antibes, singing on a boulevard planted with flowering laurels, she was sketched by a man sitting on the terrace of a cafe. It could have been Matisse, we like to think; the dates and place are right. The man showed her the sketch but he did not give it to her.

My grandmother arrived in London about seven months after she commenced walking. Her cheeks were flushed, tomato-red, despite the rough Channel crossing. Long ropy muscles snaked down her legs to her narrow feet. Between them, she and her brother had gone through five pairs of what they claimed were sturdy boots, and through something less tangible, not measurable in distance covered or time elapsed. "Why did you walk? Why didn't you go on trains?" I asked her once when I was nine or so and liked the mechanics of events to be fleshed out so I could grasp them more tightly.

"I was too beauty for men in irons," she answered. "Only stars could have my shining." She was said to be "somewhat" senile, a vague qualifier for an already vague condition. But I could usually catch the drift of her scattered words. She caught my more regular ones. We understood each other.

Soon after reaching London, my grandmother made what must be seen as a brilliant match, acquiescing to arrangements set in motion by her uncle prior to her arrival.

Was this match to her liking? Did her likings matter? These are conjectures. The fact appears to be that a future was perceived and undertaken by a woman whose legs may have been stronger than her spirit and whose song, it is possible, was silenced. I know what she told me, repeatedly.

"I was my dream under a lock of petals," she used to say, pointing to her wedding portrait in the snapshot album we looked at together week after week on the Saturday afternoons of my childhood; pictures were the safety net for what fell from her memory's difficult trapeze act. "Seven times I swanned around my stranger, then the glass broke awake to weeping. Salt in the mouth was my sadness to come."

Sadness? Was that the destination of her high adventure or only a stopping place, a marriage's way station?

There was no sadness in my grandmother when I saw her weekly. Or else I was too young to recognize what I saw, a fadedness of sorts, but one I felt was due to a lack of color rather than of cheer. The three rooms of her apartment were done in a variety of whites. Alabaster, ivory, off-white, cream-white, and eggshell puddled into custards on the walls and upholstery, at the silk-swagged windows, on the painted tables and bureaus and kitchen cupboards. Even the rugs on the floors were pallid, washed over the years into what was no more than a thin reminder of beiges and blues. She was blanched too: snowy hair, chalky powdered face, starched white lace and linen blouses, pearly teeth she constantly took out of her soft oystery mouth to amuse me, herself also. She'd hand me the wet dentures and say something like, "Jewels to be is on the tongue. Try me on." We laughed and laughed as I tried to clamp her false teeth between my lips like Halloween vampire fangs. All that whiteness she lived in wasn't cold, wasn't bleak; it didn't chill our times together. We played cards. We baked cupcakes. We knitted wispy mohair mufflers for the entire family. We studied the single photo album she brought to this country, and she told me stories prompted by the pictures. "In the days of oaks," she'd begin; that was her

habitual opening phrase.

In my own days of oaks, Granny, there were questions I might have asked you but didn't think of then. One, especially one question haunts me now, about the one photograph you kept on your bedside table to look at all the time, not just once a week when I came to visit you and we pored over the album for clues to remembering. The photograph I want to know about, the one you didn't hide between the tooled leather covers of a book that was further hidden in a drawer between layers of your silky white underwear, is of a person you seldom mentioned to me, a man I never knew because he died in the blitz before I was born.

My grandfather struts on a seaside esplanade, straw-hatted, wearing a snappy striped blazer. His stance is jaunty. He looks extremely pleased, although there isn't a smile below his mustache. His chin points toward his left shoulder, a birdlike tilt of the head. One hand grips a silver-headed walking stick, the other is tucked into the pocket of his white flannel pants. He is a tall slim man casting a sharp pencil-slim shadow on the paved promenade. At a distance behind him, behind a wrought-iron railing, a pier stretches across the pebbled beach and stilts into the sea. There is some kind of pavilion at the end of the pier above the water, a roofed but open-sided structure. It could have been Brighton, in August perhaps. The picture must have been taken very early in the morning, given the look and angle of his shadow. There aren't any other people in the picture, no other strollers on the broad esplanade, no children squatting at the sea's curly edge. Even in the old and faded photograph, the summer morning light is so splendid and immense it fills the image and its subject with bright importance.

What I want to know is this, Granny: Where were you? Why aren't you on his arm as in all the other vacation snaps in the album, smiling at the photographer approaching and inviting you both to pose, please? What was it about this picture you're not in that made you keep it out? Did it remind you of something you wouldn't talk about

even when I asked you the questions I could then? Was that your salty sadness: his self-importance? Did he shine so sharply, absolutely, right in your eyes, dazzling you into arranging for a conspicuous absence of yourself, paling your intense promising colors until they were out of season for you? Did he white you out even then?

Dying, my grandmother's determination was vivid again; her courage as fresh as young grass. I hadn't ever seen her so lofty, almost imperious; death was a dirty penny she wouldn't stoop for. I was summoned from college to her sickroom, at home, to collect what she insisted on passing to me in person, making a physical gesture that resonated far louder and clearer than any testamental paper bell could. We had already said some of our farewells a month earlier when I was home on Christmas break, but certain matters had to be postponed until the last possible minute. She was in bed dozing, waiting for me, face powdered and cheeks rouged as though for a pleasanter outing. My kiss woke her. I couldn't see the sickness below her skin, the sly cells chewing through bone, excavating an insidious one-way tunnel. She still looked intact to me; only her dark eyes were worn, sunk deep in their sockets like eight balls dropping for end shots. I plumped up her pillows, propped her to a sitting position, and sat down on the edge of her bed. My mother left the room to take a nap, make some coffee or calls, go for a walk, get away from her mother-in-law's deathbed for the short time I was there to spell her.

"Eyes, darling eyes," my grandmother greeted me, "don't water me now, I'm for drying. Don't fear such dust. I'm keeping. I'm keeping in the eyes of your time."

I wasn't afraid, but I was crying.

She opened the drawer of her night table, took out a handful of jewelry, almost flung it in my lap, dismissing it disdainfully, such absurd little things: two gold necklaces, a diamond-studded wristwatch, a string of yellowed pearls, two rings that will never fit my thicker fingers. I thanked her. "Bauble me not!" she commanded.

Then we got down to business. She reached into the drawer for the snapshot album we passed so many afternoons with and presented it to me delicately, reverently, her thin arm floating like a ballet dancer's toward a partner, her proud head nodding up and down: yes, yes. I moved to her side, leaned back on the pillows with her, our knees bent up to form a book rest. Then we did what we'd always done, turned the pages one by one. Only this time we did it in silence because, she said, "the words cooked away before me."

Slowly, slowly, we turned the pages until she fell asleep. I sat in a chair by her bed for a while, holding my album, listening to her breathe, listening for the small song her bones, hollowed by disease, were whistling again.

1. Soon after the grandmother arrived in London, her uncle persuaded her to
 - A. emigrate to the United States
 - B. marry someone he had chosen
 - C. become a professional singer
 - D. work as an artist's model
2. Describe your reaction to reading the story, and what was it about the story that made you react that way?
3. Explain the narrator's feelings about the grandmother.
4. Explain what you think the grandmother was trying to communicate to the narrator by the gift of the photo album.
5. What was the grandmother seeking in going to London, and did she find it? Support your answer using information from the story.

Appendix D

The Results of the Quality Analysis of Research Instruments

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

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Common data							
1.	Gender <input type="checkbox"/> A. Male <input type="checkbox"/> B. Female						
2.	Colleges in Guangxi Zhuang Autonomous Region. <input type="checkbox"/> A. Guangxi Minzu University <input type="checkbox"/> B. Guangxi University <input type="checkbox"/> C. Nanning Normal University						
3.	Age <input type="checkbox"/> A. Below 18 yrs. <input type="checkbox"/> B. 18-20 yrs. <input type="checkbox"/> C. 21-23 yrs. <input type="checkbox"/> D. Over 23 yrs.						
Internal factors							
1.	<p>Students belief that background knowledge is a reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text.</p> <p>Knowledge of the topic provides readers enough understanding to make meaning and build onto what they currently know and be able to improve students' reading literacy.</p>	+1	+1	+1	3	1.00	Valid
2.	<p>Students' belief that reading is a part of literacy skills that include listening, speaking, and writing, such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds, vocabulary, spelling, and comprehension and be able to improve students' reading literacy.</p>	+1	+1	+1	3	1.00	Valid

Table Appendix 1 (Continued)

3.	Students' belief that a reader's motives heavily affect how they read, and subsequently use this reading to analyze the psychological response of the reader and be able to improve students' reading literacy.	+1	+1	+1	3	1.00	Valid
4.	Students' belief that: Cognitive health: Reading enhances critical thinking skills and creativity. It also broadens vocabulary, boosts knowledge and stimulates imagination. Emotional health: Books can make to feel all the feels, from happiness and surprise to sadness, fear and anger.	+1	+1	+1	3	1.00	Valid
5.	Students' belief that who develop a positive attitude towards reading are more likely to enjoy what to read, become a good reader, understand what to read better, and have higher academic achievement. The reading skill acquired in primary school affects students' further learning positively or negatively.	+1	+1	+1	3	1.00	Valid
6.	Students' belief that if have positive reading attitudes tend to be willing to read, enjoy reading, become proficient, and become lifelong readers.	+1	+1	+1	3	1.00	Valid

Table Appendix 1 (Continued)

External factors							
1.	Students' belief that the course is well designed with good structure, content and relevance, extracurricular activities, and achievements be able to improve students' reading literacy.	+1	+1	+1	3	1.00	Valid
2.	Students' belief that teachers are good at using effective teaching strategies and regular interactions and discussions between classmates or groups to improve students' reading literacy.	+1	+1	+1	3	1.00	Valid
3.	Students' belief that teachers used various materials, suitable evaluation, textbooks and outsource reading make more to improve reading literacy.	+1	+1	+1	3	1.00	Valid
4.	Students' belief that resources (libraries, Internet, etc.) and technological tools (computers, etc.) for obtaining reading materials to improve reading literacy.	+1	+1	+1	3	1.00	Valid
5.	Students' belief that the class size is reasonable, the classroom and reading environment are clean and distraction-free, and the learning culture, atmosphere and teacher-student interaction are positive to improve students' reading literacy.	+1	+1	+1	3	1.00	Valid

Table Appendix 1 (Continued)

	Students' belief that the social environment and the most influential is the role of parents who accompany to read at home.						
6.	Parents who do not participate in the development of students' reading will hinder students' reading skills.	+1	+1	+1	3	1.00	Valid
Total (In Overview)					36	1.00	Valid

Note: Valid when ≥ 0.60 .

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

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Common data							
1.	Gender <input type="checkbox"/> A. Male <input type="checkbox"/> B. Female						
2.	3 lecturers teaching the Reading and Appreciation course in Guangxi Autonomous Region from <input type="checkbox"/> A. Guangxi Minzu University <input type="checkbox"/> B. Guangxi University <input type="checkbox"/> C. Nanning Normal University						
3.	Teaching experience <input type="checkbox"/> A. Below 3 yrs. <input type="checkbox"/> B.3-6 yrs. <input type="checkbox"/> C. 7- 9 yrs. <input type="checkbox"/> D. Over 9 yrs.						
4.	Age <input type="checkbox"/> A. Below 25 yrs. <input type="checkbox"/> B. 25-35 yrs. <input type="checkbox"/> C. 36-49 yrs. <input type="checkbox"/> D. Over 49 yrs.						
5.	Professional title <input type="checkbox"/> A. Professor <input type="checkbox"/> B. Associate Professor <input type="checkbox"/> C. Assistant Professor <input type="checkbox"/> D. Lecturer						
Questions							
Internal factors							
1.	Teachers' knowledge and teaching skills of current Reading and Appreciation Course play an important role in cultivating students' reading literacy. If you agree, please write down the reasons.	+1	+1	+1	3	1.00	Valid
2.	Teachers should continue to receive training in cutting-edge knowledge and teaching skills in reading and appreciation courses. This is very important for cultivating students' reading literacy. If you agree, please write down the reasons.	+1	+1	+1	3	1.00	Valid

Table Appendix 2 (Continued)

3.	Teachers' personal lives, including physical and mental health, family responsibilities, and work-life balance, will also affect the development of students' reading literacy. If you agree, please write down your reasons. .	+1	+1	+1	3	1.00	Valid
4.	Teachers' personal beliefs about education, learning, and their role as educators will affect the development of students' reading literacy. If you agree, please write down your reasons.	+1	+1	+1	3	1.00	Valid
5.	Teachers' attitudes towards classroom teaching and students (including language, expressions, movements, etc.) will affect the development of students' reading literacy. If you agree, please write down your reasons.	+1	+1	+1	3	1.00	Valid
External factors							
6.	In the "Reading Appreciation Course", how do you organize the classroom to effectively influence the students' reading literacy for example, in terms of class size, seating arrangements, teaching equipment, etc., and what is the teaching techniques and strategies in the Reading and Appreciation Course? And how to motivate the students more active to study?	+1	+1	+1	3	1.00	Valid
7.	What are your views on using the SQ4R model in the "Reading Appreciation Course" to improve students' reading literacy? And do you think another method of teaching to improve students' reading literacy?	+1	+1	+1	3	1.00	Valid
8.	What kind of the teaching materials do you use in the "Reading Appreciation Course" to improve students?	+1	+1	+1	3	1.00	Valid

Table Appendix 2 (Continued)

9.	What kind of classroom environment (such as class size, seating pattern, class atmosphere, etc.) do you think is conducive to students' participation and academic achievement in the "Reading Appreciation Course"?	+1	+1	+1	3	1.00	Valid
10.	Are there areas in your teaching that could be improved or would you like the university to support you to improve students' reading literacy in the "Reading Appreciation Course"?	+1	+1	+1	3	1.00	Valid
Total (In Overview)					30	1.00	Valid

Note: Valid when ≥ 0.60 .

Table Appendix 3 Evaluation Results of IOC for instructional model

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Utility Standard							
1	SQ4R instructional model is useful to lecturers to enhance learning achievement.	+1	+1	+1	3	1.00	Valid
2.	SQ4R instructional model is useful to students to enhance learning achievement.	+1	+1	+1	3	1.00	Valid
3.	SQ4R instructional model includes necessary and enough contents.	+1	+1	+1	3	1.00	Valid
4.	SQ4R instructional model promotes to enhance learning achievement more compared to traditional teaching.	+1	+1	+1	3	1.00	Valid
5.	SQ4R instructional model increases the learning achievement of students.	+1	+1	+1	3	1.00	Valid
Feasibility Standard							
1.	The lecturer can apply SQ4R instructional model to enhance learning achievement to their work and it is worth the time for actual use.	+1	+1	+1	3	1.00	Valid
2.	The lecturer can develop the students to SQ4R instructional model.	+1	+1	+1	3	1.00	Valid
3.	SQ4R instructional model to lecture is easy to use.	+1	+1	+1	3	1.00	Valid
4.	The students always develop their learning all time by SQ4R instructional model.	+1	+1	+1	3	1.00	Valid

Table Appendix 3 (Continued)

5.	The students are comfortable in learning by themselves with SQ4R instructional model.	+1	+1	+1	3	1.00	Valid
Propriety Standard							
1.	SQ4R instructional model to enhance learning achievement is appropriate for lecturers to use assessment results to improve the students.	+1	+1	+1	3	1.00	Valid
2.	SQ4R instructional model to enhance learning achievement is appropriateness for students to create knowledge by themselves.	+1	+1	+1	3	1.00	Valid
3.	SQ4R instructional model to enhance learning achievement is convenient to use.	+1	+1	+1	3	1.00	Valid
4.	SQ4R instructional model to enhance learning achievement is a systematic process to use.	+1	+1	+1	3	1.00	Valid
5.	SQ4R instructional model to enhance learning achievement is clear and suitable for use in learning and students development.	+1	+1	+1	3	1.00	Valid
Accuracy Standard							
1.	SQ4R instructional model to enhance learning achievement is comprehensively analyzed from different contexts and sufficient for the synthesis of patterns.	+1	+1	+1	3	1.00	Valid

Table Appendix 3 (Continued)

2.	SQ4R instructional model to enhance learning achievement has a clear process.	+1	+1	+1	3	1.00	Valid
3.	SQ4R instructional model to enhance learning achievement are described and the acquisition is clear.	+1	+1	+1	3	1.00	Valid
4.	SQ4R instructional model to enhance learning achievement use techniques and tools which acquires accurate information and communication.	+1	+1	+1	3	1.00	Valid
5.	SQ4R instructional model to enhance learning achievement is a correct and comprehensive learning system.	+1	+1	+1	3	1.00	Valid
Total (In Overview)					60	1.00	Valid

Note: Valid when ≥ 0.60 .

Table Appendix 4 Evaluation Results of IOC for Reading literacy test

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Dimension 1: Locate and recall							
Mean students can identify textually explicit information and make simple inferences within and across texts, such as: definition, facts and supporting details.							
Passage 1							
	According to the rental agreement, what is the first action the landlord will take if the rent is not paid on time?						
1	A. Keep the security deposit B. Terminate the tenant's contract C. Send a seven-day notice D. Require one month's rent in advance Correct answer: C	+1	+1	+1	3	1.00	Valid
	According to the rental agreement, which of the following is the landlord required to do?						
2	A. Maintain and repair air conditioning units B. Provide a stove and refrigerator C. Arrange for weekly trash disposal D. Supply the tenant with multiple keys Correct answer: B	+1	+1	+1	3	1.00	Valid
	According to the rental agreement, when would the tenant have to pay the rent with cash or money order?						
3	A. When the rent is late B. When the rent is being mailed C. When a notice has been posted D. When a check has been returned Correct answer: D	+1	+1	+1	3	1.00	Valid
	Section 8 of the rental agreement states that under certain circumstances, the tenant will reimburse the landlord. This means that the tenant must						
4	A. notify the landlord about a forwarding address B. pay the landlord back for excessive damages to the property C. pay an additional security deposit D. return all keys when vacating the property Correct answer: B	+1	+1	+1	3	1.00	Valid

Table Appendix 4 (Continued)

	In Section 12, the rental agreement states that the landlord can enter and show the house to "prospective residents." The agreement is referring to people who						
5	A. are interested in living in the house B. wish to make future improvements C. lived in the house before D. help the landlord do inspections Correct answer:A	+1	+1	+1	3	1.00	Valid
	According to the rental agreement, what is one situation in which the tenant might lose some of the security deposit? A. When the landlord has not received the rent on time						
6	B. When there has been any reasonable wear to the property C. When the rent check has been dishonored and returned D. When the tenant moves out and leaves belongings behind Correct answer:D	+1	+1	+1	3	1.00	Valid
	Describe the tenant's responsibility when repairs are needed on the rental property. Refer to both minor and major repairs in your answer. Correct answer: Responses at this level accurately describe the						
7	tenant's responsibilities for both minor repairs and major repairs to the rental property. For minor repairs the tenant must perform the repairs or have someone else do it. A major repair which would be more than \$50 must receive permission from the landlord.	+1	+1	+1	3	1.00	Valid
Passage 2							
	The author says human beings have prospered because of their brains. He means that human beings have						
1	A. lived long lives B. succeeded and done well C. lived in harmony with nature D. made important discoveries Correct answer:B	+1	+1	+1	3	1.00	Valid

Table Appendix 4 (Continued)

	The author says that we can mitigate the challenges of the digital age. He is suggesting that we can							
2	A. expand research studies of technological problems	+1	+1	+1	3	1.00	Valid	
	B. look forward to many technological advances							
	C. lessen the problems caused by technology							
	D. increase public awareness of technology							
	Correct answer:C							
	The author mentions people being proactive. He means that people should							
3	A. make sure workers maintain a good attitude							
	B. work more hours in order to be more productive	+1	+1	+1	3	1.00	Valid	
	C. be professional about dealing with change							
	D. act in a way that anticipates change							
	Correct answer:D							
	The author talks about making the investments necessary to capitalize on the digital age. He is referring to							
4	A. locating new businesses in big cities							
	B. spending more money on technology than on people	+1	+1	+1	3	1.00	Valid	
	C. gaining advantages by using technology							
	D. hiring strong leaders to improve the company							
	Correct answer:C							
	The author refers to the human ability to articulate thoughts. He is describing the ability to							
5	A. express ideas clearly							
	B. think complexly	+1	+1	+1	3	1.00	Valid	
	C. come up with new ideas							
	D. think in visual images							
	Correct answer:A							
	The author says that he'd much rather be alive today than at any time in history, He means that							
6	A. History is not civilized enough							
	B. There was no technology in the past	+1	+1	+1	3	1.00	Valid	
	C. The author's skills are not developed and reflected							
	D. There were too many beasts in the past							
	Correct answer:C							

Table Appendix 4 (Continued)

7	How to understand "If we sit back and wait for the digital age to come to us on terms defined by others, we won't be able to do either". Correct answer: If we are reactive and let change overwhelm us or pass us by, we will perceive change negatively.	+1	+1	+1	3	1.00	Valid
Passage 3							
1	The passage says that the English language is able to assimilate words it finds useful. This means that English A. has used the same words for many years B. has absorbed words from many languages C. contains many words that are difficult to pronounce D. contains many words that are close in meaning Correct answer:B	+1	+1	+1	3	1.00	Valid
2	The passage describes English vocabulary as malleable. This means that English A. is constantly changing B. is a rich and colorful language C. sounds familiar to speakers of other languages D. is difficult for most students to learn Correct answer:A	+1	+1	+1	3	1.00	Valid
3	The passage says that after the year 1066, English was the "subjugated language." This means that English was A. being taught to people in France B. no longer used by scholars in France C. more difficult to learn than French D. considered inferior to French Correct answer:D	+1	+1	+1	3	1.00	Valid
4	The passage says that by Chaucer's time, "Middle English had swelled with French terms . . . setting a precedent." This precedent A. established a set of complicated grammar rules B. was a model for how new words would come into English C. established Chaucer as one of the greatest Middle-English writers D. limited the number of French words that could be used in English	+1	+1	+1	3	1.00	Valid

Correct answer:B

Table Appendix 4 (Continued)

The passage refers to "novel terms." This means that the terms were

- | | | | | | | | |
|---|--|----|----|----|---|------|-------|
| 5 | <ul style="list-style-type: none"> A. used in Renaissance texts B. formed from Greek or Latin roots C. new to the English language D. shared by many languages | +1 | +1 | +1 | 3 | 1.00 | Valid |
|---|--|----|----|----|---|------|-------|

Correct answer:C

What does the author think is the most outstanding feature of English:

- | | | | | | | | |
|---|--|----|----|----|---|------|-------|
| 6 | <ul style="list-style-type: none"> A. ever-changing B. Beautiful language C. Many people use it D. Strong plasticity | +1 | +1 | +1 | 3 | 1.00 | Valid |
|---|--|----|----|----|---|------|-------|

Correct answer:D

How to understand "English is a free market."

Correct answer:

- | | | | | | | | |
|---|--|----|----|----|---|------|-------|
| 7 | <p>English is multicultural, a language spoken by many people, able and willing to absorb any word it finds useful. Making its vocabulary more malleable and giving those who speak it as a second or foreign language a sense of belonging.</p> | +1 | +1 | +1 | 3 | 1.00 | Valid |
|---|--|----|----|----|---|------|-------|
-

Dimension 2: Integrate and interpret

Mean students can make complex inferences within and across texts to describe problem and solution or cause and effect, compare or connect ideas, problems, or situations, determine unstated assumptions in an argument and describe how an author uses literary devices and text features.

Passage 4

According to the introduction, what made Roosevelt's inaugural celebration different from those of the past?

- | | | | | | | | |
|---|--|----|----|----|---|------|-------|
| 1 | <ul style="list-style-type: none"> A. A wide range of people were in attendance. B. Many politicians were invited to participate. C. His inaugural address was longer than that of any other president. D. It was the first celebration open to anyone who wanted to attend. | +1 | +1 | +1 | 3 | 1.00 | Valid |
|---|--|----|----|----|---|------|-------|

Correct answer:A

Table Appendix 4 (Continued)

	Roosevelt refers to the perils the nation faced. He means the nation faced							
	A. critics who questioned its practices							
2	B. certain dangers in the past	+1	+1	+1	3	1.00	Valid	
	C. rapid population growth							
	D. financial difficulties							
	Correct answer:B							
	What is the experiment that Roosevelt describes near the bottom of page 3?							
	A. The implementation of a democratic form of government on a very large scale							
3	B. The successful industrialization of a country with a democratic government	+1	+1	+1	3	1.00	Valid	
	C. The resolution of social problems that come with great wealth and power							
	D. The balance between American power and the need for peaceful relations abroad							
	Correct answer:A							
	Which of the following best describes Roosevelt's ideas about the relationship between progress and problems?							
	A. He believes that in the future progress will not lead to problems.							
4	B. He believes progress solves most problems once thought unsolvable.	+1	+1	+1	3	1.00	Valid	
	C. He believes a nation cannot have progress without also having problems.							
	D. He believes progress can solve only certain types of problems.							
	Correct answer:C							
	Roosevelt most likely refers to Washington and Lincoln at the end of the address in order to							
	A. praise the speaking styles of previous presidents							
5	B. encourage listeners to study history	+1	+1	+1	3	1.00	Valid	
	C. recall accomplishments from the past							
	D. suggest that government was more powerful in the past							
	Correct answer:C							

Table Appendix 4 (Continued)

	Roosevelt begins his address by saying, "no people on Earth have more cause to be thankful than ours." According to Roosevelt, what are two specific reasons the American people at that time had to be thankful? Correct answer: Responses at this level provide two references to information in the address about why Americans should be thankful. The American people should have been thankful for the conditions which enabled them to achieve so large a measure of well-being and happiness. Because they are the heirs of the ages, they have had to pay only a few of the penalties that other old countries have to pay. 1) They were now a free government and had reached a new continent on which to build society. 2) They suffered less than previous generations.	+1	+1	+1	3	1.00	Valid
6							
	What does the paragraph that begins "But justice and generosity in a nation . . ." reveal about Roosevelt's view of how the United States should relate to foreign countries? Correct answer: The U.S. should not commit wrongdoing to other countries but can't be taken advantage of either. America is a country that should not be bullied. But America should not bully other countries. Partial Comprehension	+1	+1	+1	3	1.00	Valid
7							
Passage 5							
	What is the main strategy the author uses in the story? A. He creates conflict among the important characters. B. He adds romance to the relationship between the two main characters. C. He withholds information from the reader until the story's conclusion. D. He creates suspense by disguising the identity of a character. Correct answer: C	+1	+1	+1	3	1.00	Valid
1							

Table Appendix 4 (Continued)

The narrator describes the niece as a "self-possessed young lady." This means the niece is							
2	A. confident and in control						
	B. very imaginative	+1	+1	+1	3	1.00	Valid
	C. well dressed and polite						
	D. very talkative						
Correct answer:A							
Why does Framton Nuttel visit the countryside?							
3	A. To cure his nervous condition						
	B. To take a tour of the area						
	C. To meet his sister's friends	+1	+1	+1	3	1.00	Valid
	D. To visit his aunt, Mrs. Sappleton						
Correct answer:A							
The narrator says Framton has the delusion that total strangers are interested in his nervous condition. This means Framton							
4	A. has a common illness related to his nerves						
	B. is worried about what people think of him	+1	+1	+1	3	1.00	Valid
	C. dreams that he is constantly being watched						
	D. has a mistaken idea about how others view him						
Correct answer:D							
What is the main strategy the author uses in the story?							
5	A. He creates conflict among the important characters.						
	B. He adds romance to the relationship between the two main characters.	+1	+1	+1	3	1.00	Valid
	C. He withholds information from the reader until the story's conclusion.						
	D. He creates suspense by disguising the identity of a character.						
Correct answer:C							
Why is Vera interested in whether Framton knows anything about her aunt?							
Correct answer:							
6	1) Because if he did know her, Vera couldn't make up a story to frighten him.	+1	+1	+1	3	1.00	Valid
	2) Vera is probably wondering what to say to frighten Framton. If he does know the aunt, Vera's piece about the aunt's husband and brothers wouldn't have worked.						

Table Appendix 4 (Continued)

3) She wants to know how much he knows so she can decide whether to tell him her story.							
Describe Framton's reaction when Mrs. Sappleton begins to talk about her husband and brothers returning from their hunting trip. Explain why he reacts this way.							
Correct answer:							
7	1) He doesn't like what she's talking about. He doesn't like the subject because he thinks she's crazy believing her family is still alive.	+1	+1	+1	3	1.00	Valid
2) Framton thought it was all purely horrible. His nervous disorder makes him act this way when he thinks they're dead but she says they're coming back.							
3) He shivers in fear because he thinks she's lost her mind.							
Passage 6							
When the author mentions the possibility of people turning into puritans, she is using this word to refer to people who							
1	A. lived a long time ago B. rarely make a mistake C. are serious and reserved D. dress in plain and dark clothing	Correct answer:C					
At the beginning of the essay, the author suggests that people are so concerned with having fun that they							
2	A. try to find fun in all their experiences B. spend a lot of money trying to have fun C. join groups to learn how to have fun D. avoid new experiences that may not be fun	+1	+1	+1	3	1.00	Valid
Correct answer:A							
What is the author's point about big occasions like holidays?							
3	A. They go by too quickly to be enjoyed. B. They are not as much fun as people expect them to be. C. They have become too centered around money. D. They help us to appreciate the important events in life.	+1	+1	+1	3	1.00	Valid
Correct answer:B							

Table Appendix 4 (Continued)

	The author assumes that the people reading her essay							
	A. probably had fun going to amusement parks as children							
4	B. prefer dangerous experiences over fun activities	+1	+1	+1	3	1.00	Valid	
	C. may be worried that they are not having enough fun							
	D. enjoy discussing the topic of fun							
	Correct answer:C							
	When the author tells us to "treat fun reverently," she is encouraging us to							
	A. look forward to having fun							
5	B. have great respect for fun	+1	+1	+1	3	1.00	Valid	
	C. teach others how to have fun							
	D. have fun less frequently							
	Correct answer:B							
	Describe the author's tone or voice in the essay. Use an example from the essay to support your answer.							
	Correct answer:							
	1) She was being sarcastic. At one point she said							
6	"Work was supposed to be fun. Disney World was supposed to be fun. Church was supposed to be fun."	+1	+1	+1	3	1.00	Valid	
	2) She had a serious tone in the story. For instance, at one point she says we need to treat fun reverently which shows she was not kidding around.							
	Explain how paragraph about television commercials relates to the author's main point about fun.							
	Correct answer:							
7	The author's point is that fun is rare and special but the commercials make it look like everything should be fun.	+1	+1	+1	3	1.00	Valid	
	Dimension 3: Critique and evaluate							
	Mean students can consider text(s) critically to judge author's craft and technique, evaluate the author's perspective or point of view within or across texts, take different perspectives in relation to a text.							
	Passage 7							
	Neither passage contains information about							
	A. subsequent events directly influenced by the battle							
1	B. what it was like to fight in the battle	+1	+1	+1	3	1.00	Valid	
	C. the Union counterstroke during the battle							
	D. the final outcome of the battle							
	Correct answer:A							

Table Appendix 4 (Continued)

	According to the encyclopedia passage, the realization that they would be outnumbered caused the Confederates to							
2	A. retreat B. surrender C. call for reinforcements D. stage a surprise attack Correct answer:D	+1	+1	+1	3	1.00	Valid	
	According to the encyclopedia entry, the turning point in the battle was the							
3	A. death of General Johnston B. late arrival of General Grant C. Confederate assault on "The Hornets' Nest" D. arrival of General Buell's reinforcements Correct answer:D	+1	+1	+1	3	1.00	Valid	
	Identify two conflicting emotions displayed by the Union officer in his journal entry. Explain why you think the battle of Shiloh caused him to have these conflicting feelings. Correct answer:							
4	Both the conflicting emotions and the explanation are required for acceptable responses. Although answers will vary, possible sets include the following: Courage versus cowardice Honor versus indignity Compassion versus insensitivity.	+1	+1	+1	3	1.00	Valid	
	Each account of the battle of Shiloh gives us information that the other does not. Describe what each account includes that is omitted by the other. Does this mean that both accounts provide a distorted perspective of what happened in the battle? Correct answer:							
5	These responses provide at least 2 ideas about what is included or excluded in the journal and at least 2 ideas about what is included or excluded in the encyclopedia article, in addition to an opinion about the perspectives. (These opinions may or may not answer "yes" or "no," but they go beyond a "yes" or "no" response by focusing on the different viewpoints or perspectives that are offered by both passages, or they identify different potential uses for the two passages.)	+1	+1	+1	3	1.00	Valid	

Table Appendix 4 (Continued)

	How could reading these two sources help a student learn about the battle of Shiloh? Acceptable responses indicate one of the following: Correct answer:						
6	They both contain different information. The journal is personal and conveys feelings and impressions while the encyclopedia article is objective and factual.	+1	+1	+1	3	1.00	Valid
	On the basis of information contained in the two passages, decide whether or not you think the United States should ever again engage in a civil war. Explain your answer using examples from what you have learned and read about war. Correct answer:						
7	These responses discuss whether or not the U.S. should ever again engage in a civil war, and provide at least three pieces of evidence to support their opinion.	+1	+1	+1	3	1.00	Valid
Passage 8							
	Mr. Minow mainly supported his position with A. personal opinions B. rating statistics C. recommendations from advertisers D. newspaper articles Correct answer:A						
1		+1	+1	+1	3	1.00	Valid
	What was the main point of Mr. Minow's address? These responses identify the main purpose of Mr. Minow's address. Correct answer:						
2	These responses consider Minow's overall ideas about how to improve television, not just trivial details from his speech.	+1	+1	+1	3	1.00	Valid
	Based on Mr. Minow's fundamental principles, how would you describe his character? Correct answer:						
3	These responses clearly describe at least one element of Mr. Minow's character. The description of his character is based on a logical interpretation of the guiding principles.	+1	+1	+1	3	1.00	Valid

Table Appendix 4 (Continued)

	Why did Mr. Minow refer to television as "a vast wasteland"? Give an example from the speech to support your answer.							
4	Correct answer: These responses demonstrate a clear understanding of Mr. Minow's concern. They explain his statement and provide a supporting example from the speech.	+1	+1	+1	3	1.00	Valid	
	Using information from the speech, explain why Mr. Minow believed that television programmers bear greater responsibility to the public than do newspaper publishers.							
5	Correct answer: These responses supply an explanation based on Mr. Minow's view as portrayed in his speech. The explanation gives at least one clear example of how television and newspapers differ.	+1	+1	+1	3	1.00	Valid	
	According to Mr. Minow, how might the problems in children's programming be solved?							
6	Correct answer: These responses supply some insight (that may be implicit) into the different problems that affect children's programming and how they might be solved by providing one of Minow's suggestions.	+1	+1	+1	3	1.00	Valid	
	Imagine that Mr. Minow is preparing to deliver another address to the broadcasting industry. Would his original speech apply just as well to television programming today? Explain why or why not.							
7	Correct answer: These responses demonstrate a detailed understanding of the speech by basing their opinion on more than one major issue Minow considered. Or they may describe one central issue in depth, clearly explaining why the issue they chose is the most important one from the speech.	+1	+1	+1	3	1.00	Valid	
Passage 9								
	Soon after the grandmother arrived in London, her uncle persuaded her to							
1	A. emigrate to the United States B. marry someone he had chosen C. become a professional singer	+1	+1	+1	3	1.00	Valid	

Table Appendix 4 (Continued)

D. work as an artist's model							
Correct answer:B							
Describe your reaction to reading the story, and what was it about the story that made you react that way?							
Correct answer:							
These responses offer both a reaction and an explanation that demonstrates a thoughtful consideration of either one aspect of the story or the story as a whole. Any reaction is acceptable, as long as the opinion is explained with evidence that is more than restating parts of the story.							
2	+1	+1	+1	3	1.00	Valid	
Explain the narrator's feelings about the grandmother.							
Correct answer:							
These responses specify at least one emotion that appropriately characterizes the narrator's feelings toward her grandmother. These explanations go beyond what would typically characterize the feelings of a granddaughter by providing an explanation that clearly portrays the situation in the story.							
3	+1	+1	+1	3	1.00	Valid	
Explain what you think the grandmother was trying to communicate to the narrator by the gift of the photo album.							
Correct answer:							
4	+1	+1	+1	3	1.00	Valid	
These responses explain the message that the grandmother was trying to communicate with the gift of the photo album. The explanation must be logical in the context of the story's theme.							
What was the grandmother seeking in going to London, and did she find it? Support your answer using information from the story.							
Correct answer:							
5	+1	+1	+1	3	1.00	Valid	
These responses offer a plausible interpretation of what the grandmother was seeking and a substantiated opinion about whether she found it. The opinion must be explicitly supported with evidence from the story.							
How does the description of the grandmother's apartment contribute to an understanding of her life?							
Correct answer:							
6	+1	+1	+1	3	1.00	Valid	
These responses explain how the apartment symbolizes the grandmother. Their description							

Table Appendix 4 (Continued)

	demonstrates a clear understanding of how the apartment reflects her faded life or heightens the contrast with her vivacity as a young woman, or reveals something about the grandmother's economic and social standing.							
	How does the title relate to the story? Give an example from the story to support your answer. Correct answer:							
7	These responses appropriately relate the story to the title and supply an example from the story which supports their answer. They consider larger aspects of the story's theme or character development in their interpretation of the story's title.	+1	+1	+1	3	1.00	Valid	
	Total (In Overview)				189	1.00	Valid	

Note: Valid when ≥ 0.60 .

Table Appendix 5 Evaluation Results of IOC for Lesson Plan

NO	Item	Experts' rating			Total	MEAN	Results
		Expert 1	Expert 2	Expert 3			
Learning Objective							
1	Complying with content of the course	+1	+1	+1	3	1.00	Valid
2	Covering knowledge, process, and attitude	+1	+1	+1	3	1.00	Valid
3	Being measurable in knowledge, process, and attitude	+1	+1	+1	3	1.00	Valid
Contents							
4	Complying with learning objective	+1	+1	+1	3	1.00	Valid
5	Being appropriate in terms of time management	+1	+1	+1	3	1.00	Valid
SQ4R model							
6	Complying with the designed instructional model	+1	+1	+1	3	1.00	Valid
7	Supporting students' learning	+1	+1	+1	3	1.00	Valid
8	Including various activities	+1	+1	+1	3	1.00	Valid
Learning materials							
9	Complying with the learning objectives	+1	+1	+1	3	1.00	Valid
10	Complying with the contents	+1	+1	+1	3	1.00	Valid
Evaluation and Assessment							
11	Complying with the learning objectives	+1	+1	+1	3	1.00	Valid
12	Including various methods and instruments	+1	+1	+1	3	1.00	Valid
Total (In Overview)					36	1.00	Valid

Note: Valid when ≥ 0.60 .

Appendix E
Certificate of English

**BS
RU** BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Ms. Wei Yanci

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 25th January 2021

Ku Ai

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Acceptance Research

MHESI 8038.1/05



**Mcu Ubonratchathani journal
of Buddhist Studies (TCI.2)**
Mahachulalongkornrajavidyalaya
University, Ubon Ratchathani Campus

RESPONSE FOR PUBLICATION OF THE ARTICLE

17th January, 2024

The Editorial Department of Mcu Ubonratchathani journal of Buddhist Studies (TCI.2)
MCU, Ubon Ratchathani Campus has considered the article

Title DEVELOPMENT OF SQ4R MODEL TO IMPROVE READING LITERACY
OF UNDERGRADUATE STUDENTS

Writer Wei Yanci, Wapee Kong-In and Areewan Iamsa-ard

Publication Approval Mcu Ubonratchathani journal of Buddhist studies (ISSN : 2774-0463 (Online))
Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus

Period of Publication 6th Year, Volume I (January-April 2024)

Your article has been sent to 3 experts for peer review and found that its quality is at
a “Good” level and academically useful.

Please be informed accordingly.

(Assoc.Prof. Dr.Phakhruwutthidhampandit)
Editor of Mcu Ubonratchathani journal of Buddhist studies (TCI)
Mahachulalongkornrajavidyalaya University,
Ubon Ratchathani Campus

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