

THE UNIVERSITY OF ALBERTA

THE INTRODUCTION OF AN INDIVIDUALIZED READING PROGRAM  
IN THE THAI CURRICULUM FOR PRIMARY GRADES

by



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## ABSTRACT

This study proposed to develop a reading program for Thai children in the primary grades which reflected their specific needs and characteristics, adhered to recognize principles of child development and learning and employed the strategies basic to individualized instruction. Through an analysis of the current primary reading program in Thailand it was found that, to achieve the desired goals of language learning for these children, the professional needs at the present time included the following: a knowledgeable, confident and independent teacher; improved methods of teaching reading; effective evaluation techniques; an adequate supply of the necessary instructional materials and facilities; and sympathetic and supportive interaction between children, teacher, and parents.

Research into the appropriate and recent information pertaining to child development and learning revealed five important factors to be considered in providing for successful learning experiences for young children. These were the following: the fact of individual differences in every facet of child's growth; the motivating impetus of the child's felt needs and aspirations which evolve from the proper integration of all facets of child's growth; the basic role of sensori-motor experiences in learning for the young child; the nurturing value of affection, approval and acceptance in the child's all-round development; and the interdependence of thinking and language.

An analysis of the theory supporting individualized reading

programs and the learning strategies employed in them, revealed the underlying principles basic to these programs and their essential teaching and learning techniques. These principles of individualized reading involved the following: the recognition of, and provision for, the individual differences in children's aspirations, learning potential and modes and rates of learning; the development of the pupil's own goals and levels of aspiration; the utilization in the reading program of the close relationships that exist between language and cognitive development; the changing role of the teacher; the development of the pupil's self-management skills; and the functional development of reading skills in a total language arts setting.

Based on these findings a program of individualized reading for Thai children in the primary grades was described.

Because of the dangers inherent in the eagerness to adopt a program without adequate planning and without accepting practical consequences, great care has been exercised in pointing out the implications of this kind of approach to reading for pre-service and in-service teacher training, as well as for educational administration and supervision.

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE NATURE AND SIGNIFICANCE OF THE STUDY. . . . .	1
Background to the Problem . . . . .	1
Need for the Study. . . . .	2
Purpose of the Study. . . . .	4
Statement of the Problem. . . . .	4
Organization of the Study . . . . .	5
Delimitations and Assumptions . . . . .	6
II. ANALYSIS OF THE CURRENT PRIMARY READING PROGRAM IN THAILAND .	7
Historical Background to Education in Thailand. . . . .	7
The Language and Reading Aims of Thai Primary Education . . . . .	8
Curriculum, Methods of Teaching, and Testing. . . . .	9
Textbooks, Reading Materials, and Teaching Aids . . . . .	11
The Image of Thai Children. . . . .	13
The Image of the Thai Teacher . . . . .	14
Parent-Teacher Relations. . . . .	15
Summary . . . . .	17
III. REVIEW OF THE RELATED LITERATURE ON CHILD DEVELOPMENT AND LEARNING . . . . .	18
Sensory-Motor Development and Language Learning . . . . .	18
Social-Emotional Development and Language Learning. . . . .	19
Cognitive Development and Language Learning . . . . .	21
Language and Learning . . . . .	24
Summary . . . . .	25

CHAPTER	PAGE
IV. ANALYSIS OF INDIVIDUALIZED READING PROGRAMS . . . . .	27
Traditional Classroom Organization . . . . .	27
The Individualized Approach to Reading: Its	
Basic Principles and Requirements . . . . .	30
The Individualized Approach to Reading: Its	
Implementation and Results . . . . .	32
The Individualization of Teaching Reading: Its	
Educational Conditions and Characteristics . . . . .	38
Essential Components for Individualization . . . . .	38
Organizational Patterns for Individualization . . . . .	42
Role of the Teacher in Individualization . . . . .	44
Summary . . . . .	48
V. ESTABLISHMENT OF THE INDIVIDUALIZED READING PROGRAMS . . . . .	51
The Conditions of Learning . . . . .	51
Preparation of the Teacher . . . . .	51
Creating a Stimulating Learning Environment . . . . .	52
Managing Classroom and Learning Situations . . . . .	56
Evaluation . . . . .	57
Diagnosing, Evaluating, and Keeping Records . . . . .	57
Specifying Achievable Learning Objectives . . . . .	61
Reporting to Parents . . . . .	62
Methods and Techniques of Instruction . . . . .	64
Providing for Individual Conferences . . . . .	64
Providing for Independent Activities . . . . .	66
Providing for Grouping and Sharing Activities . . . . .	67
Developing Reading Skills . . . . .	69

CHAPTER	PAGE
Summary . . . . .	72
VI. SUMMARY, IMPLICATIONS, AND CONCLUSION . . . . .	75
Summary . . . . .	75
Implications . . . . .	77
Implications for the Ministry of Education. . .	77
Implications for Teacher Training Institutions.	80
Implications for School Administrators. . . . .	81
Concluding Statement. . . . .	82
BIBLIOGRAPHY. . . . .	84
APPENDIX A: A Teacher-Made Auditory Discrimination Test. . . . .	89
APPENDIX B: A Checklist for Observation. . . . .	91
APPENDIX C: A Reading Inventory. . . . .	92
APPENDIX D: A List of Suggested Questions. . . . .	94
APPENDIX E: A List of Selected Independent, Grouping, and Sharing Activities. . . . .	98
APPENDIX F: A List of Selected Skill Development Activities. . . . .	99

LIST OF TABLES

	PAGE
Table I. Anticipated Changes from Current Practice in Reading Instruction. . . . .	73.
Table II. Basic Considerations for Program Development for Individualized Reading in the Thai Primary Grades Curriculum . . . . .	78



## CHAPTER I

### THE NATURE AND SIGNIFICANCE OF THE STUDY

The focus of this study will be on the individualization of the reading program in the Thai language. Thai has been the only language spoken by the entire population of Thailand, though there are minority groups whose ancestors speak other languages such as Malay, Cambodian, or Chinese. As far as education is concerned, the instruction at all levels in school and in books is through Thai medium.

#### Background to the Problem

The Thai people hold widely different expectations of the educational system. The government also has its expectations of education. The educational expectations of individuals and those of the state need not be in conflict if the educational system is dedicated to serve both the nation and all the people wherever they are and in whatever circumstances. Fortunately, in Thailand, the love of books and reading is highly esteemed by the nation and individuals because of its close relationship to the improvement of thinking, and to the acquisition of knowledge (Chavalit, 1966).

Although Thai educators have long been aware of the necessity for identifying realistic objectives and providing adequate and appropriate kinds of educational experiences for the students, especially at the elementary level, the magnitude of the task is such

that, often, either nothing has been done or a temporary program adaptation has been made. According to the investigation by the Department of Elementary Education Ministry of Education, there has been marked concern for the large number of children who have difficulty meeting the requirement of the course of study, and those who lack sufficient reading or writing knowledge of Thai to achieve functional literacy by the end of the primary grades which is the customary terminal point for them. Causes of failure and repeating have been found to be related to such deficiencies as insufficient attention of the teachers to the individual needs of the children, ineffective teaching methods, and the poor evaluation techniques and tools that the teachers are forced to use due to the rigidity of the annual primary grade examination (Ministry of Education, 1967).

Many of these deficiencies could be corrected by education officers as well as teachers themselves. While efforts may differ according to their duties and responsibilities, their ultimate goal is to graduate from the primary school a large percentage of students able to go on to high schools. In the present situation, the necessity for all children to have a longer period of education than merely the primary education has become apparent to the Ministry of Education (1966c; Wronski, 1968).

#### Need for the Study

A matter of serious concern in language teaching today is the question of student performance in reading and writing. Since 1961 at the Karachi Conference (Unesco, 1961), the lack of effective strategies for language instruction in the primary schools was

recognized as one of the causes of both the children's failure in school and the inevitable apathy or active dislike toward school which accompanies such failure. The majority of those failing lack motivation or incentive to plan for the future. They are generally disorganized with respect to study and work habits. Initially the schools give many written assignments, and the children demonstrate great reluctance to do what the teacher asks them to do. At the present time even the better students are "turned off" by the regular school program.

Success in encouraging the children to participate in reading and language activities depends on offering them, at least to begin with, realistic learning experiences with definite and attainable goals that can stimulate the children to want to read. Schools need to provide modified courses geared to the children's interests, individual abilities, and needs, and to concentrate on developing student-teacher rapport. Moreover, it is necessary to overcome the two initial barriers of fear of failure and resentment of authority. The children must gain satisfaction in their achievement in order to attain motivation. In the language arts program, as recommended by Veatch (1966) there is an opportunity for each child to progress from where he or she is at his or her own speed. The emotional and physical factors of each individual child are given consideration. A child is provided opportunities to develop his own potential capacity. The program is entirely individualized and yet highly structured. The individualized approach provides for a complete and balanced reading program for developing specific reading skills, reading in content

areas, reading for pleasure, reading critically, and problem solving. Furthermore, the child is encouraged to attain good study habits. The need in the Thai primary grade curriculum for a reading program that has these characteristics is obvious.

#### Purpose of the Study

The purpose of this study is to develop a theoretical framework for introducing individualized reading instruction into the Thai curriculum for primary grades. This plan will reflect the specific characteristics and needs of Thai children in the current educational setting. It will establish criteria for setting the conditions of learning and for determining the methods and techniques of instruction. Implications of the study for teacher preparation and administration and supervision in the implementation of the projected plan will also be included.

#### Statement of the Problem

The study will attempt to answer the following questions:

1. What are the needs and characteristics of Thai children which must be taken into consideration in planning the reading program?
2. What are the criteria, based on principles and theories of child development and learning, for determining the conditions of learning for Thai children at the primary level?
3. What are the principles and practices of an individualized reading program which can be implemented to meet the above needs of Thai children and the conditions of learning for these children?

4. What is the nature of the total individualized reading program which meets the needs of Thai children and is based on the criteria and principles identified in this study?

#### Organization of the Study

The introductory Chapter I describes the nature and significance of the study. In Chapter II, the current primary reading programs in Thailand are analysed with regard to objectives and methodology in order to identify specific characteristics and needs of the Thai children. In Chapter III, the literature pertaining to child development and learning is discussed in terms of those educational factors which will determine criteria for setting the conditions of learning for Thai children in primary grades. Chapter IV contains the analysis of individualized reading programs, with major emphasis on their contribution to the program to be established. Chapter V outlines an individualized reading program to meet the specific needs and characteristics of the Thai children in primary grades, based on the theories of child development and learning and the philosophy and principles of individualized reading programs. The sixth and final chapter provides a summary of the study and a statement of conclusions. It also includes suggestions and implications for the administration and supervision of the primary reading program, as well as the teacher training program, in Thailand.

#### Delimitations and Assumptions

This study does not propose to plan in detail with the method

or content of teaching reading in the Thai language but will concentrate on the psychological and theoretical basis for the individualized approach to learning. Furthermore, the assumptions have been made that the children's needs differ only because the cultural environmental influences differ and that their basic educational needs are much the same the world over. Therefore, the constant need to select and to decide what is important in, or applicable to, the present stage of Thai education is emphasized.

## CHAPTER II

### ANALYSIS OF THE CURRENT PRIMARY READING PROGRAM IN THAILAND

#### Historical Background to Education in Thailand

To understand the current primary reading program in Thailand as it is today, it is necessary to know a little of the history of Thai education. The present system of education in Thailand is the product of many forces and influences which have been forged and tempered over many centuries. The first educational system was the concern of the Buddhist monks who ran the primary schools in the temples. It was quite similar to that of the monastic and cathedral schools of medieval Europe which had a religious orientation and were centered in the church. The monks who were school teachers usually imparted the teachings of Buddha through lectures and through supervising the reading and memorizing of Buddhist texts. The primary purpose was to provide moral and religious instruction. Consequently, this traditional Buddhist emphasis was subjected to attack by the western educators on the grounds that the emphasis on rote learning had been in conflict with planned changes to practice modern scientific discoveries and ran counter to recent curriculum trends (Wronski, 1968).

Thailand has had compulsory elementary education since 1921. Every child in the kingdom can reach a school. Teachers are employed by the government, and the curriculum is established by the Ministry of Education. This education seems to link the regions and the classes.

The year 1932 marked the beginning of a new political as well as educational period in Thai history. The new revolutionary government made many efforts to improve the educational system. Several national schemes for education were inaugurated during the period 1930-1960. The present National Scheme of Education adopted in 1960 places emphasis upon meeting the needs of the individual and of society. It reaffirms the goal of upgrading compulsory education from grade four to seven, and has introduced some significant curricular experimentation at the secondary level, the most outstanding being the comprehensive schools (Ministry of Education, 1966a).

During the past ten years numerous and significant changes have been made to bring the education of youth into harmony with the needs and hopes of the people. New and better schools at all levels have been built. The Thai government has tried out new techniques for raising educational standards such as a comprehensive program. Supports and aids have been initiated from the foreign programs. One example is the assistance given by providing textbook writing and teaching training through UNESCO (1960). The great strides in building and improving the public education system, and the awareness that progress and advancement in any field is dependent on the quality of education provided the children, should ensure a sound educational future for Thailand.

#### The Language and Reading Aims of Thai Primary Education

Traditionally, the aims of primary education emphasized the three R's and the attainment of literacy. But recent policies have



shown a shift in emphasis from this simple goal to a more diversified set of objectives. The 1960 National Scheme of Education identified the objectives of the four major areas of education, namely, moral, physical, intellectual, and practical education. These objectives were meant to be general and all inclusive. They did not attempt to identify specific contemporary problems or social issues. They did not propose specific approaches, procedures, instructional materials or methods. It was necessary for the study groups to supplement these general statements of objectives with more specific and identifiable educational goals that would arise out of the hard social facts of life of contemporary Thai society (Ministry of Education, 1962).

The specific aims for language and reading in primary schools include the expectations that primary education will give an adequate mastery over the basic tools of learning and a basic understanding of Thai nationality (Jumsai, 1951; Ministry of Education, 1964). To meet the societal needs for Thailand the emphasis on literacy implies the development in the Thai children of the attitudes, knowledge, and skills that will help them fit themselves into the rapidly changing economic life, at the same time "to preserve the humanistic, aesthetic, and spiritual pursuits which have inspired Thai people to arrive at their own deep feelings and fundamental meanings, be it for the past, the present or the future (Matthew, 1959:423)."

#### Curriculum, Methods of Teaching, and Testing

The education given in all schools in Thailand at the primary level in the twentieth century has been based upon the current ideas

about children, with emphasis on the importance of catering to their growth and development. Effective steps have been taken to help teachers to move away from subject-and book-centered teaching toward child-centered and activity methods. With the assistance of Unesco, an International Institute for Child Study was set up in Bangkok in 1954 to gather data concerning child development in Thailand (Unesco, 1960).

Since 1960, along with the curriculum changes and improvement that have been made at all levels, there has been a great concern for the ineffective teaching methods and evaluation techniques. This has been reflected in the desire of both the central authority and of the teachers themselves for more professional training. There are quite a number of teachers with lower academic qualifications still teaching (Ministry of Education, 1967). There is evidence that many teachers show a readiness to adapt and to try out new methods and have a willingness to participate in conferences and discussion. Demand for more professional literature is increasing. Of great significance is the change in attitude toward the method of teaching (Unesco, 1961). However, the desirability of having every primary teacher attend the in-service training workshops and classes for improving their professional competence needs to be emphasized. The reading program in most schools still includes only the development of skills. There has been no direct provision for increasing enjoyment of reading. The instruction in reading and reading itself are neither interwoven nor developed simultaneously. Emphasis is still totally on word recognition and phonic instruction. There is little encouragement for initiative, reflective

thinking, ability and habit of discussion, and decision-making (Ministry of Education, 1964). Bowen (quoted in Chavalit, 1966) states that reading is not a traditional Thai activity. To the present day Thai schools have failed in the task of encouraging reading by the students and of creating an interesting atmosphere for reading for pleasure, instruction or entertainment.

Although some valuable and encouraging investigations to ascertain the learning achievements of the children are in process, the annual examination is still in use even at the first grade level. These examinations carry with them a number of inevitable results such as cramming, book-centered teaching and irregularity of effort on the part of both teachers and students, that have been widely accepted by educators for many years (Ministry of Education, 1966b). However, through the efforts of the Thai educators, there are individual schools and individual teachers in which the emphasis on final examinations has been shifted to periodic tests and cumulative records. In general, though, the strictness and insistence upon the academic is still an important characteristic of the Thai evaluation system. It may take some time for Thailand to do away with the examination system.

#### Textbooks, Reading Materials, and Teaching Aids

One of the most important functions to be undertaken by the central government in the education of the young has been the preparation and the publication of readers and supplementary reading materials. Efforts have been made by the Department of Education Technique and the Department of Elementary Education to produce new and up-to-date books in great quantity permitting the schools to select for their use those

appropriate to their local interest. Sample educational equipment especially for teaching the Thai language in the primary classes have been made for the teacher's benefit. Teacher's guides have been prepared. Expansion of audio-visual education program, such as broadcasting service and television educational program for use by schools in the metropolitan areas, continues. To some, the progress is considered slow due to shortage of trained personnel who can develop and prepare audio-visual aids (Ministry of Education, 1967).

Although changes in curriculum have involved the preparation of different kinds of new textbooks such as readers for the students produced in accordance with primary language and reading curriculum, Thai schools currently lack up-to-date textbooks, supplementary reading materials and reference books. There is not only a great need for research in stories and materials based on local and national history, literature, folk tales, traditions, and cultures, but also a need to obtain a variety and number of additional supplementary reading materials and reference books. In an attempt to give impetus to the publication of new and better textbooks a system has been adopted for textbook production whereby writing competitions have been organized.

Experts in each field were authorized to write on their particular subjects; private authors were requested to submit their work to the Ministry of Education for approval to be used in schools. So far, as the approval of private publications in conformity with new curricula to be used in school continues, the production of textbooks may still come almost up to expectations. The allowance of extensive freedom in their choice of texts from the central authority may help

the schools to have quite an adequate range of publications used in such programs as reading (Chavalit, 1966; Ministry of Education, 1967).

#### The Image of Thai Children

Despite the effects of modern science technology and the many distinctive values as evidenced from the advanced countries of the western world, the majority of the Thais feel that their strength and happiness still come from their traditions, their efforts in the time-worn manners, and from the teaching of Buddha. The rearing and educating of young children is, for the most part, still carried out according to the traditional customs. Thai children are not little adults. Parents and teachers believe that Thai children are taught the accepted ways by example, patient reminding, explanation, and affection. The children are expected to be remarkably well behaved. They are not expected to cry, scream or throw things. As a child is old enough he has responsibility to take care of himself and to discipline the younger members in a manner of his own choosing. Discipline does not mean the open evaluation, criticism or correction of the behavior of others that may lead to discouragement. Whereas the older ones must be obeyed, in turn, they must feel responsible for helping and protecting the younger ones. It is the Thai custom that when grownups talk, the children should listen and not enter into the conversation unless addressed. It is considered rude to argue or to disagree with one's elders, or even to express disagreement. Moreover, the young Thais are taught to always address parents, teacher, and other elders with respectfulness (Exell, 1960; Pendleton, 1963).

This image of Thai children affects the student-teacher relationship. What is lacking now in this relationship is the teacher's understanding of the child as an individual who has his own needs, interests, levels of ability, and growth.

#### The Image of the Thai Teacher

In Thailand, according to the social values, teachers are held in high esteem by students. Discipline problems are rare in Thai schools. Each year there is a special day dedicated to teachers. On that day children bring handmade floral offerings to school. A solemn ceremony is conducted in honor of the teachers and in recognition of the search for wisdom and good taught by Buddha, the great teacher. But, on the other hand, society has rated the teacher low in economic status, and especially the primary grade teacher. The low salary scale, of course, repels many a potential grade teacher and demoralizes those already in the school. It affects the quality of teaching and even prevents teachers from being committed to academic pursuits (Unesco, 1961).

In the past, it was believed that the teacher responsible for the lower grades in school required the least knowledge whereas those in the higher grades required the highest qualification and were considered the most intelligent. This attitude is changing. There is a new recognition and attitude toward the primary class teacher. Even the self-concept and attitude of the teachers themselves have also changed.

Apart from the fact that primary teachers have begun to hail

with enthusiasm new approaches to teaching the formally bored child or the slow child, there are teachers, of course, who have misgivings about the changes. These teachers are expressing their personal insecurity and bewilderment. They are questioning the newer teaching methods, particularly those encouraging student participation and activity, and the newer instructional materials. They are even more concerned that these innovations will affect the personality traits which Thai people have always accepted and prized. While there is an agreement that Thai children growing up in this age would need to be intellectually active and, enterprising, "the teachers are always mindful of how such children are going to retain the grace, respect, reserve, and self-effacement esteemed by Thai people (Matthew, 1959: 423)."

This image of the Thai teacher stresses the need for the improvement of teacher training programs and of the expansion and provision of in-service facilities for the infant teachers.

#### Parent-Teacher Relations

Parents expect the school to be a more formally structured extension of the informal activities of the home. Moreover, parents consider the provision of education to be the sole responsibility of the school and the teacher. Consequently, parents tend to seek help from school rather than to give help to it. In more recent years, however, it appears that an increasing number of parents have taken a growing interest in what happens to their children in schools. But parental knowledge of children or their educational needs is still

limited and has probably made parents feel uncertain about their responsibilities. In addition, there are many factors that impinge on the relationship between family and school. One of those factors is the social class background of the child. Thai society is characterized by a hierarchy based on royal titles resulting from caste as well as a class structure (Embree, 1969). As far as education is concerned the children of parents in the higher social class will have more ready access to schools and will probably get preferential treatment within the schools. Teachers nevertheless have difficulty in reaching the parents whose children come to school everyday in chauffeur-driven automobiles, because the parents themselves never show up at the school.

Another important influence results from the economic squeeze and the rapid growth of population as well as the penetration of western culture in the form of the new technology in Thailand. The Thai people now must adapt to a new life full of competition and temptations that were not formally a part of their lives. Consequently, working parents now have less time to take care of their children's education.

It is obvious that the patterns of family life in Thailand exert a pervasive influence on Thai education. The school, thus, has difficulty in maintaining the continuous interaction between home and school. There is a need, however, for the Thai teachers to get parents to participate or to respond to any form of communication that they think may help parents to better understand their children's needs and the fact that what is going on in the school is related to the lives of



their children at home. Research emphasizes the interaction between home and school as one of the essentials for educational growth of the child (Smith, 1963).

#### Summary

In this chapter, an attempt has been made to analyse the current reading programs with reference to their applicability in Thailand.

The primary reading programs in Thailand have evolved from the religious concerns of the past to the modern time with the current issues and problems. The conflicts have been identified as arising from the broad aims with limited means, the insufficiency of textbooks and other reading materials, the inadequacy of teacher preparation and in-service education, the lack of sympathetic and supportive interaction between children, parents, and teacher, and the continuing influences of ritual, custom, and society on education.

Although attempts have been made to solve the stated problems, the focus is still primarily on the need for more knowledgeable, independent and confident teachers, the improvement of teaching methods, the establishment of more effective evaluation techniques and procedures, and the extension of resources. More specifically, it has been stressed that what the young Thai child needs is the teacher's understanding of him as an individual who is seeking help to develop a love of reading, and who possesses initiative, independence, cultural wisdom and self-respect as a Thai.

### CHAPTER III

#### REVIEW OF RELATED LITERATURE ON CHILD DEVELOPMENT AND LEARNING

It is the purpose of this chapter to examine some of the related literature dealing with the relationship of language development and its learning to other facets of child development. This will be considered in the light of those educational factors identified in Chapter II for the development of criteria to determine the conditions of learning for Thai children at primary grade levels.

#### Sensori-motor Development and Language Learning

In the area of language development, the child is receptive to visual and aural stimuli from birth. His understanding of the world involves active exploration. When the child becomes mobile and can crawl and finally walk, he starts exploring what he could previously only see and/or hear. Along with the growth of his language which develops rapidly and enables the child to conceptualize his world, the child is passing through the period of intuitive thought (Piaget, 1950). This is the period when the normal child can now group or classify objects according to his own perception. Piaget (1952) indicates that the general level of perceptual development appears to be a determinant of both skill in sensory discrimination and success in learning language. Although perceptual development is dependent in part on the accuracy of the child's sensory mechanism and physical equipment, it is also dependent on his ability to profit from what he hears and sees

and upon the richness and variety of experiences to which he is exposed.

Educators today emphasize that, when attempting to promote the child's sensori-motor development and progress in language and reading skills, the teacher must use diagnostic or clinical methods in studying and understanding the exact nature of his learning interests, needs, and deficiencies. In this way the teacher can design motivational activities that spark the individual's interest as well as help him overcome the perceptual deficiencies that he may have (Smith and Dechant, 1961).

#### Social-Emotional Development and Language Learning

Differences in emotional and social characteristics may arise partly from environmental factors and partly from hereditary factors. From the beginning of life a child's awareness of himself has developed through his relation with others, the opportunities that the child has to interact with other people and the quality of this interaction. Peer group influence which begins in the pre-school years has its effect on the child's social and emotional growth. It is recognized, however, that the interaction with adults is the most powerful (Mussen, 1963).

The emotional climate of the home tends to influence the emotional development of the child. Bandura and Walters (1963) indicate that children tend to become aggressive because they imitate or model after their aggressive, punitive parents. By the same token, the lack of individual attention and mothering in early years is a deprivation from which a child does not easily recover. This early lack of satisfaction may develop feelings of distrust, aggressiveness,

and distractability. This emotional maladjustment may inhibit the growth of affection and cognition, and also the growth of language skill (Dinkmeyer, 1965). Macarthy's longitudinal study (1952) finds that institutionalized children tend to vocalize less and show less interest in speech than children brought up in a normal family situation. Moreover, they lack self-control and are more aggressive and distractable than those placed in foster homes. Undoubtedly, the child's home background and parental behavior shows close relationship to the child's social-emotional growth and his own speech progress and speech difficulties.

At school, a child's self concept affects his perceptions of his environment, of which the teacher is an important element. These perceptions in turn affect his behavior. Flanders (1970) also finds that teacher behavior has an effect on the child's self-esteem. Berretta (1970), too, shows a positive relationship between self-esteem and school achievement. Numerous studies have revealed a high correlation between language learning success and the emotional and social maturity of a child (Auleta, 1969). Resistance to reading tends to be developed in the child who is emotionally dependent upon his parents, or who may have behavior problems. The child's first few experiences during the reading lessons are suggested as a probable cause of these maladjustive behaviors (Auleta, 1969).

The discussion above supports the idea that the emphasis in language learning is on the quality of human relationships. Language is a social skill as well as an intellectual skill. For the healthy mental, emotional and social functioning of the child, all the needs for

acceptance, adequacy, security and consistency of view of personal and social self must be met. Teacher as well as parent must create a warm stable atmosphere in which consistency of discipline permits children to learn self-discipline, where affection is overtly expressed, and where children feel free to express themselves and are encouraged to do so.

#### Cognitive Development and Language Learning

According to Piaget (1950) intellectual growth and language development begin at birth. The intellectual skills develop as a result of the child's interaction with his environment. From his interaction with the world the child builds up within himself an internal system. Piaget (Hunt, 1961) stresses that the child from two to seven years of age who is passing through the preoperational stage can internalize his action. Through this internalized action which is called equilibrium, the child adapts the environment and information he gains from experiences so that it fits into the developing world within himself. This is called assimilation. As the child adapts and modifies his behavior so that he fits into the developing world outside himself he carries out a process which Piaget designates as accommodation. This adaptation or internal process provides the basis for the child's mental images. The child can develop simple thoughts and images to represent his own external actions. These simple thoughts make possible the learning of language. The child's own private images become associated with the words of the adult. Piaget (1959) refers to the process in which the child abstracts,

generalizes, stimulates, or reconstructs words, hence forming concepts as the child's construction of reality. Concept acquisition through language is essential for thinking (Vygotsky, 1962). It is embodied in cognitive development (Piaget, 1959). Throughout the preoperational age of development, as the child's language grows and as he is free to work on his environment, the child is able to use symbols such as words to enlarge the scope of his thought. The child cannot, nevertheless, manipulate his thought in any logical way. For the child of two to seven years of age language cannot be something apart from objects and experiences. In other words, his language is based in the exploratory manipulation of the previous sensori-motor period. Moreover, his images are still isolated from one another. The child can only deal with one problem at a time. He can neither coordinate the relationship nor relate two separate concepts in a logical fashion. For instance, the child cannot see that if John is younger than Jim, and if Jim is younger than Jack, then, John is younger than Jack. Not until the child moves to the stage of concrete operations, which covers the age span from about seven to eleven years, will he develop the ability to carry out simple logical operations on concrete objects. It is only then that he can reverse two thought processes such as from John to Jack and back again, thus making logical comparison possible (Phillips, 1969).

The lack of the development of reversibility during the ages from four to seven may be said to interfere with the development of these language skills basic to reading comprehension. The perception of only one aspect of a situation tends to dominate the child's reasoning.

Almy and others (1966) find that the conservation concepts represent what most reading abilities require and have substantial significance for reading readiness. But they are mental activities which the preoperational child cannot yet perform. Piaget (1959) sees mental development as a series of qualitatively different stages. The order in which the periods occur is fixed but a child's rate of progress through them is not. This is due to the individuality of the child. Age does not determine the stage of mental development. A child does not necessarily develop the various kinds of conservation ability requisite to beginning reading all at the same time (Almy and others, 1966). Neither does he pass from one stage of development to another all at once. It is now clear, in agreement with Piaget's insight, that the mental age is a better guide to logical development than the chronological age. It is natural, thus, to expect variation in the rate of the child's intellectual growth at different periods of his life.

The most influential implication for learning of Piaget's works at the preoperational level relates to the necessity for providing an individual child many and varied concrete experiences through the sensory and motor activities out of which concepts and complex thinking may develop. This also stresses the importance of the nurturing effect of the continuity of experiences within the environment where the child can apply acquired skills to master new learnings.

Through integration of good sensori-motor development and proper emotional, social and intellectual growth including appropriate

language development, the child grows toward the discovery that he is an individual with inner resources that belong solely to him. Positive self-discovery has a strong effect on the child's ability to learn. Before the child's developmental level can be translated into an approach and program to suit his level, the role of language in learning must be understood.

#### Language and Learning

Many studies indicate that using language is a learned activity rather than one that is natural and instinctive (Piaget, 1950; Vygotsky, 1962). There are many factors that affect the learning. According to Piaget (1950), speech develops through interaction with the environment from birth. Undoubtedly, there is a relationship between environmental factors and language development. The difficulties faced by the working class child in expressing himself adequately in speech is recognized by Bernstein (1967) as the result of not having some functions of language accessible to him. This restriction refers to the lack of background in concrete, vicarious and actual experience and the linguistic concepts that accompany them on the part of the child. According to the preceding discussion, the child's physical and mental equipment, his emotional and social growth, his family environment, and his earlier experiences all have bearing upon language development and are what makes up the individual differences. The differences in language development of children are reflected in other ways than that of learning a particular phonology, vocabulary or grammar. They include the accuracy and rate at which the language is learned. There is much more to language learning than



memorizing or recognizing words. What the child needs in his early stages of learning language at home or at school is the formulation of meaning of what he hears or reads. When he is given good chances for first hand experiences, the child is able to recognize words as part of his environment which involves understandings of both the external environment and the inner environment. Obviously, language development in the child progresses in two directions to serve different functions in its learning. Whereby the language turns outward and becomes a vehicle for communication with others, it also turns inward and becomes a vehicle for communication with one's self, that is, thinking (Piaget, 1950; Vygotsky, 1962).

Language becomes of paramount importance in early childhood education. Language involves thought, and concepts develop through thinking. A child can read and write only as well as he thinks and he can think only as well as he uses language. Educators must not only understand the role of language in learning but integrate language into the total program in such a way that it facilitates and maximizes the learning of the child.

#### Summary

On the basis of the content in this chapter five basic criteria that relate to sensori-motor, social and emotional, cognitive development, and language learning have been formulated and developed. These are:

1. Different children learn in different ways. There are also individual differences in experiential background, language development and in other facets of growth. Diagnosis is a basic approach in helping

the teacher meet the needs of a particular child.

2. The child's felt need and high motivation which are important factors for successful learning evolve from his sensori-motor, social, emotional, and intellectual developmental patterns, none of which can be separated from the others, and all of which work cooperatively with language.

3. Learning for young children is based on sensori-motor experiences. A discovery becomes a basic approach in helping the child to learn about his environment and about himself.

4. Affection, approval and acceptance are the bases for a child's all-round development. The teacher considers an individual child as a whole and encourages him to realize his intrinsic nature and to fulfill for himself a positive self-concept and self-confidence.

5. Thinking and language are interdependent. These intellectual skills of the child develop as a result of his interaction with his environment and they continuously and gradually progress through a sequence of related stages.

CHAPTER IV  
ANALYSIS OF INDIVIDUALIZED READING PROGRAMS

It is anticipated that some principles and practices of an individualized reading program can probably be adopted and implemented in the Thai curriculum for primary grades to meet the needs of Thai children and the conditions of learning for these children. In this chapter, then, an analysis of individualized reading programs will be made to define those principles and practices from which the criteria for constructing a program on individualized reading for Thai children at the primary level may be drawn.

Individualized reading is not concerned with the method of teaching, but rather with the organization and management of the classroom which allows for the self-selection of varied reading experiences and materials so that the reading potential of each child is developed. In order to distinguish the essential differences that characterise the individualized approach to reading, it is necessary first to examine critically the traditional pattern of classroom organization and management.

Traditional Classroom Organization

Within the conventional graded classroom, children tend to be graded into reading levels. This most common classroom structure carries with it the assumption that reading will be taught in a more or less formal fashion to all children. Such a plan also depends upon a basal

reader program to establish the guide for the teaching approach used. Additionally, this arrangement includes in it the idea of groups formed according to a measure of success in reading. This means that children are classified according to their reading achievement (Smith, 1963). Age is another criterion for forming groups. This has been severely criticized by recent innovators. The critics suggest that there is more latitude for individual differences when factors other than chronological age are considered. More variation is attributable to such factors as the child's social and economic background and his previous experiences (Dinkmeyer, 1965). Due to these factors, the practices currently used in the grouping procedures in teaching reading are always questioned as to their success in reaching the individual and meeting his particular needs.

Many attempts have been made to solve the problem of individual variation through adjusting the organizational pattern within which children learn to read effectively. The most familiar pattern is the three or four group arrangement in the basal reader approach in which different achievement levels use textbooks or readers written at different levels of difficulty. Recognizing the fact that within the groups there are varying stages of development and capabilities, teachers may try to overcome these handicaps by attempting to offer individualized help by such methods as shifting children from group to group. According to the rationale supporting the group approach to the teaching of reading, the upward shifting of children is an attempt to stimulate their interest and raise the level of their achievement in reading. Evidence has shown that in some instances a child may join a higher

level reading group if his progress merits the move (Whipple, 1953). Nevertheless, careful thought and great care should be made if any change occurs. Errors in student placement can not be easily avoided since children differ not only in abilities but also in their needs, interests, backgrounds, and even their learning styles. Teachers may find it extremely difficult to fit a child into the right or best group for him.

Another criticism leveled at the traditional grouping procedures for reading stresses its inflexibility. In these practices children adhere to the group level standards and the group use of books. Obviously, it is possible that they are not able to read adequately for their levels. The better reader may be inhibited from proceeding at a rate much faster than the group reading lessons provide, whereas the slower one may be subjected to the frustrating attempts by the teacher to bring him up to grade level. Therefore, the group approach in teaching reading can not wholly succeed in developing in the child a more purposeful interest in reading. Instead of offering an individual help and spurring him on to greater effort so he can compete with the group, one obvious solution would be to give all children individualized instruction.

Consideration of this solution leads the teacher to create a flexible arrangement within which he may teach reading as he thinks best. This special innovative approach has recently grown in popularity. In this individualized reading program, the teacher offers a program in which each individual child progresses at his own rate, often in a book of his own choice. Moreover, the teacher necessarily

uses a variety of methods and materials from other innovative programs in order to be able to provide differentiated instruction to fit the perceptual modes and learning styles of different individuals. However, the individualized reading approach is neither a panacea for all the ills of teaching reading nor a guarantee for either the child or the teacher of the alleviation of all the problems and pressures involved in reading instruction. It is actually a way of thinking and cannot be intrinsically good or bad. What makes it desirable or not rests in the manner of application of its principles in a particular program (Howes, 1970).

#### The Individualized Approach to Reading: Its Basic Principles and Requirements

In the individualized reading program, the value of reading depends on the reader's ability to see the functional, social, vocational, and recreational aspects and values of reading. Huus (1971) points out that as far as reading is concerned the child should be able to answer the question of why he learns to read, or, what the purpose of his reading is. It is the role of the program offered and of the teacher to help pupils realize the need for reading in terms of their own aspirations and desires.

Another point made by the same writer is that an individual should accept the responsibility for his own learning and also see the necessity for self-renewal as a lifelong pursuit. Success in accepting the responsibility of oneself for mastery in learning contributes to the development of the individual's self-concept. To be

a perceptive learner requires an objective view of self, and adequate self-confidence and motivation from within rather than from external sources. This emphasizes Huus's last point (1971), that is, the development of the thinking individual. An individual who learns to think critically, who learns to function independently and creatively, and who accepts the responsibility for his own learning will find learning to read, as well as reading to learn, meaningful.

Huus' basic considerations seem to parallel the basic conditions conceived by Wilhelms (1970). Wilhelms holds that the individual is the focal point around which the curriculum should be organized. There are certain educational conditions essential for educators to recognize in order to create an environment favorable to growth in individuality and to better the learning conditions. Among those suggested by Wilhelms (1970) are the development of freedom and responsibility. Responsibility should accompany freedom. Freedom without responsibility cannot play a stimulant role in the productivity of the child. It is obvious that responsibility is important to self-testing and to a developing sense of capacity. Opportunities and encouragement for a child to respond to a variety of stimuli are indispensable to growth in individuality. Stimulation becomes another condition for learning. According to this writer, individualized reading is based on the psychology of success. According to this theory, the success or failure experienced by the child helps him to clarify his self-image. Thus it makes it possible for the child to learn about himself and about the full assumption of his power. The discovery of the inner power one possesses gives one the dignity which stimulates

creative and meaningful commitment.

From the above discussion it is notable that reading includes attitudes, personal satisfaction, and growth of confidence. As already discussed in chapter III, there are many studies showing the relationships between physical, mental, emotional, and social maturity and performance in reading. Hence, reading is dependent upon growth in the cognitive, affective, and sensory-motor areas, and it in turn affects these growth areas. This concept and the realization that each learner shows individual differences are inevitably reflected in the total curriculum design that characterizes the teacher's approach to reading. They also represent some very basic assumptions about the nature of curriculum.

#### The Individualized Approach to Reading: Its Implementation and Results

This section contains a brief survey of some studies and experimentation of the individualized approach to reading instruction. The purposes are to examine the postulated concepts of learning and the conditions essential to growth in individuality, to consider the advantages and disadvantages of individualizing the teaching of reading, and to state the conclusions that can be drawn from the available research on individualized reading.

Sartain (1965) reports on an experiment in ten grade two classes. Teachers were chosen at random. Five used the individual approach, and five an enriched basal program for three months. They were then tested and the class switched methods for another three months period. The results indicated no significant difference in progress of



one method over another. Nevertheless, all teachers found that the individualized approach improved teacher-pupil relationships. There was some evidence that the slow readers did better in the enriched basal program. Teacher criticisms of the approach to individualize the reading program were that planning for each child was too time consuming and that there was only time for two ten minute teacher pupil conferences per week and this seemed insufficient. However, teachers felt that self-selection of books and the individual conferences were valuable and should be incorporated into their basal program.

Baker (1966) gives another view of the individual approach and its use with mildly retarded and slow learners. In this study the children had I.Q.s ranging from sixty to eighty-five and an age range from six to ten years. The teacher-pupil ratio was one to sixteen.

At the beginning of the program the first series of books was presented enthusiastically by the teacher but the children showed negative attitudes. However, when the books were placed on display during the next few days, the children who had some reading ability began to read them aloud. The others gathered round to listen. In this way interest ran high and other children decided to try to read the selected books too. The teacher then brought in other books, and began meeting with the children individually or in groups of two or three. Gradually a relaxed, uninhibited reading period evolved. Books which were shorter than most texts and of high interest became treasured because they were self-chosen. The working level of each child was determined by previous tests records and the testing on basic reading skills. Much planning was required. But for this special group

of children the individualized approach was a success in that the children for the first time enjoyed reading. Each child's confidence grew because no other child heard or commented on his mistakes. Moreover, there was a closer relationship between teacher and pupil.

In conducting the individualized reading program, Rosenthal (1968) points out the need for, and expense involved in, supplying many more books than when a basal series is used. The enthusiasm of the teacher as an essential factor in making this method work is emphasized. During the program each child had an obligation to produce something creative about his reading, such as a written or oral summary or a letter to the author. Each week these works were presented to the class during a sharing period. The child entered this work in his notebook which the teacher checked periodically. Using this method, the teacher became acquainted with the child both through interviews and the written work, and the child's hopes, dreams and fears were discovered. The writer found that as the child grew in self-fulfillment and self understanding, he also grew in self discipline. In addition, when reading was integrated with all subjects it became a part of life. Moreover the results indicated that written language developed more quickly through the individualized approach than when the basal method, which depends so much on the workbook, was used by the experimenter.

Dolch (1967) defends individualized teaching when it is suggested that it would be difficult in large classes. He points out that group methods also fail under these circumstances, but that because the individualized approach interests the child, it is possible that this system works in the large class. In defense of those who say that

sight vocabulary is introduced too slowly in the individualized approach, he replies that, although in the individualized approach three new words may be presented in a day while in a group approach ten to twenty maybe presented, the results show that it is better to individualize and have the words suit the child. All children cannot remember the ten or twenty words presented at a time, but they do remember the three and can use them correctly even on the following days. Concerning the argument that content is not covered in the individualized reading approach, Dolch cautions that not all children want to read about the same thing and to learn the basic skills at the same time and with the same amount of help and practices. He also refers to the fact that with sharing of reading experiences from many books, the child is sure to get a wider view of life and knowledge. Another advantage of individualizing the teaching of reading, he claims, is that the individualized approach has had greater success in teaching sounding. It is possible that if the child is interested in his book he will use his phonics in reading whereas in the group method, lack of interest may lead him to skip new words rather than attempt to sound them. For the last point Dolch concludes that it is the interest control of the individualized approach rather than teacher imposed discipline that leads the child to success in learning to read.

Parkin (1959) claims the two main advantages of individualized approaches are the allowance for individual differences and the development on the part of the child of more interest in and desire to read. But Harris (1956) contradicts these claims. His contention is that a carefully controlled sequential vocabulary and reading textbooks

teach reading better than the individualized method. Anderson (1946) found that children taught by the basal method were far superior in reading skills. Bond and Wagner (1960) support Anderson by expressing concern that the skills will not be adequately taught through the individualized method. Their further criticisms include too heavy a work load for the teacher, that only the exceptional teacher can handle it, and that children are too immature to choose their own books. However, Hester (1964), Evans (1962), and Stauffer (1960) suggest that the best answer is to combine the individualized and basal reading methods. Groff (1964), from his survey of nineteen primary grade and fifteen intermediate grade teachers who conducted individualized approach in teaching reading, finds that word analysis skills should be taught through the use of basal.

The evidence is conflicting, but not necessarily a problem. The idea that the child is too immature to choose his book, as stated by Bond and Wagner (1960), may be valid in a public library, but not in school where the teacher can bring in books suitable for his level. The child could choose his first book with the help of his teacher. Guidance toward choosing books from specific shelves might also continue. The individualized teaching does not imply that the child spends all his time working alone.

Combining the individualized and basal approaches may not be successful. If a teacher combines these two methods he may still lean toward the basal readers because he feels more secure in the structured teaching that the guidebooks and workbooks offer. This is especially true of the beginning teacher. Hence one approach would still dominate.

That planning for each child is time consuming and that the individualized approach puts a heavy work load on the teacher are not denied. Bond and Wagner (1960)'s contention that only the exceptional teacher can handle them is open to challenge. A capable teacher, not necessarily an exceptional one, would be able to provide a well structured stimulating atmosphere for learning in which the child who is ready to read, will read, and he who is not, will have materials and equipment to aid him in his growth toward reading. As for Smith's (1963) point that it is difficult for the teacher to make provision for the other children while he is working with an individual, the contradiction is that a skillful and capable teacher with a permeating personality can have his influence felt throughout the room even though he is working directly with only one youngster. Moreover, interest control shows its significant success over the teacher imposed discipline. It is obvious that what the teachers do need most in trying the individualized approach is training, experience, courage, and willingness to explore a new idea (Dolch, 1967).

In spite of the fact that studies have failed to demonstrate the superiority of the individualized reading approach over the group procedure, there is still a continued interest in this innovative approach (Grotberg, 1966). There are many educators like Grotberg (1966) who claim that the only explanation is that most teachers have a desire to merely cause change. This argument is open to challenge. Most of the innovative movement does appear to have a strong basis in personal conviction and desire for change. Furthermore, the assumptions underlying the need for change probably is the belief that the solution

to children's difficulties in reading may lie somewhere in the innovation of individualized reading. There is a challenge, of course, in the change but, for the teacher who has training, experience, personality, creativity, and courage to try the new innovative approach, there is reward also in the freedom it provides for both teacher and pupil to grow as happy individuals.

### The Individualization of Teaching Reading: Its Educational Conditions and Characteristics

Educators, such as Veatch (1966), who have seen a need for individualized instruction in reading, have proposed principles and procedures in organizing the program. Such educators have also suggested that, before implementing the program for individualizing reading, there are preparations and considerations that should be made in various areas.

#### Essential Components for Individualization

In order to initiate an effective program in "Individualized Reading", careful preparations and provisions for the fulfillment of the criteria which favor a climate of individuality must be made.

Motivation and Reading Activities. The basis of most individualized teaching today is, using Willard Olson's terms, "Seeking, self-selection, and pacing". Of these three the key to success in reading lies in the seeking behavior of the child. Without seeking inclinations in the child, the provisions for self-selection and self-pacing are not a guarantee of an effective way to creating reading

(1966) suggests as necessary for independent work the book center, the writing center, the art center, the science center, a dramatic center, a manipulative materials center, and a follow-up drill materials center.

After creating these stimulating environments for children, the teacher's concern is to guide them carefully through the experiences which not only develop reading skills but also encourage the children to seek information and pleasure through reading. Careful planning preceding the introduction of self-selection and pacing is needed. The daily schedule and procedure for the work planned needs to be clearly understood by both the children and the teacher (Brogran and Fox, 1961).

As far as physical facilities are concerned, buildings and classrooms should be constructed to allow easy transformation. Moreover, if the students are to take responsibility for their group works as well as for individual assignments, they should find space and facilities ready and available for use. In arranging the classroom for individualized reading, there are three things, requiring consideration. Firstly, the arrangement of furniture should provide the movement of children about the classroom. Secondly, a place where books can be easily viewed and are accessible should be provided. And thirdly, private corners are necessary for conference, individual effort, and projects (Rapport, 1970).

Evaluation, Diagnosis and Record-keeping. Burton (1959) and Almy (1959) propose that to determine the kinds of instructional materials, teacher guidance, and learning experiences that stimulate each child's continued efficient growth in reading, the teacher appraises the present status of the child's knowledge and skill, including his needs, interests

as well as problems. Veatch (1966), then, points out that instruction should follow diagnosis. Teacher must have the ability to diagnose a student's problem and to recommend help for him.

The aims of education are to increase personal development, intellectual growth, and the development of human potential. Education can be defined as planned activities which result in changes in behavior in a desirable direction. What is learned is transferred to the affective domain where it is integrated into the learner's value system and hence is reflected in his behavior. The teacher must know what changes have taken place in the behavior of the child. There must be an awareness of the psychological domain that can be tested both formally and informally (Cronbach, 1970; Almy, 1959).

The cognitive domain is concerned with abilities related to thinking and manipulating abstract symbols. In this area the emphasis of evaluation is on how much an individual knows, how rapidly he can work, or how well he can solve problems. Standardized tests in the area of achievement and intelligence can be used to test these abilities. For purposes of individualizing educational treatment, the evaluation of the cognitive nature may be more useful if the teacher considers the individual abilities in which a student has strengths and weaknesses.

The affective domain is concerned with attitudes and values which cannot be tested as right or wrong. Personality tests such as the projective and inventory types are often used to maximize growth of this noncognitive nature.



Another domain, sensory-motor, is concerned with learned muscular response. This domain is often overlooked. With young children, the tests to check responses of the body parts are very important. Early diagnosis for perceptual difficulties is necessary for the cognitive growth of the child. Sensory defect can create difficulties with reading for the young reader. In assessing the state of a child's coordination and dexterity, visual acuity tests and auditory tests can be administered.

#### Organizational Patterns for Individualization

Much of professional literature pertaining to Individualized study is founded in descriptions of such organizational plan as team teaching, non-graded instruction, and flexible schedule. Individualizing instruction needs not to be limited, however, to such plans. Even schools with traditional programs can provide opportunities for individualized reading programs.

The following are techniques for individualizing instruction which place primary emphasis upon the structural features of a classroom procedures.

Individual Conferences. Veatch (1966) states that the individual conference is the heart of the instructional reading program for it provides the teacher a one-to-one relationship with the child. It leads the teacher more closely to the child's needs. Thus, by this way the teacher becomes a real helper to the child who shares his enthusiasm, expresses likes or dislikes, and seeks help on difficulties. When the climate of learning has an element of personal warmth, the

learning is faster, easier, and more permanent. Moreover, with proper encouragement children may analyse their own troubles.

Independent activities. Independent learning is an attempt to build self-responsibility, self-regulation, self-discipline, and self-evaluation for learning. The objective of independent activity is the encouragement of open-ended inquiry. The individual student can employ various methods which allow him to point out his own differences and direct his own provision on for them (Empey, 1968).

For the teaching of reading individually to succeed, the teacher emphasizes the individual role of learning. While the teacher gives his time to each child such as in the individual conferences, the rest of the class continues to work constructively on his own time, in his own direction, without immediate supervision from the teacher.

Grouping. In the individualized approach grouping is not a method of assigning groups of slow, medium, or bright children. As the teacher identifies the learning needs of each child, he is able to group the children for learning activities on the basis of their common needs and interests. Obviously, individualized learning includes working in small groups and even with the whole group on occasion (Darrow and Howes, 1960).

As long as the scope and range of what is to be learned and its progression in group activity are at the command of the teacher; and as long as the purpose is clear to its member, grouping is a process that enables children to learn. Several types or categories of group activity can occur simultaneously or consecutively, depending on necessity and

need (Smith 1963).

Sharing. A sharing activity or audience situation is one of the essential components for every individualized program. Motivation tends to be released and created by sharing accomplishment and progress in reading and independent activities. Through the techniques of sharing the individual reading experiences, the audience gains information and interest, shares feeling and impressions, and better understands that individuals read for different purposes. The teacher may devise methods and activities whereby small or large groups can spend a sharing period (Veatch, 1966).

#### Role of the Teacher in Individualization

Although, the child is viewed as the focal figure in an individualized learning environment, the teacher still has a vitally important role to play in this kind of learning process. The following are some competencies required of the teacher in planning for and conducting the individualized reading program.

Developing Essential Attitudes. One of the needs in individualizing the teaching of reading is a sensitive and perceptive teacher who believes that children want to learn, who basically respects the individual behavior of every child, who thinks with children rather than for them, and who works with children in orderly but not rigid ways. By the very nature of his job, the teacher's role has traditionally defined as the one that makes children grow. Currently, the growth in the child implies not standards of achievement but the growth and development of an individual as a whole person. According to this

concept of education, success in meeting the instructional needs of a child in school depends on the willingness of the teacher to learn about the child and accept him as he is. From such knowledge comes empathy for the children. Such attitude and understanding result in making reading an exciting and satisfying experience for each child. And by the actual experience of conducting such a program, the teacher forms the attitude that the individualized approach is part of a curriculum designed by his own volition, not by the authority who imposes it on him. This attitude helps the teacher attain success in using the individualized reading approach.

Insuring Teaching Competence. Individualized reading has to be worked out personally by each teacher who is going to use it. Success in individualizing the learning of reading calls for appropriate procedures and arrangements. Getting children to select their own reading materials and to proceed at their own learning rates requires skill, confidence, and knowledge on the part of the teacher. Individualization of the teaching of reading needs teachers who understand both the reading process and the way the child learns (Veatch, 1966; Smith, 1963).

Discovering Reading Needs. It is necessary that the teacher identify the learning needs and interests of each child in order to provide learning activities on the basis of his needs and interests. To understand the nature and to diagnose the needs of each child, the teacher gets essential data from formal tests, inventories, the observation, and the individual conference. The record-keeping by the child and the teacher becomes important for detailed information about each individual's learning. Further, the interpretation and application

of information gathered are also the teacher's responsibilities (Smith, 1963).

Specifying Learning Goals. In planning a lesson or course for implementation, serious consideration must be given to defining carefully what objectives are being sought. Briefly, the objectives of a program should specify what performance should be expected of the children who have successfully completed the program of study. A textbook frequently does not define for the student the behaviors the instructor has in mind and is subject to varying interpretation by the students. For purposes of individualizing the teaching of reading, it is proposed that instructional objectives are identified and defined in terms of the behaviors to be expected of the students. And it is essential that the educational objectives in behavioral terms be made available to the students at the beginning of a program of study as well as throughout the length of the course (Drumheller, 1971).

Planning Long-term and Short-term Learning Programs with Pupils. Bishop (1971) points out that the relationship among the components of the system in individualizing the reading must be maintained in proper perspective and sufficient planning. Moreover, continuity is provided between each instructional activity. Planning based upon the individual differences that are recognized in students must attempt to adjust itself and the course content to the individuality of the student rather than adjusting the student to the program. The schedule of daily and weekly activities is essential to success in individualizing reading. Teacher can plan long-term and short-term learning progress with each child during the individual conferences.

Developing Reading Skills. Individualized reading assumes the responsibility for the development of reading skills. When a greater variety of materials is utilized in connection with each activity, skills develop in connection with the use of specific materials. The teacher encourages those skills which the child has achieved and improves those which he has shown least capability through the individual and group instructions. Several techniques are usually introduced in developing reading skills according to the different individual learning styles, and are utilized in varying degrees with children at different succeeding levels of reading growth. The assumption that all children need to go through identical experiences in order to come out with developed abilities of a similar kind is no longer accepted (Frazier, 1965).

Providing for Self-Selection of Books. Providing for self-selection of books is one of the first steps in organizing an individualized reading program. The teacher has responsibility to select and collect appropriate books. In encouraging the child's self selection of books, the teacher may sometimes have difficulty derived from not having enough knowledge of the book selected by the child. It is necessary for the teacher to augment his knowledge of children's books, to improve his understanding of criteria for selecting them. The need for the teacher to develop his own ability to evaluate critically in terms of the special interests of all the children in his class is also called for attention.

Providing for Self-directed, Self-pacing Learning. Since self-directing and self-pacing are the major outgrowths of individualized

approach, the teacher provides himself with systematic and analytical approaches toward behavior control. The teacher also develops refined observation skills to recognize and appraise the learner's traits; intellectual, emotional, and social. As the teacher has necessary routines set up, he arranges the classroom for the variety of activities in which children will be simultaneously involved. Moreover, children and teacher have clearly defined and acceptable objectives, as well as standards of performance so that they can evaluate attainment.

#### Summary

Individualized reading is recognized as one of the more recent developments to provide for the individual differences of children. It is based on certain fundamental premises which underlie the procedures suited to the teaching of the individual child. In this chapter, the analysis of research on individualized reading programs has illustrated the principles, requirements, educational conditions, and strategies, including the problems encountered and the resulting advantages of an individualized approach to reading. Different sections of this chapter have related to the essential components, organizational patterns and role of the teacher in individualization. From this chapter six major premises for the development of an individualized reading program for Thai children at the primary level have been identified. These are as follows:

1. This development considers the individual differences of children, their learning abilities and rate of learning. It provides the children greater opportunities for the fullest development of their

potential.

2. The importance of motivation and levels of aspiration on the part of the child in learning activities is recognized. The techniques and materials used in the program such as self-selection and sharing are flexible enough to provide for the needs and interests of all the children.

3. The relationship of reading growth to language and cognitive development is emphasized. The development of necessary skills which are conducive to critical reading and reflective thinking is provided through small group instruction, sharing, and the individual conference.

4. Individualized reading requires a different function from the teacher who changes his role from that of a disciplinarian to a diagnostician, guide, stimulator, and facilitator. The teacher-pupil conference and record-keeping are procedures for developing closer relationship between children and teacher and for continuously appraising individual growth in the development of the various reading abilities.

5. There is an emphasis on learning rather than teaching in an individualized program. In a carefully controlled and stimulated environment the teacher provides opportunities for the children to develop their self-management skills including self-initiation, self-direction, and self-discipline through the independent individual and group work.

6. The development of skills in a functional total language arts setting is stressed. Reading and other language skills are recognized as study skills and communication skills. Study skills are developed



through the use of reading and other language skills in project of research groups. Communication skills are developed through interaction in groups, individual conferences, and in sharing experiences.

## CHAPTER V

### ESTABLISHMENT OF THE INDIVIDUALIZED READING PROGRAM

Earlier in this study, it was stated that the general standards of literacy for Thai children at the primary level were not satisfactory. The need for a language program that provides the Thai children with purposeful and motivating learning experiences is obvious. In this chapter, a program for individualized reading that reflects the special needs and particular characteristics of the Thai children in the primary grades will be constructed through the application of criteria derived from the analysis of the principles and practices of individualized reading programs and the review of the related literature on child development and learning.

This program, as developed, considers the conditions of learning for developmental reading, and includes evaluation, and methods and techniques of instruction.

#### The Conditions of Learning

##### Preparation of the Teacher

One of the most important factors in planning and implementing an individualized reading program in Thailand involves the preparation of the Thai teachers. In Chapter IV reference was made to the changing role of the teacher from that of a disciplinarian to a resource person and a diagnostician.

Thai teachers are required to deal with two conditions related

to themselves. First, they have to identify their need for this type of program. Secondly, they have to be concerned with upgrading their qualification in order to carry on the program. If the teachers themselves cannot really understand or believe in the philosophy of this approach or are not able to be familiar with the program's several features as well as its procedural aspects, they will not be able to initiate changes other than very superficially.

There are a number of ways in which a teacher may prepare himself. These include attendance at lectures, workshop and other in-service programs which stress this approach, wide reading in literature related to individualized reading and child development, and visits to and observation of classes that demonstrate the individualized reading approach. In Chapter II reference was made to the scarcity of qualified teachers in the Thai primary schools. Professional self-improvement through the implementation of an individualized reading program would help create the newer image of a Thai teacher who possesses courage, patience, and enthusiasm, and who is professionally ready to search for better ways to help young Thais grow into more capable and intelligent readers.

#### Creating a Stimulating Learning Environment

In Chapter IV the importance of self-management skills is emphasized. In addition, it was stressed in Chapter III that the motivation and aspiration of the child, which are the most essential elements for growth in self-management skills, develop from the proper

integration of all facets of the child's growth. There is need for the teacher to create a classroom atmosphere that stimulates not only the development of speech and cognition but also that of social and sensorimotor skills. A significant way to meet this need could be the establishment of a variety of learning centers (Rapport, 1970).

Book Center. In order to encourage the children to choose wisely the kind of literature that suits their interests and activities, the teacher should supply a worthwhile variety of reading materials such as trade books, pamphlets and magazine (Veatch, 1966). These materials should offer a range of difficulties in a variety of subject areas.

In choosing reading materials for children, some teachers may find difficulty and may want to improve their understanding of criteria for selecting the essential resource materials. The following list may be helpful to the teacher in considering the quality of the reading material (Burton, 1956);

1. Interesting and vivid
2. Useful and purposeful
3. Truthful and honest
4. Meaningful to the reader
5. Effectively written
6. Well illustrated, attractively bound, and of good format
7. As wide as life itself.

Following the collection of a reasonable amount of worthwhile reading material the teacher should have it placed where the students can readily see it. All resource materials should be attractively

displayed and easily accessible and available to the children. It is suggested that reading materials be arranged by subject or interest category in order to motivate the children rather than by reading ability. In addition to the book center, attractive books may be selected and placed around the classroom so as to arouse the children's curiosity and to motivate them to read this material when the time for self-selection begins (Brogan and Fox, 1961).

The teacher is responsible for seeing that the collection of reading materials is kept current. The teacher should continue to exchange reading materials and resources with other teachers, and to search for new materials from public libraries and parents. He should take advantage of the free, inexpensive educational materials from the social and industrial organizations. Each child should be encouraged to join the public libraries, and wherever possible to bring personal copies of books from home for his own use and to exchange with the other children in the class. However, the school library should be the major source in providing reading facilities for the program (Smith, 1963; Smith, 1972). Through cooperative planning between teacher and school librarian the selection policy and priorities can be set up to help children to make effective use of as many resources as possible. If school funds are not available the teacher-made study packages and kits which are less expensive can be designed by the cooperative work of teachers in different specializations (Spache, 1972). Many student-written stories can be collected, bound, and added to the classroom collection (Lee and Allen, 1961). In these ways, the teacher can augment the existing supply of reading materials.

Writing Center. In Chapter IV, the development of skills in a functional total language arts setting was identified as one premise in developing an individualized reading program. The writing center is set up to provide the beginning readers with writing experiences and materials to work with. In this way the children may learn to recognize words more easily and quickly than if they merely looked and decoded sets of symbols (Chomsky, 1971). Plastic alphabet sets, tracing letters, alphabet wall strips, picture dictionaries, and pictures with suggestions to stimulate ideas and desire to write are provided. For children who can communicate on paper, many resources and activities for independent writing are made available in this center. The activities include preparing and posting written stories according to the inviting titles the teacher suggests (Lee and Allen, 1963).

In this center, there should be displays of written materials or projects produced by children. Such a display would motivate the children's creative efforts and at the same time develop reading skills (Lee and Allen, 1963).

Art and Dramatic Center. To make reading functional and interesting, the teacher encourages children's free expression in the dramatization of a story or a poem, or playing house, putting on a puppet show, or illustrating through painting, and other art or craft activities. As discussed in Chapter III, the proper integration of every facet of child development and language development is considered an important factor in learning. Therefore, an art and dramatic center would offer the children not only a means for emotional release, but more important, an opportunity to develop social skills, imaginative thinking, and the

enjoyment and appreciation of aesthetic expression in language (Smith, 1972). This kind of center should contain a large activity area. It should be equipped with the facilities and resources needed to perform drama and carry out various creative and artistic activities. Recommended materials include puppet stages, playhouse equipment, paper of a wide variety of sizes, colors, and weights, paint brushes, and liquid tempera (Scott, 1968).

Manipulative Materials Center. As discussed in Chapter III, children learn words associated with their sensori-motor experiences. The wise teacher realizes this and provides the children with articles to use, feel and manipulate. When planning and setting up a manipulative materials center, the teacher must be sure that the materials are designed to aid visual discrimination, language and vocabulary development and to encourage interest, observation, and especially discovery (Herr, 1971). A variety of creative toys, playthings, small construction-type materials, games, puzzles, and various kinds of blocks will provide related experiences (Orem, 1966).

The teacher might set up other centers depending on his creativity and the age of children. To a large extent, the teacher must be concerned about the opportunities and encouragement for self-selection and self-initiated activities to be carried on in the centers during the reading period.

#### Managing Classroom and Learning Situation

In the open-structure of individualized reading programs, the individual differences of children, along with a high level of motivation

and aspiration, are recognized as essential elements. In Chapter III, this element is considered an important factor in the successful learning. Specific comments were made in Chapter IV relative to the need for the teacher to preserve an atmosphere of unity and common purpose, despite different needs and interests, and to develop the child's independence and capacity for responsible and desirable behaviors so that the learning can run smoothly. Some educators recommend that, to prevent disturbances, the acceptable standards of conduct be set up by the whole class early in the program (Veatch, 1966; Smith, 1963; and Brogan and Fox, 1961). Ideally, the program should be gradually established, providing initially for the involvement of the children on a voluntary basis. Later it can be expanded so as to allow for more children, more activities and more aspects of the reading program on an exploratory and experimental basis. In this fashion the children's understanding of the individualized program and its demands would be better realized.

### Evaluation

#### Diagnosing, Evaluating, and Keeping Records

As stated in Chapter II, there is a need for the improvement of the evaluative system in Thai primary grades where, at present, only the academic growth of a child is emphasized. In Chapter III reference was made to the fact that each facet of child development has influence on the other as the child develops through a sequence of related stages of growth. The evaluation process must include the



assessment of personal development and intellectual growth, in the development of human potential. It is important that the teacher should diagnose the child's reading difficulties, the inadequacies and abilities rather than judge the reading performance in term of the ability to merely memorize material.

Teacher-Made Test. In the Thai school the use of the teacher-made test is still felt to be necessary due to the lack of formal standardized instruments. It is suggested that the teacher in adapting his program of instruction take into consideration the data and information from all these tests and supplement them with data and information from other informal sources such as observations, inventories, and interviews.

In preparing a written test the teacher should be concerned with the validity and reliability of the test. Serious attention must also be given to the purposes and objectives of each diagnostic period and each lesson or activity to be evaluated. Moreover, the administration, interpretation, and application of the teacher-made test should be given careful consideration. (Almy, 1959; Cronbach, 1970).

Veatch (1966) shows that the teacher-made test may be useful for concentrated diagnosis of particular reading difficulties such as word analysis skills, word recognition skills. A sample of a teacher-made auditory discrimination test is included in Appendix A.

Observation. Observation of children in the learning situation should be done in an objective and orderly way. The teacher must be aware of the degree to which personal feeling can influence observations. (Almy, 1959). Several devices may be used to make the observation

objective. An anecdotal record for each child will give brief accounts of growth and problems that a child may have. Check lists of items with references to children's silent and oral reading skill, their favorite activities, reading habits and performance, and their self-concept and emotional maturity may be prepared and checked by the teacher indicating the success or failure of the essential items, during or immediately following direct observation of the student's performance (Burton, 1956; Durrell, 1956). A sample of a checklist may be found in Appendix B.

Inventories and Interviews. A reading inventory is used in obtaining information about a child's reading inclination and development. Parents may be an excellent source of information about their children's interests in reading or their hobby at home (Smith, 1963). The teacher can often collect personal information from the students, informally in an interview or a discussion, and by a questionnaire. There is a sample of a reading inventory presented in Appendix C.

Student's Self-Evaluation. It was stated in Chapter III that motivation was essential to the learning of a young child. Further in Chapter IV, reference was made to the emphasis on the self-management skills of the children in an individualized reading program. There is need for the Thai teacher to consider the role of evaluation as a means of motivating and extending children's interest and achievement in learning to read rather than a way of judging pass or fail. Many educators support the concept of student self-evaluation. Veatch (1966) states that the child's awareness of his own reading difficulties or

inadequacies facilitates the teaching and learning of skills. Almy (1959) suggests that through the use of written informal self-reports, notes to the teacher, casual conversation, informal interview, and teacher-pupil conference the child may tell about himself. These procedures offer the teacher a means to know more about the child's self-concept and attitudes toward himself. In view of these values, an attempt should be made to encourage self-evaluation as one means of collecting reliable data on reading performance.

Record-keeping. The study of children must be systematic. Systematic study adds to overall teaching effectiveness in that relevant details are recorded for later use. Biases that a teacher may have are reduced because decisions made are based on evidence obtained.

Records are kept for many purposes and may be in different forms. Records of evidence for setting up skill group may include a check list which would show quickly how individual pupils are progressing in relation to the essential items (Durrell, 1956). For recording purposes, the teacher may use form or plain cards, or a loose-leaf notebook to summarize the relevant information of an individual student conference. This type of record should show the weaknesses in reading skills, the book read, problems and interests encountered, dates of conferences, individual and group assignments, and teaching information from the results of the tests. The children's own record can be in a composition book or a reading folder where they write down lists of reading, words newly learned, comments on books and works accomplished (Veatch, 1966; Durrell, 1956).

Record-keeping like diagnosis and evaluation is an on-going

activity. The recording procedure should be simple and not too time consuming. In addition, it should be brief, precise, and understandable. The information gained is of considerable use for conferences with parents and the child. Of most importance, it is used as a basis in planning, adjusting and enhancing the learning environment of the child (Cohen and Stern, 1969; Green and others, 1962).

### Specifying Achievable Learning Objectives

In Chapter II comment was made relative to the fact that Thai children lack motivation and incentive to plan for the future. This lack may result from the broadly stated aims of the learning activities and evaluation. It was stated in Chapter IV that meaningful objectives must be so defined and clarified that both the teacher and the child accept them as necessary and worthwhile and are stimulated to work to attain them as well as to effectively evaluate progress toward their achievement. Mager (1962) recommends that educational objectives be defined in terms of the observable behaviors that require a specification of what the pupils are to do and under what conditions and how such behavior will be evaluated. Comment has already been made in the preceding section related to diagnosis, evaluation, and record-keeping that there are more important objectives than the memorization of facts in the motivation for and the evaluation of learning outcomes. The reading programs must have objectives related to the cognitive and affective skills of the students and the level of achievement expected.

In stating the instructional objectives, the teacher, therefore, has to consider the levels of thinking which are related to the cognitive

growth of the child (Bloom, 1956). The stated objectives must direct the child through one or more of the thought processes. One example of the behavioral objective at the interpretative level may be, "After reading a story the student can draw a conclusion about the main character in one sentence."

In dealing with the affective domain, Smith (1972) warns the teacher that the objectives for affective learnings cannot be described and stated in terms of measured performance. However, the teacher may expect desirable attitudes to occur simultaneously with certain behavioral responses (Lewis, 1971). Thus, the valuable way is to state the attitudinal objective, only to a predictable point without describing the product as a behavioral change (Smith, 1972). In specifying the attitudinal objectives the condition under which the behavior will take place must be clearly indicated with what is expected to help reinforce the desired attitude. The clarifications of the levels of attitudinal attainment must also be made (Bloom and others, 1964). One example of this objective at responding level can be, "After reading the first self-selected book, the student will voluntarily read more books or other materials to improve his vocabulary."

#### Reporting to Parents

In Chapter III reference was made to the continuity of growth and development of a child. There is need for cooperation between home and school in helping the child to learn to read. Learning does not take place only inside the school walls. It is most desirable that a

teacher-parent meeting is held prior to the initiation of the program. If this is not possible, the purposes, values and other relevant information of the program must be explained to parents by a carefully prepared written statement.

In addition, from time to time when reports of the children's learning are made, the teachers should plan for ways to present these and to acquire reaction and information from parents. Parents' evaluation of the program should be accepted by the school and teachers as an indispensable feature because parents do not send their children to school to serve as subjects for experimentation. One of the fastest ways to accomplish this purpose is to plan for parent-teacher conferences (Darrow and Howes, 1960). Veatch (1966) recommends that to have informative, pleasant, and profitable communication the teacher should understand and view the parent as an individual, should be open with the parent, should have in hand all records of an individual child's school work, and should start a conference by discussing the general achievement and activities of the child. Another possible way is to plan for parental involvement in the learning program (Witty and others, 1966).

Since Thai teachers have difficulty in getting parents to participate or to respond to any form of communication it is hoped that the parent-teacher conference and parental involvement will be encouraged with a view to improving the interaction between home and school in Thailand.

## Methods and Techniques of Instruction

### Providing for Individual Conferences

In Chapter II it was pointed out that there was a need for the teacher to regard the Thai children at the primary level as individuals, and that the children should take an active part in the learning situation. Further, it was stressed that the student-teacher rapport would need to be developed and improved in such a way that the young Thai would not see the teacher as an authoritarian figure.

In Chapter IV reference was made to the advantages of the individual conference technique which ideally, should show a one-to-one relationship between an informative, communicable teacher and a child who feels personally adequate. Moreover, the individual conference requires that the teacher and pupils share responsibilities in planning for learning activities, keeping the essential records current, diagnosing the reading problems, and planning for follow-up lessons in order to strengthen and remedy particular skills as required. It may be assumed that the child who is involved in these activities is showing acceptance of the responsibilities for his own learning. It is considered essential that the Thai teacher develop this kind of relationship.

The individual conference calls for a high degree of teacher creativity and careful preparation (Harris, 1958). At the earlier stage, it will be of considerable help if the teacher tries an individual conference with just a few selected children in order to gain confidence and develop the essential skills.

One criteria for an effective one-to-one approach includes the teacher's ability to interrogate. Veatch (1966) suggests that the teacher should improve skill in question-asking in the direction of inquiry through the use of open-ended questions. The open-ended question should deal with ideas and reactions that go beyond the actual facts presented in the material; it should be provocative and short in itself but produce long thoughtful answers, and communicate to the child that he has the right to his own opinions. Moreover, this method should encourage the child to use information in an orderly, logical, and creative way, and to produce answers that are original. Frequently, this technique of questioning begins with how and why. A list of suggested questions is included in Appendix D.

In planning for the individual conference, scheduling is necessary because it provides for steady progress and encourages readiness and preparation on the part of the children and the teacher. The children should properly prepare themselves by recording in writing questions to be answered and listing the problems they wish to discuss. These questions and problems along with the student's books, records and materials should be brought to the conference. The teacher's preparation for the conference includes a review of the child's record noting, in particular, the reading performance.

The conference can be preferably requested by the student or arranged by the teacher. Veatch (1966) and Brogan and Fox (1961) recommend that roughly one-third to one-quarter of a class should attend the conference each day. She also suggests that approximately three to ten minutes should be spent on each conference. However, Harris



(1958) warns that the conference should be long enough to cover the goals set but should not be too long to cause a lapse of time between conferences for any other children.

#### Providing for Independent Activities

Reference was made in Chapter III and IV to the individual differences of children. Further, in Chapter IV the learning potential and rate of learning of an individual child are considered important elements in planning the reading program. Therefore, if the Thai children are to have opportunities for pacing in accordance with their own rate of growth the teacher has to consider them unique, and provide independent learning for them. Otherwise, adherence to strictness, insistence upon sitting still and quiet, combined with the endless repetition of material and the learning of facts will remain as currently evident in the Thai school.

During the independent work period children encounter many situations which they have to handle by themselves (Spache, 1969). The Thai children must first be helped to develop the desire, attitudes, skills, and techniques that support their ability to work independently. This is very much dependent on provision of an enticing and stimulating learning environment. The teacher should initiate the program gradually, by encouraging the children to work independently and by guiding them to discover, describe, and demonstrate the kinds of independent and responsible behaviors desired (Smith, 1963). Initiative, reliability, self-control, and concern for others are among some of the characteristics of the desired behaviors for the

successful completion of the tasks selected.

Again, it is stressed that, when the Thai children learn in an environment which provides closer teacher guidance and where the appropriate learning materials are made available rather than in an environment of direct control and rigid supervision, they will develop greater maturity and self-reliance. By acquiring this desired maturity and self-reliance they will be better able to assume responsibility for initiating learning activities, finding answers to their questions and problems and in doing so, bringing a positive view of themselves as active learners who read and learn with an inquiring mind.

#### Providing for Grouping and Sharing Activities

When certain commonly needed skills and common interests are being developed the children should be grouped to work either with the teacher or independently. Veatch (1966) suggests the following types of groups:

1. Special Needs or Task Groups
2. Special Project or Research Groups
3. Interest Groups
4. Tutorial Groups.

Task groups may involve a few children or the whole class for the development of a special skill. Research, interest, and tutorial groups usually consist of two or more students but not the whole class. Research groups are formed for the exploration and answer of specific questions. Interest groups include the development of similar or related

interesting reading tasks. In the tutorial groups one student helps one or more students in skill building.

Sometimes individuals may participate in several groups at a specific time, but sometimes in none, depending on their particular needs. Grouping may be formed on the basis of short or long-range planning as is necessary to accomplish common goals (Darrow and Howes, 1960). Although grouping arrangement is highly flexible, the process is desirable and always in existence. For example, task groups are constantly being formed and dissolved, as the various goals are met, and reformed for different needs related to skill development.

Grouping also involves sharing. Sharing and comparing ideas gathered from books, sharing good, interesting stories through oral reading or dramatization, and reporting results from group or individual works are a few of many ways in which the communicative experiences are carried on (Sharpe, 1959). Smith (1972) suggests that the teacher should provide appropriate guidance and the necessary scope of and freedom to allow the children to think of many more techniques which could be used in working and sharing with others. In this way many kinds of creative expression and child-initiated ideas come as outgrowths of this kind of reading program. As usual, the success of this technique depends on effective planning and appropriate materials for the activities. A list of selected independent, grouping, and sharing activities is found in Appendix E.

Comment was specifically made in Chapter III relative to the effect of affection, approval and acceptance by others on the children's affective development and the growth of language learning.

Further, in Chapter IV reference indicated the need for children to work in groups to learn to share experiences and acquire a sense of belonging so that motivation and perpetuation of interest in reading were maintained and strengthened. Therefore, it is the teacher's role to arrange for and encourage the many sharing and grouping sessions. Otherwise, passive and receptive instead of active and investigative learning will take place.

It should be emphasized that the experience gained from sharing and group activities fulfills the need for the young Thais to grow up as an individual who possesses initiative and independence and is cooperative. Gaining recognition from friends and the teacher makes them work with a feeling of self-confidence. Moreover, they will learn to listen to other people with objectivity and with an inquiring and sensitive mind, and participate in the discussion with consideration for others' points of view and feelings. As a result, the retention of Thai cultural wisdom that the Thai children should always address the teacher respectfully and not discourage other people may become stronger.

#### Developing Reading Skills

The need for the improvement of teaching reading in the Thai primary school comes into focus when it is discovered that most of the Thai children tend to grow up with unfavorable reading experiences that cause them to possess passivity and opposition to reading. The underlying purpose of the reformation of the reading program for Thai primary children must be primarily to instill in them a love of reading by

helping them learn essential skills in reading, for when needed skills develop, the love of reading and the need to read more and read better follow, as does the capacity to enjoy a lifetime of learning.

Because the individual child is unique, the emphasis, purpose, and sequence of skill teaching are based entirely on an individual child not in the content of what he reads. Comments were specifically made in Chapter III and IV relative to this element. Therefore, the teacher teaches the skills only to those who need them and when they need them. Skills are constantly taught to individual children, to small groups of children, and to the entire class as the situation demands. Although there is no rigid sequence of skill development, the teacher may emphasize and provide for the teaching of new reading skills and the improvement of existing skills so as to make independent reading profitable and successful (Frazier, 1965).

In order to motivate these young Thai children to take an increased interest and pleasure in reading the teacher must be sure that the skills in word recognition, the skills of comprehension and interpretation, the skills of appreciation, and the study skills develop in the children so they can read effectively. There is a list of skill development activities presented in Appendix F.

As soon as the children have learned a basic sight vocabulary and established good eye movement from left to right across the page they should learn to develop word recognition skills through the use of picture clues to identify words, verbal content clues, word-form clues, phonetic analysis, and structural analysis (Smith, 1972; Veatch, 1966; and Brogan and Fox, 1961).

If the children lack ability to concentrate, to understand word meaning and main idea stated in the context and tend to read very rapidly or very slowly, they need to be strengthened in the comprehension skills with experiences that stress reading with purpose and for meaning and conducting their own study of new words. In an individual conference where the teacher brings the child and book together, the discussion on its integrity, the author's purpose, the fundamental honesty and fact presented in the book will help develop the skills to read more critically and searchingly through silent reading. In Chapter III reference was made to the interdependence between thinking and language. Further, in Chapter IV the relationship of reading growth to language and cognitive development is emphasized.

The objectives the teacher has in encouraging the children to share the book they have read during sharing periods should be not only to develop certain word analysis and phonetic skills or to inspire the self-selection of books but also to develop the skill to read aloud with natural expression. A good teacher would integrate literature, music, art, reading and oral expression as in dramatization and art activities so that the children appreciate and get the feel of the character and sense the mood of the story. In these ways, the children see more life application in the written word and appreciation will emerge (Smith, 1967).

Herr (1971) suggests that the practices of following directions, locating, finding and collecting information for specific questions or problems, and skimming to find the answer are among the various study skills that the child should learn to develop.

### Summary

This chapter has described the application of strategies employed in individualized learning to teaching reading in a primary school in Thailand. An attempt has been made to show how these strategies will adhere to the basic principles of child development and learning in order to meet the reading needs of Thai children. These strategies are organized around three major educational tasks to be accomplished. The conditions of learning for developmental reading are identified as the first major task. Material included relates to the preparation of the teacher, the creation of a stimulating learning environment, and the management of classroom and learning situation. Secondly, a section on evaluation, identified as a second major task, is prepared and analysed, including such aspects as diagnosis, evaluation techniques and procedures, the essential data and record collection, and the importance of reporting to the parents. Thirdly, the methods and techniques of instruction are discussed, including the provisions of individual conferences, independent activities, and group and sharing experiences. The development of skills for reading is stressed. Some activities for learning in the Thai school have been outlined and included in the appendices.

In conclusion, the following table illustrates the objectives, methods of teaching and materials used, classroom organization and management, and the evaluation system currently in practice. Moreover, the anticipated necessary modifications in the learning situation are shown.

TABLE I  
ANTICIPATED CHANGES FROM CURRENT PRACTICE IN READING INSTRUCTION

Current Practice	Anticipated Changes
<p><u>Objectives</u> developing ability to read prescribed books emphasizing learning how to read</p> <p><u>Methods and materials used</u> using much recitation and memorization providing encouragement of reflective thinking</p> <p>requiring that every child work at the same level engaging children mainly in seat work activities stressing only completion of workbook exercises for skill building including much reproduction of work from the blackboard emphasizing much reading aloud with little attention to silent reading</p>	<ul style="list-style-type: none"> <li>- emphasizing sequential development of language from listening to oral expression to reading</li> <li>- stressing learning not only how to read but to be readers</li> <li>- developing ability to make clear and effective communication through the use of language</li> <li>- developing children's self-management skills such as self-initiative, self-direction, decision-making</li> <li>- encouraging problem-solving through independent individual and group activities</li> <li>- encouraging self-selection of books and learning activities according to interests and needs</li> <li>- providing opportunities to explore one's interests, study in depth, and experiment with ideas</li> <li>- learning language through experiences</li> <li>- setting up learning centers, interest corners or areas providing a wide variety of materials and experiences</li> <li>- using oral reading during individual conference as a means to diagnose a child's reading difficulties</li> <li>- encouraging reading orally with natural expression during sharing experiences</li> <li>- emphasizing silent reading in independent reading to improve reading for meaning</li> </ul>



TABLE I (Continued)

ANTICIPATED CHANGES FROM CURRENT PRACTICE IN READING INSTRUCTION

Current Practice	Anticipated Changes
<p><u>Classroom organization and management</u></p> <p>inflexible timetabling of each subject, reading allotted a specific amount of time</p> <p>teacher-dominated planning of program and timetable teacher occupying the center stage of the class</p> <p>teacher-centred classroom activities providing extra help for slow reader after class decision-making by teacher only viewing the teacher as an authoritarian figure</p> <p>Imposing discipline mainly by the teacher-emphasizing obedience</p> <p>setting strict rules, increased penalties</p> <p>emphasizing silence</p> <p><u>Evaluation system</u></p> <p>relying heavily on achievement as basis for grouping children evaluating mainly for pass or fail emphasizing academic performance</p>	<ul style="list-style-type: none"> <li>- integrating subject matter through the use of independent, individual, or group activities</li> <li>- developing skills in reading in a functional total language arts setting</li> <li>- pupil-teacher planning in establishing goals, activities, and schedule</li> <li>- child-centred activities in sharing periods</li> <li>- children assuming positions of leadership in group work activities</li> <li>- providing individual conferences for each child resulting in personal help and guidance from teacher</li> <li>- designating no slow or quick reader</li> <li>- assisting every child to progress and develop at his own rate, style and ability in learning</li> <li>- encouraging self-discipline and a sense of responsibility through:             <ul style="list-style-type: none"> <li>felt needs and interests</li> <li>using preventive rather than remedial discipline</li> <li>viewing the teacher as an understanding guide rather than disciplinarian</li> </ul> </li> <li>- encouraging oral expression through meaningful creative language experiences</li> <li>- emphasizing oral expression as a basis of reading skills</li> </ul> <ul style="list-style-type: none"> <li>- using evaluation, diagnosis and record-keeping as basis for grouping</li> <li>- grouping usually by common interests, skills needed, projects, and social activities rather than general ability or achievement</li> <li>- encouraging freedom of choice with close guidance from teacher</li> <li>- evaluating mainly through diagnosing to identify needs, interests, and difficulties</li> <li>- emphasizing every facet of the child's growth</li> </ul>

## CHAPTER VI

### Summary, Implications, and Conclusions

#### Summary

The main purpose of this study was to develop theoretical framework for appropriate and satisfying reading experiences through individualized learning for Thai children in the primary grades.

An attempt was made in Chapter II to identify the needs and characteristics of Thai students which later were taken into consideration in planning the developmental reading program. The study revealed that Thai children in the primary grades need a knowledgeable, independent, and confident teacher, improved methods of teaching reading, including more effective evaluation techniques, an adequate supply of the necessary instructional materials and facilities, and closer interaction among children, teacher, and parents.

In Chapter III five criteria based on principles and theories of child development and learning were drawn in order to determine the conditions of learning desirable for Thai children. These criteria revealed the importance of proper integration of all aspects of child growth as they relate to reading success. Sensori-motor, emotional and social, and intellectual along with the language growth of a child through the sequential stages of development became a basis for planning a reading program which allows for the individual differences of the children, and for diagnostic and discovery approaches in the teaching and learning of language.

The analysis of individualized reading programs in Chapter IV underlined six criteria which were subsequently implemented in the design of the individualized reading program. These involved the recognition of individual differences, particularly those affecting motivation and aspirations on the part of the learners, the importance of the relationships between language and cognitive development, the changing role of the teacher, the necessity for developing pupils' self-management skills, and the functional development of reading skills in a total language arts setting.

In Chapter V an individualized reading program was designed to meet the stated needs and characteristics of Thai children at the primary level through the application of criteria drawn from the analysis of individualized reading programs and the adherence of these criteria to the principles of child development and learning. The program consists of three major educational tasks to be accomplished; creating favorable conditions for learning, evaluating children's interests, needs, and abilities, and determining the methods and techniques of instruction. The provision of the desirable conditions of learning includes the preparation of the teacher, the creation of a stimulating learning environment, and the management of classroom and learning situations. The evaluation techniques and procedures include diagnosis, evaluation, and record-keeping, the specification of achievable learning objectives, and the reporting to parents. The methods and techniques of instruction to individualize the reading program emphasize strategies for individual conferences, independent activities, grouping, sharing experiences and the development of skills for reading.

In Table II, the basic considerations for program development for individualized reading in the Thai primary grades curriculum are outlined. This theoretical framework is presented to provide guidelines for the implementation of an individualized reading program which is in harmony with the principles of child development and learning and which fulfills the needs of Thai children.

### Implications

#### Implications for the Ministry of Education

Priority should be given to the expansion of reading materials. The Ministry of Education should prepare and publish new and current books and other kinds of reading materials. The approval of some private publications should be stressed. An extension survey and study of children has to be made in order to help the authors meet the developing needs of the pupils. The upgrading of reading materials should take into consideration the practical implications of recent research findings.

Available funds and time should be provided for a clearly defined and mutually understood sense of direction between the home, the schools, teacher training institutions, and the Ministry of Education. Meetings, conferences, discussions, and special publication of pamphlets, monthly bulletins, or articles on child development and other literature related to individualized learning should be developed.

The Ministry of Education should require the teacher to learn the professional aspects of their vocation as well as the technical aspects of it. Workshop, refresher courses, and other types of

TABLE II

BASIC CONSIDERATIONS FOR PROGRAM DEVELOPMENT FOR INDIVIDUALIZED READING IN THE THAI PRIMARY GRADES CURRICULUM

Needs and Characteristics of Education for Young Thai Children	Implications Derived from Child Development and Learning Theory	Implications of Principles of Individualization of Reading	Techniques Used to Meet the Stated Needs and Program Criteria
<p>A knowledgeable, independent and confident teacher</p>	<p>Recognition of individual differences in every facet of the child's growth</p>	<p>Changing role of the teacher</p>	<p>--Stimulating teacher's felt need for self-improvement through the requisition of up-to-date teaching techniques                      --Encouraging adequate professional preparation of the teacher</p>
<p>Improved methods of teaching reading</p>	<p>Motivational impetus of the child's felt need and aspirations as these evolve from provisions for the proper integration of all facets of the child's growth</p>	<p>--Provision for individual differences of children, their learning potential and modes and rates of learning                      --Motivation through recognition and development of the pupil's felt needs, goals and levels of aspiration                      --Necessity for developing pupil's self-management skills</p>	<p>--providing a wide variety of books and other kinds of reading                      --Setting up different stimulating learning centers                      --Diagnosing, evaluating and keeping records to identify needs, interests and problems                      --Cooperative planning between children and teacher to set and clarify individual and group goals</p>
<p>Effective evaluation techniques</p>	<p>Sensory-motor experiences as a basis for learning in young children</p>	<p>--Functional development of reading skills in a total language arts setting                      --Utilization of the relationship between language and reading growth and cognitive development.</p>	<p>--Stimulating self-selection of books and learning activities                      --Developing children's self-management skills                      --Conducting individual conferences with children to nurture and support reading interests and growth.                      --Providing for independent individuals and group activities according to needs and interests</p>
<p>An adequate supply of the necessary instructional materials and facilities</p>	<p>Nurturing value of affection, approval and acceptance as a stimulus for a child's all-round development</p>	<p>Interdependence between thinking and language</p>	<p>--Encouraging sharing activity                      --Developing reading skills in flexible groupings in functional language arts settings.</p>

TABLE II (Continued)

Needs and Characteristics of Education for Young Thai Children	Implications Derived from Child Development and Learning Theory	Implications of Principles of Individualization of Reading	Techniques Used to Meet the Stated Needs and Program Criteria
Close interaction between children, teacher, and parents			--Conducting parent-teacher conferences --Conducting individual conferences to provide beneficial one-to-one relationship between teacher and children

in-service program need to be more encouraged to enable teachers to develop their own competence and confidence in implementing an individualized reading program. It is considered important that an in-service program be designed to fit the abilities and meet the needs of the Thai primary teachers with a regard for conditions in the schools in Thailand.

One of the most important professional factors in teaching is the recognition and development of teacher motivation. With regard to this, the Ministry of Education should insist that the newer concepts of supervision prevail so that inspecting officers assist teachers rather than examine or police them. Moreover, there should be recognition given to the teacher who has demonstrated professional competence and distinguished service in working with children so that this teacher can act as a resource person in the program of in-service teacher training, regardless of his civil service rank.

Before the Ministry of Education prescribes an individualized reading program for schools, careful experimental work in selected rural and urban areas should be undertaken for purposes of demonstrating various procedural aspects and justifying a significant contribution of the suggested program to the Thai school.

#### Implications for Teacher Training Institutions

Because the teacher training institutions are the major source of supply of school teachers it is important that their programs provide the theoretical bases for individualized learning in the schools.

Greater emphasis should be placed on the professional part of

the training course than is generally the practice today. The teacher should be familiar with the current theories and research findings related to child development, individualized reading, and language teaching.

The improvement of teaching methods used in the teacher-training institutions needs to be considered due to the fact that teacher trained in Thailand under the traditional techniques are not aware of the educational contribution reading can make. In the training program itself, besides lectures and demonstrations, other methods and techniques such as seminars and group discussions that require reading assignments and visits to progressive schools should be encouraged. Moreover, adequate attention should be given to the conduct of research in the related aspects of primary education.

The establishment of experimental individualized reading programs attached to teacher training institutions would be helpful to the Ministry of Education. The methods and techniques used in the individualized reading program including, the preparation of tests, studies of children's interests and needs, and the production of teaching aids should be demonstrated in the teacher training institutions.

#### Implications for School Administrators

School administrators should seek to provide the following:

1. well-qualified teachers who have had pre-service or in-service training in the methodology and implementation of the individualized reading program.
2. adequate facilities including instructional materials, audio-



visual aids, and a wide variety of carefully selected reading materials.

3. school library with qualified librarian, as a main resource for the program.

4. periodic workshops where consultant services are provided with the assistance of supervisors or specialists from the Ministry of Education and teacher training institutions for the purpose of exchanging ideas, discussing problems, presenting and evaluating new methods and instructional materials.

5. opportunities for every teacher and other staff involved in the program to attend these periodic workshops and in-service training programs.

6. periodic parent-teacher meetings where parents and teacher get an opportunity to exchange information and to increase their understanding of the individual child as well as the learning program.

#### Concluding Statement

The practices presented in this study are offered in full awareness of the fact that working conditions in Thai school system are still far from ideal. In addition, it is true that Thailand is a developing country rich in "shortages". Nevertheless, these are not barriers for the individualization of reading. Instead, they make most Thai educators realize that the time has come when the present problems should be confronted. Teachers need to consider the implications should they choose to do something about the problems. They are becoming increasingly aware that professional self-improvement

through the acquisition of up-to-date teaching techniques is better than waiting for good fortune to come and bless them with near ideal conditions. Minimal problems will occur in planning for the individualization of the teaching of reading if the teachers accept that the program should be based on resources already available, and that they must know how to depend on themselves in working out the steps toward individualization. Furthermore, it is imperative that the process of implementation be developed by the teachers who understand the principles of the projected plan rather than by being prescribed by the authoritative administrator. The abstract ideas should be exemplified and illustrated in practices that will of necessity develop and proceed gradually and in small degrees. In this short step the achievement of immediate goals will lead to the realization of ultimate long range objectives. Action research through this involvement of the teacher in developing the program is essential to its successful implementation. Therefore, the procedure and practices presented in the program developed in this study are offered with the hope that the Thai teachers in even the least-favored schools will find many suggestions which will make their work effective.

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**APPENDICES**

**APPENDIX A**

APPENDIX A

Teacher-Made Tests\*

Teacher Name \_\_\_\_\_

Class or Grade \_\_\_\_\_

Report on Testing on Hearing Phonemes

1. Child's Name (First Only) \_\_\_\_\_
2. Grade \_\_\_\_\_
3. School \_\_\_\_\_

Directions for Teacher

"This test is only to help me learn how children hear letter sounds. We have tried to find some words you won't know how to spell so we can notice what you can hear. Don't worry if you don't know or make mistakes. I will help later with words you do know. Don't look, now, but just listen."

As the child responds, record the exact letter (letters) the child says on the line. If he makes two or more responses record them in order from left to right. Work rapidly, if possible, but allow ample time for thought. Stop when child shows fatigue.

Test 1

The teacher asks: "What is the first letter or sound of these words that you hear?"

alp \_\_\_\_\_  
zodiac \_\_\_\_\_

pharmacy \_\_\_\_\_  
injure \_\_\_\_\_

Test 2

The teacher asks: "What is the last letter that you hear in these words?" For "rich," "wish," and "with" ask "What sounds or letters do you hear?"

Ending Sounds:

lip \_\_\_\_\_ tax \_\_\_\_\_ try \_\_\_\_\_  
 rate \_\_\_\_\_ rub \_\_\_\_\_ tree \_\_\_\_\_

## Test 3

The teacher asks: "What letters do you hear in the beginning of these words? Listen as I say them slowly."

pride \_\_\_\_\_ grow \_\_\_\_\_ sprinkle \_\_\_\_\_  
 tweet \_\_\_\_\_ planet \_\_\_\_\_ floppity \_\_\_\_\_

## Test 4

The teacher asks two questions for each word: (1) "What sound do you hear in the middle of this word?" (2) "What letters could make that sound?" (Note: in the case of "thirsty" the answer "er, ur" is acceptable but the examiner should state, "Yes, those letters do make that sound. But it happens to be ir.")

dark \_\_\_\_\_ fruit \_\_\_\_\_ mail \_\_\_\_\_  
 foam \_\_\_\_\_ foot \_\_\_\_\_ spoil \_\_\_\_\_

## Hearing Vowel Sounds

Circle the word that contains the vowel sound, regardless of how it is spelled.

1. Ur as in "fur" -- burn, burial, sour, turned
2. Short e as in "elephant" -- test, real, stretch, thread

\*J. Veatch, Reading in the Elementary School (New York: The Ronald Press Co., 1966), pp. 460-462.

**APPENDIX B**

APPENDIX B

by Millie Almy, Teachers College Press, Columbia University, New York, 1959.

OBSERVATION: THE BASIC WAY

WAYS OF STUDYING CHILDREN: A MANUAL FOR TEACHERS

Driscoll Identification Sheet\*

School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

To Teachers:

On the basis of your daily work with the children in your class, write under the following behavior items the names of children who rather consistently show this behavior. Place as many names as you think appropriate in each category, or no names.

- 1-
- a. Usually conforms to and accepts classroom regulations.
  - b. Needs frequent reminders about classroom regulations.
  - c. Unpredictable in response to classroom regulations.

-2-

- a. Works steadily on assigned work.
- b. Easily diverted from assigned work.
- c. Seeks undue amount of help and attention from teacher.

-3-

- a. Spontaneous in contributing ideas.
- b. Never contributes unless called upon.
- c. Inconsistent in contribution.
- d. Self-conscious in contributing ideas.

-4-

- a. Apparently bright and is doing well.
- b. Appears slow in comprehension.

-5-

- a. Popular with other children.
- b. Avoided or ignored by other children.

-5-

- a. Continually seeks contact with other children.
- b. Seeks undue attention from adults.
- c. Seldom initiated contact with other children.
- d. Ignores advances made to him by other children.

-7-

- a. Usually seems happy.
- b. Appears tense; easily upset.
- c. Has nervous habits:
  - i. Nail-biting
  - ii. Sucking small objects
  - iii. Facial twitching
  - iv. Masturbation
  - v. Lapses into daydreaming

-8-

- a. Attendance regular.
- b. Absent frequently for minor illnesses (state general character of absences).
- c. In school but seems listless, fatigued, pale or unwell.

-9-

- a. Particularly well coordinated.
- b. Obviously awkward.

-10-

- Has speech inaccuracies:
- a. Poor enunciation (baby talk)
  - b. Lipping
  - c. Stuttering or stammering
  - d. Substituting letters

\*M. Almy, Way of Studying Children (New York: Teachers College Press, Columbia University, 1959), pp. 58-60.

**APPENDIX C**

APPENDIX C

INVENTORY OF PUPIL INTERESTS AND ACTIVITIES\*

Name \_\_\_\_\_ Date of birth \_\_\_\_\_ Age \_\_\_\_\_  
 Grade \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

1. What do you usually do:  
 (a) Directly after school? \_\_\_\_\_  
 (b) In the evening? \_\_\_\_\_  
 (c) On Saturdays? \_\_\_\_\_  
 (d) On Sundays? \_\_\_\_\_  
 At what time do you usually go to bed? \_\_\_\_\_  
 When do you get up? \_\_\_\_\_

2. In the space below write the full names of your close friends.

Do you have a nickname? \_\_\_\_\_ What? \_\_\_\_\_ Do you like it? \_\_\_\_\_  
 Would you rather play by yourself, with other boys, girls, or boys and girls? (underline)  
 Do you quarrel with your friends? Never, sometimes, often. (underline one.)  
 If you have any brothers or sisters, how old are they? \_\_\_\_\_  
 Do you play with them? \_\_\_\_\_  
 Do you do things with your father or mother? \_\_\_\_\_ What? \_\_\_\_\_  
 3. To what clubs or organizations do you belong? \_\_\_\_\_  
 What do you do in your club? \_\_\_\_\_  
 How long have you been a member? \_\_\_\_\_  
 Are you an officer? \_\_\_\_\_ When? \_\_\_\_\_  
 Where do you meet? \_\_\_\_\_  
 Do you go to Sunday School? \_\_\_\_\_  
 4. Do you take any kind of special lessons outside of school? \_\_\_\_\_  
 What kind? \_\_\_\_\_ Do you like them? \_\_\_\_\_  
 Is there another kind of lesson you would rather take? \_\_\_\_\_  
 5. What tools or playthings (toys) do you have at home? \_\_\_\_\_

\*Edward W. Dolch, A Manual for Remedial Reading (2nd ed., Champaign, Ill.: The Garrard Press, 1945), pp. 444-446.

Which do you like best? \_\_\_\_\_  
 Do you let other children use your toys? \_\_\_\_\_ If not, why? \_\_\_\_\_

Is there any tool, toy, or equipment that you especially want? \_\_\_\_\_  
 What? \_\_\_\_\_ Do you have a workshop? \_\_\_\_\_  
 6. Do you receive spending money? \_\_\_\_\_  
 Regularly or occasionally? \_\_\_\_\_  
 Do you have a job after school or on Saturdays? \_\_\_\_\_  
 If so, what do you do? \_\_\_\_\_  
 How many hours each week do you work? \_\_\_\_\_  
 If you do not have a job, have you ever earned any money? \_\_\_\_\_  
 How? \_\_\_\_\_  
 Do you have chores or other regular duties to do at home? \_\_\_\_\_  
 What? \_\_\_\_\_

7. How often do you go to the movies? \_\_\_\_\_  
 With whom, usually? \_\_\_\_\_  
 What are the names of two good movies you have seen? \_\_\_\_\_  
 (a) \_\_\_\_\_ (b) \_\_\_\_\_  
 Underline the kinds of pictures you like best.  
 comedy western "gad" news love serial mystery  
 gangster educational society cartoons  
 8. Who is your favorite actor? \_\_\_\_\_ Actress? \_\_\_\_\_  
 Have you been to a farm? \_\_\_\_\_ Circus? \_\_\_\_\_ A zoo? \_\_\_\_\_  
 Have you been to an amusement park? \_\_\_\_\_  
 Do you ever go to concerts? \_\_\_\_\_ How often? \_\_\_\_\_  
 Have you ever been to a picnic? \_\_\_\_\_  
 Have you ever taken a trip by boat? \_\_\_\_\_ By train? \_\_\_\_\_  
 By airplane? \_\_\_\_\_ By bus? \_\_\_\_\_ By automobile? \_\_\_\_\_  
 Where did you go? \_\_\_\_\_  
 Where did you go during your last summer vacation? \_\_\_\_\_  
 To what other places would you like to go? \_\_\_\_\_



9. What would you like to be when you are grown? \_\_\_\_\_  
 What would your father and mother like you to be? \_\_\_\_\_
10. What are your favorite radio programs? (First) \_\_\_\_\_  
 (Second) \_\_\_\_\_ (Third) \_\_\_\_\_  
 To how many programs do you listen regularly? One, two, three, or more? (Underline). \_\_\_\_\_ What? \_\_\_\_\_
11. Do you have a pet? \_\_\_\_\_ What? \_\_\_\_\_  
 Are you making any collections? \_\_\_\_\_ Of what? \_\_\_\_\_  
 Do you have a hobby? \_\_\_\_\_ What? \_\_\_\_\_
12. Do you like school? \_\_\_\_\_ What school subject do you like best? (First) \_\_\_\_\_ (Second) \_\_\_\_\_ (Third) \_\_\_\_\_  
 What school subject do you dislike most? \_\_\_\_\_  
 What other school subjects do you dislike? \_\_\_\_\_
13. About how much time each day (outside of school) do you spend doing school work? \_\_\_\_\_  
 Do your parents make you study? Never, sometimes, often. Do they help you with lessons? Never, sometimes, often.
14. Suppose you could have three wishes which might come true: What would be your first wish? \_\_\_\_\_ Second wish? \_\_\_\_\_ Third wish? \_\_\_\_\_
15. Have you told these wishes to anyone? \_\_\_\_\_ To whom? \_\_\_\_\_  
 Do you enjoy reading? \_\_\_\_\_ Do you like to have someone read to you? \_\_\_\_\_ Who? \_\_\_\_\_
- Do your parents encourage your reading at home? \_\_\_\_\_  
 What are the names of some books you have been reading the last two months? \_\_\_\_\_

Draw a line through the names of those books which you did not finish. \_\_\_\_\_  
 Do you have a card for the public or school library? \_\_\_\_\_  
 How often do you get books from the library? \_\_\_\_\_  
 How many books do you have of your own? \_\_\_\_\_  
 Name some of them. \_\_\_\_\_

- What other books would you like to own? \_\_\_\_\_  
 About how many books are there in your home? \_\_\_\_\_  
 Underline the kinds of reading you enjoy most: history, travel, plays, adventure stories, science, poetry, novels, detective stories, fairy tales, animal stories, mystery stories, biography, music, art.
16. What newspapers do you have in your home? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What parts do you read? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
17. What magazines are received regularly at your home? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Underline those which you read sometimes. \_\_\_\_\_  
 Name your favorite magazines. \_\_\_\_\_

**APPENDIX D**

## APPENDIX D

### Lists of Suggested Questions\*

#### I. Comprehension Skills

##### A. Central Thought

1. What kind of a story is this?
2. What is it mainly about?
3. Does its setting make a difference?
4. Does its time (of year, in history) affect the story?
5. Does this book remind you of any other book?
6. Did you think it is a happy (sad, frightening) story?
7. Could you describe this in a couple of words?

##### B. Inferences and Critical Reading

1. Do you think the story is really about \_\_\_\_\_?
2. Is there something here that isn't actually said?
3. Is there a lesson to be learned in this book? What?
4. Was there anything in the story that was not the same as you've heard somewhere else?
5. Do you think you can believe what it says? Why? or Why not?
6. What is the problem of \_\_\_\_\_ (a character) in the story?

##### C. Value Judgments

1. Do you agree or disagree with this story?
2. What is your own opinion about \_\_\_\_\_ in the story?
3. Is this something everyone should read? Why?
4. If only a few people should read, who would you choose?
5. Is the story making fun of us all?
6. If you could pass a law, or have your own wish, would this book influence you?
7. Do you trust what you read?
8. Is it right for someone (writer, publisher, organization, etc.) to print only part of a whole story (event, argument, etc.)?
9. Do you believe everything you read? Why?
10. Do all of your friends believe what they read? Should they? How can you change that if you would want to?
11. Can you trust what this author (publisher, newspaper, magazine) says? Why? Or why not?
12. If you cannot find out whether or not a story is true, what could you do that would help somewhat?

**D. Author Purpose**

1. Who is the author?
2. What do you know about his family (home, etc.)?
3. What other books of his do you know about?
4. What do you feel he is trying to tell people in his stories?
5. If you could talk to him, what would you tell him?
6. Do you think he has children of his own?
7. Does he like animals (nature, etc.)?
8. What ideas are you sure about when you read him?

**E. Necessary Plot Sequence**

1. Tell me (us) the story.
2. After \_\_\_\_\_ (an incident) what happened next?
3. Tell me (us) what happened first, then \_\_\_\_\_.
4. If such-and-such happened before so-and-so, does it make any difference in the story?
5. If you could, would you change the story around at all? Why?
6. What was the best part of the story to you? Was this best part in the beginning, middle, or end of the story? Would you have any idea why that part was where it was?

**II. Personality adjustment and Reading Selections**

**A. Insight into Personal Interest in Story**

1. Was this a good story?
2. Why did you choose this book?
3. Did you ever have an experience like this?
4. Would you like to be just like the person in the story?
5. What about this story or material made you angry (sad, laugh, etc.)?
6. If you could become one of the characters in this story, which one would suit you just fine?
7. Which character are you sure you would not like to be?
8. If you could, would you wave a magic wand and live in this time (place, house, etc.)? Why?
9. Talk to me about your feelings when you read this story?
10. Do you know anyone like this character?
11. If you could change anything about this story, what would you change? Why?

**B. Awareness of Peer Group Reaction**

1. Who do you know that likes this type of book?
2. Would they like this one?
3. Are you going to tell them about it?
4. Do you like to have those friends tell you about books?
5. Do you ever read books with someone else? What books were they?

C. Insight into Possible Personality Behavior Change

1. Did you have a problem like this person in the story? Did you get some help with your problem from reading it?
2. Does this story make you feel like doing something? What?
3. Did you see something about yourself after you finished this story that you didn't know before? Tell me about it.
4. Is there something here you didn't like and never would do yourself? What?

III. The Mechanical Skills

A. Word Definitions

1. Here is an unusual word. Can you tell me what it means?
2. Here is another (and another, etc.).
3. Can you tell me another word that means the same thing? Or almost the same thing?
4. If I said \_\_\_\_\_ (naming an antonym or homonym), would you say this word was the same or opposite to it?
5. Did you find any words that meant something different when you read them somewhere else? What was the difference?

B. Study Skills

1. Show me the index (table of contents, chapter headings, etc.).
2. Find the page where such-and-such is described?
3. How do you find things in the index (table of contents)?
4. Did the pictures help you read this book? How?
5. Can you find the place on the map where the story was laid?
6. Can you find the general topic of this story in another book? In any of our reference books? Our texts in other subjects?

C. Ability To Analyze Unknown Words

1. Show me a word that you didn't know. How did you figure it out?
2. What is in this word that you know (small word-digraph-initial letter-initial blend-vowel sound, etc.)?
3. Let me cover up part of it. Now what do you see? Say it. Now here's the whole word. Can you say it?
4. The word starts like \_\_\_\_\_ but rhymes with \_\_\_\_\_. Try it.

D. Reading for Details

IV. Ability To Hold Audience Attention

A. Oral Reading of Selection

1. What part of your story did you choose to read to me?
2. Tell me what happened up to this point.
3. (After the reading). Now tell me what happened next -- as it is time for me to stop this conference.

B. Retelling of Long Story Briefly

\*J. Veatch, Reading in the Elementary School (New York: The Ronald Press Co., 1966), pp. 156-158.

**APPENDIX E**

## APPENDIX E

### Independent, Grouping, and Sharing Activities\*

- Collect weather maps from newspaper. Make statements about a map either orally or written.
- Compare two books.
- Draw a picture about a happening. Describe the action in words.
- Develop hobbies or any kind of special interest.
- Dramatize a story or a poem.
- Label pictures, scrapbook, etc.
- Make time line or map.
- Make and share a vocabulary list.
- Make sequence stories or movie-box roller.
- Orally describe story characters.
- Prepare a news discussion.
- Prepare and set up bulletin boards or posters.
- Pantomime and have audience guess a story or character.
- Tell story to younger children.
- Write new endings for stories.

\*A. E. Jensen, "Attracting Children to Books," Elementary English, October, 1965.

E. B. Spache, Reading Activities for Child Involvement (Boston: Allyn and Bacon, Inc., 1972).

S. E. Herr, Learning Activities for Reading (Iowa: Wm. C. Brown Company Publishers, 1971).



**APPENDIX F**

## APPENDIX F

### Skill Development Activities\*

- Ask who, what, when, where and why questions about the story and answer them.
- Collect interesting nouns and draw a picture of each.
- Collect a set of words with the same vowel sound.
- Collect a set of nouns and determine one classification.
- Draw a picture and explain it in a few sentences.
- Find pairs of homonyms.
- Find pairs of antonyms.
- Find pairs of synonyms.
- Make up riddles about animals or people in the story.
- Make a chart showing the differences or similarities between two animals, people, or plants about which the children have read.
- Select action words from the story or poem and use each in a sentence.
- Take interesting words from the story and write them in alphabetical order.
- Write main ideas of the story and number them in order.
- Write an evaluation of the story.
- Write a paragraph telling an exciting event.

\*E. B. Spache, Reading Activities for Child Involvement (Boston: Allyn and Bacon, Inc., 1972).

S. E. Herr, Learning Activities for Reading (Iowa: Wm. C. Brown Company Publishers, 1971).