



The Development of Learning activity using KWL Plus to promote Thai reading and writing abilities for Vietnamese students

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Abstract

Background and Aims: Growing economic, educational, and cultural cooperation between Thailand and Vietnam has increased the demand for Thai language proficiency among Vietnamese learners. However, the substantial differences between the Thai and Vietnamese writing systems make learning Thai reading and writing particularly challenging for beginners. Conventional teacher-centered online instruction provides limited opportunities for activating prior knowledge and promoting active learning. Therefore, the KWL Plus strategy, which encourages learners to connect prior knowledge with new learning and organize information systematically, was employed to improve students' Thai literacy. This study aimed to: (1) develop Thai reading and writing proficiency among Vietnamese students through KWL Plus learning activities based on the 70% criterion, and (2) examine their learning achievement after participating in the activities.

Methodology: Classroom action research was conducted with six beginner-level Vietnamese students over three action cycles (24 instructional hours). Research instruments included 12 KWL Plus lesson plans, Thai reading and writing achievement tests, behavioral observation forms, teaching reflection diaries, and student interview forms. Quantitative data were analyzed using percentage, mean, and standard deviation, while qualitative data were analyzed through content analysis.



Results: The 12 lesson plans were evaluated by experts and received a high suitability rating (mean = 4.42). Students' performance improved across the three action cycles, with mean scores of 83.81%, 89.53%, and 87.86%, respectively. Overall learning achievement reached 89.17%, exceeding the predetermined 70% criterion. These findings indicate that the KWL Plus strategy effectively enhanced Thai reading and writing proficiency and can serve as an effective instructional approach for beginner-level foreign language learners.

Keywords: Learning Achievement; Vietnamese Students; Action Research; KWL Plus; Thai Reading and Writing Capabilities.

Introduction

In recent years, economic, educational, and cultural cooperation between Thailand and Vietnam has expanded considerably, leading to a greater need for Thai language proficiency among Vietnamese learners. Thai is increasingly used for cross-border business communication, employment, tourism, and academic study. As a result, Thai language instruction for Vietnamese learners has gained importance, particularly at the beginner level, where foundational literacy skills play a crucial role in long-term language development (Kirkpatrick, 2020; Baker & Jones, 2019).

Despite this growing demand, Thai literacy presents substantial challenges for Vietnamese students. Vietnamese uses a Latin-based writing system, whereas Thai employs an abugida script consisting of 44 consonants, three consonant classes, tone markers, final consonant rules, and vowel symbols that may appear before, after, above, or below consonants. In addition, Thai contains several special reading conventions derived from Pali and Sanskrit. These linguistic differences make accurate reading and writing difficult for beginners (Smyth, 2015; Prasithrathsint, 2018).

Previous studies have shown that Vietnamese learners frequently experience confusion between consonant classes, incorrect pronunciation caused by unfamiliar tone rules, and difficulty identifying vowel forms and final consonants. Many students are also unable to apply reading rules consistently when encountering unfamiliar words. Such difficulties often result in slow reading, low accuracy, reduced confidence, and anxiety toward the Thai script (Nguyen, 2017; Wongsothorn, 2019). Furthermore, learners tend



to rely heavily on rote memorization, which limits meaningful understanding and negatively affects both reading comprehension and writing accuracy.

The rapid growth of online learning has also changed the way foreign languages are taught and learned. Online Thai courses have become popular among Vietnamese learners because they offer flexibility and accessibility. However, many existing courses still rely primarily on one-way content delivery, mechanical drills, and teacher-centered instruction. Research has indicated that these approaches provide limited opportunities for activating prior knowledge, promoting metacognitive awareness, and encouraging learners to reflect on their learning processes (Anderson, 2018; Moore & Kearsley, 2020). Consequently, students may complete lessons without developing a systematic understanding of how Thai reading and writing conventions are interconnected.

A review of the literature suggests that effective Thai literacy instruction should support learners in constructing knowledge actively and organizing complex orthographic information in a meaningful way. Learner-centered approaches that encourage participation, self-monitoring, and reflection have been emphasized in contemporary educational theory as essential for developing durable literacy skills (Bransford, Brown, & Cocking, 2000). These findings provide a theoretical foundation for exploring instructional strategies that can better support Vietnamese beginners in learning Thai reading and writing through online learning environments.

Among learner-centered instructional approaches, the KWL Plus strategy has received considerable attention for promoting active learning and metacognitive development. Originally proposed by Ogle (1986) and later extended by Carr and Ogle (1987), KWL Plus guides learners through four stages: identifying what they already Know (K), determining what they Want to know (W), reflecting on what they have Learned (L), and organizing newly acquired knowledge through the Plus component using summaries, concept maps, or graphic organizers. Unlike traditional teacher-centered instruction, KWL Plus encourages learners to construct knowledge actively by connecting prior experiences with new information and monitoring their own learning progress.

A growing body of research has demonstrated the effectiveness of KWL Plus in improving reading comprehension, learning motivation, metacognitive awareness, and knowledge retention across various educational contexts (Pressley & Afflerbach, 1995;



Fisher, Frey, & Lapp, 2011). These studies consistently suggest that activating prior knowledge and organizing newly learned information enable learners to process complex content more meaningfully and retain it more effectively. Such characteristics make KWL Plus particularly suitable for language learning, where learners must integrate multiple linguistic components rather than memorize isolated rules.

The characteristics of Thai orthography further support the application of this strategy. Thai literacy requires learners to understand the relationships among consonant classes, vowel placement, tone rules, final consonants, and special reading conventions. These elements are highly interconnected, making them difficult for beginning learners to master through memorization alone. The organizational component of KWL Plus provides opportunities for learners to classify and connect these linguistic features systematically, thereby reducing cognitive load while promoting deeper conceptual understanding. At the same time, the reflection process enables learners to identify misconceptions, monitor their progress, and gradually develop greater confidence in reading and writing Thai.

Although previous research has reported positive outcomes from using KWL Plus, the existing literature reveals several important limitations. First, most studies have examined the strategy in first-language literacy development or general reading comprehension rather than in foreign language instruction (Ogle, 1986; Carr & Ogle, 1987; Fisher, Frey, & Lapp, 2011). Second, studies investigating KWL Plus in second or foreign language learning have focused primarily on reading comprehension, vocabulary acquisition, or content-area learning, with relatively little attention given to the development of integrated reading and writing skills (Alhaqbani & Riazi, 2012; Grabe & Stoller, 2020). Third, despite the increasing popularity of online language education, few studies have explored how KWL Plus can be incorporated into structured online learning activities designed specifically to address the linguistic complexity of the Thai writing system. Finally, research involving Vietnamese learners of Thai remains extremely limited, leaving insufficient empirical evidence regarding instructional approaches that effectively support beginner-level Thai literacy.

These limitations indicate a clear knowledge gap in the existing literature. While previous studies have established the general value of KWL Plus as a learner-centered



strategy, there is still limited evidence regarding its effectiveness for developing Thai literacy among beginner-level Vietnamese students within an online learning environment. Moreover, little attention has been given to designing learning activities that systematically integrate KWL Plus with the specific linguistic characteristics of Thai orthography. Addressing this gap is important not only for improving instructional practice but also for extending the application of metacognitive learning strategies to the teaching of Thai as a foreign language.

In response to the identified knowledge gap, this study developed and implemented online learning activities based on the KWL Plus strategy to support Thai literacy development among beginner-level Vietnamese students. The instructional activities were designed to help learners activate prior knowledge, establish learning goals, monitor their understanding, and organize newly acquired knowledge systematically throughout the learning process. By aligning the characteristics of KWL Plus with the linguistic features of the Thai writing system, the study sought to provide a structured and learner-centered approach to overcoming the challenges commonly experienced by beginning learners.

This study is expected to contribute to both theory and practice. From a theoretical perspective, it extends the application of KWL Plus beyond its traditional use in first-language literacy and general reading comprehension by examining its effectiveness in teaching Thai as a foreign language. It also provides empirical evidence regarding the integration of metacognitive learning strategies into online foreign language instruction, an area that remains underexplored in the existing literature. From a practical perspective, the study offers a set of systematically designed learning activities that may serve as a teaching model for instructors working with beginner learners of Thai. The findings may also provide useful guidance for designing learner-centered online language courses that promote active learning, reflection, and sustainable literacy development.

Research objectives

1. To develop learning activities using the KWL Plus technique to promote Thai reading and writing abilities of Vietnamese students.



2. Study of Thai reading and writing achievement of Vietnamese students after participating in learning activities using the KWL Plus technique, achieving a score of 70% or higher.

Scope of Study

1. The target group: The target group consisted of six Vietnamese adult learners, aged 18–45 years, who were enrolled in an online beginner-level Thai language course independently organized and taught by the researcher via Zoom Workplace. The participants were selected using purposive sampling based on the following criteria: (1) they were Vietnamese learners with no formal knowledge of Thai reading and writing; (2) they were at the beginner level of Thai language learning; (3) they had access to the internet and were able to attend all online learning sessions throughout the study; and (4) they voluntarily agreed to participate in the research and complete all learning activities using the KWL Plus strategy.

2. Variables in the Study

The independent variable is the online learning activities using the KWL Plus technique designed to promote Thai reading and writing skills among Vietnamese students.

The dependent variable is the Thai reading and writing achievement of Vietnamese students.

3. Content: The content of this study is limited to the development and implementation of online learning activities based on the KWL Plus strategy, covering 12 structured lessons designed to promote Thai reading and writing abilities for Vietnamese students at the beginner level. Each lesson is organized systematically from basic to complex reading and writing principles, consisting of 12 lesson plans, 24 hours of research procedures.

4. Study Period: The study was conducted during March–April 2026. The learning activities were implemented online through Zoom Workplace following the action research cycle consisting of Planning, Action, Observation, and Reflection, with continuous improvement of instructional activities based on learners' performance and reflective evaluation.



Conceptual Framework

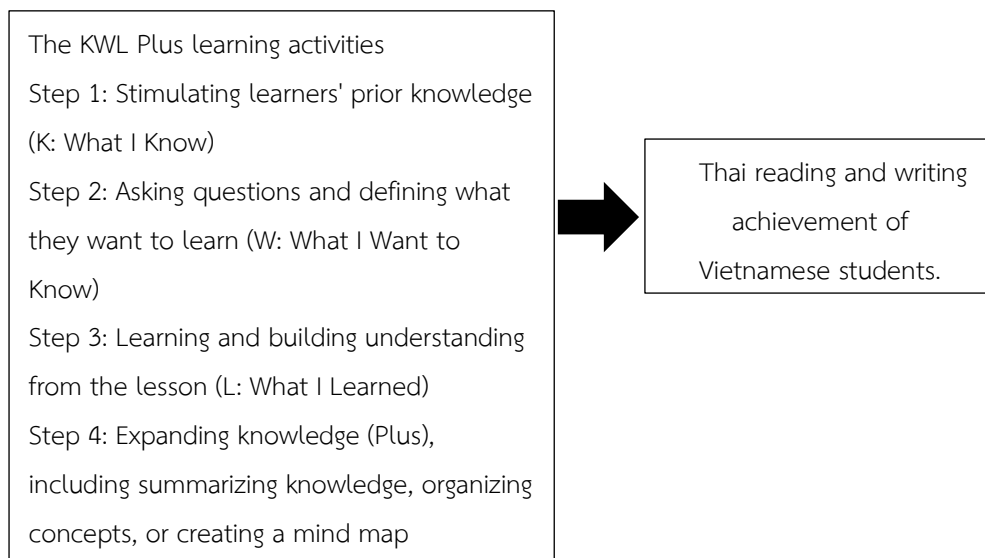


Figure 1 Conceptual Framework

Research Methodology

This study employed Classroom Action Research (CAR) following the action research model proposed by Kemmis and McTaggart, which consists of four stages: Planning (Plan), Action (Act), Observation (Observe), and Reflection (Reflect) (PAOR). The research was conducted through three action cycles to develop learning activities using the KWL Plus approach in order to promote Thai reading and writing abilities among Vietnamese students.

1. Research Instruments

The research instruments were divided into three categories as follows.

1.1 Action Instruments: The action instrument consisted of 12 lesson plans developed based on the KWL Plus learning approach for promoting Thai reading and writing abilities among Vietnamese students. The total instructional time was 24 hours, divided into three action cycles.

The lesson plans were examined by three experts for content validity, appropriateness of learning activities, and consistency with the research objectives before implementation.



1.2 Evaluation Instruments

The evaluation instrument consisted of a Thai Reading and Writing Achievement Test with a total score of 100 points, divided into two sections:

Part 1: Reading ability assessment consisting of 46 four-option multiple-choice questions (46 points).

Part 2: Writing ability assessment consisting of 6 essay questions (54 points).

The achievement test was validated by experts using the Index of Item-Objective Congruence (IOC) and subsequently analyzed for item difficulty, discrimination, and reliability before being used in the research.

1.3 Reflection Instruments

The reflection instruments consisted of:

Learner Behavior Observation Form

Teaching Reflection Record (Teaching Record Form)

Learner Interview Form

These instruments were used to collect qualitative data throughout the action research process and to improve learning activities in each action cycle.

2. Data Collection: The study followed the Plan-Act-Observe-Reflect (PAOR) framework of Classroom Action Research and was conducted over three action cycles, comprising a total of 24 instructional hours. Each cycle consisted of four stages.

During the planning stage, the researcher designed lesson plans based on the KWL Plus strategy, prepared instructional materials, and developed research instruments, including Thai reading and writing achievement tests, behavioral observation forms, teaching reflection diaries, and student interview forms.

During the action stage, the planned learning activities were implemented through online instruction via Zoom Workplace. Students participated in KWL Plus learning activities designed to develop Thai reading and writing skills.

During the observation stage, data were collected using students' learning achievement tests, classroom behavioral observation forms, teaching reflection diaries, and semi-structured student interviews. These data were used to monitor students' learning progress, engagement, and learning difficulties throughout each cycle.



During the reflection stage, quantitative and qualitative data were analyzed to evaluate the effectiveness of the instructional activities. The findings from each cycle were used to revise and improve the lesson plans before implementing the subsequent cycle. This iterative process continued until the completion of the third action cycle.

Table 1 Data Collection by Action Cycle

Action Cycle	Learning Activities / Lesson Plans	Data Collection Instruments	Data Collected	Purpose of Data Collection
Action Cycle 1	Lesson Plans 1–5 • Thai consonants and the three consonant classes • Vowels and their positions • Reading initial consonants with vowels • Final consonants and vowel modifications • Reading with final consonants (Total 10 hours)	1) Achievement Test 1 2) Behavioral Observation Form 3) Teaching Reflection Form	• Scores from Achievement Test 1 (70 points) – 25 multiple-choice items (25 points) – 5 essay questions (45 points) • Observation data on students' participation, reading accuracy, and writing behavior • Teaching reflection notes	• To assess students' Thai reading and writing abilities after Cycle 1 • To identify learning difficulties and common errors • To reflect on the effectiveness of KWL Plus activities for improvement in Cycle 2
Action Cycle 2	Lesson Plans 6–9 • Tones in Thai	1) Achievement Test 2 2) Behavioral	• Scores from Achievement Test 2 (70	• To evaluate progress in Thai reading and



Action Cycle	Learning Activities / Lesson Plans	Data Collection Instruments	Data Collected	Purpose of Data Collection
	and reading with tone marks • Leading consonants • Consonant clusters • Reading double ๕, vowel “ใ”, and special cases (Total 8 hours)	Observation Form 3) Teaching Reflection Form	points) – 25 multiple-choice items (25 points) – 5 essay questions (45 points) • Observation data on students' reading fluency, tone accuracy, and writing performance • Teaching reflection notes	writing abilities after Cycle 2 • To analyze improvement compared with Cycle 1 • To use reflection results to adjust teaching strategies in Cycle 3
Action Cycle 3	Lesson Plans 10–12 • Marks in Thai • How to read words with ฤ and ฦ • Pali and Sanskrit languages (Total 6 hours)	1) Achievement Test 3 2) Behavioral Observation Form 3) Teaching Reflection Form 4) Interview Form	• Scores from Achievement Test 3 (70 points) – 25 multiple-choice items (25 points) – 5 essay questions (45 points) • Observation data on overall	• To assess overall development of Thai reading and writing abilities • To examine the effectiveness of KWL Plus learning activities across all cycles



Action Cycle	Learning Activities / Lesson Plans	Data Collection Instruments	Data Collected	Purpose of Data Collection
			reading and writing competence • Teaching reflection notes • Interview data on students' opinions and satisfaction	• To collect learners' perceptions and feedback for research conclusions

3. Data analysis: Both quantitative and qualitative data were examined by the researcher.

Descriptive statistics, such as mean ($\bar{X}$), percentage (%), and standard deviation (S.D.), were used to evaluate quantitative data from the Thai reading and writing accomplishment assessments. To reach the preset requirement, students had to receive an average score of at least 70% of the total score.

Content analysis was used to examine qualitative information gathered from the Learner Behavior Observation Form, Teaching Reflection Record, and Learner Interview Form. The results were utilized to evaluate the growth of the students, pinpoint the advantages and disadvantages of the teaching method, and enhance the learning exercises over the course of the three action cycles.

Result

Part 1: The development of Thai reading and writing abilities of Vietnamese students using KWL Plus learning activities

To develop the Thai reading and writing skills of Vietnamese students using KWL Plus learning activities, the researcher designed 12 lesson plans, each lasting 2 hours, totaling 24 hours. Each lesson plan consisted of the following main components: (1) core



concepts, (2) learning objectives, (3) learning content, (4) learning activities based on the KWL Plus process, (5) teaching materials and learning resources, and (6) measurement and evaluation. Experts in curriculum and instruction, measurement and evaluation, and research evaluated the suitability of all lesson plans with an average score of 4.42, indicating that the lesson plans were highly suitable.

The implementation results based on action research were divided into three action cycles as follows:

Action Cycle 1

This cycle consisted of Lesson Plans 1–5:

Lesson Plan 1: Thai Consonants and the Three Consonant Classes

Lesson Plan 2: Vowels and Their Positions

Lesson Plan 3: Reading Initial Consonants with Vowels

Lesson Plan 4: Final Consonants and Vowel Modifications

Lesson Plan 5: Reading with Final Consonants

Procedures

1) Plan: To guarantee alignment with the goals of fostering Thai reading and writing skills, the researcher examined the learning objectives, lesson contents, and instructional activities. For Action Cycle 1, an achievement test and reflection materials were also created.

2) Act: In accordance with the lesson plans, the researcher carried out the KWL Plus-based learning activities. With a focus on reading and writing Thai, learners engaged in activities intended to activate past information (K), create learning questions (W), and summarize and reflect on newly acquired knowledge (L Plus).

3) Observe: Using the behavioral observation form, the researcher recorded learners' involvement, participation, and reading and writing abilities at every stage of the KWL Plus process. Following every class, teaching reflection logs were also filled out.

4) Reflect: Students finished Achievement Test 1 at the conclusion of Action Cycle 1, earning a total score of 70 points that included:

There are five essay questions for forty-five points and twenty-five multiple-choice questions with four options each, totaling twenty-five points.

Thai reading and writing abilities were evaluated. To determine strengths, weaknesses,



and instructional concerns, the test results were reviewed in conjunction with information from behavioral observations, teaching reflection recordings, and learner interviews. Action Cycle 2's learning activities were improved and revised based on these findings. The students obtained an average behavioral observation score of 25.67 out of 30 points, which exceeded the predetermined criterion of 21 points. The results were classified at the Excellent level. Students demonstrated particularly strong performance in positive attitude toward Thai learning and responsibility. However, problem analysis and problem-solving skills received comparatively lower scores, indicating areas requiring further instructional support.

During Action Cycle 1, the behavioral observation data revealed that most students actively participated in the KWL Plus learning activities. During the K (Know) stage, students were able to share limited prior knowledge about Thai consonants and vowels. However, several students demonstrated hesitation when explaining Thai reading rules because they had little previous experience with the Thai writing system.

In the W (Want to Know) stage, students expressed strong interest in learning how Thai consonants, vowels, and final consonants function together in word formation. Observation records indicated that students frequently asked questions regarding vowel placement and final consonant pronunciation, suggesting high learning motivation and curiosity.

During the L (Learned) and Plus stages, students were able to summarize newly learned knowledge and complete concept-mapping activities. Nevertheless, some students still experienced difficulties distinguishing similar consonants and applying reading rules when encountering unfamiliar words. Writing activities also revealed spelling errors related to vowel placement and final consonant usage.

Overall, the observation data suggested that students demonstrated positive engagement and active participation, although their reading and writing accuracy still required further development.



Qualitative Findings from Student Interviews

Table 2 Summary of Student Interview Results in Action Cycle 1

Interview Question	Summary of Students' Responses
Feelings toward learning Thai through KWL Plus	Most students reported positive feelings toward the learning activities and found the lessons more enjoyable and engaging than traditional instruction.
Difficulties before using KWL Plus	Students reported difficulties in recognizing Thai consonants, vowels, final consonants, and applying pronunciation rules correctly.
Benefits of the "K" stage	Students stated that activating prior knowledge helped them connect previous learning with new content and improved lesson comprehension.
Benefits of the "W" stage	Students reported increased curiosity and stronger motivation to learn Thai because they could identify what they wanted to learn.
Benefits of the "L" stage	Students indicated that reviewing and summarizing learned content helped them remember Thai reading and writing rules more effectively.
Benefits of the "Plus" activities	Students found summarizing, concept mapping, and writing activities useful for organizing knowledge and reinforcing learning.
Improvement in reading ability	Most students believed their reading ability had improved, although some still lacked confidence when reading unfamiliar words.
Improvement in writing ability	Students reported improvement in writing accuracy but still experienced occasional spelling errors.
Most preferred aspect of KWL Plus	Students particularly enjoyed group discussions, sharing ideas, and completing KWL charts.
Suggestions for improvement	Students suggested providing additional practice activities and more examples of Thai reading and writing



Interview Question	Summary of Students' Responses
	exercises.

The interview data collected at the end of Action Cycle 1 indicated that students had positive attitudes toward the KWL Plus learning activities.

Several students reported that the KWL chart helped them organize their thoughts before learning and made it easier to connect previous knowledge with new content. Students also stated that summarizing knowledge in the Plus stage helped them remember Thai reading rules more effectively.

However, many students mentioned that they still felt confused about: final consonants, vowel modifications, pronunciation differences between similar Thai consonants.

Some students expressed a lack of confidence when reading unfamiliar words independently.

These findings suggest that while students benefited from the KWL Plus approach, additional instructional support and practice opportunities were necessary for more complex reading and writing skills.

An average score of 83.81%, which exceeded the predetermined criterion of 70 percent and indicated that the learning activities were effective.

The qualitative findings supported these results by demonstrating that students actively participated in learning activities and showed increased awareness of Thai reading and writing principles.

Strengths of Action Cycle 1

Students actively participated in KWL discussions.

Students showed strong motivation to learn Thai.

The KWL Plus process helped students connect prior knowledge with new knowledge.

Most students successfully understood basic Thai reading and writing concepts.

Weaknesses of Action Cycle 1

Students still struggled with final consonants and vowel modifications.

Some students lacked confidence when reading unfamiliar words.

Writing accuracy remained inconsistent among several learners.



Improvements for Action Cycle 2

Based on the reflection findings, the researcher decided to:

Increase guided reading practice.

Provide additional exercises on difficult reading rules.

Offer immediate corrective feedback during writing activities.

Use more examples and visual summaries in the Plus stage.

Encourage peer discussion to strengthen understanding.

Action Cycle 2

This cycle consisted of Lesson Plans 6–9:

Lesson Plan 6: Tones in Thai and Reading with Tone Marks

Lesson Plan 7: Leading Consonants

Lesson Plan 8: Consonant Clusters

Lesson Plan 9: Reading with Double ร, Words Using the Vowel “ใ”, and Other Special Cases

The procedures followed the same steps: Plan – Act – Observe – Reflect

Procedures

1) Plan: The researcher updated teaching methods and learning exercises in light of the reflection findings from Action Cycle 1.

2) Act: Based on the learners' challenges noted in the previous cycle, the updated KWL Plus learning activities were put into place, stressing more intricate reading and writing rules and offering more practice chances.

3) Observe: Using the behavioral observation form, learners' actions and level of engagement were noted. To record student answers and the efficacy of instruction, teaching reflection records were filled out.

4) Reflect: Students finished Achievement Test 2 at the conclusion of Action Cycle 2, earning a total score of 70 points that included:

There are five essay questions for forty-five points and twenty-five multiple-choice questions with four options each, totaling twenty-five points.

To assess students' progress and unresolved learning issues, quantitative test results and qualitative reflection data were examined. The results guided additional changes to the curriculum for Action Cycle 3.



A behavioral observation score increased to 27.33 points. The improvement reflected greater learner participation, stronger collaboration, increased confidence, and more effective application of KWL Plus learning strategies. Positive attitude toward Thai learning remained the highest-rated aspect.

Observation data from Action Cycle 2 showed a noticeable improvement in students' participation, confidence, and learning performance.

Students demonstrated greater independence during KWL activities and were able to generate more meaningful questions during the W stage.

During reading activities, students showed improved ability to apply tone rules, leading consonants, and consonant clusters. They also completed writing tasks with fewer spelling errors than in Action Cycle 1.

The Plus activities revealed that students were increasingly capable of organizing complex information and summarizing Thai reading rules accurately.

Qualitative Findings from Student Interviews

Table 3 Summary of Student Interview Results in Action Cycle 2

Interview Question	Summary of Students' Responses
Feelings toward learning Thai through KWL Plus	Students expressed greater satisfaction and confidence compared with Action Cycle 1.
Difficulties before using KWL Plus	Students reported that many of their previous difficulties had been reduced through continued practice.
Benefits of the "K" stage	Students were able to connect prior knowledge with more complex reading and writing content.
Benefits of the "W" stage	Students generated more meaningful questions and demonstrated stronger learning motivation.
Benefits of the "L" stage	Students reported improved retention of tone rules, consonant clusters, and reading patterns.
Benefits of the "Plus" activities	Students stated that concept maps and summaries helped them understand difficult content more clearly.
Improvement in reading ability	Most students reported noticeable improvement in reading fluency and confidence.



Interview Question	Summary of Students' Responses
Improvement in writing ability	Students demonstrated greater writing accuracy and fewer spelling mistakes.
Most preferred aspect of KWL Plus	Students particularly liked collaborative learning activities and visual summaries.
Suggestions for improvement	Students recommended additional practice for advanced reading rules and special pronunciation cases.

Students reported that the additional practice activities introduced after Action Cycle 1 helped them better understand difficult concepts.

Several students stated that:

“The summary charts and concept maps helped us remember tone rules more easily.”

Students also indicated that they felt more confident reading Thai aloud and writing new vocabulary independently.

However, some learners still experienced difficulties when dealing with special reading cases and irregular pronunciation patterns.

The average score increased from 83.81% to 89.53%. The improvement can be explained by both quantitative and qualitative evidence. The modifications introduced after Action Cycle 1 successfully addressed many of the learning difficulties previously identified. Students demonstrated: higher confidence, better reading fluency, stronger writing accuracy, more active participation.

Strengths of Action Cycle 2

Significant improvement in reading and writing performance.

Increased learner confidence.

Better application of Thai reading rules.

More effective use of KWL Plus learning strategies.

Weaknesses of Action Cycle 2

Some students still struggled with advanced reading rules.

Special cases remained challenging.

Individual differences in learning pace were still evident.



Improvements for Action Cycle 3

The researcher planned to:

Increase scaffolding for advanced content.

Provide additional review sessions before introducing complex topics.

Use more examples of authentic Thai words.

Strengthen individualized support for weaker students.

Action Cycle 3

This cycle consisted of Lesson Plans 10–12:

Lesson Plan 10: Marks in Thai

Lesson Plan 11: How to Read Words with ฤ and How to Read Words with ฦ

Lesson Plan 12: Pali and Sanskrit Languages

The same measures were taken in the procedures: Plan, Act, Observe, and Reflect

Procedures

1) Plan: In order to improve learning activities, the researcher examined the reflection results from Action Cycle 2.

2) Act: Special instances in Thai orthography and advanced reading and writing rules were the main topics of KWL Plus-based learning exercises.

3) Observe: To track students' involvement, reading accuracy, writing performance, and general learning growth, behavioral observations and instructional reflection recordings were gathered.

4) Reflect: After completing Action Cycle 3, students received a total score of 70 points on Achievement Test 3, which included:

There are five essay questions for forty-five points and twenty-five multiple-choice questions with four options each, totaling twenty-five points.

In addition, learner interviews were conducted to collect in-depth qualitative data regarding learners' perceptions, learning experiences, and satisfaction with the KWL Plus-based learning activities. All collected data were used for final analysis and interpretation.

A students continued to demonstrate excellent learning behaviors, obtaining an average score of 27.34 points. Although Achievement Test scores showed a slight decrease compared with Action Cycle 2, observation results remained consistently high.



This finding suggests that students maintained strong engagement, responsibility, and motivation throughout the learning process. The slight decline in test performance was therefore more likely associated with increased content difficulty rather than reduced learner participation or motivation.

Observation records indicated that students remained highly engaged throughout Action Cycle 3.

Students actively participated in KWL discussions and demonstrated strong effort when learning advanced topics such as Thai marks, words containing ก and ข, and vocabulary derived from Pali and Sanskrit.

However, observation data also revealed that these topics required more analytical thinking and memorization than previous lessons. Some students needed additional time to process unfamiliar vocabulary and apply advanced reading rules accurately.

Although students remained motivated, minor increases in reading and writing errors were observed when compared with Action Cycle 2.

Qualitative Findings from Student Interviews

Table 4 Summary of Student Interview Results in Action Cycle 3

Interview Question	Summary of Students' Responses
Feelings toward learning Thai through KWL Plus	Students remained highly satisfied with the learning activities and considered them beneficial for learning Thai.
Difficulties before using KWL Plus	Students recognized substantial improvement compared with the beginning of the study.
Benefits of the "K" stage	Students reported that activating prior knowledge helped them understand more advanced Thai language content.
Benefits of the "W" stage	Students remained motivated and interested in learning challenging topics.
Benefits of the "L" stage	Students stated that summarizing learned knowledge helped them understand difficult reading and writing rules more effectively.
Benefits of the "Plus"	Students found concept mapping and writing activities



Interview Question	Summary of Students' Responses
activities	particularly useful for organizing complex information.
Improvement in reading ability	All students reported noticeable improvement in Thai reading ability.
Improvement in writing ability	Most students reported increased confidence and accuracy in Thai writing.
Most preferred aspect of KWL Plus	Students appreciated the interactive and student-centered nature of the KWL Plus activities.
Suggestions for improvement	Students recommended providing additional practice opportunities for advanced vocabulary, Pali-Sanskrit words, and complex reading rules.

Students generally expressed satisfaction with the KWL Plus learning activities.

Many students reported that: they had gained greater confidence in reading Thai, they could recognize more Thai words, they understood Thai spelling patterns better than before.

However, several students stated that the content in Action Cycle 3 was considerably more difficult than the content in previous cycles.

Students specifically mentioned challenges related to: Pali-Sanskrit vocabulary, words containing ฤ, irregular pronunciation patterns, exceptions to standard reading rules. Despite these challenges, students believed that the KWL Plus activities helped them understand difficult content more effectively than traditional teaching methods.

Although the average score in Action Cycle 3 (87.86%) was slightly lower than the average score in Action Cycle 2 (89.53%), the result remained at the Excellent level and substantially exceeded the predetermined criterion of 70 percent.

The slight decrease should not be interpreted as a decline in learning effectiveness. Instead, it can be explained by the increased complexity of the instructional content in Action Cycle 3.

The topics introduced in Action Cycle 3, including Thai marks, words containing ฤ and ฦ, and Pali-Sanskrit vocabulary, are generally regarded as more difficult than the topics taught in the previous cycles. These topics involve numerous exceptions, irregular pronunciation patterns, and advanced orthographic rules that require higher levels of



cognitive processing and language awareness.

Evidence from behavioral observations and student interviews indicated that students remained highly motivated and actively engaged throughout the learning process. However, many students reported that the advanced content required more time for practice and consolidation.

Therefore, the slight reduction in the mean score is likely attributable to increased content difficulty rather than reduced learning effectiveness. Importantly, students maintained a high level of achievement, with an average score of 87.86 percent, demonstrating that the KWL Plus learning activities continued to effectively support Thai reading and writing development even when students encountered more challenging learning materials.

Recommendations for Future Implementation

To ensure more consistent improvement across all action cycles, future implementations should consider the following recommendations:

1. Provide systematic review sessions before introducing highly complex content.
2. Allocate additional instructional time for advanced topics such as Pali-Sanskrit vocabulary and special reading rules.
3. Develop supplementary practice materials that gradually increase difficulty levels.
4. Use differentiated instruction to provide additional support for learners who require more time to master complex concepts.
5. Incorporate more formative assessments throughout the learning process to identify learning difficulties early.
6. Expand the Plus stage by requiring students to create personalized summary charts and concept maps for advanced reading rules.
7. Integrate spaced-review activities across cycles to strengthen long-term retention of previously learned content.
8. Increase opportunities for peer discussion and collaborative problem-solving during complex lessons.

By implementing these strategies, future groups of learners may achieve more stable and continuous improvement throughout all action cycles, reducing the likelihood of score fluctuations when more advanced content is introduced.



Part 2: The learning achievement in Thai reading and writing of Vietnamese students after using KWL Plus learning activities

The achievement test consisted of two parts.

Part 1: Assessed reading ability using 46 multiple-choice questions with four answer options (46 points).

Part 2: Assessed writing ability using 6 essay questions (54 points).

The scores from each section were calculated separately and then combined to obtain the total achievement score. The results were analyzed using descriptive statistics, including mean scores, percentages, and standard deviation, in order to examine students' overall achievement in Thai reading and writing skills after participating in the learning activities based on the KWL Plus approach.

The students' achievement scores were then compared with the predetermined criterion of 70 percent. Students who achieved scores equal to or higher than 70 percent were considered to have met the achievement criterion. The results of this analysis were used to determine the effectiveness of the KWL Plus learning activities in promoting Thai reading and writing abilities among Vietnamese students.

The results of the achievement test in Thai reading and writing (total score: 100 points) are presented as follows:

Table 5 Student Achievement Results after Learning Activities using KWL Plus

No.	Achievement Test Scores (100)		Total (100)	Percentage	Evaluation
	Reading skills test (46)	Writing skills test (54)			
1	43	52	95	95	Excellent
2	42	43	85	85	Good
3	39	53	92	92	Excellent
4	39	52	91	91	Excellent
5	40	52	92	92	Excellent
6	36	44	80	80	Good
$\bar{x}$	39.83	49.33	89.17	89.17	-
S.D.	2.41	4.13	5.08	5.08	-



Evaluation Criteria:

86–100% = Excellent

70–85% = Good

0–69% = Needs Improvement

From Table 4.4, it was found that the students achieved an average score of 89.17%, which is at the Excellent level. Most students performed at an excellent level, while a few were at the good level. This indicates that the KWL Plus learning activities were highly effective in improving students' overall Thai reading and writing achievement.

Overall, the results from all tables indicate that the KWL Plus learning activities significantly improved students' Thai reading and writing abilities. The continuous improvement across action cycles and the high achievement scores confirm the effectiveness of the instructional approach.

Discussion

1. Effectiveness of KWL Plus in developing Thai reading and writing skills

The findings demonstrate that the KWL Plus learning activities effectively improved Thai reading and writing skills among beginner-level Vietnamese students. Rather than relying on memorization of isolated linguistic rules, students progressively developed a systematic understanding of Thai orthography by connecting prior knowledge with newly acquired concepts and organizing them through summarization and graphic representations. This learning process enabled students to recognize the relationships among consonant classes, vowel placement, tone rules, final consonants, and reading conventions, thereby supporting more accurate reading and writing.

These findings are consistent with previous studies reporting that KWL Plus promotes active learning, metacognitive awareness, and deeper comprehension by encouraging learners to activate prior knowledge, monitor their understanding, and organize newly acquired information (Carr & Ogle, 1987; Tisana Khammani, 2019). Similar positive outcomes have also been reported in language learning contexts, where KWL-based instruction improved learners' reading comprehension, writing performance, and classroom participation (Le Thi Thao Vy & Nguyen Thi Thanh Ha, 2020; Siti Rahmah, 2023). However, unlike most previous studies that focused primarily on reading comprehension



or first-language literacy, the present study demonstrates that KWL Plus can also facilitate the integrated development of Thai reading and writing skills among beginner-level Vietnamese learners in an online learning environment.

The improvement observed across the three action research cycles further highlights the value of continuous instructional refinement. Reflection on classroom observations and learner feedback enabled the researcher to modify instructional activities according to students' learning needs, thereby increasing the effectiveness of subsequent learning cycles. This finding reinforces the importance of iterative teaching improvement within Classroom Action Research and suggests that combining KWL Plus with systematic reflection provides a practical approach to enhancing Thai literacy instruction.

The present study also contributes new knowledge by demonstrating that KWL Plus is not only effective for improving general reading comprehension but can also be adapted to address the unique linguistic complexity of the Thai writing system. The findings suggest that integrating metacognitive learning strategies with systematic instruction in Thai orthography provides an effective framework for supporting beginner foreign language learners.

2. Improvement in learning achievement.

The results further indicate that students achieved a high level of learning achievement after participating in the KWL Plus learning activities, with all participants exceeding the predetermined performance criterion. This outcome suggests that continuous opportunities to practice reading, writing, reflection, and knowledge organization enabled students to internalize Thai literacy skills rather than simply memorize individual language rules. As learners became more actively engaged in constructing and monitoring their own learning, they demonstrated greater confidence and accuracy in applying Thai reading and writing conventions.

These findings support previous research indicating that KWL Plus enhances learners' ability to organize information, monitor comprehension, and develop language skills through reflective learning activities (Wagga & Wagga, 1999). They are also consistent with studies showing that KWL Plus promotes learner engagement, self-directed learning, and academic achievement in both traditional and online learning environments (Maria



Elena Cruz, 2025; Nur Aisyah Putri & Ahmad Fauzan, 2024). Nevertheless, the present study extends the existing literature by providing empirical evidence that KWL Plus can be successfully implemented in online Thai language instruction for Vietnamese beginners, a context that has received little attention in previous research.

Another important contribution of this study is the demonstration that the integration of achievement assessment, classroom observation, reflective teaching, and learner interviews offers a comprehensive understanding of students' learning development. Rather than evaluating achievement solely through test scores, this approach captured changes in learning behavior, participation, and self-regulation throughout the instructional process. These findings highlight the value of Classroom Action Research as both a teaching improvement process and a research methodology for developing effective online foreign language instruction.

Recommendations

1. Recommendations for Practical Application

Based on the findings of this study, the following recommendations are proposed to support the implementation of KWL Plus in Thai language instruction for beginner-level Vietnamese learners.

1) Thai language teachers should provide explicit guidance on each stage of the KWL Plus strategy before instruction begins. The findings indicate that learners achieved better reading and writing performance when they clearly understood how to activate prior knowledge, formulate questions, summarize key ideas, and reflect on their learning. Therefore, introducing the learning process systematically is essential, particularly for students who are unfamiliar with learner-centered instructional approaches.

2) Learning materials should be carefully selected according to learners' proficiency levels and learning contexts. Since this study found that students learned more effectively when new knowledge was connected to their existing understanding, teachers should use reading and writing tasks that progress from simple to more complex Thai orthographic features while incorporating authentic language examples.

3) Classroom activities should emphasize continuous practice through summarization, concept mapping, guided discussion, and reflective writing. The findings



suggest that these activities supported students in organizing Thai orthographic knowledge systematically and improved both reading accuracy and writing performance. Teachers are therefore encouraged to integrate these activities regularly into Thai language instruction rather than using them as supplementary tasks.

4) Additional instructional support should be provided during the questioning and summarization stages. Because beginner learners often have limited Thai vocabulary and experience difficulty organizing ideas, teachers should provide scaffolding through guiding questions, vocabulary support, and constructive feedback until students become more independent learners.

5) Student assessment should combine achievement tests with authentic assessment methods, including classroom observation, written tasks, and participation in KWL Plus activities. As demonstrated in this study, multiple assessment methods provide a more comprehensive understanding of students' learning development than achievement tests alone.

2. Suggestions for Future Research

The present study provides preliminary evidence of the effectiveness of KWL Plus in developing Thai literacy among beginner-level Vietnamese learners. Future studies may extend these findings in several directions

1) Future research should investigate the integration of KWL Plus with digital learning technologies or interactive online platforms to examine how technology-enhanced instruction can further improve Thai reading and writing skills in online learning environments.

2) Comparative studies should be conducted to evaluate the effectiveness of KWL Plus against other learner-centered instructional approaches, such as Problem-Based Learning, Cooperative Learning, and Graphic Organizers. Such comparisons would help identify the most appropriate instructional strategies for different learning objectives and learner characteristics.

3) Future studies should include larger and more diverse samples, such as secondary school students, university students, and adult learners, to determine the generalizability of the findings across different educational contexts and learner populations.



4) Longitudinal research is recommended to examine the retention of Thai reading and writing skills after the completion of KWL Plus instruction. Such studies would provide evidence regarding the long-term effectiveness and sustainability of the learning approach.

5) Future research should explore additional variables that may influence Thai literacy development, including learning motivation, foreign language anxiety, self-directed learning ability, and metacognitive awareness. Examining these factors may provide a more comprehensive understanding of how learner characteristics interact with KWL Plus instruction and contribute to successful Thai language learning.

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