

# An Illustration-Based English Reading Instructional Strategies: A Case Study of Watproyfon School's Fourth Grade Elementary Pupil in The Province of Pathumthani

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## Abstract

This research studied of illustration – based English reading instructional strategies: A case study of Watproyfon school's fourth-grade elementary pupils in the province of Pathumthani. The objectives were 1) to study factors for an illustration-based English reading instructional strategies: a case study of Watproyfon school's fourth-grade elementary pupil in the province of Pathumthani, 2) to develop a model of factors for teaching English reading using illustrations, a case study of fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province, and 3) to assess the satisfaction of students with the illustrated English reading instruction strategy model, a case study of fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province. This research has used research and development (R&D), including one group pre-test and post-test design.

The results of this research were found that

1. illustrates the study factors for an illustration-based English reading instructional strategy: a case study of Watproyfon school's fourth-grade elementary pupil in the province of Pathumthani. It was found that the overall average was 4.27, which was at a satisfied level.

2. The score post-test of using the use of factors for teaching English reading using illustrations, a case study of fourth-grade students. ( $\bar{x} = 17.30$ , S.D. = 0.95) higher than the pre-test scores before using the use of factors for teaching English reading using illustrations, a case study of fourth-grade students. ( $\bar{x} = 8.67$ , S.D. = 1.09) as statistically significant at 0.5.

3) illustrates the students' opinions towards the satisfaction of developing the model of factors for teaching English reading using illustrations, a case study of fourth-

grade students at Wat Phra That Phanom School in Pathum Thani Province. It was found that the overall average was 4.28.

**Keywords:** English Reading; Instructional Strategies; Illustration

## **Introduction**

Reading is a crucial language skill for academic success and professional development. Thai school students, particularly those not majoring in English, often struggle with poor English reading proficiency. Factors contributing to this include a lack of reading resources, a weak reading culture, a lack of reading strategy knowledge, and unsuccessful teaching methods. Teachers play a crucial role in teaching English reading, preparing instructional materials like textbooks, which are easily accessible and cost-effective (Alderson, Chales J., 1980: 62).

English is a vital medium for conveying information and mediating between humans, especially in the context of information technology. It plays a vital role in Thailand's past, present, and future, making it the most popular English language for various occupations. Schools and institutions are developing English reading skills in elementary, secondary, and higher education levels to meet international standards (Chumloung putcharachon, 2002: 72).

English reading skills are essential for students' knowledge and progress in quality assessment in education. However, many Thai language teachers lack the necessary skills to teach reading effectively (Davies, 2003). Teachers should study and understand the influence of reading on readers and develop effective teaching concepts and activities to improve English reading skills in students (Barrows & Tamblyn, 2023: 24)

The influence of information, age, and resources on daily life has led to the need for instruction in critical thinking and integrated content knowledge. This can be achieved through problem-based learning, line management, and problem-based learning. Teaching English languages should focus on content, language skills, thinking processes, attitudes, and culture (Ladda Pukeait, 2005: 87). Two ways to teach English include encouraging students to learn in everyday language and providing valuable suggestions for linking academic content ideas. Students can learn English reading skills through various activities, such as training, experiences, lessons, and projects (Haines, S., 1989: 28).

However, in most Thai schools, instruction on English reading strategies is rarely provided during large English reading classes. Teachers assume students know these strategies and assess their reading comprehension performance (Nunan, David., 1995: 71). The main purpose of education is to help students learn the language faster and use it effectively for communication. An illustration-based English reading instructional strategy

is needed to promote English reading ability in 4th grade students (Paulston, C. B., 1993: 82).

### **Research Questions**

1. What is the approach to teaching English reading using illustrations in the case study of fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province?
2. What is the development of a model for factors in the approach to teaching English reading using illustrations, specifically in the case study of fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province?
3. What is the level of satisfaction of students regarding the model approach to teaching English reading using illustrations, specifically in the case study of fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province?

### **Research Objectives**

1. To study factors for an illustration-based English reading instructional strategy: a case study of Watproyfon school's fourth-grade elementary pupil in the province of Pathumthani.
2. To develop a model of factors for teaching English reading using illustrations, a case study of fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province.
3. To assess the satisfaction of students with the illustrated English reading instruction strategy model, a case study of fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province.

### **Research Methodology**

This research aims to study factors for teaching English reading using illustrations in fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province. The study involves three steps: 1) Studying documents, journals, books, and research related to the model of factors for teaching English reading using illustrations. 2) Creating research instruments, such as analyzing conceptual documents, theories, and research on teaching and learning styles, teaching and learning models, and the learning management process. 3) Consulting advisors for accuracy checks and consulting five experts for content validity assessment. 4) Taking expert suggestions to improve instruments before analyzing general information.

Data collection involves analyzing documents, journals, books, and research related to the model of factors for teaching English reading using illustrations. The target

group is 250 students at Nongsamwang Subdistrict, Nongsuea District, Pathumthani, where Pathumthani Primary Education Service Area Office 2 is located. A sample of 30 fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province is used for data analysis.

This research aims to develop a model of factors for teaching English reading using illustrations, a case study of fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province. The study involves examining documents, journals, books, and research-related models of factors for teaching English reading using illustrations. A questionnaire was created to gather general information about the students and study the status of an illustration-based English reading instructional strategy. The questionnaire was evaluated using the Index of Item Objective Congruence (IOC) of the experts' opinions. The quality result was determined to be 1.00. Data was collected from the basic class without activity from May to October 2023, and the researcher coordinated with the program director and teachers to inform the questionnaire about students' participation and confidence. The data was analyzed using a checklist of two questionnaires, including the student's questionnaire. The research aims to improve students' participation and confidence in English class.

The research focuses on developing a model of factors for teaching English reading using illustrations to fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province. The process involves taking data results, indicating expected results, and consulting with advisors and experts to check accuracy and content validity. The Index of Item Objective Congruence (IOC) is used to develop principles, objectives, expected outcomes, content, social system, supporting, and evaluation conditions for using the instrument.

The instrument for data collection includes competency evaluation of activity-based learning and effectiveness experiment of activity-based learning. The goal of the lesson is to develop models of factors for teaching English reading using illustrations by applying learning principles and knowledge management processes to improve English learning outcomes and promote learning competencies. The content of the lesson is the English subject for fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province. The study aims to improve English learning outcomes and promote learning competencies among fourth-grade students.

The researcher uses a learning process to design a model of factors for teaching English reading using illustrations. The process includes seven steps: principles, objectives, expected of study, content, social system, supporting, and evacuation. The principle aims to integrate teaching and learning by using models of factors for teaching English reading

using illustrations. The objectives are to improve student participation and use the English on Excellent English book.

The instructional process consists of two steps: the instructional preparation stage, which prepares learners for the lesson content, and the instructional stage, which integrates teaching and learning using a model of factors for teaching English reading using illustrations. In the experimental section, learners conduct learning activities using knowledge management processes within groups.

Key steps in the learning process include knowledge identification, knowledge capture, knowledge creation, knowledge storage, knowledge sharing, knowledge evaluation, social system, supporting, and evaluation and condition of using instruments. A case study of fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province was used to evaluate the validity and appropriateness of the model. The study obtained an Index of Item Objective Congruence (IOC) between 0.80-1.00, which is close to the basic standard of IOC.

The researcher's research aims to develop a model of factors for teaching English reading using illustrations, which can be applied in various teaching and learning methods.

The study aims to develop a model of factors for teaching English reading using illustrations to fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province. The target group is 250 students from Nongsamwang Subdistrict, Nongsuea District, Pathumthani, where the Pathumthani Primary Education Service Area Office 2 is located. The sample includes 30 fourth-grade students.

The research process involves preparing teachers and learners by explaining the models and their objectives. The researcher organizes a five-week activity using models for solving English speaking problems between Thai and foreign students in the education faculty at Mahachulalongkornrajavidyalaya University. The students are tested before testing, evaluated for competency towards participation in the English class, and organized for 15 hours. Teaching and learning management are managed according to the lesson plan by cooperating with the researcher and the teacher. After the experiment, the researcher gives a posttest to the students with questions.

Data collection instruments include competency of models and test of effectiveness of the models for teaching English reading using illustrations. The pretest and posttest consist of 20 items, and the satisfaction of the students is measured using 10 items. The study obtained an Index of Item Objective Congruence (IOC) between 0.80 and 1.00, which is consistent with the basic standard of IOC.

The study focuses on the effectiveness of teaching English reading using illustrations to fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province. The experiment involves evaluating the models of factors for teaching English

reading using illustrations through pretest and posttest evaluations. The competency of the students is evaluated through pretest and posttest tests, and the marks are calculated. The effectiveness of the models is tested through pretest and posttest evaluations, and the satisfaction of the students is tested through questionnaires. Data analysis is conducted using the Index of Consistency Evaluation and questionnaires consisting of 20 items. The reliability of the models is calculated using the KR-20 test of Kuder & Richardson. The objective is to evaluate the models of factors for teaching English reading using illustrations and develop them effectively. The experiment process involves analyzing the results from competency evaluation, achievement experiment, and satisfaction evaluations. The models are developed by analyzing the data from these evaluations and determining their effectiveness.

## **Research Results**

The study focuses on the effectiveness of an illustration-based English reading instructional strategy for fourth-grade elementary students in Watproyfon school in the province of Pathumthani. The study found that the overall average for these factors was 4.27, with the highest satisfaction level being 4.50. The factors included using a dictionary to understand English content better, paying more attention to difficult content, analyzing content in both English and Thai, and creating a mental image of the information read. The study also used a manual of models for teaching English reading using illustrations, which was evaluated by an advisor and five experts. The model was found to be valid, with an overall average of 4.29, with the highest satisfaction level being 4.47. The model also had an effective assessment of students' learning, a classroom atmosphere that made students feel entertained, and the ability to share opinions about their learning experience. The model was also found to be appropriate and consistent, with an overall average of 4.33. The model promotes the use of diverse and accurate vocabulary in reading English, and learning activities based on the model help learners acquire English accurately and clearly.

The study focuses on the use of factors for teaching English reading using illustrations among fourth-grade students at Wat Phra That Phanom School in Pathum Thani Province. The pre-test scores were lower than the post-test scores, with the post-test scores being higher than the pre-test scores. The students' satisfaction with the learning model was found to be at a satisfied level, with the highest satisfaction level being 4.28. The lessons were designed to help learners gain a deeper understanding of English content, and the lessons and exercises were diverse and suitable for different abilities. The exercises were aligned with the lesson content and of an appropriate quantity. The use of diverse teaching materials stimulated students to learn English, making them more engaged and

having fun. Overall, the students' satisfaction with the model of factors for teaching English reading using illustrations was at a satisfied level.

## Discussions

The study focuses on the use of illustrations in teaching English reading to fourth-grade elementary students at Watproyfon school in the province of Pathumthani. The findings show that the use of illustrations in teaching English reading has led to improved comprehension, analytical thinking, and learning achievement. The students' satisfaction levels were found to be high, with the highest level being achieved when using a dictionary to understand English content better.

The development of models for teaching English reading using illustrations was also found to be effective. The students performed better in reading comprehension post-tests, and their analytical thinking was significantly higher after being taught by the developed Thai reading skills packages. Learning achievement was also significantly higher than before the intervention.

Students' satisfaction with the illustrated English reading instruction strategy model was also high. The lessons and exercises based on the model were designed to help learners gain a deeper understanding of English content, and the lessons and exercises were diverse and suitable for different abilities. The use of diverse teaching materials stimulated students to learn English, making them more engaged and having fun.

In conclusion, the use of illustrations in teaching English reading has been found to be effective and beneficial for students in the province of Pathumthani.

## Knowledge from Research

Illustration-Based English Reading Instructional Strategies use visual elements like pictures, diagrams, charts, and videos to enhance students' comprehension, engagement, and retention of reading texts. These strategies bridge language barriers, stimulate interest, and create interactive, multisensory learning experiences. They are effective for learners at all levels, from beginners to advanced learners.

Pre-reading activities with illustrations can activate prior knowledge and stimulate curiosity. For example, showing pictures related to the theme or setting of the reading material can prime students' background knowledge and encourage predictions. Visuals can also help learners link new vocabulary to concrete representations, making it easier for them to understand and remember words.

During reading activities with illustrations, they can support comprehension, focus attention on key details, and help with understanding unfamiliar or complex ideas. Techniques like Picture Walks, Picture-Text Integration, and Illustrated Questions can help

students connect the written word and visual information, making abstract concepts more tangible. Overall, illustrations can be a valuable tool in English reading instruction.

Post-reading activities with illustrations can help reinforce understanding, encourage reflection, and deepen analysis. Students can create a story map using both text and illustrations, summarizing the main ideas or plot, and creating visual predictions. Using digital illustrations and interactive tools can further enhance reading comprehension. Digital picture books, interactive whiteboard activities, and digital storytelling can create a dynamic and immersive reading experience. Cultural and contextual illustrations can help students understand cultural or historical contexts, providing a richer understanding of the reading material by grounding it in a visual context.

Illustrations can support differentiated instruction by catering to various learning styles, including visual, auditory, and kinesthetic learners. Visual learners benefit from visual aids like pictures, charts, and diagrams, while kinesthetic learners can engage by creating their own illustrations or acting out scenes from the reading. Auditory learners can reinforce learning by adding narrated descriptions or reading along with an audio version of the text. Overall, using illustrations in education can enhance reading comprehension, engage students, and foster critical thinking.

## **Conclusion**

Illustration-based English reading instructional strategies help enhance reading comprehension by providing students with a more interactive, engaging, and multi-sensory approach to reading. Visuals support language learners at all levels, helping them connect ideas, remember vocabulary, and understand abstract concepts. The integration of illustrations throughout the reading process—before, during, and after reading—creates a well-rounded learning experience that fosters deeper understanding, retention, and critical thinking.

Using illustrations as a tool not only improves comprehension but also makes reading more enjoyable, accessible, and meaningful, especially for younger learners, beginners, and those learning English as a second language.

## **Suggestions**

The research study suggests two suggestions for teaching and learning English: improving sentence structures for interaction, using entertainment media in classrooms, and offering various grouping methods. It also suggests managing class time more flexibly, studying the relationship between English listening, speaking, and reading skills, and using media to develop other English skills, such as listening, vocabulary, speaking, and writing. These suggestions aim to enhance students' confidence in speaking English.

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