วารสารอิเล็กทรอนิกส์
ทางการศึกษา

ผลกระทบของการสอนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน
แบบเน้นมโนทัศน์ต่อความเข้าใจในการอ่านและแรงจูงใจในการอ่านของนักศึกษาระดับปริญญาบัณฑิต
EFFECTS OF CHRISTIAN THEOLOGICAL ENGLISH READING USING CONCEPT-ORIENTED READING INSTRUCTION TO ENHANCE READING COMPREHENSION AND READING MOTIVATION OF UNDERGRADUATE STUDENTS

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บทคัดย่อ

   การวิจัยนี้มีวัตถุประสงค์เพื่อที่จะศึกษาผลกระทบของการสอนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนแบบเน้นมโนทัศน์ต่อความเข้าใจในการอ่านและต่อแรงจูงใจในการอ่านของนักศึกษาระดับปริญญาบัณฑิต กลุ่มตัวอย่างประกอบด้วยนักศึกษาชั้นปีที่ 2 ของสถาบันกรุงเทพคริสตศาสนศาสตร์ มหาวิทยาลัยคริสเตียน ภาคการศึกษาที่ 1 ปีการศึกษา 2557 จำนวน 29 คน การทดลองใช้เวลาทั้งสิ้น 12 สัปดาห์ สำหรับสถิติที่ใช้วิเคราะห์ความแตกต่างของคะแนนเฉลี่ยของผลการทดสอบความเข้าใจในการอ่านเชิงเทววิทยาคริสเตียน และคะแนนเฉลี่ยของผลจากแบบสอบถามเกี่ยวกับแรงจูงใจในการอ่านเชิงเทววิทยาคริสเตียนระหว่างก่อนและหลังการทดลอง คือ Paired-samples t-test

   จากผลการวิจัยพบว่า (1) คะแนนเฉลี่ยของผลการทดสอบความเข้าใจในการอ่านเชิงเทววิทยาหลังการทดลองของนักศึกษาระดับปริญญาบัณฑิตสูงกว่าคะแนนเฉลี่ยก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ .000 (p<.05) และ (2) คะแนนเฉลี่ยของแบบสอบถามแรงจูงใจในการอ่านเชิงเทววิทยาหลังการทดลองของนักศึกษาระดับปริญญาบัณฑิตสูงกว่าคะแนนเฉลี่ยก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ .000 (p<.05) อย่างไรก็ตาม เมื่อพิจารณาแรงจูงใจในการอ่านเชิงเทววิทยาโดยแบ่งตามประเภทแล้วพบว่า ค่าเฉลี่ยของประเภทแรงจูงใจเสริมสามประเภท คือ แรงจูงใจภายใน ความมั่นใจในความสามารถของตนเอง และการมีปฏิสัมพันธ์กับสังคม และค่าเฉลี่ยของประเภทแรงจูงใจต้านหนึ่งประเภท คือ ความรู้สึกว่ายาก ในช่วงก่อนและหลังการทดลองมีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ .000 (p<.05) สำหรับเหตุผลที่ทำให้ผลลัพธ์ของแรงจูงใจต้านประเภทความรู้สึกอยากหลีกเลี่ยงไม่ลดลงอย่างมีนัยสำคัญหลังการทดลอง เพราะนักศึกษาบางคนตีความแบบสอบถามที่เกี่ยวกับความรู้สึกอยากหลีกเลี่ยงในเชิงบวกแทนเชิงลบ และสำหรับเหตุผลที่ทำให้ผลลัพธ์ของแรงจูงใจต้านประเภทการมีปฏิสัมพันธ์แบบต่อต้านสังคมไม่ลดลงอย่างมีนัยสำคัญเช่นกัน เพราะนักศึกษาที่มีความเชื่อแบบคริสเตียนเข้มแข็งมักไม่มีปฏิสัมพันธ์แบบต่อต้านสังคมต่อผู้อื่นตามพื้นฐานของพระมหาบัญญัติของคริสเตียน กล่าวโดยสรุป การสอนการอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียนแบบเน้นมโนทัศน์สามารถเพิ่มความเข้าใจในการอ่านและแรงจูงใจในการอ่านของนักศึกษาระดับปริญญาบัณฑิต

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Abstract

The objectives of this study are to investigate the effects of Christian theological English reading using concept-oriented reading instruction to enhance reading comprehension and reading motivation of the undergraduate students. The samples were 29 second year students who studied at the Bangkok Institute of Theology, Christian University, in the first semester, academic year 2014 during 12 weeks. The paired-samples t-test was used to analyze the differences between the students' mean scores of the pre and post Christian theological reading comprehension test and of the reading motivation questionnaire.

The findings showed that (1) the students' posttest mean scores of Christian theological reading comprehension test were higher than the pretest mean scores at the significance level of .000 (p < .05) and (2) the students' posttest mean scores of reading motivation questionnaire were higher than the pretest mean scores at the significance level of .000 (p < .05). However, regarding reading motivation constructs, the results yielded significant differences in three affirming constructs: intrinsic motivation, self-efficacy, and prosocial interaction, and in only one undermining construct: perceived difficulty. The reason why the results of avoidance construct did not decrease significantly after the treatment was because some students interpreted avoidance items too positively. Neither did the antisocial interaction construct decrease because the students with strong Christian beliefs are usually not supposed to have antisocial interactions toward other people based on the Christian great commandments.

In conclusion, Christian theological English reading using concept-oriented reading instruction can enhance reading comprehension and reading motivation of undergraduate students.

คำสำคัญ: การสอนการอ่านแบบเน้นมโนทัศน์ / การอ่านภาษาอังกฤษเชิงเทววิทยาคริสเตียน / ความเข้าใจในการอ่าน / แรงจูงใจในการอ่าน / นักศึกษาระดับปริญญาบัณฑิต

KEYWORDS: CONCEPT-ORIENTED READING INSTRUCTION / CHRISTIAN THEOLOGICAL ENGLISH READING / READING COMPREHENSION / READING MOTIVATION / UNDERGRADUATE STUDENTS

Introduction

Christian theological students in Thailand are a fruit of the earlier Christian evangelization through the missionaries who first introduced English into the country. They are a leading group of Thai Christians who made their own decision to devote their life to serve God. With a particular goal of education, work, and life, most of them chose to prepare their life in a theological college where they were taught the Bible knowledge, theology, Christian education, and the Christian leadership.

Recognized by the Thai government in 1998, the Bangkok Institute of Theology, the Christian University of Thailand, is the only one Bible college in Bangkok that provides a curriculum of Christian theology for Thai Christian theological undergraduate students. They are required to study the biblical, theological, and historical required core courses. Therefore, they have to read piles of academic literature besides the Bible itself (Devadason, 1997). Additionally, the number of textbooks, articles, journals, and commentaries are mostly written in English (Pierson, Dickerson & Scott, 2010).

According to the needs survey of a term project of 2725706 English for Workplaces, Faculty of Education, Chulalongkorn University by Jenjira Kiriratnitikul (2013), 72.46% of the students had a GPA of 2.0 or lower in English before attending the college due to poor English background and life in remote areas. As a result, the students struggled much to fill the wide gap of theological knowledge with their English ability. The student's written reports in theological subjects revealed that the students were very limited in the reading and understanding of English theological textbooks. In short, the majority of undergraduate students could not sufficiently acquire theological knowledge through English theological textbooks or articles due to their low proficiency in reading comprehension.

Besides, the undergraduate students also expressed their lack of intrinsic motivation and of self-efficacy in English reading because only a few theological students enjoyed reading and wanted to achieve and improve reading skills (Jenjira Kiriratnitikul, 2013). According to Guthrie, Meter, McCann, & Wigfield, A. (1996), students with intrinsic motivation are interested in what they are reading and enjoy reading by themselves. Therefore, the problem of the Christian theological students was concluded in two main areas: the reading comprehension and the reading motivation.

According to Wigfield, Cambria, & Ho (2012), reading motivation is personal goals, values, and beliefs concerning the topics, processes, and reading outcomes. It is important for long-term behaviors especially that which requires cognitive processes. Moreover, reading motivation is crucial for reading engagement (Wigfield, Cambria, & Ho, 2012; Guthrie, Wigfield, & Von, 2000). When readers are engaged in reading, they are cognitively motivated in using strategies to link their background knowledge with text information (Guthrie, MacRae & Klauda, 2007). The engaged reader are motivated to read, strategic to comprehend what they read, knowledgeable to construct meaning from text, and socially interactive to read. (Guthrie, Meter, McCann, & Wigfield, 1996; Guthrie, Wigfield, & Von, 2000; Guthrie, Wigfield, & Perencevich, 2004, Wigfield, Cambria, & Ho, 2012). Concept-oriented reading engagement is therefore regarded as a helpful teaching procedure, being able to enhance the students' reading motivation and reading comprehension (Klauda, Wigfield, & Cambria, 2012; Guthrie, Mason-Singh, & Coddington, 2012).

Concept-oriented reading instruction (CORI) has been a research-based program, aiming to improve students' reading comprehension, to engage students in literacy, and to enable students to become self-motivated readers. The original CORI instructional model had been studied from 1996 to enhance reading engagement of the third and fifth grade students with its well-known framework consisting of four phases: (a) observe and personalize; (b) search and retrieve; (c) comprehend and integrate; and (d) communicate to others. Each phase has its own steps of strategies. However, this study neither provided a componential analysis, nor described all important aspects of literacy engagement (Guthrie,

Meter, McCann, & Wigfield, 1996; Guthrie, Wigfield, & Perencevich, 2004). Recently in 2012, Guthrie accomplished and published a research titled "Instructional Effects of Concept-Oriented Reading Instruction on Motivation for Reading Information text in Middle School" (Guthrie, Mason-Singh, & Coddington, 2012) and proposed that an overall framework consisted of three main components: (1) science topics, (2) reading strategies and (3) motivation practices. Each main component included the subcomponents along the framework.

Concerning the problem in the reading of the Christian theological students as mentioned earlier, the CORI framework of 2012 was adapted to the Christian theological content. This instruction consists of the following components:-

(1) Christian theological topics: (1.1) Meaning of the Gospel in New Testament; (1.2) Meaning of the Gospel in Old Testament; (1.3) Gospel in Psalms; (1.4) Gospel in Isaiah; (1.5) Gospel in Matthew; and (1.6) Gospel in Luke,

(2) Reading strategies: (2.1) Summarizing; (2.2) Inferencing; (2.3) Concept mapping; (2.4) Concept mapping with links and inferences; (2.5) All strategies; and (2.6) Integration of strategies,

(3) Motivation practices: (3.1) Success; (3.2) Choice; (3.3) Collaboration; (3.4) Thematic unit; (3.5) Relevance; and (3.6) Multiple motivations.

The teaching procedure consisted of

A. **Pre-reading** (1) Text selection (2) Word study method (3) Concept in text;
B. **While-reading** (4) Motivation support (5) Reading strategy
C. **Post-reading** (6) Higher order thinking tasks.

Objectives

The objectives of this study were 1) to investigate the effect of the concept-oriented reading instruction on the reading comprehension of the undergraduate students at the Bangkok Institute of Theology 2) to investigate the effects of the concept-oriented reading instruction on the reading motivation of the undergraduate students at the Bangkok Institute of Theology.

Methodology

  Research Design

The research design employed a single group design, using both the quantitative and qualitative research methods. Paired-sample t-test was used to analyze the quantitative data in order to investigate the improvement of the reading comprehension and reading motivation in Christian theological English reading. The sampling method was purposive sampling design.

Population and Participants

The Bangkok Institute of Theology, the Christian University of Thailand, the only Bible college in Bangkok acknowledged by the Thai government, provides a theological curriculum for Thai Christian theological university students. The twenty-nine second year bachelor students of theology were chosen from IENG3111 English III class which was an English reading course. Two hours per week were allotted for the Christian theological reading course (Monday 13.00-15.00). The course covered twelve weeks from September 15 to December 8, 2014 in the first semester of the academic year 2014.

Research Instruments

For the quantitative data, the researcher employed a pretest and a posttest to examine the Christian theological reading comprehension, and a pre- and post-questionnaire to examine the reading motivation. In addition, the Christian theological lesson plans were used as an instructional instrument.

The reading comprehension test was designed to assess three levels of comprehension: literal comprehension, inferencing, and higher-order comprehension (Klauda, Wigfield, & Cambria, 2012). It was validated by the experts in the fields of teaching English and of theology before being piloted with the sample group. After the piloted test, the results showed as follow:-

The mean item difficulty was <P>0.494, which meant that the test was good in terms of difficulty. The mean item discrimination was <R>0.420 which meant that the test has very high discrimination ability. And the KR20 alpha was 0.815 which meant that the reliability of the test was very good for the classroom test.

The reading motivation questionnaire was adapted from the Adolescent Motivations for School Reading (AMSR) questionnaire (Coddington, 2009). It consisted of six motivation constructs of motivation: three affirming motivations and three undermining motivations. The Reading/Language Arts class was replaced with the Christian theological reading class and the entire questionnaire was done in back translation method with the help of professional English teachers. The questionnaire was also validated in terms of the language and objectives by the experts. Finally, the comment box was added in order to obtain the qualitative data.

The Christian theological lesson plan was designed based on the proposed framework. Then it was validated to verify its effectiveness by the experts in teaching English and theological field, and the results ensured its validity.

Data Collection Procedures

The Christian theological reading comprehension pre-test and the motivation pre-questionnaires were conducted with the twenty-nine second year students in August 2014 before the course began. The Christian theological reading comprehension post-test and the

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motivation post-questionnaires were conducted in December 2014 at the completion of the course.

Data Analysis

Paired-sample t-test was used to analyze the reading comprehension pre-test and post-test scores and the students' reading motivation scores of before and after receiving the reading instruction. The comments students gave were used to explain the students' motivations based on the constructs.

Results

<u>Research question 1</u>: To what extent does the concept-oriented reading instruction improve the reading comprehension of the undergraduates at the Bangkok Institute of Theology?

Table 1: *Means, standard deviations, t-values, and the significance of the Christian theological reading comprehension pretest and the posttest*

Reading comprehension	N	$\overline{X}$	Mean Differences	S.D.	t.	df.	Sig.
Pretest	29	13.21	-7.17	4.80	-8.05	28	.000
Posttest	29	20.38					

*P < .05

The results of Table 1 showed that the posttest mean scores of the Christian theological reading comprehension test of the students were higher than the pretest mean scores with the mean difference of -7.17. Twenty-nine students participated in this test. The mean score of the pretest was 13.21 and of the posttest was 20.38. The t-values were -8.05. The difference of the pretest and posttest mean score was significant at the significance level of .000 (p < .05). In short, the Christian theological reading using concept-oriented reading instruction helped improve the reading comprehension of the undergraduates.

<u>Research question 2</u>: To what extent does the concept-oriented reading instruction increase the reading motivation of the undergraduates at the Bangkok Institute of Theology?

Table 2: *Means, standard deviations, t-values, and the significance of the reading motivation before and after receiving the concept-oriented reading instruction*

Reading motivation	N	$\overline{X}$	Mean Differences	S.D.	t.	df.	Sig.
Motivation before	29	2.36	-.21	.20	-5.55	28	.000
Motivation after	29	2.56					

*P < .05

The results of Table 4.2 showed that the mean scores of the reading motivation of the students after receiving Christian theological reading using concept-oriented reading instruction were higher than the mean scores before receiving the instruction with the mean difference of -.21. Twenty-nine students participated in this test. The mean score of the pretest was 2.36 and of the posttest was 2.56. The t-values were -5.55. The difference of

the mean scores of the reading motivation before and after receiving the instruction was significant at the significance level of .000 (p < .05). In short, the Christian theological reading using concept-oriented reading instruction helped increase the reading motivation of the undergraduates.

Additionally, the reading motivation questionnaire was divided into 1) three affirming motivations including 1.1) intrinsic motivation 1.2) self-efficacy 1.3) prosocial interaction and 2) three undermining motivations including 2.1) avoidance 2.2) perceived difficulty 2.3) antisocial interactions. The findings of the affirming motivation and the undermining motivation according to the constructs are shown in Table 3 and Table 4.

Table 3: *Means, standard deviations, t-values, and the significance of the affirming motivation: intrinsic motivation, self-efficacy, and prosocial interaction before and after receiving Christian theological reading using the concept-oriented reading instruction*

Affirming Motivation	N	$\overline{X}$	Mean Differences	S.D.	t.	df.	Sig.
Intrinsic motivation (before)	29	2.72	-.54	.51	-5.78	28	.000
Intrinsic motivation (after)	29	3.26					
Self-efficacy (before)	29	2.22	-.38	.54	-3.81	28	.001
Self-efficacy (after)	29	2.60					
Prosocial interaction (before)	28	2.98	-.34	.53	-3.39	27	.002
Prosocial interaction (after)	28	3.31					

*P < .05

Table 3 displayed that the mean scores of the intrinsic motivation after receiving the concept-oriented instruction were higher than those before receiving the instruction with the mean difference of -.54. Twenty-nine students participated in this test. The mean score of the pre-questionnaire was 2.72 and of the post-questionnaire was 3.26. The t-values were -5.78. The difference of the mean score before and after receiving the instruction was significant at the significance level of .000 (p < .05).

The mean scores of the self-efficacy after receiving the concept-oriented instruction were higher than those before receiving the instruction with the mean difference of -.37. Twenty-nine students participated in this test. The mean score of the pre-questionnaire was 2.22 and of the post-questionnaire was 2.60. The t-values were -3.81. The difference of the mean score before and after receiving the instruction was significant at the significance level of .001 (p < .05).

The mean scores of the prosocial interaction after receiving the concept-oriented instruction were higher than those before receiving the instruction with the mean difference of -.34. Twenty-eight students participated in this test. The mean score of the pre-questionnaire was 2.72 and of the post-questionnaire was 2.98. The t-values were -3.31. The difference of the mean score before and after receiving the instruction was significant at the significance level of .002 (p < .05).

To conclude, the intrinsic motivation, the self-efficacy, and the prosocial interaction of the students significantly increased after receiving concept-oriented reading instruction.

Table 4: *Means, standard deviations, t-values, and the significance of the undermining motivation: avoidance, perceived difficulty, and antisocial interaction before and after receiving Christian theological reading using concept-oriented reading instruction*

Undermining Motivation	N	$\overline{X}$	Mean Differences	S.D.	t.	df.	Sig.
Avoidance (before)	28	2.38	-.07	2.69	-.57	27	.58
Avoidance (after)	28	2.45					
Perceived difficulty (before)	29	2.86	.36	.65	2.99	28	.006
Perceived difficulty (after)	29	2.50					
Antisocial interaction (before)	29	5.66	-.62	2.26	-1.48	28	.150
Antisocial interaction (after)	29	6.28					

*P < .05

From Table 4, the mean scores of perceived difficulty after receiving the concept-oriented instruction were lower than those before receiving the instruction with the mean difference of .36. Twenty-nine students participated in this test. The mean score of the pre-questionnaire was 2.86 and of the post-questionnaire was 2.50. The t-values were 2.99. The difference of the mean score before and after receiving the instruction was significant at the significance level of .006 (p < .05). The perceived difficulty of the students significantly decreased after receiving the concept-oriented reading instruction.

However, the difference of the mean score of avoidance before and after receiving the instruction was not significant with the significance level of .58 and the antisocial interaction at the significance level of .150 (p < .05). This means that after receiving the concept-oriented reading instruction, there were not any significant differences in avoidance and in antisocial interaction, when reading.

In conclusion of the reading motivation, the Christian theological reading using the concept-oriented reading instruction significantly had positive effects on the affirming reading

motivations including intrinsic motivation, self-efficacy, and prosocial interaction. Meanwhile, one undermining motivation – perceived difficulty – significantly decreased after the treatment.

Discussion

1. **Reading comprehension**

   1.1 Integrative strategies improved integrative reading comprehension

   In CORI lesson plan, three types of reading strategies, including summarizing, inferencing, and concept mapping, were taught to foster three levels of comprehension: literal information, inferencing, and higher order thinking. However, the implementation of all strategies was cooperatively planned throughout six units: reading strategies during the first three units and the integration of strategies during the last three units (Guthrie, Mason-Singh, & Coddington, 2012).

   As the different levels of comprehension must be processed to produce the ultimate goal of reading comprehension (Klauda and Guthrie, 2012; Kintsch, 1998, Kintsch & Kintsch, 2005 cited in Klauda and Guthrie, 2012), the reading strategies were multiple and integrated to help enhance all processes of the reading comprehension (Guthrie, Mason-Singh, & Coddington, 2012). This was accorded with Jordan (1997) that the reading strategies appeared to be integrated or combined within content-based units. According to Brown (2001), reading is an interactive skill which was a combination of top-down and bottom-up skills. Haley and Ausin (1952) also suggested that reading comprehension could not be accomplished by one single process, but needs to be considered cooperatively. In CORI's levels of comprehension, the literal information was comparable to bottom-up skills, while the inferencing and the higher order thinking were regarded as top-down skills. Due to this reason, the experts of the reading comprehension test validation suggested for the test modification from one passage, testing each particular level of comprehension, to one passage, evaluating all the three levels of comprehension. Therefore, it was learned from this study that all strategies should be implemented cooperatively in producing all levels of comprehension effectively.

   1.2 Instructional procedure improved reading comprehension

   In this study, the instructional procedure was consisted of **Pre-reading** (1) Text selection (2) Word study method (3) Concept in text; **While-reading** (4) Motivation support (5) Reading strategy and **Post-reading** (6) Higher order thinking tasks.

   During treatment, Word Study in the beginning of each lesson helped students to learn the vocabulary from the texts along with saying words. Jordan (1997) also mentioned that reading skills were often practiced with word study vocabulary and grammar practice. Aquiar and Brady (1991, cited in Richardson & Morgan, 2003) also suggested Word Attack Paradigm, where less-skilled readers established accurate phonological representations for

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new words in order to help students with the recognition of words. Klauda, Wigfield, and Cambria (2012) also recommended a typical reading instruction for struggling readers to devote to word study in the first 15 minutes of instruction by saying parts of words, saying the whole words, and making it a real word, along with marking affixes and vowels. As the matter of facts, the Christian theological students were well equipped with the key knowledge of vocabulary for reading comprehension.

Moreover, this instructional stage was suggested from the students that vocabulary with word saying in this stage served them as a foundation for later comprehension. This result also accorded to the needs analysis of English reading for specific purposes conducted with the students at the Bangkok Institute of Theology (Jenjira Kiriratnitikul, 2013). The lack of vocabulary was the main problem of their reading ability. Hence, the vocabulary acquisition turned out to be the crucial component in the English language learning (Angkana Na Lumpang, 2011).

In conclusion, CORI instructional procedure can help improve reading comprehension for the Christian theological students.

2. Reading motivation

As the mean scores of the reading motivation questionnaire rose after receiving the Christian theological reading using the concept-oriented reading instruction, reading motivation is discussed in two following topics: 1) the motivation practices helped increase reading motivation 2) the reading motivation had a relationship with the reading comprehension.

2.1 Multiple motivation practices helped increase affirming reading motivation and helped decrease undermining motivation

Six motivation practices including choice, success, collaboration, thematic unit, relevance, and multiple motivations (Guthrie, Mason-Singh, & Coddington, 2012) were emphasized in the classroom, aiming to increase three affirming motivations and to decrease three undermining motivations.

2.1.1 Affirming reading motivation increased

According to CORI, the affirming reading motivations were intrinsic motivation, self-efficacy, and prosocial interaction. The results from the reading motivation questionnaire obviously yielded that each construct of affirming motivations increased significantly in accordance with Guthrie, Mason-Singh, & Coddington (2012), where all the affirming motivations increased. Moreover, the students also gave comments that their intrinsic motivation, self-efficacy, and prosocial interaction were raised by the instruction. In conclusion, multiple motivations employed throughout the experiment could help increase affirming reading motivation undoubtedly.

2.1.2 Undermining reading motivation decreased

The undermining reading motivations were avoidance, perceived difficulty, and antisocial interaction. The multiple motivations being used along the treatment were also aimed to decrease these undermining motivations. However, the results from the questionnaire showed that only one undermining motivation construct – perceived difficulty – decreased significantly. This result differed from the one in Guthrie, Mason-Singh, & Coddington (2012) where all the undermining motivations decreased.

The reasons why avoidance and antisocial interaction received insignificant differences after the instruction could be explained based on the students' comments.

In the avoidance construct, the students' comments revealed their misunderstanding of the questionnaire items. The comments reported that they did 'other things' in order to help him/her to understand the texts, such as looking the words up in dictionary. In other words, they misunderstood the avoidance construct in positive ways, instead of in negative ways as intended. Therefore, the result from the avoidance construct did not decrease significantly after the treatment.

In the antisocial interaction construct, the comments revealed that these religious students did not perform any differences in antisocial interactions whether before or after the experiment. This could be because they were being Christian theological students who follow the Christian great commandments:

[37]*Jesus answered, "'Love the Lord your God with all your heart, with all your soul, and with all your mind.'* [38] *This is the greatest and the most important commandment.* [39]*The second most important commandment is like it: 'Love your neighbor as you love yourself.'* [40]*The whole Law of Moses and the teachings of the prophets depend on these two commandments." (Matthew 22:37-40, Good News Translation)*

Based on the Christian teaching about loving one's neighbor, the Christian theological students, with strong religious purpose, are not supposed to mock their classmates' opinions, either before or after the instruction. This is the reason why there were not any significant differences in the antisocial interaction construct.

It was noted that the student's reading motivation could be increased neither naturally nor by reading strategies. Reading motivation must be raised by significant motivation practices that the teacher emphasized in every single lesson. Consequently, reading motivation that increased together with reading comprehension performed reading engagement, which was a long-term reading habit in student's life.

2.2 Reading motivation had a relationship with reading comprehension

The research findings yielded that the Christian theological reading, using concept-oriented reading instruction, could enhance both the reading comprehension and the reading motivation. It was found that the reading comprehension and the reading motivation had kinds of relationship between each other, based on the students' comments.

Self-efficacy seemed to be the dominant affirming motivation that played an important role on the reading comprehension. The first evidence was from the comments: when the students knew how to read, their self-efficacy increased and led to reading comprehension. This relationship between the self-efficacy and the reading comprehension was consistent with the result of Duangta Mondi (2014), where self-efficacy and reading ability had an effect on each other. Jarinthip Worakitsawat (2007) explained that self-efficacy gained from CORI increased in two aspects, namely reading confidence and reading challenge gained from students' collaboration and opportunity to read the text of interest and relevance. In short, reading motivations had some effects on reading comprehension.

Recommendation for Future Research

1. Teacher's concern of reading engagement

When reading motivation and reading comprehension occurred simultaneously and continuously, reading engagement took its place. Reading engagement achieved when the readers were cognitively active and motivated to read (Guthrie, McRae & Klauda, 2007). The crucial part that differentiates reading engagement from reading comprehension is reading motivation (Wigfield, Cambria & Ho, 2012).

As discussed in 2.2, reading motivations, especially self-efficacy, helped increase reading comprehension. Meanwhile, according to the students' comments, reading comprehension also brought enjoyment in reading for the students. It seemed that the reading motivation and the reading comprehension interplayed with each other and engaged the students in the cycle of reading rather than short-term separated reading aspects. In conclusion, the reading motivation and the reading comprehension in combination or in cycle could bring forth reading engagement in students' lifelong learning.

In this study, it turned out that students were not expected to read for comprehension, but were intrinsically motivated to read for enjoyment with motivation practices and reading strategies. The students then became engaged readers who had motivation in reading. Therefore, reading engagement should be teacher's concern, and motivation practices should be emphasized by teacher explicitly.

To conclude, as reading motivation can evidently help precipitate reading engagement, the teacher who teaches reading should be mainly concerned rather with reading engagement, which is a long-term reading habit, than merely reading for grades or for teacher's own satisfaction.

2. Researchers

2.1 Explore the relationships of dependent variables

Since the comments gave several clues that there were different kinds of relationships among comprehension, self-efficacy, and teaching component, it is recommended that future researchers should study different types of relationships

concerning CORI: the relationship between reading strategies and reading comprehension, the relationship between motivation practices and reading motivation, the relationship between reading comprehension and reading motivation, and the relationship between levels of proficiency and reading comprehension. CORI research has also studied these kinds of relationship even with ethnic students and their reading comprehension. Therefore, it was challenging to Thai researchers to study about the relationships among the variables in CORI research in Thailand.

2.2 Study the effects of reading comprehension on the reading motivation

The research concerning concept-oriented reading instruction basically concluded that the reading comprehension increased when the motivation increased. However, there were some clues in this study revealing that the students' motivation increased when they understood more as they read. Therefore, it is interesting to conduct further research to prove whether the reading comprehension has any effect on the reading motivation of Thai students and why.

2.3 Use a follow-up interview for qualitative data

Since the qualitative method of students' comments in this study played an important role in providing data to support the quantitative methods, a follow-up interview was suggested to be used in further research.

A follow-up interview could extend the data in which the researcher is interested. As the comments in the questionnaire were spread by item, the follow-up interview could be grouped by motivation constructs and used for more specific data. Moreover, the interview could also be used to obtain the feedback from the teaching procedure which could help improve or adjust for more appropriate instructional procedure.

2.4 Never cease to research CORI

The researchers of CORI or teachers of reading should be updated with CORI research unceasingly. As CORI is a research-based instructional program of reading instruction, it always improves and develops reading instructions each year. CORI of previous decades was not the same as the latest CORI. Conducting research of CORI raises awareness to all researchers not to rely their knowledge, understanding, and teaching practices on previous successful assumptions. Rather, be a research-based instructor who studies and researches for the better improvement of his or her instructional life.

3. **Learners**

In order to achieve reading comprehension and reading motivation in Christian theological English reading using CORI, learners should have background in Christian beliefs and life of study in the Bible and theology at the theological institute for a period of time.

According to Guthrie, Mason-Singh, & Coddington, 2012, relevance was one of motivation practices in CORI that connected the learners to the text (Richards, J. C. and

Rodgers, T. S., 2001) and also fostered intrinsic motivation for long-term reading. As a matter of fact, relevance between students' background knowledge and the Christian theological content in CORI could motivate readers to construct new Christian theological concepts from reading texts more effectively than reading without relevance. This was because theological students dedicate their life to understand various perspectives of theology in order to be equipped to minister in the church in their long-term life goal. In other words, theological students' lives involve Christian theology inseparably.

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