Using Local Wisdom Lessons through Scaffolded
Reading Experiences to Promote Students' English Reading Ability

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Abstract

The objectives of the study were: 1) to examine the effects of teaching English using local wisdom lessons through scaffolded reading experiences on students' English reading ability, 2) to compare students' English reading ability post-test mean score with the criterion score of 60%, and 3) to explore students' opinions toward learning English using local wisdom lessons through scaffolded reading experiences. The samples were 14 fifth grade students at Baan None Palai School, Chakkarat district, Nakhonratchasima province. They were selected by cluster random sampling. The research instruments were local wisdom lessons, lesson plans focusing on scaffolded reading experiences, an English reading ability test, and a questionnaire. The data was analyzed using mean ($\bar{x}$), standard deviation (S.D.), dependent t-test, one sample t-test, and content analysis. The findings of this study revealed that the students' English reading ability post-test mean score was significantly higher than the pre-test mean score but the students' English reading ability post-test mean score was not significantly higher than the criterion score of 60%. Moreover, students had positive opinion towards learning English using local wisdom lessons through scaffolded reading experiences.

Keywords: scaffolded reading experiences, local wisdom, English reading ability

ผลของการใช้บทเรียนภูมิปัญญาท้องถิ่นตามแนวการสอนประสบการณ์
การอ่านแบบเสริมต่อการเรียนรู้
ที่มีต่อความสามารถในการอ่านภาษาอังกฤษของนักเรียน

บทคัดย่อ

    การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการใช้บทเรียนภูมิปัญญาท้องถิ่นตามแนวการสอนประสบการณ์การอ่านแบบเสริมต่อการเรียนรู้ที่มีต่อความสามารถในการอ่านภาษาอังกฤษของนักเรียน 2) เปรียบเทียบความสามารถในการอ่านภาษาอังกฤษของนักเรียนหลังเรียนกับเกณฑ์ร้อยละ 60 และ 3) สำรวจความคิดเห็นของนักเรียนที่มีต่อการเรียนโดยใช้บทเรียนภูมิปัญญาท้องถิ่นตามแนวการสอนประสบการณ์การอ่านแบบเสริมต่อการเรียนรู้ กลุ่มตัวอย่าง คือ นักเรียนชั้นประถมศึกษาปีที่ 5 จำนวน 14 คน จากโรงเรียนบ้านโนนพะไล อำเภอจักราช จังหวัดนครราชสีมา โดยใช้วิธีการสุ่มแบบแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัย ได้แก่ บทเรียนภูมิปัญญาท้องถิ่นและแผนการสอนตามแนวการสอนประสบการณ์การอ่านแบบเสริมต่อการเรียนรู้ แบบทดสอบความสามารถในการอ่านภาษาอังกฤษ และแบบสอบถามความคิดเห็น สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย, ส่วนเบี่ยงเบนมาตรฐาน, t-test for dependent, t-test for one sample และการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า คะแนนเฉลี่ยความสามารถในการอ่านภาษาอังกฤษของนักเรียนหลังเรียนภาษาอังกฤษโดยใช้บทเรียนภูมิปัญญาท้องถิ่นตามแนวการสอนประสบการณ์การอ่านแบบเสริมต่อการเรียนรู้สูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 คะแนนเฉลี่ยความสามารถในการอ่านภาษาอังกฤษของนักเรียนหลังเรียนต่ำกว่าเกณฑ์ร้อยละ 60 และนักเรียนมีความคิดเห็นทางบวกต่อการเรียนภาษาอังกฤษโดยใช้บทเรียนภูมิปัญญาท้องถิ่นตามแนวการสอนประสบการณ์การอ่านแบบเสริมต่อการเรียนรู้ แสดงให้เห็นว่าการเรียนภาษาอังกฤษโดยใช้บทเรียนภูมิปัญญาท้องถิ่นตามแนวการสอนประสบการณ์การอ่านแบบเสริมต่อการเรียนรู้สามารถส่งเสริมความสามารถในการอ่านภาษาอังกฤษของนักเรียนได้

คำสำคัญ : การสอนประสบการณ์การอ่านแบบเสริมต่อการเรียนรู้ บทเรียนภูมิปัญญาท้องถิ่น
         ความสามารถในการอ่านภาษาอังกฤษ

Introduction

Local wisdom has been emphasized and revitalized according to the educational reform after the economic crisis. Jungck and Boonrean Kajornsin (2003 : 28-31) stated that the crisis reflected that Thailand's economic and social development depended too much on western knowledge and neglected Thai's local knowledge which is the splendid treasure that has played important role in building the nation's unity and dignity. Moreover, one of the long-term causes of the crisis was education. Education in globalization age should be the balance integration between global knowledge and local knowledge.

The way of life of local communities has been formally integrated in providing education as a consequence of the National Education Act of B.E. 2542 (A.D. 1999) which stressed on stimulating community participation processes for revitalizing Thai wisdom and developing locally relevant curriculum (Office of the Council of State. 1999). In addition, the Ministry of Education has applied decentralization of education authority to local communities and educational institutions to prepare the relevant curriculum which meets the real local needs since 2001 (Ministry of Education. 2008 : Preface). Recently, the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) has been used in providing the basic education for learners. This curriculum also fulfilled the aims of the Constitution of the Kingdom of Thailand, B.E. 2550 (A.D. 2007) which strongly emphasize the wisdom of the nation, as stated in section 66, 73, 80, 84, 86, and 289, that Thai people shall have the duty to conserve, restore, protect, preserve, enhance, support, encourage, pass on, develop, make known, and instill the local wisdom and the Thai wisdom. Especially, the local government organization shall consider the wisdom in providing education and training (Office of the Council of State. 2007). Furthermore, the B.E. 2551 (A.D. 2008) curriculum places the emphasis not only on the localization, but also globalization. As stated in the objectives that the curriculum aims the students to learn and understand diverse languages and cultures, and to use foreign languages to convey Thainess to global society (Ministry of Education. 2008 : 220-221).

In order to serve the objectives of the B.E. 2551 curriculum, students should be able to use foreign languages for communication. Particularly, English is the basic learning content prescribed for the entire basic education core curriculum. Among four English communication skills: listening, speaking, reading, and writing, Nualchan Thianwan (2011 : 2) stated that reading is regarded as the most vital and necessary for students in both a classroom context and an extracurricular environment. Moreover, Anderson (1999. cited in Nualchan Thianwan. 2011 : 3) pointed out that the academic success or failure depends on students' reading ability.

Even though reading is an essential skill, many students still face problems in reading. Nezami (2012) revealed that the difficulties in reading caused by the inadequate knowledge of vocabulary in English language, the incompetence in skimming and scanning, the difficulty in the prediction of passage with prior knowledge, and the deficiency in the skill of summarizing of text. Likewise, English teachers of the schools under the supervision of Chakkarat-Nongkham Group, the Center of Educational Networks of Nakhonratchasima Primary Educational Service Area Office 2, revealed that the students' difficulties in reading affected by inadequate knowledge of vocabulary and lack of background knowledge related to reading texts. Without doubt, the difficulties decreased the students' motivation in reading. As a result, lack of motivation brought failure in learning. Similar to the findings of Thanachart Lornklang (2007 : 4) which stated that learning content which does not relate to students' daily life or their background knowledge can decrease their motivation in reading and make reading meaningless. Using relevant content helps motivate students to read and assist boosting their reading ability because it recalls their background knowledge to combine with reading texts.

The schools under the supervision of Chakkarat-Nongkham Group, the Center of Educational Networks of Nakhonratchasima Primary Educational Service Area Office 2, have implemented the curriculum following the government policy in providing a local curriculum. Some topics of Thai culture and local wisdom related to students' lives have been applied to classrooms in Thai language in order to enhance the students' learning and instill local pride into the students' minds, and also to encourage a closer relationship between school and community. However, there are many interesting topics of local wisdom found in Nakhonratchasima province should also be brought

into English classrooms.

Besides the relevant content, teaching methods are also important in providing learning and teaching. One of the successful teaching approaches that can enhance the students' reading ability is a scaffolded reading experience. A scaffolded reading experience is modified from the concept of scaffolding which is originated from the concept of Zone of Proximal Development (ZPD) conceptualized by Lev Vygotsky. ZPD refers to the range between the learners' actual developmental level as determined by the learning tasks that they can solve independently and the level of potential development as determined by the learning tasks that they can solve under adult guidance or more competent peers' assistance (Graves and Graves. 1994 : 30). A scaffolded reading experience is "a set of prereading, during-reading, and postreading activities designed to assist English-learners in successfully reading, understanding, and learning from a particular selection". Furthermore, they activate students to use relevant background knowledge and widen their meaning of vocabularies (Fitgerald and Graves. 2004 : 2, 15). Scaffolded reading experiences help students become increasingly competent learners and readers as shown in the study of Thanachart Lornklang (2007) which claimed that scaffolded reading experiences obviously enhanced students' reading comprehension, of course, their reading ability was increased evidently.

It may be concluded that teaching English using local wisdom lessons through scaffolded reading experiences can be used to enhance students' English reading ability, according to information mentioned above: local wisdom content related to students' life can encourage their reading motivation because their background knowledge make reading easier, and scaffolded reading experiences can make reading much more understandable, enjoyable, meaningful, and successful. Thus, this study aims to examine what extent the use of local wisdom lessons through scaffolded reading experiences affect students' English reading ability and students' opinion, for the benefits of learning and teaching English reading.

Objectives of the study

1. To examine the effects of teaching English using local wisdom lessons through scaffolded reading experiences on students' English reading ability.

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2. To compare students' English reading ability post-test mean score with the criterion score of 60%.

3. To explore students' opinion towards teaching English using local wisdom lessons through scaffolded reading experiences.

Scope of the study

1. The population of this study consisted of 92 fifth grade students from 8 schools under the supervision of Chakkarat-Nongkham Group, the Center of Educational Networks of Nakhonratchasima Primary Educational Service Area Office 2 who were taking English course during the second semester of academic year 2015.

2. The samples were 14 fifth grade students at Baan None Palai School, a schoolunder the supervision of Chakkarat-Nongkham Group, the Center of Educational Networks of Nakhonratchasima Primary Educational Service Area Office 2. They were selected bycluster random sampling: the population was divided into eight clusters (school); then, the researcher randomly selected one cluster and all students within selected cluster were included in the sample.

3. The variables in this study were as follows:

3.1 Independent variable was teaching English using local wisdom lessons through scaffolded reading experiences.

3.2 Dependent variables were students' English reading ability and students' opinion towards learning English using local wisdom lessons through scaffolded reading experiences.

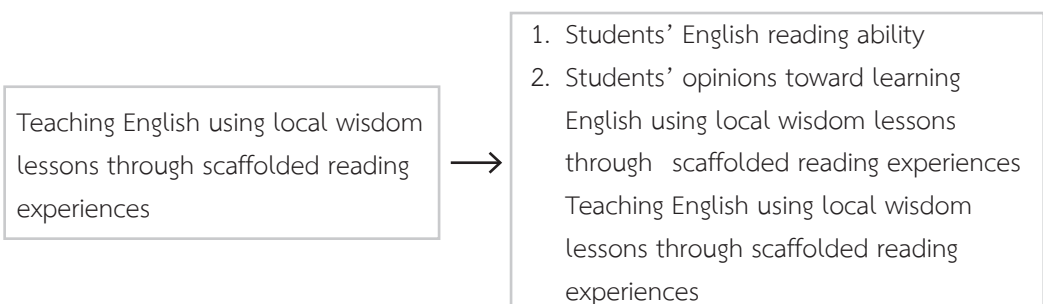Independent variable   Dependent variables

Teaching English using local wisdom lessons through scaffolded reading experiences $\longrightarrow$

1. Students' English reading ability
2. Students' opinions toward learning English using local wisdom lessons through scaffolded reading experiences Teaching English using local wisdom lessons through scaffolded reading experiences

Figure 1 Conceptual framework of the study

Local wisdom lessons and scaffolded reading experiences could develop students' reading ability and increase their reading motivation because local wisdom content which related to students' lives could activate their background knowledge to make reading easier, whereas, scaffolded reading experiences helps reading much more understandable, enjoyable, meaningful, and successful (Fitgerald and Graves. 2004 : 15). So, teaching English reading using local wisdom lessons through scaffolded reading experiences could affect students' English reading ability and opinions.

Research hypotheses

The mean score of the English reading ability post-test of the students who have been taught using local wisdom lessons through scaffolded reading experiences would be significantly higher than the pre-test.

The mean score of the English reading ability post-test of the students who have been taught using local wisdom lesson through scaffolded reading experiences would be significantly higher than the criterion score of 60%.

Methodology

This study was pre-experimental design; a one-group pre-test and post-test design. The procedure of this study was shown as follows:

O1	X	O2

Figure 2 The experimental design

O1 = measurement of students' English reading ability before the treatment.

X = represents the experiment of teaching English using local wisdom lessons through scaffolded reading experiences.

O2 = represents measurement of students' English reading ability and opinions toward learning English using local wisdom lessons through scaffolded reading experiences after the treatment.

Research instruments

There were two categories of research instruments: instruments used in the research procedure and instruments used for data collection.

The instruments used in the research procedure were 1) local wisdom lessons and 2) lesson plans focusing on scaffolded reading experiences.

1. Local wisdom lessons

Local wisdom lessons were constructed considering the planning for scaffolded reading experiences by studying and considering the relevant factors of the students, the reading selections, and the reading purposes. The content of the local wisdom lessons was relevant to the local wisdom of Chakkarat district, Nakhonratchasima province. There were eight local wisdom topics included in the lessons such as organic jasmine rice farming, lime tree growing, raising silkworms, making kites, mat weaving, bamboo weaving products, Korat rice noodles, and fermented rice noodles. Each lesson contained vocabulary, reading text, and exercises related to local wisdom. The types of exercises provided for students consisted of gap-filling, true or false, matching, and multiple-choice.

The local wisdom lessons were evaluated and checked the accuracy of content and language by three experts using the evaluation form in the form of four-point scales. The results of the experts' evaluation revealed that the mean score of all assessment issues was 3.53 which meant that the local wisdom lessons were excellent.

Before conducting with the samples, two local wisdom lessons were tried out together with the lessons plans in the second semester of academic year 2015 with 26 fifth grade students at Chart Wittaya School, a school under the supervision of Chakkarat-Nongkham Group, the Center of Educational Networks of Nakhonratchasima Primary Educational Service Area Office 2.

2. Lesson plans focusing on scaffolded reading experiences.

Eight lesson plans were designed following the scaffolded reading experiences framework of Fitgerald and Graves (2004) to accompany the local wisdom lessons. Each lesson plan consisted of three steps of reading activities of scaffolded reading experiences: prereading, during-reading, and postreading.

The lesson plans were evaluated by three experts to check the accuracy of

topics, objectives, content, steps of teaching activities, materials and worksheets, and assessments. The evaluation form was presented in the form of four-point scales. The results of the experts' evaluation revealed that the assessment issues were rated in only "Good" and "Excellent" rank. In addition, the mean score of all assessment issues was 3.54 which meant that the lesson plans were excellent.

Before conducting with the samples, two lesson plans were tried out together with the two local wisdom lessons in the second semester of academic year 2015 with fifth grade students at Chart Witthaya School, a school under the supervision of Chakkarat-Nongkham Group, the Center of Educational Networks of Nakhonratchasima Primary Educational Service Area Office 2.

Table 1 The steps of reading activities underlying the scaffolded reading experiences framework of Fitgerald and Graves (2004).

Step	Reading activities	Examples of reading activities
During-reading (Cont.)	Supported reading	- Ask for information which the text is saying about to motivate students to think, share, and learn. - Prompt students by using physical or verbal cues and their prior knowledge or experiences to help the students recall the words and interpret the meaning of the words or sentences. - Use 5Ws and 1H question strategy to motivate students to think about the reading text which they have read. - Use graphic organizers: semantic map, story map, or chain of events to illustrate concepts in the reading text in order to help students read and better understand the reading text.
	Silent reading	- Read the text aloud to the student who cannot read as the student read along silently to help the student read. - Prompt students to look for the words that could be the important words and ask for the meanings. Then, motivate the students to think about concepts or what they already know from the passage in order to link the prior knowledge to the reading text and vocabulary.

| Postreading | Questioning | - Ask students by using 5Ws and 1H questions to sum up the reading text. |
| | Concluding | - Have students complete graphic organizer such as mind map or chain of event related to the reading text in order to enhance their comprehension. |

The instruments used for data collection were 1)an English reading ability test and 2) a questionnaire.

1. An English reading ability test

An English reading ability test was used for pretest and posttest assessment. It aimed to examine the effects of teaching English using local wisdom lessons through scaffolded reading experiences on students' English reading ability, and it assessed at only the literal level of comprehension. The English reading ability test consisted of two parts, vocabulary test and reading comprehension test, which were all multiple-choice questions with four alternatives.

At first, the researcher constructed the 85- item English reading ability test. Then, it was presented to three experts to check content validity and language. The results of the evaluation, all items were rated from 0.67 to 1.00 of the IOC index; it meant that all items were acceptably congruent with the objectives. Only four items needed revision following the experts' suggestions.

In order to choose only 40 items out of 85, the test was tried out in the second semester of academic year 2015 with 75 sixth grade students at Chart Witthaya School, Baan None Tayoong School, Baan Nongkham School, Ratbumroong School, Samakki Witthaya School, Baan Nongmaew School, and Wat Nongnogkoom School. These were all the schools under the supervision of Chakkarat-Nongkham Group, the Center of Educational Networks of Nakhonratchasima Primary Educational Service Area Office 2.Each test items was analyzed for difficulty index (p) and discrimination index (r). According to the item analysis, there were 58 items of the 85-item test which were appropriate to be chosen but the researcher chose only 40 items to construct English reading ability test: 10 items for vocabulary test and 30 items for reading comprehension test. The difficulty index of the 40-item test was from 0.21 to 0.61. The discrimination index of

the 40-item test was from 0.20 to 0.80. And the reliability of the 40-item test was 0.91 which could be interpreted that the test had high reliability.

2. A questionnaire

A questionnaire aimed to explore students' opinions toward learning English using local wisdom lessons through Scaffolded Reading Experiences among fifth grade students after the treatment. It was constructed in Thai and English. The questionnaire was divided into three parts as follows:

Part 1: Students' general information

Part 2: Closed questions to explore students' opinions toward learning English using local wisdom lessons through scaffolded reading experiences.

Part 3: Open-ended questions to explore students' additional opinions
The questionnaire was checked the content and language by three experts.

Data collection

The data collection was done before and after the treatment. The experiment was conducted in the second semester of academic year 2015. First, the English reading ability pre-test was distributed to 14 fifth grade students at Baan None Palai School in order to assess their English reading ability before the treatment. Then, during the treatment, the eight local wisdom lessons were conducted together with the eight lesson plans focusing on scaffolded reading experiences. The implementation lasted for eight weeks because each lesson was taught for two hours a week. Finally, after the treatment, the students were asked to take the English reading ability test as the post-test and complete the questionnaire in order to explore their opinions toward learning English using local wisdom lessons through scaffolded reading experiences.

Data analysis

Because the sample size in this study was small (14 students), the data obtained from pre-test and post-test was tested for the normality using Kolmogorov–Smirnov (K-S) test before using t-test as shown in Table 2.

Table 2 The test for normality of data

Mode of assessment	n	$\overline{x}$	S.D.	K-S	p
Pre-test	14	11.29	4.20	0.74	.639
Post-test	14	22.79	6.28	0.75	.626

The results showed that p-value of pre-test was .639 and p-value of post-test was .626. It meant that each data was not significant because p-value was more than .05. In other word, the distribution of pre-test score and post-test score were normal. So, the data obtained from pre-test and post-test could be analyzed using t-test. The obtained data in this study would be analyzed as follows:

To examine the effects of teaching English using local wisdom lessons through scaffolded reading experiences on students' English reading ability, data obtained from English reading ability pre-test and post-test was analyzed using Mean ( ) and standard deviations (S.D.), and dependent t-test.

To compare students' English reading ability post-test mean score with the criterion score of 60%, data obtained from English reading ability post-test was analyzed using Mean ( ) and standard deviations (S.D.), and one sample t-test.

To explore students' opinions toward teaching English using local wisdom lessons through scaffolded reading experiences, data obtained from a questionnaire was analyzed using Mean ( ) and standard deviations (S.D.), and content analysis.

Results

The results of this study were examined according to the three research objectives as follows:

To examine the effects of using local wisdom lessons through scaffolded reading experiences on the fifth grade students' English reading ability by using English reading ability test, the results were presented in Table 3.

Table 3 The comparison of mean scores between pre-test and post-test of fifth grade students' English reading ability

Mode of assessment	n	$\overline{x}$	S.D.	t	p
Pre-test	14	11.29	4.20	8.01*	.000
Post-test	14	22.79	6.28		

*p< .05

The results showed that the post-test mean score of English reading ability of fifth grade students was significantly higher than the pre-test mean score at the .05 level. This indicated that the students' English reading ability had improved after learning English using local wisdom lessons through scaffolded reading experiences.

To compare students' English reading ability post-test mean score with the criterion score of 60%, the results were shown in Table4.

Table 4 The comparison of fifth grade students' English reading ability post-test mean score with the criterion score of 60%

Mode of assessment	n	Criterion score (60%)	$\overline{x}$	S.D.	t	p
Post-test	14	24	22.79	6.28	-0.72	.241

The result showed that the fifth grade students' English reading ability post-test mean score was not significantly higher than the criterion score of 60%.

To explore students' opinions toward learning English using local wisdom lessons through scaffolded reading experiences, the results analyzed from questionnaire were as follows:

The results analyzed from close questions revealed that the assessment issue with the highest mean score revealed that most students strongly agreed that the local wisdom lessons were interesting ($\overline{x}$ = 4.93). On the other hand, the assessment issue with the lowest mean score revealed that most students agreed that familiar content motivated them to study English ($\overline{x}$ = 4.21). The total mean score of all assessment issues were 4.48; it could be concluded that students had positive opinion towards

learning using local wisdom lessons through scaffolded reading experiences.

The results analyzed from open-ended questions using content analysis were categorized into three categories as follows:

1. Local wisdom lessons through scaffolded reading experiences

Most of the students expressed that the lessons were fun, useful, and interesting. They have gained more knowledge about local wisdom around their community. Moreover, they also learned a lot of new words from the lessons.

2. Steps of learning activities

Most of the students expressed that they were happy with learning activities. They enjoyed learning, especially working in group. They were happy to participate in class activities without being afraid of doing mistakes. Learning activities enhance their confidence in learning English.

3. Other opinions

Most of the students expressed that they enjoyed the class and impressed teaching. Moreover, they had positive opinions toward learning English. And they were interested in local wisdom around their community.

Discussion

The resultsof this study were discussed based on the research objectives as follows:

Research objective 1 : To examine the effects of teaching English using local wisdom lessons through scaffolded reading experiences on students' English reading ability. According to the comparison of mean scores between pre-test and post-test of fifth grade students' English reading ability, it revealed that learning English using local wisdom lessons through scaffolded reading experiences had an effect on students' English reading ability because the students' post-test mean scoreafter learning English using local wisdom through scaffolded reading experiences was significantly higher than the students' pre-test mean score. The success of using local wisdom lessons through scaffolded reading experiences on students' reading ability was discussed below. Firstly, learning activities following scaffolded reading experiences framework of Fitgerald

and Graves (2004) related with schema theory which emphasizes the importance of background knowledge in learning and affects understanding in reading. So, scaffolded reading experiences can help students' understanding in reading. As Fitgerald and Graves (2004 : 2) stated that scaffolded reading experiences can enhance students better understand, learn from, and enjoy reading texts because they activate students to use relevant background knowledge and widen the meaning vocabularies. Providing learning activities in pre-, during, and post-reading activities of scaffolded reading experiences are flexible depending on the students, the reading selection and the reading purposes. In this study, motivating students, activating students, relating the reading to students' lives, and preteaching vocabulary were used in the steps of prereading activities in order to prepare student to read. While, reading to students, oral reading, supported reading, and silent reading were used in the steps of during reading in order to assist students in reading. Whereas, questioning and concluding were used in the steps of postreading in order to recall what students have learned from reading. Moreover, there was a group activity after reading for each lesson. This activity induced the students to think and share their ideas with friends in order to more understand the reading text. As Fitgerald and Graves (2004 : 192) stated that working in group has the potential to achieve well beyond the achievement of an individual work. In brief, scaffolded reading experiences make reading more effective. To more support the effective of scaffolded reading experiences on students' English reading ability, there were consistent findings in the previous studies such as the study of Thanachart Lornklang (2007), Tipaporn Sujaree, Kingfa Sintoovonse and Suttirat Rujikietgumjorn (2010), and Prasani Solihee (2012) found that learning English through scaffolded reading experiences enhanced students' reading ability.

Secondly, learning activities were provided considering Zone of Proximal Development (ZPD) of students and then followed by scaffolding using reading activities in pre-, during-, and post-reading stage. For example, teacher conducted preteaching vocabulary activity, activating background knowledge activity, and relating the reading to students' lives activity in prereading stage to help students better understand local wisdom content. Likewise, teacher conducted supported reading activity to assist students who could not do on their own during reading or doing exercises. These scaffolding

activities helped students who needed support to be confident and success in reading. As Fitgerald and Graves (2004 : 86-87) stated that students can achieve in learning if they are assisted by teachers who are more competent. So, teachers' emphasizing and understanding of the zone of proximal development helped student succeed in learning because teacher could help negotiate within students' ZPD.

Thirdly, local wisdom content related to students' background knowledge so it was also regarded to schema theory. Schema theory emphasizes the importance of background knowledge in learning. As Fitgerald and Graves (2004 : 74) explained in brief that schema theory is concerned with the way knowledge is represented in someone's mind and it is important in learning. Learning is influenced by schema: knowing something well can help learning easily. As well, local wisdom lessons were constructed using local wisdom topics around students' community thus it was highly possible that students already have experienced and known about them. In learning English using local wisdom lessons through scaffolded reading experiences, the students were activated their background knowledge by asking questions. During reading local wisdom content, their background knowledge would interact with latent meaning in the reading text, and then process into reading comprehension. As An (2013 : 130) summarized that comprehending a text is an interactive process between the reader' background knowledge and the text. In short, local wisdom content can help reading become easier.

Research objective 2 : To compare students' English reading ability post-test mean score with the criterion score of 60%.

Another finding of this study revealed that the students' English reading ability post-test mean score was not significantly higher than the criterion score of 60%. This could be due to the following reasons.

Firstly, at the beginning, most of the students couldn't read English. They couldn't recognize words and derive the meanings. And they did not know word recognition strategy. Indeed, insufficient word recognition affected students' reading problem because word recognition was accepted as one of the most important processes con-tributing to reading ability. As Texas Education Agency (2000. cited in Nunez 2009 : 34) identified word recognition as the ability to associate a printed word or word pattern

with its meaning. Moreover, they found that readers that have the ability to blend together components of sounded-out words or use a strategy of "chunking" together word parts have a greater understanding for recognition. Though the students were taught how to recognize words using phonic analysis strategy in order to form words and learn the meanings during the treatment and it helped increasing of the students' English reading ability post-test mean score, the students' English reading ability post-test mean score was not significantly higher than the criterion score of 60% because the students' inadequate word recognition before the treatment still influenced their English reading ability.

Secondly, most of the students had limited vocabulary knowledge as stated in earlier from the interviews with their English teachers. It could be inferred that limited vocabulary knowledge caused unsuccessful reading. As Richek (2005 : 414) pointed that vocabulary knowledge is one of the best predictors of reading comprehension. Similarly, Harrison (2004. cited in Nunez 2009 : 34) explained word knowledge as one of two factors of skills to reading comprehension. He also revealed that the inability to understand the meaning of a word reduced a reader's comprehension statically greater than any of the isolated reading sub-skill taught in the classroom. As well, Bromley (2004 : 3-4) found that vocabulary knowledge also promotes reading fluency, improves academic achievement and enhances thinking and communication. Likewise, Kameli and Baki (2003 : 85) found that there was a positive relationship between vocabulary knowledge and successful reading comprehension achievement. And Carbo (2007. cited in Nunez 2009 : 34) revealed that comprehension is dependent on the ability to use reflective strategies of thinking critically about word meanings that are being read. The larger the reading vocabulary or ability to identify words makes the greater the level of comprehension. So, it might be concluded that the students' problem on vocabulary knowledge affected their reading ability which also caused the students' English reading ability post-test mean score below the criterion score of 60%.

Research objective 3 : To explore students' opinions toward learning English using local wisdom lessons through scaffolded reading experiences.

According to the results of students' opinions toward learning English using local wisdom lessons through scaffolded reading experiences, it revealed that students had

positive opinion towards learning using local wisdom lessons through scaffolded reading experiences.

This finding reflected the effective of scaffolded reading experiences as Fitgerald and Graves (2004 : 2) stated that scaffolded reading experience can also help students in many ways such as helping them to use relevant background knowledge and broadening their meaning vocabularies in reading, ensuring that they use their own strengths, assisting them to build background knowledge, and helping them become a part of classroom. Without doubt, the students in this study expressed their opinions toward learning English using local wisdom lessons through scaffolded reading experiences that they gained more knowledge about local wisdom around their community and a lot of new words from the lessons. As well, they were happy to participate in class activities without being afraid of doing mistakes. Moreover, learning activities underlying scaffolding framework were flexible so they were different in each lesson. This caused learning no boring as the students expressed that the lesson were fun, useful, and interesting. Furthermore, postreading activities of each lesson included group work which students had opportunity to work with friends. Group work was most students' favorite activity as they expressed that they enjoyed working in group very much. As Fitgerald and Graves (2004 : 192) stated that cooperative learning can improve students' achievement, their effort to succeed, their critical thinking, their attitudes, their ability to work with others, their interpersonal skills, and their self-esteem. To more support the effective of scaffolded reading experiences on students' opinions, there were consistent findings in the previous studies such as the study of Thanachart Lornklang (2007) found that students' attitude toward local culture was increased after implementing the developed instructional model based on scaffolded reading experiences approach. Likewise, the study of Prasani Solihee (2012) found that students had positive opinion towards the scaffolded reading experiences instruction. Additionally, to claim the effective of local wisdom topics or local content on students' opinions, there were consistent findings in the previous studies such as the study of Saowanee Likhitpongwit (2006) found that students' opinions toward English reading exercises were increased after implementing the developed English reading exercises based on local curriculum. Similarly, Amornrat Naddalon (2008) found that students' opinion

towards exercises was increased after using the constructed exercises on local topics of Trat province.

Suggestions

The findings from this study produced some suggestions as follows:

1. Teacher should select local wisdom topics which are relevant to students' lives in order to help the students connect learning to their life experiences. Because relevant content can engage students in learning and engagement in learning can help student better understand and make learning meaningful and successful.

2. Teacher should mainly focus on students' ability, appropriateness of content, and learning objectives in constructing local wisdom lessons. These can help learning more effective.

3. Teacher should implement group work in learning because it can enhance students' learning and help students enjoy learning.

4. As known that a scaffolded reading experience is not a complete plan for reading, so teacher should include other components in teaching reading to help students read well. For example, teaching word identification strategy, it is highly recommended, especially for students who cannot read or recognize unfamiliar words. A recommended strategy for teaching word identification is phonic analysis which is an effective strategy for helping the students to form word. Firstly, students must know English letter sounds. And then, teacher helps them to blend letter sounds to form word and learn the meaning.

5. Further study should examine the effects of scaffolded reading experiences on other content or subjects which concern reading such as history, folktales, famous people, plants and animals, natural phenomenon, etc.

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