

The Effects of Concept-Oriented Reading Instruction in Teaching Christian Literature of English as Second Language Learners

**ผลของการอ่านแบบเน้นมโนทัศน์ ในการสอนวรรณกรรมคริสเตียน
ของผู้เรียนภาษาอังกฤษเป็นภาษาที่สอง**

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Abstract

This study aimed 1) to investigate the effects of Concept-Oriented Reading Instruction (CORI) on the levels of reading comprehension in English Christian literature of ESL learners; 2) to investigate the effects of Concept-Oriented Reading Instruction (CORI) on the reading comprehensions in different types of Christian literature; and 3) to study the relationship among the levels of reading comprehension and the different types of Christian literature. The samples were the twenty-one second year students of a Christian theological institute in Bangkok. The study took 12 weeks of the second semester of in the academic year 2015. The data were analyzed by using means, standard deviations, t-test, and Pearson Correlation.

The findings of the study revealed that 1) the students' posttest mean scores of the Christian theological reading comprehension test were higher than the pretest mean scores at the significance level of .000 ($p < .05$) in all three levels which were literal text comprehension, inferencing, and knowledge construction; 2) the students' posttest mean scores of the Christian theological reading comprehension test were higher than the pretest mean scores at the significance level of .000 ($p < .05$) in all types of Christian literature which were the Bible text, the Old Testament theological text, and the New Testament theological text, at the significance level of .000 ($p < .05$); and 3) the increased posttest mean scores of reading comprehension in the Bible text positively

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correlated with both all the levels of comprehension and the other types of Christian literature at the significance level of .000 ($p < .05$).

Based on the findings, CORI was suggested to implement in teaching English Christian literature to ESL learners in order to improve the reading comprehension in literal

text, inferencing, and knowledge construction. Furthermore, the reading comprehension in the Bible text was the foundation for overall Christian theological students' reading comprehension. In the future research, the study should have been conducted more qualitatively with extended period for more in-depth and practical information.

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนภาษาอังกฤษแบบเน้นมโนทัศน์ที่มีต่อระดับความเข้าใจในการอ่านวรรณกรรมคริสเตียนภาษาอังกฤษของผู้เรียนภาษาอังกฤษเป็นภาษาที่สอง 2) ศึกษาผลของการสอนภาษาอังกฤษแบบเน้นมโนทัศน์ที่มีต่อความเข้าใจในการอ่านวรรณกรรมประเภทต่าง ๆ ของผู้เรียนภาษาอังกฤษเป็นภาษาที่สอง และ 3) ศึกษาความสัมพันธ์ของผลต่างของระดับความเข้าใจในการอ่านและของระดับความเข้าใจในการอ่านวรรณกรรมคริสเตียนประเภทต่าง ๆ งานวิจัยนี้มีตัวอย่างคือ นักศึกษาชั้นปี 2 ของมหาวิทยาลัยเอกชนแห่งหนึ่งในกรุงเทพมหานครจำนวน 21 คน การทดลองใช้เวลาทั้งสิ้น 12 สัปดาห์ ในช่วงภาคการศึกษาที่ 2 ปีการศึกษา 2558 สถิติที่ใช้วิเคราะห์คือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน ค่าทดสอบที และค่าความสัมพันธ์เพียร์สัน

ผลการวิจัยพบว่า 1) คะแนนเฉลี่ยของผลการทดสอบความเข้าใจในการอ่านวรรณกรรมคริสเตียนของตัวอย่างหลังการทดลองสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ในทุกระดับความเข้าใจ ได้แก่ ระดับตัวอักษร ระดับอนุมาน และระดับการสร้างความรู้ 2) คะแนนเฉลี่ยของผลการทดสอบความเข้าใจในการอ่านวรรณกรรมคริสเตียนประเภทต่างๆ หลังการทดลองสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ในทุกประเภทวรรณกรรม อันได้แก่ ข้อความจาก

พระคริสตธรรมคัมภีร์ บทความคริสตศาสนศาสตร์พันธสัญญาเดิม และบทความคริสตศาสนศาสตร์พันธสัญญาใหม่ 3) คะแนนเฉลี่ยที่แตกต่างระหว่างก่อน การทดลองและหลังการทดลองในระดับของความเข้าใจในการอ่านข้อความจากพระคริสตธรรมคัมภีร์ มีความสัมพันธ์กับคะแนนเฉลี่ยที่แตกต่างระหว่างก่อนและหลังการทดลองในระดับของความเข้าใจในการอ่านระดับอื่น และในความเข้าใจในการอ่านวรรณกรรมประเภทต่างๆ อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

จากผลการวิจัยเห็นควรให้นำการสอนภาษาอังกฤษแบบเน้นมโนทัศน์มาใช้ในการสอนวรรณกรรมคริสเตียนให้กับผู้เรียนภาษาอังกฤษเป็นภาษาที่สองเพื่อพัฒนาความเข้าใจในการอ่านทั้งระดับตัวอักษร ระดับอนุมาน และระดับการสร้างความรู้ และในทุกประเภทวรรณกรรมคริสเตียน อีกทั้งความเข้าใจในการอ่านข้อความจากพระคริสตธรรมคัมภีร์เป็นประเภทวรรณกรรมพื้นฐานที่มีความสัมพันธ์กับทุกระดับความเข้าใจและความเข้าใจในการอ่านทุกประเภทวรรณกรรมอีกด้วย อย่างไรก็ตาม การวิจัยครั้งต่อไปควรเพิ่มระยะเวลาทดลองเพื่อให้ได้ข้อมูลที่ลุ่มลึกยิ่งขึ้น และเพิ่มการวิจัยเชิงคุณภาพเพื่อวิเคราะห์ร่วมกับผลที่ได้จากการวิจัยเชิงปริมาณด้วย

Significance and statement of the research problem

Back to earlier history of Thailand, Christianity is the fruit of the missionaries, who took an important role in doing ministry for the country, particularly in the fields of medication and education. Through these missions, the Gospel has been spread to Thai people in different parts of Thailand and the fruit has been born in different ways. One of the fruit from missionaries is the Bangkok Institute of Theology (BIT), which is the only theological college in Bangkok granted by the Thai government under Christian University of Thailand. BIT has been granted to provide biblical study, theological study, and historical study as its core courses. In additions, students are also provided with general education courses, such as Computer and Technology, Physical Education, and English, in order to strengthen the education foundation and to develop the study skills of the theological students.

Even English is one of general education course, it is considered as an important subject that helps enhance overall learnings in other core subjects. This is because most of textbooks, commentaries, and journals are written in English. Every year biblical and theological textbooks and journals are published in English more than other languages that both non-native speakers of English and native speakers have to use in educations and professions. For non-native speakers, reading theological English is difficult in content and language (Pierson and others, 2010). Hence, English courses, especially reading comprehension, have undeniably become

useful and helpful for theological students who use English as a second language (ESL) to understand and gain the knowledge from Bible and Christian's materials.

Concept-Oriented Reading Instruction (CORI) is the research-based reading instruction used to promote the reading comprehension of the students. (Klauda, Wigfield, & Cambria, 2012; Guthrie, Mason-Singh, & Coddington, 2012). Improvement in reading comprehension has been the outstanding objective of CORI. Among the success of using CORI to improve Thai students' reading comprehension in different fields of education, the results of Jenjira (2014) also yielded great improvement in the reading comprehension of the ESL theological students by using CORI in reading courses. Therefore, CORI was considered to employ in teaching reading for the students at BIT in this study, yet to investigate further in the levels of reading comprehension, the reading comprehension in different types of Christian literature and the relationships among the different levels of comprehensions and the different types of literature.

Research questions

The questions of this research were:

1. To what extent does Concept-Oriented Reading Instruction improve the levels of the reading comprehension of the English as second language learners?
2. To what extent does the Concept-Oriented Reading Instruction increase the reading comprehension in different types of Christian literature of the English as second language learners?

3. To what extent do the levels of the reading comprehensions correlate with different types of Christian literature?

Objectives of the research

The objectives of this study were:

1. To analyze the effects of the Concept-Oriented Reading Instruction on the levels of reading comprehension of the English as a second language learners
2. To analyze the effects of the Concept-Oriented Reading Instruction on the reading comprehension in Christian literature of the English as a second language learners
3. To analyze the correlations of the effects of the Concept-Oriented Reading Instruction on the levels of reading comprehension and the reading comprehension in different types of Christian literature of the English as a second language learners

Hypotheses of the research

The hypotheses of this study were:

1. the posttest mean scores of the three levels of reading comprehension of the second year ESL learners at the theological college were higher than the pretest mean scores at the significance level of .05,
2. the posttest mean scores of reading comprehension in three types of Christian literature of the second year ESL learners at the theological college were higher than the pretest mean scores at the significance level of .05,
3. the different mean scores of the levels of reading comprehension and of the reading comprehension in types of Christian literature of the second year ESL learners at the theological college, correlate at the significance level of .05.

Conceptual framework of the research study

This conceptual framework was modified from Guthrie, Mason-Singh, et al., 2012.

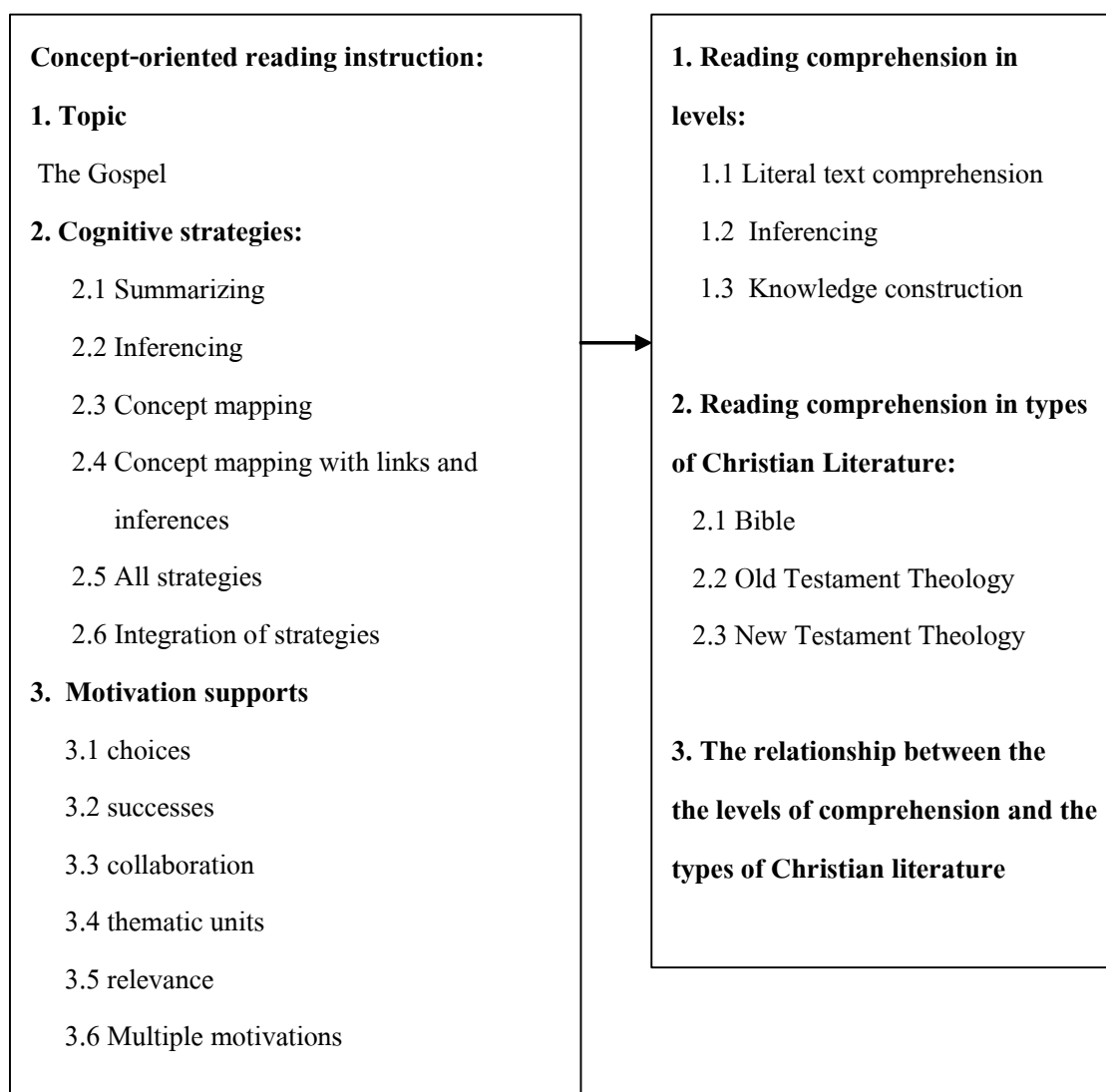


Figure 1: Conceptual framework of the research study

Scope of the research study

1. Scope of the contents

The research design employed a single group design. Paired sample t-test was used to analyze the quantitative data in order to find the improvement of the reading comprehension levels and the reading comprehension in Christian literature.

2. Scope of the population and the sample

The population of this study was theological undergraduate students who studied in Bangkok Institute of Theology, the Christian University of Thailand. The sampling method was purposive, which was the twenty-one of second year undergraduate students who enrolled IENG3111 English III of the academic year 2015.

3. Scope of the time

Two hours per week were allotted for the English reading course (Wednesday 13.30–15.30). The course covered twelve weeks from January 4 to April 18, 2016.

Literature Review

For recent decades, Concept-Oriented Reading Instruction (CORI) was a research-based instruction in which the cognitive strategies and the motivation supports were combined during the process of instruction. CORI aimed to enhance reading engagement which was settled from the association of reading motivation and reading comprehension and contributed the long-term goal of reading (Guthrie, et al., 1996, Guthrie & Cox, 2001, and Guthrie, et al., 2004).

Based on the research experience, the latest CORI framework in 2012 (Guthrie, Mason-Singh, et al., 2012) consisted of three components: topics, cognitive strategies, and motivation supports. Each component was divided into a number of teaching units under different fields of topics. As a matter of facts, CORI framework was applied to theological topics by Jenjira 2014 and included the following components and subcomponents: 1) Topics: meaning of the Gospel in the New testament; meaning of the Gospel in the Old testament; the Gospel in Psalms; the Gospel in Isaiah, the Gospel in Matthew; and the Gospel in Luke; 2) Cognitive strategies: inferencing, summarizing, concept mapping, concept mapping with links and inferences, all strategies, integration of all strategies and; 3) Motivation supports: choices, success, collaboration, thematic unit, relevance, and multiple motivations.

Research Method

The research method of this study was revealed in the research design and the research procedure as follow.

Research Design

The research design employed a single group design, using the quantitative research methods. The independent variable referred to the Concept-Oriented Reading Instruction of 2012 in teaching Christian literature. The dependent variables referred to the reading comprehension in levels and in types of the Christian literature. The research design of this study is illustrated in Figure 2: Research design. The pretest and posttest scores of the reading comprehension and the Christian literature were analyzed quantitatively by averaging the scores. The data were analyzed by using statistics: means, standard deviations, t-test, and Pearson Correlation.

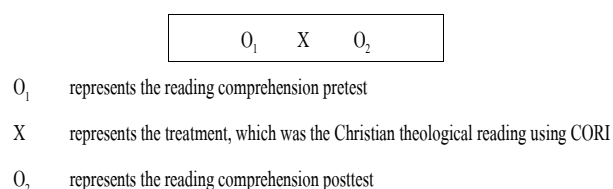


Figure 2: Research design

Research Procedure

The research procedure of this study began with the preparation of the instructional instrument. The unit instruction manuals were designed from the embedment of the subcomponents of each unit, in the procedure of pre-reading (Text selection, Word study method, and Concept in text), while-reading (Motivation support and Cognitive strategy), and post-reading (Higher order thinking tasks). The lesson plans were also carefully written based on the unit instruction manuals. Then, the revision of the research instrument was

undertaken. As original instrument, the reading comprehension test was established for the evaluation on three theological contents (Bible text, Old Testament theological text, and New Testament theological text) and on three levels of comprehensions (literal text comprehension, inferencing, and knowledge construction). In this study, the reading comprehension test was narrowed from the five-multiple choices to four,

according to the English standard tests. Some wordings were also recommended to adjust by the specialists. Next, the main study was conducted with the pretest, the implementation of the instructional instrument, and the posttest respectively. Finally, the results of the reading comprehension were evaluated in the levels of comprehension and in types of Christian literature.

Results

Reading comprehension

Table 1: Reading comprehension: means, standard deviations, t-values, and the significance of the Christian theological pretest and the posttest

Reading comprehension	N	\bar{X}	Mean differences	S.D.	t.	df.	Sig.
Pretest	21	14.67	-6.00	5.23	-5.25	20	.000
Posttest	21	20.67					

*P < .05

The results in Table 1 showed that the posttest mean scores of the reading comprehension test of the ESL students were higher than the pretest mean scores. The mean scores of the pretest and posttest were different, at the significance level of .000 ($p < .05$). In short, CORI helped improve the reading comprehension of the ESL learners significantly.

In this study, the reading comprehension of ESL learners included three levels, which were Level 1 : literal text comprehension; Level 2 : inferencing; and Level 3 : knowledge construction. The improvement of the reading comprehension in three levels were illustrated in the following tables.

Level 1: Literal text comprehension

Table 2 Literal text comprehension: means, standard deviations, t-values, and the significance of Christian theological pretest and the posttest

Literal text comprehension	N	\bar{X}	Mean differences	S.D.	t.	df.	Sig.
Pretest	21	4.81	-2.24	2.61	-3.94	20	.001
Posttest	21	7.05					

*P < .05

The results in Table 2 showed that the posttest mean scores of the literal text comprehension items of the test were higher than the pretest mean scores. The difference of the pretest and posttest mean score was significant at the level of .000 ($p < .05$). In conclusion, CORI improved the literal text comprehension of the ESL undergraduate students significantly.

Level 2: Inferencing

Table 3 Inferencing: Means, standard deviations, t-values, and the significance of Christian theological pretest and the posttest

Inferencing	N	\bar{X}	Mean differences	S.D.	t.	df.	Sig.
Pretest	21	5.48	-2.24	2.48	-4.23	20	.000
Posttest	21	7.71					

*P < .05

The results in Table 3 showed that the posttest mean scores of the inferencing items of the test were higher than the pretest mean scores. The difference of the pretest and posttest mean score was significant at the level of .000 ($p < .05$). In conclusion, CORI improved the inferencing of the ESL learners significantly.

Level 3: Knowledge construction

Table 4 Knowledge construction: means, standard deviations, t-values, and the significance of Christian theological pretest and posttest

Knowledge construction	N	\bar{X}	Mean differences	S.D.	t.	df.	Sig.
Pretest	21	4.38	-1.52	2.23	-3.14	20	.005
Posttest	21	5.90					

*P < .05

The results in Table 4 showed that the posttest mean scores of the knowledge construction items of the test were higher than the pretest mean scores. The difference of the pretest and posttest mean score was significant at the level of .000 ($p < .05$). In conclusion, CORI improved the knowledge construction of the ESL students significantly.

The results from Table 1 to Table 4 proved that Concept-Oriented Reading Instruction enhanced the students' all three levels of reading comprehension significantly.

Bible text

Table 5 Bible text: means, standard deviations, t-values, and the significance of Christian theological pretest and the posttest

Bible text	N	\bar{X}	Mean differences	S.D.	t.	df.	Sig.
Pretest	21	4.95	-2.71	1.95	-6.37	20	.000
Posttest	21	7.67					

* $P < .05$

The results in Table 5 showed that the posttest mean scores of the reading comprehension in the Bible text of were higher than the pretest mean scores. The difference

With the respect of the levels of reading comprehension, the ESL students' literal text comprehension and inferencing were improved in greater difference than the knowledge construction.

Reading comprehension in Christian literature

In order to investigate the learners' reading comprehension in different types of Christian literature, the Christian literature was divided into three major types: Bible text, Old Testament theological text, and New Testament theological text.

of the pretest and posttest mean score was significant at the level of .000 ($p < .05$). In conclusion, the CORI improved the reading comprehension in the Bible text significantly.

Old Testament Theology

Table 6 Old Testament theology: means, standard deviations, t-values, and the significance of Christian theological pretest and the posttest

Old Testament theology	N	\bar{X}	Mean differences	S.D.	t.	df.	Sig.
Pretest	21	5.62	-1.48	2.46	-2.75	20	.012
Posttest	21	7.10					

* $P < .05$

The results in Table 6 showed that the posttest mean scores of the reading comprehension in the Old Testament theological text were higher than the pretest mean scores. The difference of the pretest and posttest mean score was significant at the level of .000 ($p < .05$). In conclusion, CORI improved the reading comprehension in the Old Testament theological text of the undergraduate students significantly.

New Testament theology

Table 7 New Testament theology: means, standard deviations, t-values, and the significance of Christian theological pretest and the posttest

New Testament theology	N	\bar{X}	Mean differences	S.D.	t.	df.	Sig.
Pretest	21	4.10	-1.81	1.99	-4.17	20	.000
Posttest	21	5.90					

* $P < .05$

The results in Table 7 showed that the posttest mean scores of reading comprehension in the New Testament theological text were higher than the pretest mean scores. The difference of the pretest and posttest mean score was significant at the level of .000 ($p < .05$). In conclusion, CORI improved the reading comprehension in the New Testament theological text of the undergraduate students significantly.

The results from Table 5 to Table 7 proved that CORI significantly enhanced the students' reading comprehension in all types of Christian literature which were the Bible text, the Old Testament theological text and the New Testament theological text.

The findings also discovered the relationship between the improvements of the reading comprehension levels and of the comprehension in different types of Christian literature as shown in the following table.

The Relationship between Levels of Reading Comprehension and Christian Literatures

Table 8 Correlations between the levels of reading comprehension and the Christian literature: Pearson correlation, the significance of correlations (2-tailed).

Correlation		Total increased score	Level 1: Literal text Comprehension	Level 2: Inferencing	Level 3: Knowledge construction	Bible text	Old Testament Theology	New Testament Theology
Total increased score	Pearson	1	.726**	.704**	.733**	.846**	.838**	.763**
	Correlation							
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	21	21	21	21	21	21	21
Level 1: Literal text comprehension	Pearson	.726**	1	.204	.313	.584**	.683**	.491*
	Correlation							
	Sig. (2-tailed)	.000		.375	.167	.005	.001	.024
	N	21	21	21	21	21	21	21
Level 2: Inferencing	Pearson	.704**	.204	1	.327	.595**	.516*	.631**
	Correlation							
	Sig. (2-tailed)	.000	.375		.148	.004	.017	.002
	N	21	21	21	21	21	21	21
Level 3: Knowledge construction	Pearson	.733**	.313	.327	1	.657**	.609**	.531*
	Correlation							
	Sig. (2-tailed)	.000	.167	.148		.001	.003	.013
	N	21	21	21	21	21	21	21
Bible text	Pearson	.846**	.584**	.595**	.657**	1	.581**	.526*
	Correlation							
	Sig. (2-tailed)	.000	.005	.004	.001		.006	.014
	N	21	21	21	21	21	21	21
Old Testament theology	Pearson	.838**	.683**	.516*	.609**	.581**	1	.397
	Correlation							
	Sig. (2-tailed)	.000	.001	.017	.003	.006		.075
	N	21	21	21	21	21	21	21
New Testament Theology	Pearson	.763**	.491*	.631**	.531*	.526*	.397	1
	Correlation							
	Sig. (2-tailed)	.000	.024	.002	.013	.014	.075	
	N	21	21	21	21	21	21	21

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 8 showed that, after receiving CORI, the total increased scores of the reading comprehension strongly correlated with the scores of all levels of comprehension and the scores of all types of Christian literature at the significance level of .000 ($p < .05$). The results also revealed that the comprehension in the Bible text had a widely positive relationship with all levels of comprehension and also with other types of Christian literature. The reading comprehension in the Bible text significantly had moderately positive relationships with literal text comprehension, inferencing, knowledge construction, Old Testament theological text, and New Testament theological text at the significance level of .000 ($p < .05$). Meanwhile, the improvement of the comprehension in the Old Testament theological text and the New Testament theological text did not correlate with each other. The results also turned that the increased score of each level of reading comprehension had no relationship with each other. To summarize, the increased reading comprehension in the Bible text had wide relationships with all levels of comprehensions and with other types of Christian literature.

Conclusion

Concept-Oriented Reading Instruction (CORI) enhanced the reading comprehensions in all levels: literal text comprehension, inferencing, and knowledge construction. The reading comprehension was increased in all types of Christian literature: the Bible text, the Old Testament theology, and the New Testament theology. The Bible text had strong positive relationships with all levels of reading

comprehension and all types of Christian literature, meanwhile there were no relationships among the levels of reading comprehensions.

Discussion

The effects of Concept-Oriented Reading Instruction in teaching Christian literature in this study were discussed as follow.

1. The reading comprehension was improved in three levels of comprehension.

By using Concept-Oriented Reading Instruction in teaching Christian literature, the reading comprehension of the learners was significantly improved in all three levels: literal text information, inferencing, and knowledge construction. Comparable to Brown's bottom-up and top-down reading skills, all three levels of the comprehension in this study were also investigated and found improved. This was therefore the results of CORI framework where the cognitive strategies were explicitly established as one crucial component. Along with the topics and the motivation supports, the cognitive strategies, including summarizing, inferencing, and concept mapping, were practically implemented and brought forth the improvement of all three levels of reading comprehension expectedly.

2. The reading comprehension was improved in all types of Christian literature.

Regarding Krashen (1997), without content, language is nothing. In CORI, topics are the contents of what learners acquire while reading and the topic was one of the three components of CORI framework. In teaching Christian literature, the ultimate topic is 'the Gospel' whereas the subtopics were divided in its meaning from the Bible text, the Old

Testament theological text, and the New Testament theological text. After receiving Concept-Oriented Reading Instruction, the learners improved their reading comprehension in all types of Christian literature. Therefore, the emphasis on the content was absolutely indispensable for Concept-Oriented Reading Instruction in teaching Christian literature.

3. Some relationships between the levels of comprehension and the types of Christian literature were found.

The comprehension in the content of the Bible text had wide relationships with all levels of comprehension and all other types of Christian literature. Among all kinds of Christian literature, the Bible text has long been concerned as the foundation and essential for a Christian to live a Christian life. The life involvement and the reading important were also regarded as parts of motivation supports of CORI. Therefore, it can be concluded that the Bible text comprehension was the regular basis for any reading comprehension in Christian literature.

The pedagogical implication of the reading instruction from this study reaffirmed Jenjira (2014)'s E-E-E in her Christian theological reading instruction. The E-E-E included the Emphasis on the content, the Embedment of the components, and the Engagement in reading (Jenjira, 2014). The contents in CORI were emphasized as being divided into subunits under the main topic.

Regarding the CORI framework, the components, which were the topic, cognitive strategies, and motivation supports, were indispensably embedded throughout the entire course. The combination of all CORI components collaboratively enhanced the reading comprehension having been engaging in one topic for a period of time. Even though the results in reading comprehension of this study was consistent with the previous, it additionally discovered the importance of the learner's comprehension in the Bible text as it had a strong relationship with all levels of comprehension and all types of Christian literature.

Recommendations

It is recommended for English reading instructors to implement Concept-Oriented Reading Instruction in teaching Christian literature to ESL learners in order to improve their reading comprehension. In fact, CORI requires the main components of the instruction which are the topic, the cognitive strategies, and the motivation supports. Regarding the content to engage reading Christian literature, the instructor should consider the Bible text as a primary types of Christian literature. For future researcher, the period of the study should be longer in order to obtain in-depth information and qualitative research method, such as interview and observation, should be conducted as well.

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