



**THE RELATIONSHIP BETWEEN THAI EFL VOCATIONAL
STUDENTS' USE OF READING STRATEGIES AND THEIR
READING COMPREHENSION**

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**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

October 2014

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ความสัมพันธ์ระหว่างการใช้กลวิธีการอ่านและความสามารถในการอ่านของ
นักเรียนอาชีวศึกษาไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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มงคลวิทย์ ไชยรินทร์

เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

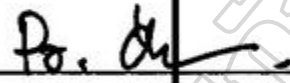
ตุลาคม 2557

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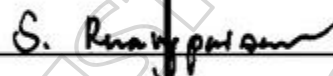


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ชื่อเรื่อง	ความสัมพันธ์ระหว่างการใช้กลวิธีการอ่านและความสามารถในการอ่านของนักเรียนอาชีวศึกษาไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ		
ผู้วิจัย	มงคลวิทย์	ไชยรินทร์	
ที่ปรึกษาวิทยานิพนธ์	ดร.เสาวรงค์	เรืองไพศาล	ที่ปรึกษาหลัก
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ปริญญา	ศิลปศาสตรมหาบัณฑิต	สาขาวิชา	ภาษาอังกฤษ
สถานศึกษา	มหาวิทยาลัยราชภัฏบุรีรัมย์	ปีที่พิมพ์	2557

บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อ 1) ศึกษาการใช้กลวิธีการอ่านที่นักเรียนอาชีวศึกษาไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ และ 2) ศึกษาความสัมพันธ์ระหว่างการใช้กลวิธีการอ่านและความสามารถทางการอ่านของนักเรียนดังกล่าว กลุ่มตัวอย่างในการวิจัยครั้งนี้ เป็นนักเรียนอาชีวศึกษาไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ระดับชั้นประกาศนียบัตรวิชาชีพ ชั้นปีที่ 2 จำนวน 140 คน วิทยาลัยการอาชีพพล อำเภอลำทะเมนชัย จังหวัดขอนแก่น ในภาคเรียนที่ 1 ปีการศึกษา 2557 โดยกำหนดขนาดของกลุ่มตัวอย่าง โดยใช้ตารางของเครซีและมอร์แกนและการสุ่มอย่างง่าย เครื่องมือที่ใช้ประกอบด้วย แบบสอบถามกลวิธีการอ่านและแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าพีอาร์สัน r โดยกำหนดค่านัยสำคัญทางสถิติที่ระดับ .05 ผลการวิจัย พบว่า

1. นักเรียนอาชีวศึกษาไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศใช้กลวิธีการอ่านภาษาอังกฤษโดยภาพรวมและรายคำอยู่ในระดับปานกลาง โดยใช้กลวิธีการอ่านแบบองค์รวม มากที่สุด รองลงมาคือ กลวิธีการอ่านแบบแก้ปัญหา และกลวิธีแบบสนับสนุนตามลำดับ

2. การใช้กลวิธีการอ่านและความสามารถทางการอ่านของนักเรียนอาชีวศึกษาไทยที่เรียน
ภาษาอังกฤษในฐานะภาษาต่างประเทศ มีความสัมพันธ์กันทางบวกอย่างมีนัยสำคัญทางสถิติที่
ระดับ .01

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

TITLE	The Relationship between Thai EFL Vocational Students' Use of Reading Strategies and Their Reading Comprehension		
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DEGREE	Master of Arts	MAJOR	English
SCHOOL	Buriram Rajabhat University	YEAR	2014

ABSTRACT

The purposes of this study were: 1) to explore Thai EFL vocational student' use of reading strategies, and 2) to investigate the relationship between the use of reading strategies and reading comprehension. The samples included 140 second year vocational certificate students at Phon Industrial and Community Education College at Khonkaen Province, derived through the table of Krejcie and Morgan, and simple random sampling. The research instruments were MARSIS survey questionnaire and the reading comprehension test. The collected data were analyzed by using mean, standard deviation, and *Pearson r* with statistically significant difference set at .05 level. The results of the study were summarized as follows :

1. The reading strategies employed by Thai EFL vocational students both in overall and each aspect were at the moderate level. The global reading strategies

was reported as the highest mean score, followed by the problem solving reading strategies, and support reading strategies, respectively.

2. The reading strategies and reading comprehension had the positive relationship with statistically significant difference at .01 level.

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ACKNOWLEDGEMENTS

This research paper would not have been completed without the assistance and support of all persons concerned.

I would like to express my sincere thanks and appreciation to many persons who inspired, encouraged, and supported me in completing my thesis. First of all, I would like to thank my major advisor, Dr. Saowarot Rungpaisan, who had supported me with her knowledge, advised and guided throughout my time working on her research. Special gratitude to my co-advisor, Assistant Professor Dr. Nawamin Prachanant for his kind suggestions and encouragement. Without them, this thesis would not have been completed. I would like to express my deepest gratitude to the thesis committees, Dr. Prayoon Chaoeaneenart, the chairperson, and Dr. Surachai Piyanukool for their suggestions that helped me improve and complete this thesis.

I would like to thank the three experts, namely Mr. Sittisak Pongphuehee, Miss Chonthichaline Keanson, the lecturers of Buriram Rajabhat University, and Mrs. Wiphaporn Dangsri, the teacher from Prakhonchaipittayakhom school, who checked my research instruments and also gave useful suggestions to make them more valid and reliable.

Thanks also go to 140 second year vocational certificate students at Phon Industrial and Community Education College, Khonkaen Province, for their cooperation in participating in my survey study.

Mongkolwit Chairin

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the present global society learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives. The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English

(Ministry of Education. 2008: 1)

English is one of the most important languages in the world. It can even be said to be the single most important language. Other languages are important too, but not for the same reasons as English are important. English is important because

it is the only language that truly links the whole world together. The other languages may be important for their local values and cultures. English can be used as a language in any part of the world. This is because at least a few people in each locality would know the language. Though these people might not have the same accent as others, the language at least will be understandable (Razzaque, 2012). It is as global communication expands throughout the world, so does the need for a global language. The language is recognized and understood by people everywhere. In many parts of the world that language has been established is English. In most countries around the globe, the English language can be found in some form or another. Management English teaching in classes is practical for Thai students. They are applying an experience's class in daily life. Learner had been rehearsing 4 skills, listening, speaking, reading, and writing. The result of fluent in English must be sterling and coincidence in carry on. English teachers should be under an impression of useable and right temperament language learning.

The importance of reading in English learning, be it first or second language acquisition, has been reiterated in the education circle for decades. In Thailand, reading is receiving more and more attention and reading to learn is upheld as one of the four key tasks in the curriculum reform (Curriculum Development Council, 2000) by the Education and Manpower Bureau. As elaborated in the English language education, schools and teachers are advised to increase motivation in learning through the promotion of reading (e.g. shared reading of big books, story-telling, reading campaigns and awards) (Curriculum Development Council, 2002). However, before students are able to learn from reading, they need to be equipped with the skills to comprehend the reading texts. In this regard,

Hosenfeld (1977) has found good readers did employ a variety of reading strategies in their reading. Therefore, to help students learn strategies, a deliberate, intentional focus on developing the skills is worth trying (Nation. 2001). In other words, reading strategies instruction is essential in equipping the students with a variety of strategies.

Among all the reading strategies, it is found the strategy of guessing from context the most difficult for young EFL learners in Thailand and evidence of poor student performance in the use of the strategy is found in the Territory-wide System Assessment (TSA). The report on the 2004 Assessment commented as follows:

“In reading skills, most students’ performance indicates they were capable of identifying key words and interpreting ideas in single sentences. Their abilities did not extend to interpreting details that supported the main ideas and predicting the meaning of unfamiliar words by using contextual cues.” (Hong Kong Examinations and Assessment Authority. 2004)

The theorists of reading specialist have come a long way in explaining the reading processes. There are two kinds: bottom-up process and top-down processes. By comparison, top-down processes are characterized as the intake of information based on the reader’s prior knowledge and expectation (Goodman. 1994).

In a study on reading instruction in L1 middle-grade reading classrooms, Durkin (1987) has found that classroom instruction consisted primarily of practice and tests. Students just answered questions and took tests, and teachers seldom advised students on how to carry out the reading skills. Reading instruction in local primary and secondary classroom can still be described as more practice

and tests than teaching (Babaki & Yazdanpanah. 2010). In the Vanichakorn's (2003) survey on classroom reading strategies, it was found that many teachers still placed low emphasis on higher order skill and comprehension instruction. One can assume that in most local reading classrooms, explicit knowledge about the use of reading strategies still rarely given. Shokrpour (2012) have found the students are moderately aware of reading strategies and the most frequently used strategies were support strategies. The students use the reading strategies differently according to their academic majors.

However, several reading researchers conducted with Thai students at both university and high school levels reveal that Thai students have difficulties in reading in English (Jamornmarn & Ruangtakul. 1995; Sutta. 1994; Wiruhayan. 1987; The Department of Educational Techniques. 1995; Rattanapinyopong. 1983). In this connection, the present study hopes to find out the effect of their reading process on the mastery of use of reading strategies and reading comprehension's EFL learners.

1.2 Purposes of the Study

1.2.1 To explore the use of reading strategies of Thai EFL vocational students.

1.2.2 To investigate the relationship between the use of reading strategies and reading comprehension of Thai EFL vocational students.

1.3 Research Questions

1.3.1 What reading strategies are most often used by Thai EFL vocational students?

1.3.2 Are reading strategies predicted to Thai EFL vocational students' achievement in English reading comprehension as a foreign language?

1.4 Significance of the Study

1.4.1 We can gain knowledge from the study regarding how learners read so that we can help them to improve with reading or vocabulary strategies of higher effectiveness.

1.4.2 It helps to verify some of the beliefs that language teachers have concerning strategies students use when coping with unknown words in reading.

1.4.3 With reference to concrete observations, we would then be able to teach the kinds of strategies that are likely to produce the greatest success for given types of learners.

1.5 Scope and Limitations of the Study

No research is without limitations and there are several in the present study. The first one has to do with the control of the variables that affect the performance of the students in using the strategy of guessing from context. As it is designed at the outset that the research will be a naturalistic one, no control group will set up to compare with the treatment group. Instead, the direct instruction program will be integrated as part of the regular curriculum and this means the instruction will also

be carried out in the naturalistic environment in which many types of undesirable influence will be unavoidable. The interruption of the instruction program due to the school's decision for more intensive practice on Territory-wide System Assessment (TSA) will be one of them in the current study. This have, as reflected by the teachers, obviously negatively will be impacted on the students' memory of the target strategy, which has to be re-teach after the intensive practice.

Finally, it is true that the study has provided valid data on the extent young local Thai EFL learners benefited from a direct instruction program on the mastery of the strategy of reading to guessing from context, which will certainly provide insights for schools of similar background in the teaching of reading strategies.

1.6 Definition of Key Terms

1.6.1 Reading refers to an active process of integrated skills and strategies used to understand printed information (Goodman. 1986)

1.6.2 Reading Comprehension refers to the range of behaviors, actions, techniques, operations or steps used by foreign language students to help them succeed in reading English.

1.6.3 Reading Strategies refers to the methods which the students use to help them to access and comprehend the reading articles. In this study, reading strategies can be classified into 3 main types as follows (Sheorey and Mokhtari.2001):

1.6.3.1 Global Reading Strategies (GRS) refers to which can be thought of as generalized or global reading strategies aimed at setting the stage for the reading act (e.g. setting a purpose for reading previewing text content, predicting what text is about, etc.)

1.6.3.2 Problem Solving Reading Strategies (PSRS) refers to which are localized, focused problem-solving or repair strategies used when problems develop in understanding textual information (e.g., checking one's understanding upon encountering conflicting information, re-reading for better understanding, etc.)

1.6.3.3 Support Reading Strategies (SRS) refers to which involves using the support mechanisms or tools aimed at sustaining responsiveness to reading (e.g., use of reference materials like dictionaries and other support systems).

1.6.3.4 Thai EFL Vocational Students refer to the second year of vocational certificate students studying in the first semester of academic 2014 at Phon Industrial and Community Education College, Khonkaen Province.

1.7 Summary of the Chapter

This chapter has presented the background of the research, purposes of the study and research questions. The current research is attempted to identify the contributions, and the scope and limitation of the study. This research also provided the summary of this study as well. In the next chapter, Chapter Two is presented the review of the related literature.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher first briefly presents second language acquisition, and discusses the various views of reading, which is the main area of investigation of the current study. Then the researcher proceeds to look at the different definitions of reading strategies suggested by the research conducted on reading strategies. To relate the findings from literature to the present study, the researcher focuses the discussion then on the particular reading strategies. The various views regarding the nature of readings are discussed and analyzed. Finally, the issue of the previous studies in the last section, which has shed light on the implementation of the instruction program designed for the current study.

2.1. Second Language Acquisition

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others.

The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries. It is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

The Oxford Advanced Learner's Dictionary (Hornby, 1994) gives the definitions of the word "second" and "language" as follows: second means another after the first; additional; and extra, language means system of sounds; words; patterns, etc. used by humans to communicate thoughts and feelings. Therefore, from these definitions, second language can be defined the language, which comes after humans' first language.

Usually, second language can refer to any languages that are learned subsequent to the mother tongue. Second language acquisition can be defined as the way in which people learn other languages beside their mother language, inside or outside of a classroom (Ellis, 1997). Thus, Second Language acquisition (SLA) is generally used to refer to any languages other the first language including of a "third" or "fourth" language acquisition. Krashen (2000) points out that there are various ways in acquiring the second language. Finally, he concludes that the theory of second language acquisition consists of five main hypotheses as follows;

1. The Acquisition Learner Hypothesis

This hypothesis is the most widely known among linguists and language practitioners. According to Krashen, there are two independent knowledge systems of second language performance; the acquired system and the learned system. The acquisition is the product of a subconscious process very similar to the process children undergo when they acquire their first language. The learner system or learning is the production of formal instruction and it comprises a conscious process, which results in conscious knowledge about the language, for example knowledge of grammar rules. According to Krashen, learning is less important than acquisition.

2. The Natural Order Hypothesis

Saengpakdeejit. (2002; cited in Krashen. 2000) suggests that the acquisition of grammatical structures follow a "natural order" which is predicate. This order seems to be independent of the learners' age, first language background, conditions of exposure, and though the agreement between individual acquirers was not always 100%, there are statistically significant similarities that reinforced the existence of a Natural Order of language acquisition.

3. The Monitor Hypothesis.

This hypothesis encloses the relationship between acquisition and learning. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the monitor or the editor. The monitor acts in planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and her/she knows the rule. The monitor is activated in order to alter an utterance produced by the acquired system.

4. The Input Hypothesis

This hypothesis is an explanation of how the learner acquires a second language. The Input hypothesis is only concerned with acquisition not learning. According to this hypothesis, the learner improves and progresses along the natural order when he/she receives second language input that is one step beyond his/her current stage of linguistic competence.

5. The Affective Filter Hypothesis

This hypothesis consists of number of affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include motivation, self-confidence and anxiety. Krashen suggests that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition.

In other words, when the filter is "up" it impedes language acquisition. As mentioned earlier, there are various factors that influence the rate and level of second language achievement. Learning strategies are one of these effective factors which affect the second language learners' abilities. It is true that learners differ in the preference in language learning; therefore, the concepts of learning strategies are used to describe the differences among learners (Dickinson. 1987). Moreover, learning strategy is concerned with actual activities and techniques which lead to learning (Dickinson. 1987). Danial (1975; cited in Brockbank & McGill. 1988) states that learners can be divided unambiguously into two groups: 1.) Serialists, who learn step by step, creating new hypothesis as they go,

and who may be unable to see the wood for the trees; and 2.) Holists, who are global learners, with appreciation of complexity and the whole picture, and who may be tempted to overgeneralize.

Ormrod (1998) believes that learners' learning strategies can be developed and changed. The children and the adults' strategies are not the same. There are only three strategies that appear during the school years: rehearsal, organization, and elaboration. These strategies can be developed and increased. When the learners are older and have more experience, they become increasingly aware of which strategies are effective in different situations. However learning strategies are good and useful for learners. They may be used to develop learners' learning processes, and language ability. By using good strategies, the learners have good positive attitudes toward English learning. Moreover, these strategies can be used to develop the learners' abilities (Jindaprasert. 1997).

Thus, it is very difficult for the students to succeed in language learning because there are various factors affecting the effectiveness of second language learning. To analyze and understand the details of each factor can help the teacher see the way to solve the students' problems in language learning.

2.2 Theories of Reading

Reading is one of the language skills, which is very important in English learning. It is the communication between the reader and the writer. The writer encodes his experience and his thoughts into the letter symbols. Then the reader tries to understand the meaning of the passage that is imbedded in the letter symbols.

However, reading has been found a complex process by both linguists and psychologists. Researchers in the latter half of the twentieth century began to portray the reading process an interactive one (Piyanukool, 2001). Rumelhart (1985; cited in Piyanukool, 2001) suggests that readers in the reading process need to make use of sensory, syntactic, semantic, and pragmatic information to accomplish the task. Nuttall (1996; cited in Piyanukool, 2001) supports the proposal of an interactive reading model and described the reading process as a communication process between the reader and the writer. It is the writer who got his message laid down as print but it is the readers who take active role to on one hand decode the message, and on the other contribute to the meaning they derive from text so that the communication process could be completed. In her words, Nuttall (1996) concludes up her viewpoint over reading as essentially concerned with meaning and readers are responsible for getting meaning out of text).

To get meaning out of text is no easy task. Readers need to employ either the top-down or bottom-up approach or the interaction of both approaches to process the information obtained from print. Nuttall (1996) compares the top-down approach to an eagle's eye view of the landscape while the bottom-up approach is just like a scientist with a magnifying glass examining the ecology of a transect -- a tiny part of the landscape the eagle surveys. In other words, the former approach draws on the readers' general understanding of the gist or main ideas or the message the writer intends to convey while the latter focuses on the decoding of the technical aspects of the text so that some of the ideas laid in the text could be understood. Of course, it is gradually found that readers did not adopt only one approach throughout the whole text, but rather, they shifted from one approach to another from time to time

depending on the purpose of the time of reading (Goodman. 1981; Dechant. 1991; Pressley. 2000; cited in Siriwan. 2007).

2.3 Processes of Reading

It is necessary of the good reader can catch the meaning and understanding the whole text of writer's ideas, develop his/her reading ability, and so on.

A good reader should also consider his reading processes in order to become a fluent reader. Saengpakdeejit (2002; cited in Aukerman. 1981) has divided the process of reading into four major categories:

1. Perceptual Learning

This kind of learning is the ability to discriminate the perceptual information into: 1.) Gross shapes such as objects, people, place, etc., and 2.) Finer shapes such as letters and words.

2. Associative learning

It is the study to the correspondences between letters and sounds. In learning to read, there are so many variables in associative learning that it is hard to predict exactly how much repetition each individual will need to establish a connection between a printed word and its spoken counterpart. Intelligence, past experience, motivation, physical alertness, etc., are some of the many variables in the associative process of learning to read. Therefore, a learner whose experiences or background knowledge are minimal will have little basic for the development of associative learning in reading, and any other factors will also have some effects on the associative reading process.

3. Cognitive Learning

It is the relating of new experiential stimuli to past experiences and to past learning. It involves comparing, recognizing similarities and differences, evaluating and interpreting learning, values, and truths in keeping with reality.

4. Affective learning

Reading involves another important mode: reading is affected by emotions. In reading, this takes place when the reader's emotions are aroused by the printed word. Joy, delight, excitement, and so on, act as satisfiers to quicken and deepen the learning process. Learning to read, then, should be made as interesting and pleasurable as possible. Both interesting and pleasurable can affect the reader and provide incentive for learning to read.

Furthermore, Coady (1979; cited in Mai-yun, 1989) suggested that efficient ESL reading depends on the successful interaction among three factors: higher-level conceptual abilities, background knowledge, and process strategies, which he diagrammed as follows:



Source : (Coady, 1979; cited in Mai-yun, 1989 : 14)

From the diagram above, the details of each factor can be illustrated as follows;

1. Conceptual abilities refer to intellectual capacity such as the ability to analyze, synthesize, and infer.

2. Background knowledge includes, in particular, socio-cultural knowledge of the English speaking communities.

3. Process strategies refer to the abilities and skills to reconstruct the meaning of the text through sampling based on the knowledge of grapheme - morphoneme correspondences, syllable-morpheme information, syntactic information, lexical meaning, contextual meaning, and cognitive strategies.

Goodman (1996) points out that reading is a psycholinguistic process which starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is, thus, an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. He reveals that the brain is the organ of information processing. The brain seeks to maximize information it acquires and minimize effort and energy used to acquire it. The five processes employed in reading are:

1. Recognition-information

The brain must recognize a graphic display in the visual field as written language and initiate reading. Normally, this would occur once in each reading activity, though it is possible for reading to be interrupted by other activities, examining pictures, for example, and then to be reinitiated.

2. Pre-reading

The brain is always anticipating and predicting as it seeks order and significance in sensory inputs.

3. Confirmation

If the brain predicts, it must also seek to verify its predictions. So it monitors to confirm with subsequent input what it expected.

4. Correction

The brain reprocesses when it finds inconsistencies or its predictions are disconfirmed.

5. Termination

The brain terminates the reading when the reading task is completed, but termination may occur for other reasons: the task is non-productive; little meaning is being constructed, or the meaning is already known, or the story is uninteresting or the reader finds it inappropriate for the particular purpose. At any rate, termination in reading is usually an open option at any point.

Barnett (1989) mentions that second language reading fall into one of three general processes: bottom-up, top-down, and interactive. These processes vary in the emphasis placed on text-based variables and reader-based variable.

1. Bottom-up model

It begin with smaller unit and constructs meaning form the letters, words, phrase and sentences found within and the process the text in a series of discrete stages in a liner fashion. Bottom-up models analyze reading as a process in which small chunks of text are adsorbed, analyzed, and gradually added to the next chunks until they became meaningful.

Gough (1972; cited in Barnett. 1989) is interested in how a reader processes text from the first moment of looking at the printed words until the time when

meaning is derived from the words. He hypothesizes that the reader's fixation on the text leads to the formation of an icon, a representation of the visual stimulus of the print. The reader maps print onto a string of systematic phonemes; processes the words serially from left to right and store them in primary, short-term memory. When the contents of primary memory are understood, the sentence becomes meaningful. On the other hand, LeBerge and Samuels (1974; cited in Barnett, 1989) are interested in the role of attention in processing information and the importance of automaticity in the reading process. They believe that the fluent reading, the processing at each stage from visual perception to meaningfulness must be automatic. Therefore, skilled readers can allocate their attention to comprehension, whereas beginning readers need more attention for decoding.

According to bottom-up models, comprehension processes demand resources. Therefore, "educators should aim at helping learners automatize lexical access through a great amount of repeated exposure to print" (Taguchi, Gorsuch, & Sasamoto, 2006: 3). Reader can make use of some of their attentional resources to achieve better comprehension by executing word recognition fast and automatically (Samuels, 1994). Therefore, students should learn how to identify individual letters first (visually) and then how to put these individual letters and letter combinations to different meaningful sounds. Although many approaches to teaching decoding concentrates on sounding out words, all such instruction focuses on automatic decoding and on comprehension. The main assumption in this model is that (until proven to be wrong by diagnostic tests), poor readers have potential decoding problems (Purcell-Gates, 1977).

Emphasizing bottom-up processing, Paran (1996) argues strongly for developing exercises to help EFL students recognize vocabulary more automatically. He places a good deal of emphasis on bottom-up processing. According to Paran (1996), good readers do not depend solely on hypothesis formation as is generally believed. Rather, bottom-up processing as well as visual inputs occur during reading. He also argues that guessing is not an appropriate strategy for the lower levels of processing (word or phrase recognition). Furthermore, top-down approaches would seem to be more suited to expeditious reading such as skimming or search reading where the focus is on the macrostructure of the text. Many second language learners in second language situations, foreign language learners are also at a disadvantage in terms of the role of the learning environment in reinforcing FL learning. Therefore, they are still limited to traditional classroom settings. FL and L2 learners are usually classified into the same group. To achieve a desired proficiency in FL learning, an appropriate learning atmosphere should be carefully created in the language classrooms.

However, a major problem of bottom-up models is their view of word recognition. Although Gough (1984) believes that word recognition is mediated by letter recognition, Terry, Samuels and Laberge (Samuels & Kamil, 1984) have found frequent words to be processed and identified as holistic units. They have found no difference in the processing time between short and long words, which supports a holistic word-recognition processing.

2. Top-down model

This process generally views reading as a linear process, it moves from the top, the higher-level mental stages, down to the text itself. In this process, it is driven by the reader's mind at work on the text. The reader uses general knowledge of the world or of particular text components to make intelligent guesses about what might come next in the text; the reader samples only enough of the text to confirm or reject these guesses. Goodman (1967) introduces the top-down model of reading, in which reading is viewed as a psycholinguistic process which defines reading as an interaction between reader and written language, through which the reader attempts to reconstruct a message from the writer. He points out that readers use their knowledge of syntax and semantics to reduce their dependence on the print and phonics of the text and specifies four processes in reading: predicting, sampling, confirming, and correcting. Another renowned advocate of the top-down model is Smith (1971). In this concept-driven model, readers' background knowledge and expectations guide them in their reconstruction of the meaning of the text. Based on their background knowledge, readers start with certain expectations concerning the text. They then use their vocabulary knowledge in decoding words in the text to confirm, disconfirm, or modify previous expectations (Aebersold & Field, 1977). This process is usually called "sampling" of the text. Describing the process, Cohen (1990 : 75) maintains that the reader does not read all words and sentences in the text, but rather choose certain words and phrases to comprehend the meaning of the text. The top-down model focuses on some reading skills, such as prediction, inferences, and content guessing. Unlike the bottom-up model, in this model, texts have no stand-

alone meaning. It is the reader who reconstructs the meaning of the text by fitting it into his prior knowledge.

Despite the fact that bottom-up processes play a central role in reading, top-down processes are still of great importance. Reading studies have shown that predictable words are fixated on for shorter periods of time. Besides, readers tend to skip these words more than the less predictable ones (Rayner & Pollatsek, 1989)

Under this model, teachers should employ highly predictable texts for beginning readers so that they can engage with the whole text very easily. Teachers can use patterned language such as jingles, songs, and poetry to help these readers employ some of their readings such as predicting, sampling, and selecting. Teachers also help students engage in the confirming and disconfirming of correction (Purcell-Gates, 1997).

3. Interactive model

This model is introduced by the writings of Rumelhart (1977) and Stanovich (1980). The interactive model suggests an interaction between bottom-up and top-down processes. Proponents of this model assert that neither bottom-up nor top-down models can by themselves describe the reading process. Each type of processing is seen to contribute to the reconstruction of the message encoded in the text (Eskey, 1988). Stanovich (1980) suggests that poor readers tend to resort to high-level processes more often than skilled or fluent readers. The use of top-down processes seems to compensate for poor readers' lack of recognition skills or use of bottom-up processes. Anderson and Pearson (1984 : 259) define schema as an abstract knowledge structure. A schema is usually described as a kind of prior knowledge that readers use to put the information from the text

in a certain perspective so as to better comprehend it. Some schema researchers suggest that comprehension of texts involves using the texts as a guide to the kind of background information that needs to be activated for comprehension (Carrell, 1983a). Bensoussan (1988) found that 23% of EFL learners' incorrect answers to comprehension questions were attributed to activating inappropriate schemata. Carrell (1987) describes two types of schemata – a content schema and formal schema- while Cohen (1990) suggests the existence of three types, namely, content (subject, culture, etc), language (vocabulary, cohesive structures, spelling, and punctuation), and textual (rhetorical structure of different genres).

For skilled readers, top-down and bottom-up processing are concurrent. Comprehension takes place only when accumulated evidence strongly supports a particular hypothesis. Because comprehension depends on both graphic information and information is missing, then, comprehension is hampered; the skilled reader compensates by decoding key words, by relying on context, or both (Rumelhart, 1980). A skilled reader is one who is able to use all kinds of information such as sensory, syntactic, semantic, and pragmatic to accomplish his goals. These different information sources interact in complex ways during the reading process.

From the detail mentioned above, many language experts (Aukerman, 1981; Coady, 1979; Goodman, 1995; Barnett, 1989; Gough, 1972) showed their ideas about the steps of reading processes. Generally, each person has his own style. However to be successful in reading, all of these processes are necessary factors that have to be analyzed.

2.4 Reading Strategies and Research on Reading Strategies

Research on reading strategies blossomed at the turn of the century. Oxford and Crookall (1989; cited in Piyanukool. 2001) define strategies as learning techniques, behaviors, problem-solving or study skills that could result in effective learning. Under this broad definition, Singhal (2001; cited in Sariwan. 2007) categorizes strategies into learning strategies and comprehension or reading strategies. The former refer to strategies that help raise learning effectiveness in general while the latter specifies those strategies that can help enhance reading comprehension.

Different researchers have different classification of reading strategies. They range from very broad classification that include skimming and scanning to very sophisticated categories like contextual guessing and recognizing text structure. It is not until 1990 that Oxford came up with a comprehensive classification of six strategies (cognitive, memory, compensation, metacognitive, affective and social strategies) (Sarom. 2010).

Many of the early research on reading strategies were conducted mainly with first language learners. It is found that learners improved their reading comprehension through the use of various strategies (Baker & Brown. 1984; Brown. 1981; Palinscar & Brown. 1984; cited in Siriwan; 2007). The findings from these first language studies had shed light on the research of second language reading. It was found the use of various reading strategies had facilitated successful second language learning (Hosenfeld. 1977; Block. 1996). Later research on the area found that the use of reading strategies related positively with age and proficiency (Garner. 1987; Waxman & Padron. 1987; cited in Piyanukool. 2001). Besides

finding that high-achieving learners had used reading strategies more effectively and appropriately, Anderson (1991) alerts the education circle those learners should not only learn about what strategies to use but also how to use them successfully. All these research had in one way or another related effective reading to the range of reading strategies readers apply in the reading process. In other words, this point to the importance of learning the different reading strategies before one becomes a good or successful reader.

Reading is a difficult language skill to practice because it involves a large number of different elements: mechanical eye movement, grammar, vocabulary, phonetics, spelling, and intellectual comprehension (Saengpakdeejit. 2009; cited in Ward. 1980). Sheorey and Mokhtari (2001 : 433) believe that an awareness of reading strategies and comprehension monitoring is an important characteristic of good readers. They claim that to comprehend a text, readers need to use their metacognitive knowledge about reading and invoke conscious and deliberated strategies. This may mean that if readers are not aware of certain strategies, they will not use them in the reading task. Thus, good readers both know and utilize appropriate reading strategies.

Nuttall (1996) describes is the complex process of L1 reading. L2 reading is even more complex due to the fact that L2 learners have more thresholds to cross before they become fluent readers. Grabe and Stoller (2002) distinguish altogether 14 differences between L1 and L2 reading contexts and readers, under three broad categories: linguistic and processing differences, individual and experiential differences, and socio-cultural and institutional differences. They believed all these differences would make L2 reading even more complex than

its L1 counterpart and hence created difficulties for L2 learners to successfully comprehend a text written in a foreign language. Among all the differences, the language threshold, which Grabe and Stoller (2002) include under the linguistic and processing differences, is one that L2 learners of English have found most difficult to overcome. To cross the language threshold, L2 learners need to possess sufficient L2 vocabulary and knowledge of structure in order to understand the L2 text thoroughly. Here, Grabe and Stoller (2002) have pointed at a very important aspect of L2 reading – vocabulary, without grasping most of which in a text would certainly cause great hindrance in understanding an L2 text.

2.5 Previous Studies Related to the Present Investigation

There are some previous studies conducted on reading strategies and comprehension as follows:

Barnett (1989) investigated the effects of perceived use of strategies on guessing word meaning as well as reading comprehension. The study was designed to measure the different strategies used between foreign language readers of French and English. Thirty American learners of French were randomly selected to participate in three treatment groups based on their reading performances of low, medium, and high recall scores. The data were collected from the following instruments: background -knowledge, recall, strategy-use and perceived-use questions, and think-aloud protocols. The quantitative data were analyzed with the three-factor Analysis of Variance procedure (ANOVA). The result showed that readers produced better comprehension when they considered context and perceived interrelationship among words, actions, and ideas.

Bremner (1999) investigated levels of strategy use among the group, and examined levels of association between strategy use and language proficiency. The SILL questionnaire (Strategies Inventory of Language Learning) by Oxford was used. SILL consists of six categories of strategies : memory, cognitive, compensation, metacognitive, affective, and social. The results showed that compensation and metacognitive strategies were the most used, while affective and memory strategies were the least used.

Eysey (2004) investigated the extent to which the explicit teaching of a repertoire of reading comprehension strategies would 1). improve the comprehension ability of Ghanian English language learners on a comprehension test, and 2). improve their comprehension monitoring and the repertoire of strategies they use. The samples were the sixth grade elementary students in the Cape Coast Municipality who speak Fante as their native language but were required to learn in English at school. Quantitative and qualitative methods were used to analyze the data from group comprehension tests, individual student's strategy interviews and students' think aloud protocols of actual strategy use while reading administered before, immediately after and four months after the intervention. The quantitative analysis showed that there was no significant difference in the scores between the experimental and the control group on the posttest multiple choice passage comprehension questions.

Alsamadani (2009) explored students' use of reading strategies and effect of reading comprehension. The study employed both quantitative and qualitative methods to obtain information about Saudi students' perceived use of reading strategies as well as their comprehension level. The results showed that EFL learners

in Saudi Arabia showed significantly more perceived use of planning strategies than attending strategies and evaluating strategies. The persevered of environment as the most important factor affecting their reading comprehension. The results of the study showed no significant relationship between Saudi EFL learners' comprehension level and their use of reading strategies. The students perceived other factors such as prior knowledge (appropriate schemata), enthusiasm for reading, time on task, purpose for reading, and vocabulary ad having much effective contribution to their final comprehension.

Lee (2010) examined the effect of reading environments on L2 learners' strategic behaviors in coping with unknown words while reading texts in English. Their perceptions of attitudes toward their strategic behaviors in the two reading environment were also investigated. The results showed that reading environment did appear to affect learners' strategies for coping with unknown words, but the effect was not substantial. In terms of learners' levels of vocabulary knowledge, the advanced group was influenced by the effect of reading environment more than the other two groups (intermediate and low).

Chuamklang (2010) studied Thai students' levels or perceived values towards the explicit reading strategies instruction and their perceived application of the strategies. This research divided the sample between arts and science students. The methods were used in various: school documents, questionnaire, two types of reading texts, interviews, and observations of reading lessons. Collect both quantitative data and qualitative data. The results showed that both of groups used all six groups of strategies at moderate levels. Affective strategies were the most

often used and memory strategies were least often used. Science students gained more extensive than arts students both in understanding the concepts about reading and reading strategies while arts student gained more affective values.

2.6 Summary of the Chapter

The studies reviewed in this chapter include models of the reading process, impacts of reading strategy on comprehension, and impact of reading strategies use of learners. However, to understand the impact of the major contributing factors in the L2 reading process, L2 reading research needs to examine language proficiency and reading skills and strategies simultaneously. The major problem with examining the impact of language proficiency in L2 reading rests with different types of language proficiencies, which often make it difficult to explore this relationship more closely. However, in this study, which reduces the chance of variation caused by unknown variables, tendencies to use certain strategies more or less frequently by the different reading proficiency groups may be indicative of relationship between reading strategies and reading proficiency. The following chapter, chapter three, provides more details about the research design, the participants, the instrumentation and information about data analysis.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter attempts to set the scene for the present research by a detail research methodology. Firstly, the population and samples of the study. Next, the research instruments, and the data collection of the research are outlined. Lastly, the data analysis of the study and summary of the chapter are presented.

3.1 Population and Samples

3.1.1 Population

The population of this study were 320 second year vocational certificate students at Phon Industrial and Community Education College in the first semester of academic year 2014 at Khonkaen Province.

3.1.2 Samples

The samples for this study were 140 second year students from 7 departments studying the first semester of academic year 2014 at Phon Industrial and Community Education College. They were selected by using the table of Krejcie and Morgan and simple random sampling using the departments as the sampling unit.

3.2 Research Instruments

The research instruments were questionnaire and reading comprehension test. The details of each instrument were as follows:

3.2.1 MARSIS Survey Questionnaire

A set of questionnaire was used to measure the reading learning strategies used. One questionnaire was designed to find out the general pattern of the strategy use among 140 second year vocational certificate students. The questionnaire drew on the Metacognitive Awareness of Reading Strategies Inventory Survey (MARSIS), adapted from the Survey of Reading Strategies (SORS) of Mokhtari and Sheorey (2002). The draft questionnaires then were modified and revised with the thesis advisors' suggestions after discussion. In addition, the Thai translation of the strategy questionnaire was conducted, as this helped maximize ease of administration and ensure greater accuracy of results, especially with the low ability students. The translation was done by the researcher and then checked for the validity and reliability with the thesis advisors and three experts, respectively. The questionnaire included 3 learning strategies groups, namely, Global Reading Strategies (GRS), Problem Solving Reading Strategies (PSRS), and Support Reading Strategies (RRS), respectively. The related three broad categories shown in the questionnaire are as follows:

Global Reading Strategies

1. I have a purpose in mind when I read.
3. I think about what I already know to help me understand what I read.
4. I take an overall view of the text to see what it is about before reading it.

7. I review the text first by noting its characteristics like length and organization.

14. I use context clues to help me better understand what I am reading.

16. I use typographical features like bold face and italics to identify key information.

18. I try to guess what the context of the text is about when I read.

21. I check to see if my guesses about the text are right or wrong.

Problem Solving Reading Strategies

6. I read slowly and carefully to make sure I understand what I am reading.

8. I try to get back on track when I lose concentration.

10. I adjust my reading speed according to what I am reading.

12. When text becomes difficult, I pay closer attention to what I am reading.

13. I stop from time to time and think about what I am reading.

15. I try to picture or visualize information to help remember what I read.

19. When text becomes difficult, I reread it to increase my understanding.

22. When I read, I guess the meaning of unknown words or phrases.

Support Reading Strategies

2. I take notes while reading to help me understand what I read.

5. When text becomes difficult, I read aloud to myself to understand what I read.

9. I underline or circle information in the text to help me remember it.

11. I use reference materials (e.g. a dictionary) to help me remember it.

17. I go back and forth in the text to find relationship among ideas in it.

20. I ask myself questions I'd like to have answered in the text.

23. When reading, I translate from English into Thai.

24. When reading, I think about information in both English and Thai.

The questions were further submitted to the advisors for necessary modifications. The refined version was then submitted to the advisor and three other university lecturers for comments.

3.2.2 Reading Comprehension Test

The reading text used in the reading materials were selected from EFL textbooks and teenage magazines. The reading passages used in the study were either narrative or expository texts. Passage lengths ranged from approximately 100 to 150 words. The legibility of the texts was in similar level of difficulty. To facilitate students understanding of the text structure of these. In order to arouse and maintain students' interest in reading the texts, topics were selected on the basis of relevance to students' own areas of interest, their own experiences and the themes they had studied before. Also, the passages selected were approved and agreed by the thesis advisors and experts.

3.3 Data Collection

The MARSIS Survey Questionnaire and reading comprehension test were conducted with 140 second year students from 7 departments studying the first semester of academic year 2014 at Phon Industrial and Community Education College. Before the students starting to work on the questionnaires and test, the

researcher who is their teacher explained in Thai for the purpose, nature, and procedures of the study, and assured them that participation in the study was entirely voluntary and their identity as well as the research data containing their identity or student numbers would be kept confidential. A Thai consent form for taking questionnaires and test was first distributed to all of the students of the class. Only those students who agreed to participate in the study will be asked to sign the form. The participating students were then asked to complete the questionnaire and to do the reading comprehension test. The entire procedure of administering both questionnaires was taken approximately 2 hours, two - entire class period, including the time spent on instructions and consent forms.

3.4 Data Analysis

Quantitative analyses were conducted using computer program software. The details of the data analysis procedures were as follows:

To answer the first research question "What reading strategies are most often used by Thai EFL vocational students?", the MARSIS survey questionnaire data were analyzed by using mean, and standard deviation, then compared with the interpretation proposed by Oxford and Burry-Stock (1995; cited in Sarom, 2010). These means can be divided into three groups to understand the average scores on the questionnaire. The three levels of interpretation of reading strategy are presented in Table 3.1 as follows:

Table 3.1

Three Levels of Interpretation Proposed by Oxford and Burry- Stock (1995)

The Key to Understand Average of Usage Group		
High	Always Use	3.50 or above
	Often Use	
Moderate	Occasionally Use	2.50 to 3.49
Low	Seldom Use	below 2.50
	Never	

In order to explain the students' awareness of metacognitive reading strategies easily, the researcher decided to do the qualitative research rather than quantitative research when interpreting the scores which were obtained from the questionnaire.

To answer the second question "Are reading strategies predicted Thai EFL vocational students' achievement in English reading comprehension as a foreign language?" *Pearson r* was used to compare to detect the relationship between the reading comprehension test and questionnaire mean scores.

3.5 Summary of the Chapter

To sum up, this chapter has presented in detail the methods and instruments adopted in the research. In the next chapter, chapter four, the research will turn to the most interesting and significant parts of this research, which are the major findings and results gained through the various instruments illustrated in this chapter.

CHAPTER 4

RESULTS

This chapter presents the results of data analyses and the findings for this study. The purpose of this study was to explore the use of reading strategies when Thai EFL vocational students read expository texts in English. In addition, the study investigates what relationships exist between the actual uses of reading strategies. In this section, the results are organized around the two research questions that guided this study. The results and findings are reported accordingly to the research questions. The results of each question are described in the following order: 1) research question on regarding Thai EFL vocational students report using on the MARSIS when reading English expository texts; and 2) research question regarding the relationship between reading strategies and reading comprehension of Thai EFL vocational students.

4.1 Research Question One: What reading strategies are most often used by Thai EFL vocational students?

Descriptive statistics were employed to answer the first research question. The descriptive statistics included mean and standard deviation of each strategy use, the overall use, and the use of three main strategy categories.

The research question one directly indicated the metacognitive reading strategies used by Thai EFL vocational students at Phon Industrial and Community Education College, Khonkaen province when reading English expository texts who

voluntarily participated in this research project by using quantitative data from the MARSIS (See Appendix D) to measure the students' metacognitive strategies used when they encountered in reading expository English texts. The 140 Thai EFL vocational students at second year of vocational certificate level were orderly asked to reflect upon each statement and to rate their frequency of strategy use.

Based on the three levels of interpretation of reading strategy use proposed by Oxford and Burry-Stock (1995), these mean scores can be divided into three groups: high usage group ($\bar{x} = 3.50$ or above), moderate usage group ($\bar{x} = 2.50$ -3.49), and low usage group ($\bar{x} =$ below 2.50) for general learning strategy usage (See Table 3.1). Table 4.1 below indicates the class profile on individual twenty-four items MARSIS used in terms of the values of mean, standard deviation, meaning and rank employed by Thai EFL vocational students.

Table 4.1 Mean, Standard Deviation and Meaning for each MARSIS Item (n=140)

Strategy	\bar{X}	S.D.	Meaning
1. I have a purpose in mind when I read.	3.04	0.75	Moderate
2. I take notes while reading to help me understanding what I read.	2.60	0.95	Moderate
3. I think about what I already know to help me understand what I read.	3.12	0.73	Moderate
4. I take an overall view of the text to see what it is about before reading it.	3.04	0.80	Moderate
5. When text becomes difficult, I read aloud to myself to myself to understand what I read.	2.70	0.91	Moderate
6. I read slowly and carefully to make sure I understand what I am reading.	3.20	0.81	Moderate
7. I review the text first by noting its characteristics like length and organization.	3.22	0.68	Moderate
8. I try to get back on track what I lose concentration.	3.10	0.72	Moderate
9. I underline or circle information in the text to help me remember it.	2.84	1.10	Moderate
10. I adjust my reading speed according to what I am reading.	2.64	1.00	Moderate
11. I use reference materials (e.g. a dictionary) to help me remember it.	3.25	0.92	Moderate
12. When text becomes difficult, I pay closer attention to what I am reading.	2.84	1.10	Moderate

Table 4.1 (Continued)

Strategy	\bar{x}	S.D.	Meaning
13. I stop from time to time and think about what I am reading.	2.80	1.00	Moderate
14. I use context clues to help me better understand what I am reading.	3.05	0.8	Moderate
15. I try to picture or visualize information to help remember what I read.	3.30	0.82	Moderate
16. I use typographical features like bold face and italics to identify key information.	3.20	0.83	Moderate
17. I go back and forth in the text to find relationship among ideas in it.	2.80	1.05	Moderate
18. I try to guess what the context of the text is about when I read.	2.80	0.75	Moderate
19. When text becomes difficult, I reread it to increase my understanding.	3.20	0.75	Moderate
20. I ask myself questions I'd like to have answered in the text.	2.76	1.04	Moderate
21. I check to see if my guesses about the text are right or wrong.	3.10	0.70	Moderate
22. When I read, I guess the meaning of unknown words or phrases.	3.20	0.74	Moderate
23. When reading, I translate from English into Thai.	2.80	1.12	Moderate
24. When reading, I think about information in both English and Thai.	2.70	1.03	Moderate
Grand Total	2.96	0.62	Moderate

As shown in the Table 4.1, the overall use of metacognitive reading strategies employed by 140 Thai EFL vocational students was at a moderate level ($\bar{x} = 2.96$, S.D.=0.62). When considering each item, it was found that all items were also reported as a moderate level. The three highest mean scores were No 15.

"I try to picture or visualize information to help remember what I read" ($\bar{x} = 3.30$, S.D.=0.82), followed by No. 11. "I use reference materials (e.g. a dictionary) to help me remember it" ($\bar{x} = 3.27$, S.D.=0.92), and No. 7. "I review the text first by noting its characteristics like length and organization" ($\bar{x} = 3.22$, S.D.=0.68), respectively. On the other hand, the three lowest mean scores were No. 2.

"I take notes while reading to help me understanding what I read" ($\bar{x} = 2.60$, S.D.=0.95), followed by No. 10. "I adjust my reading speed according to what I am reading" ($\bar{x} = 2.64$, S.D.=1.00), and No. 5. "When text becomes difficult,

I read aloud to myself to myself to understand what I read" ($\bar{x} = 2.70$, S.D.=0.91), respectively.

Eventually, it should be noted that the information presented in the table above only represents the data from 140 Thai EFL students, regardless of their English reading proficiency. As mentioned earlier, the MARSIS items were arranged in random order. To explore the strategy use of both student groups in greater detail, the strategy items were categorized into three separate subcategories: global reading strategies 8 items (Items 1, 3, 4, 7, 14, 16, 18, and 21), problem solving reading strategies 8 items (items 6, 8, 10, 12, 13, 15, 19, and 22), and support reading strategies 8 items (items 2, 5, 9, 11, 17, 20, 23, and 24). Twenty- four items which fall into the three categories of metacognitive reading strategies are listed in the order of mean of the strategy use score by the participants in Table 4.2 below.

Table 4.2 The Reading Strategies Used by Thai EFL Vocational Students
(n=140)

Reading Strategies	\bar{X}	S.D.	Meaning	Rank
1. Global Reading Strategies (GRS)	3.07	0.53	Moderate	1
2. Problem Solving Reading Strategies (PSRS)	3.01	0.63	Moderate	2
3. Support Reading Strategies (SRS)	2.80	0.80	Moderate	3
Total	2.96	0.62	Moderate	-

As shown in Table 4.2, it was found that the average mean score was at moderate level ($\bar{x} = 2.96$, S.D.=0.62). When considering each substrategy, it was found that "Global Reading Strategies (GRS)" was reported as the highest mean

score ($\bar{x} = 3.07$, S.D.=0.53), followed by “Problem Solving Reading Strategies (PSRS)” ($\bar{x} = 3.01$, S.D.=0.63), and “Support Reading Strategies” ($\bar{x} = 2.80$, S.D.=0.80), respectively.

4.2 Research Question Two: Are reading strategies predicted Thai EFL vocational students' achievement in English reading comprehension as a foreign language?

To answer Question Two, *Pearson r* was used to look for the relationship between the reading strategies used and reading comprehension ability of 140 Thai EFL vocational students at Phon Industrial and Community Education College, Khonkaen province. Table 4.3 below show the results of the analysis of *Pearson r*.

Table 4.3 The Relationship between the Use of Reading Strategies and Reading Comprehension

Strategies	GRS	PSRS	SRS
GRS	1.00**		
PSRS	.843**	1.00	
SRS	.799**	.892	1.00

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

As shown in Table 4.3, it was found that the reading strategies and reading comprehension of 140 Thai EFL vocational students showed the positive relationship with statistically significant difference at .01 level in all three reading substrategies.

4.3 Summary of the Chapter

This chapter presents the findings of the study according to the research questions. The next chapter is devoted to the summary of the findings, discussion, pedagogical implication, and suggestions for future research.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter, the results of the research are discussed within the context of the study itself and within the overall body of research to which it relates. This is followed by a discussion of the key findings of the study and how these findings related to those of previous researches. Next, how these results can light on the theories and issues of metacognitive English reading strategies of Thai EFL vocational students will be examined. Lastly, a summative presentation of the research in its entirety is included at the end of the chapter.

5.1 Summary of the Findings

The purposes of this study were 1) to explore Thai EFL learners' use of reading strategies of Thai EFL vocational students, and 2) to investigate the relationship between the use of reading strategies and reading comprehension of Thai EFL vocational students. The samples included 140 Thai EFL vocational students who were the second year vocational certificate students at Phon Industrial and Community Education College, Khonkaen province, derived through the table of Krejcie and Morgan, and simple random sampling. The research instruments were MARSIS survey questionnaire and reading comprehension test. The collected data were analyzed using mean, standard deviation, and *Pearson r*. The findings were found as follows:

With regard to the first research question, the overall use of metacognitive reading strategies employed by 140 Thai EFL vocational students was at a moderate level. When considering each item, it was found that all items were also reported as a moderate level. The three highest mean scores were No. 15. "I try to picture or visualize information to help remember what I read", followed by No. 11. "I use reference materials (e.g. a dictionary) to help me remember it", and No. 7. "I review the text first by noting its characteristics like length and organization", respectively. On the other hand, the three lowest mean scores were No. 2. "I take notes while reading to help me understanding what I read", followed by No. 10. "I adjust my reading speed according to what I am reading" and No. 5. "When text becomes difficult, I read aloud to myself to myself to understand what I read", respectively.

In answer to the second research question, the reading strategies and reading comprehension of 140 Thai EFL vocational students showed the positive relationship with statistically significant difference at .01 level in all three reading substrategies.

5.2 Discussion of the Findings

5.2.1 The Use of Metacognitive Awareness of Reading Strategies

The average score of overall use of the metacognitive reading strategies was 2.96 on the 5-point Likert scale. According to established strategy usage criteria as described previously, this indicates that Thai EFL vocational students show "moderate" usage of the metacognitive reading strategies when they read expository texts in English. In terms of frequency of reading strategy use, this result is similar to the previous studies conducted in EFL learning environments, such as in Korea (Lee, 2007) and in other Asian countries (Wu, 2005). For example,

Lee (2007) investigated reading strategy use in reading general English texts among 72 Korean EFL college students and reported moderate usage of reading strategies ($X=2.92$ for one group's = 3.01 for the other group, on 5-point Likert scale). Al-Nujaidi (2003) examined the use of reading strategies among 225 EFL First-year university students in Saudi Arabia and reported moderate usage of reading strategies ($X=3.80$, on 6-point Likert scale). Wu (2005) investigated the use of reading strategies among 204 Taiwanese EFL college students and reported moderate usage of the reusing strategies ($x=3.08$, on 5 point Likert scale). Wu used the SORS to measure reading strategy use just as this study had while AL-Nujaidi modified the SORS for his own purpose and Lee developed her own measure for her own purpose. If the difference in measures is not accounted for, this study found a much more frequent use of the reading strategies by Korean college students compared to the results of other studies. One possible explanation for this result is that current trends in vocational colleges in Thailand, where authentic English textbooks are popular in a class and academic reading comprehension ability is considered very important for academic success, might make the Thai EFL vocational students use reading strategies actively when they read authentic expository technical texts in English.

With regard to each category of the reading strategies, the most frequently used category of the reading strategies was global reading strategies (GRS) ($\bar{x} = 3.07$, S.D.=0.53), followed by problem solving reading strategies (PSRS) ($\bar{x} = 3.01$, S.D.=0.63) and support reading strategies (SRS) ($\bar{x} = 2.80$, S.D.=0.80), respectively. That is, the participants in this study showed a greater use of the global reading strategies. This could be explained that the Thai EFL vocational students used global reading strategies, such as looking for the bolded and italic words or the

whole picture of the passages read before making the final decision to answer or do the exercises. Also, the problem solving reading strategies was reported to use similar as the global reading strategies. The result is understandable by recognizing features of the problem solving strategies as Mokhtari and Reichard, (2004) which mention that "problem solving strategies are the actions and procedures that readers use while working directly with the text.

5.2.2 The Relationship between the Use of Reading Strategies and Reading Comprehension

The findings revealed that the reading strategies and reading comprehension of 140 Thai EFL vocational students showed the positive relationship with statistically significant difference at .01 level in all three reading substrategies. This could be explained that the Thai EFL vocational students who had the high ability in reading comprehension tend to use more strategies than the students who had low ability in reading comprehension. To the best knowledge of the researcher, there is no research work conducting on the relationship between the reading strategies and reading comprehension. Therefore, the finding of this study does not match with the previous studies.

5.3 Pedagogical Implications

5.3.1 Teachers need to incorporate strategy awareness training before engaging students in reading tasks. The study showed that some students, particularly the struggling ones, relied on a fixed set of reading strategies they had been accustomed to regardless of text difficulty level. Instead, they need to orchestrate strategy use to cope with different reading demands. To implement reading strategy

instruction in EFL classes, Graves, Juel and Graves (2004) recommend embedding the following six features, namely 1) teachers should introduce a few strategies at one time. They can teach how to scan and guess the gist of a text. Once readers decide upon the suitability of the reading material, they can proceed to use typographical features like bold faces and italics to identify key information in the next stage; 2) teaching and practice should extend over a long period of time and across diverse tasks. To provide students with extensive practice in actual reading tasks, this long-term instruction should emphasize both low-level processing strategies and provide verbal explanations. In reading class, teacher should model how to read by verbalizing both low-level processing strategies and high-level processing strategies; 3) teachers should extend strategies and provide verbal explanations. In a reading class, teacher should model how to read by verbalizing mental processes by means of think-aloud procedures. Through this method, teachers, as skilled and proficient readers, can report their working memory, which offers more and better information than reporting what they did retrospectively; 4) teachers should explain and discuss with students the value of strategies. It is deemed important that teachers explicitly explain why the strategy should be learned and used; 5) teacher should provide feedback and discussion with students as they attempt strategies by providing students with opportunities to receive feedback from teachers and evaluate their own success in using metacognitive strategies while reading, thus developing their metacognitive awareness of their own learning processes; and 6) teachers should attempt to help students maintain a high level of motivation. With regard to students' motivation to read, which is another critical factor in their extensive reading, and teachers should create a classroom environment that encourages social interaction related to reading.

5.3.2 Teacher should pay special attention to selecting texts that address students' interests and their English proficiency. In this study, students, regardless of their language proficiency, used their schema or background knowledge frequently when read English texts. Thus, teachers should gradually proceed from easy texts to more challenging ones whose topics are of interests to students, and incorporate a student-centered approach and collaborative learning approach into instruction. In the same vein, teachers should begin with some metacognitive reading strategies that are easy for students to implement in order to inspire their confidence and build a greater sense of achievement.

5.3.3 This study indicated that the MARSIS was created as a useful and convenient tool for providing valuable information about the vocational students' metacognitive awareness of reading strategies. Mokhtari and Sheory (2002) assert that this type of information assists students in raising their awareness of reading strategies, enhancing their understanding of the reading process, and increasing confidence in their own reading ability. Similarly, teachers can benefit from this information as they help their students to become more highly responsive and thoughtful readers.

5.4 Suggestions for Future Research

To a certain extent, this study is to explore Thai EFL learners' use of reading strategies of Thai EFL vocational students, and to investigate the relationship between the use of reading strategies and reading comprehension of Thai EFL vocational students. A future study is recommended that replicates the present study. There are various aspects of this study in which further research could be carried out as follows:

5.4.1 The future research might seek to examine whether there are any similarities and differences between the learners' use of strategies in reading environments and factors, such as gender, G.P.A, and year level.

5.4.2 It would be interesting if the future study will explore the manner in which readers use strategies when they read for different purposes such as academic and non-academic purposes.

5.4.3 The future study may to compare more instruments and more samples in order to make the findings more reliable.

In conclusion, because of the important role of reading in educational practices and in students' life, instrumental strategies on reading comprehension for students deserve further systematic investigation.

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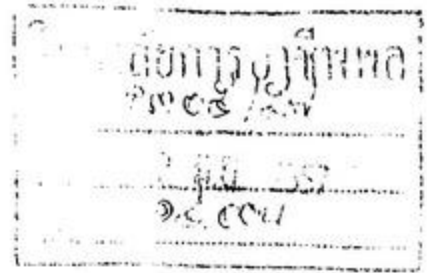
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APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

A The Formal Letter

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/252

BuriramRajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

30th May 2014

Dear The Director of Phol Industrial and Community Education College,
Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to The Director of Phol Industrial and Community Education College, to ask permission to collect the research data. I wish to inform you that Mr.Mongkolwit Chairin, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled “**The Relationship between Thai EFL students’ Use of Reading Strategies and Their Reading Comprehension**” under the supervision of Dr. Saowaroj Reuangphaisan ,Chairperson of the Thesis.

In this regard, BRU would like to ask permission from The College Director to allow him to collect the research data from the Vocational Certificate students at Phol Industrial and Community Education College, by responding to him research methodologies in May - June 2014.

Please accept, The College Director, my sincere appreciation and the assurances of my highest consideration. Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)

Dean of Graduate School
Buriram Rajabhat University

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Office of Graduate School
Tel 0 4461 1221, 0 446 1616 ext. 3806
Fax 0 4461 2858

B The Letters for Experts

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University



No. 0545.11/277

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

22st May 2014

Dear Mr. Sittisak Pongphuehee,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Mr. Sittisak Pongphuehee, an English lecturer at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Mr. Mongkolwit Chairin, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled **“The Relationship between Thai EFL students’ Use of Reading Strategies and Their Reading Comprehension”** under the supervision of Dr. Saowaroj Reuangphaisan, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858



No. 0545.11/278

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

22nd May 2014

Dear Miss Chontichaline Kanson,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Miss Chontichaline Kanson, an English lecturer at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Mr. Mongkolwit Chairin, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**The Relationship between Thai EFL vocational students' Use of Reading Strategies and Their Reading Comprehension**" under the supervision of Dr. Saowarot Ruangpaisan, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in his research instruments.

Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858



No. 0545.11/279

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

22nd May 2014

Dear Mrs.Wiphaporn Dangsri,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Mrs.Wiphaporn Dangsri, an English lecturer at Prakhonchaipittayakhom School to be the expert for the research instruments. I would like to inform you that Mr.Mongkholwit Chairin, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled **“The Relationship between Thai EFL vocational students’ Use of Reading Strategies and Their Reading Comprehension”** under the supervision of Dr. Saowarot Ruangpaisan, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in him research instruments.

Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)

Dean of Graduate School
Buriram Rajabhat University

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Tel.0 4461 1221, 0 446 1616 ext. 3806

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C Questionnaires

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

**The Relationship between Thai EFL students' Use of Reading Strategies and
Their Reading Comprehension**

Directions: The purpose of this survey is to collect information about the various strategies you use when you read English for academic purposes. The entire survey will take you approximately 25 minutes. Your response will be confidential and anonymous. Only the researcher of this study will have access to it.

1. Gender Male Female
2. Age _____
3. Year level 1 2 3
4. Department Computers Marketing Accounting Electronics
 Electrical power Mechanics Auto Mechanics
5. The Previous G.P.A. _____
6. Year of English learning _____
7. Why do you learn English? (More than one item is allowed)
- | | |
|---|---|
| <p><input type="checkbox"/> I need to use English in my work.</p> <p><input type="checkbox"/> I want to make friends with native English speakers.</p> <p><input type="checkbox"/> I am interested in understanding cultures where English is spoken.</p> <p><input type="checkbox"/> Knowing English will bring me prestige or status.</p> | <p><input type="checkbox"/> I am interested in learning languages.</p> <p><input type="checkbox"/> I want to take English test to pass a language requirement.</p> <p><input type="checkbox"/> I must know English to apply for admission to university.</p> <p><input type="checkbox"/> English is an interesting language.</p> <p><input type="checkbox"/> Others (please specify) _____</p> <p>_____</p> |
|---|---|

Mr. Mongkolwit Chairin
MA English
Graduate School
Buriram Rajabhat University
Tel.0844735791

8. How important is it for you to become proficient in English?

- Very important Important Not so important

9. How would you rate your own

- | | Poor | Fair | Good | Excellent |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| overall English proficiency? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| reading skill? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. How many hours do you spend reading English per day?

- Less than 1 hour Between 1 and 2 hours Between 2 and 3 hours
 Between 3 and 4 hours Between 4 and 5 hours More than 5 hours

11. How often do you use each of these strategies when you read in English for academic purposes? Note that there is no right or wrong responses to any of the items in this section.

After reading each statement, circle the number (1, 2, 3, 4, or 5) which matches to the level of reading strategy employment. If you have any questions, immediately contact your instructor.

The number in each column means:

- 1 means the level of strategy is **the least** employed.
 2 means the level of strategy is **little** employed.
 3 means the level of strategy is **moderate** employed.
 4 means the level of strategy is **much** employed.
 5 means the level of strategy is **the most** employed.

Strategy

	1	2	3	4	5
1. I have a purpose in mind when I read.					
2. I take notes while reading to help me understand what I read.					
3. I think about what I already know to help me understand what I read.					
4. I take an overall view of the text to see what it is about before reading it.					
5. When text becomes difficult, I read aloud to myself to myself to understand what I read.					
6. I read slowly and carefully to make sure I understand what I am reading.					
7. I review the text first by noting its characteristics like length and organization					
8. I try to get back on track what I lose concentration.					
9. I underline or circle information in the text to help me remember it.					
10. I adjust my reading speed according to what I am reading.					
11. I use reference materials (e.g. a dictionary) to help me remember it.					
12. When text becomes difficult, I pay closer attention to what I am reading.					
13. I stop from time to time and think about what I am reading.					
14. I use context clues to help me better understand what I am reading.					
15. I try to picture or visualize information to help remember what I read.					

16. I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
17. I go back and forth in the text to find relationship among ideas in it.	1	2	3	4	5
18. I try to guess what the context of the text is about when I read.	1	2	3	4	5
19. When text becomes difficult, I reread it to increase my understanding.	1	2	3	4	5
20. I ask myself questions I'd like to have answered in the text.	1	2	3	4	5
21. I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
22. When I read, I guess the meaning of unknown words or phrases.	1	2	3	4	5
23. When reading, I translate from English into Thai.	1	2	3	4	5
24. When reading, I think about information in both English and Thai.	1	2	3	4	5

--Thank you for your kind cooperation--

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Rajabhat University

แบบสอบถามเพื่อการวิจัย

เรื่อง “ความสัมพันธ์ระหว่างการใช้กลวิธีการอ่านและความสามารถในการอ่านของนักเรียนไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ”

แบบสอบถามชุดนี้มีวัตถุประสงค์เพื่อรวบรวมข้อมูลเกี่ยวกับกลวิธีต่างๆ ที่นักเรียนใช้ในการอ่านภาษาอังกฤษทางวิชาการ การตอบคำถามจะใช้เวลาทั้งสิ้นประมาณ 25 นาที คำตอบทุกข้อในแบบสอบถามชุดนี้จะไม่ได้รับการเปิดเผยแก่บุคคลอื่นแต่อย่างใด ขอความร่วมมือนักเรียนในการตอบคำถามเหล่านี้ โดยเลือกตัวเลือกหรือเติมคำตอบที่สอดคล้องกับความเป็นจริง

1. เพศ ชาย หญิง
2. อายุ _____ ปี
3. ระดับชั้น 1 2 3
4. แขนง คอมพิวเตอร์ การตลาด การบัญชี อิเล็กทรอนิกส์
 ไฟฟ้ากำลัง ช่างกลโรงงาน ช่างยนต์
5. เกรดเฉลี่ย _____
6. จำนวนปีที่เรียนภาษาอังกฤษ _____ ปี
7. เหตุผลในการเรียนภาษาอังกฤษ (ตอบได้มากกว่าหนึ่งข้อ)

- | | |
|---|--|
| <input type="checkbox"/> จำเป็นต้องใช้ภาษาอังกฤษในอาชีพการงาน | <input type="checkbox"/> สนใจในการเรียนภาษาต่างๆ |
| <input type="checkbox"/> ต้องการสื่อสารกับเพื่อนต่างชาติที่พูดภาษาอังกฤษ | <input type="checkbox"/> ต้องการสอบผ่านข้อกำหนดทางภาษาอังกฤษ |
| <input type="checkbox"/> สนใจในวัฒนธรรมของประเทศที่พูดภาษาอังกฤษ | <input type="checkbox"/> ต้องการสอบเข้ามหาวิทยาลัยในระดับต่างๆ |
| <input type="checkbox"/> การรู้ภาษาอังกฤษทำให้ดูมีเกียรติหรือช่วยยกระดับสถานะทางสังคม | <input type="checkbox"/> ภาษาอังกฤษเป็นภาษาที่น่าสนใจ |
| | <input type="checkbox"/> อื่นๆ (โปรดระบุ) _____ |

นายมงคลวิทย์ ไชยรินทร์
นักศึกษาระดับปริญญาโท สาขาวิชาภาษาอังกฤษ ระดับปริญญาโท
บัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏบุรีรัมย์
โทร 0844735791

8. ความสามารถทางภาษาอังกฤษมีความสำคัญกับนักเรียนมากน้อยเพียงใด

- สำคัญมาก สำคัญ ไม่สำคัญ

9. การประเมินระดับความสามารถทางภาษาอังกฤษของตนเอง

	ต้องปรับปรุง	ปานกลาง	ดี	ดีมาก
ความสามารถทางภาษาอังกฤษทั่วไป	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ทักษะการอ่านภาษาอังกฤษ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. จำนวนชั่วโมงที่ใช้ในการอ่านภาษาอังกฤษโดยทั่วไปในแต่ละวัน

- น้อยกว่า 1 ชั่วโมง 1-2 ชั่วโมง 2-3 ชั่วโมง
 3-4 ชั่วโมง 4-5 ชั่วโมง มากกว่า 5 ชั่วโมง

11. โปรดเลือกคำตอบที่ตรงกับตัวคุณสำหรับคำถามแต่ละข้อต่อไปนี้ เกี่ยวกับกลวิธีที่ใช้ในการอ่านภาษาอังกฤษทางวิชาการ ทุกข้อเหล่านี้ไม่มีคำตอบถูกหรือผิดใดๆทั้งสิ้น

โปรดอ่านข้อความในช่องรายการแล้วกาเครื่องหมายวงกลม ลงในช่องด้านขวามือ ซึ่งตรงกับความคิดเห็นของนักเรียนมากที่สุดเพียงข้อเดียว โดยแต่ละช่องมีความหมาย ดังนี้

- 1 หมายถึง ใช้กลวิธีการอ่านนี้ น้อยที่สุด
- 2 หมายถึง ใช้กลวิธีการอ่านนี้ น้อย
- 3 หมายถึง ใช้กลวิธีการอ่านนี้ ปานกลาง
- 4 หมายถึง ใช้กลวิธีการอ่านนี้ มาก
- 5 หมายถึง ใช้กลวิธีการอ่านนี้ มากที่สุด

กลวิธีการอ่าน

1. ดันทราบจุดประสงค์ในการอ่านแต่ละครั้ง	1	2	3	4	5
2. ดันจดบันทึกขณะที่อ่าน เพื่อทำความเข้าใจในสิ่งที่อ่าน	1	2	3	4	5
3. ดันนึกถึงสิ่งที่ฉันรู้มาก่อน เพื่อทำความเข้าใจในสิ่งที่อ่าน	1	2	3	4	5
4. ดันอ่านคร่าวๆก่อน เพื่อดูว่าเป็นเรื่องเกี่ยวกับอะไร	1	2	3	4	5
5. เมื่อสิ่งที่อ่านยาก ดันอ่านออกเสียง เพื่อทำความเข้าใจในสิ่งที่อ่าน	1	2	3	4	5

6. ฉันอ่านอย่างช้าๆ และรอบคอบเพื่อให้แน่ใจว่าเข้าใจสิ่งที่กำลังอ่านอยู่	1	2	3	4	5
7. ฉันสังเกตลักษณะของข้อความที่อ่านก่อน เช่น ความยาวและ การลำดับข้อมูล	1	2	3	4	5
8. ฉันพยายามกลับมาสนใจสิ่งที่อ่านทุกครั้งที่ขาดสมาธิ	1	2	3	4	5
9. ฉันทำเครื่องหมาย เช่น ชีคเส้นใต้ หรือวงกลมข้อความต่างๆ เพื่อช่วยให้จำ	1	2	3	4	5
10. ฉันปรับระดับความเร็วในการอ่านตามสิ่งที่อ่านแต่ละครั้ง	1	2	3	4	5
11. ฉันใช้ออกสารอ้างอิง เช่น ดิกชันนารี เพื่อทำความเข้าใจ ในสิ่งที่อ่าน	1	2	3	4	5
12. เมื่อสิ่งที่อ่านยาก ฉันจะตั้งใจอ่านเป็นพิเศษ	1	2	3	4	5
13. บางครั้งฉันหยุดพักชั่วขณะเพื่อทบทวนสิ่งที่กำลังอ่าน	1	2	3	4	5
14. ฉันใช้ข้อความรอบข้างเพื่อช่วยทำความเข้าใจในสิ่งที่อ่าน	1	2	3	4	5
15. ฉันพยายามนึกภาพตามเพื่อช่วยให้เข้าใจในสิ่งที่อ่าน	1	2	3	4	5
16. ฉันสังเกตตัวอักษรที่หนาหรือเอียงเพื่อทราบถึงข้อมูลที่สำคัญ	1	2	3	4	5
17. ฉันอ่านย้อน ไปมาเพื่อหาความสัมพันธ์ของใจความหลักในสิ่งที่อ่าน	1	2	3	4	5
18. ฉันพยายามคาดเดาเนื้อหาของสิ่งที่อ่าน	1	2	3	4	5
19. เมื่อสิ่งที่อ่านยาก ฉันอ่านทวนอีกครั้ง เพื่อเพิ่มความเข้าใจ	1	2	3	4	5
20. ฉันตั้งคำถามกับตนเองเกี่ยวกับสิ่งที่ต้องการคำตอบในเรื่องที่อ่าน	1	2	3	4	5
21. ฉันตรวจสอบดูว่าสิ่งที่คาดเดาเกี่ยวกับเรื่องที่อ่านถูกต้องหรือไม่	1	2	3	4	5
22. เมื่อฉันอ่าน ฉันเดาความหมายของคำหรือข้อความที่ไม่เคยรู้มาก่อน	1	2	3	4	5
23. เมื่ออ่าน ฉันแปลจากภาษาอังกฤษเป็นภาษาไทย	1	2	3	4	5
24. ฉันคิดเกี่ยวกับสิ่งที่อ่านเป็นภาษาอังกฤษและภาษาไทย	1	2	3	4	5

—ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามชุดนี้—

D Reading Comprehension

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

READING COMPREHENSION TEST

Direction: In this section, you will read six passages. Each passage is followed by a number of questions about it. Choose the best answer: (A), (B), (C), or (D).

Answer all questions about the information in a passage on the basis of what is **stated** or **implied** in that passage.

Passage 1

All the countries in the world have national songs, but ever wondered which country has oldest national song?

The oldest national song in the world is that of *Japan*. It is named "*Kamikaya*" and Ancient language is used in this song.

Not only *Kamikayo* is the oldest national song of the world, but also it is the shortest songs. It has only four lines. The national song of America is also the old one. It is named "*The Star Sprangle Banner*". It was written in 1814. Do you know how old is the national song of Thailand?

1. What is an appropriate title of this passage?
 - A. The Oldest National Song.
 - B. The National Song of Japan.
 - C. The National Song.
 - D. The National Song of America.

2. What does "Kamikayo" (line 3) mean?
 - A. A pop song.
 - B. A national song of Japan.
 - C. A national song of America.
 - D. A name of the person who writes a national song of Japan.

3. Is Kamikayo the oldest national song?
 - A. Yes, it is the oldest national song.
 - B. No, it isn't.
 - C. There is another song that is oldest.
 - D. Not sure.

4. What does "The Star Sprangle Banner" (line 6) refer to?
 - A. A national song of Japan.
 - B. The shortest national song of the world.
 - C. The oldest national song of the world.
 - D. A national song of America.

5. How old is the national song of America?

A. More than 600 years old.

B. Less than 150 years old.

C. About 100 years old.

D. About 185 years old.

Passage 2

The history of refrigerator occurred in the 19th century. The first person who knew the principle of cool was a Scottish man. He knew by accident that "Ether" is able to make metal cool. In 1879, the German engineer took "Ammonia" to replace "the old one". Fifty years later, the two Swedish engineers developed the refrigerator that used electric power, and it is used until now.

The refrigerator is cool by using the two principles of science that are: when liquid evaporates to steam, it will take a temperature from things that are around itself out too. And in a place of a low pressure, liquid will evaporate in the low temperature or in cool. So a matter that is used to cool should be liquid that evaporate easily in the low temperature.

6. What does "Ether" (line 2) mean?

A. It is a solid matter that make metal cool.

B. It is one kind of refrigerator.

C. It is used to make metal cool in the past.

D. It is one brand of refrigerator.

7. An engineer of which nationality knew the principle of cool first?

A. A German engineer.

B. A Scottish engineer.

C. A Swedish engineer.

D. An America engineer.

8. What does "Ammonia" (line 3) mean?

A. A matter that is used to make refrigerator cool.

B. An ether.

C. A bad smell gas.

D. The refrigerator of Germany.

9. What does "the old one" (line 3) mean?
- A. An ether that is used to be cool refrigerator. B. An ammonia that is used in refrigerator.
C. One kind of gas. D. The refrigerator.
10. Which is the refrigerator we use today?
- A. An ether refrigerator. B. An ammonia refrigerator.
C. The refrigerator that is made in Japan. D. The electric refrigerator.
11. The refrigerator is cool by the principle of
- A. physics B. chemistry
C. science D. mathematics
12. Which one is correct?
- A. A matter that is used to cool should be cheap.
B. A matter that is used to cool must be safe.
C. A matter that is used in refrigerator should evaporate easily in the low temperature.
D. A matter that is used in refrigerator should be colorful.
13. The best title of this passage is.....
- A. A Scottish refrigerator. B. A German refrigerator.
C. A matter that is used in refrigerator. D. The history of refrigerator.

Passage 3

The Greeks have used the heated steel bar that is similar to threshing starch stick in ironing clothes. The Romans have used the metal hammer that its flat beating on the clothes until they are smooth. This method is similar to beating metal.

In the 15th century, there was a coal iron using in Europe. In the 19th century there was a gas that was used in house, so there was an iron that was able to use with gas. However, the gas iron was dangerous, if the gas leaked. This was the reason why in 1882, *Henry W. Willy* who was an American invented the first electric iron. There was a problem that the electricity company produced for "it" could be used only night, so the use of "it" was limited.

Earl Richardson then developed the electric iron. He made iron to be light weight, and he offered the electricity to run the machines all 24 hours too. So we can iron clothes on day from then.

14. What did the Greek used in ironing clothes?

A. A threshing starch stick.

C. A metal hammer.

B. A steel bar that is heated.

D. An electric iron.

15. What did the Roman used in ironing clothes?

A. An electric iron that is light.

C. A heated steel bar.

B. A metal hammer.

D. A stick bar.

16. What happened in the 15th century?

A. There was a coal iron in Europe.

B. There was a gas iron.

C. There was a gas that was used in house.

D. There was no a heated steel bar that was used in ironing.

17. Why was the gas iron difficult to use?

A. It was too expensive.
gas leaked.

C. No one can use it.

B. It was dangerous when the

D. It was bad smell.

18. Who was the person who invented the electric iron first?

A. An America man whose name was Henry W. Willy.

B. The electric company.

C. The Greek.

D. The Roman.

19. What was the problem of the first electric iron?

A. There was no handbook about using it.

C. It was limited by the electricity company.

B. It was used only on night.

D. It was difficult to use.

20. Who was Earl Richardson?

A. He was an American man.

B. He was a manager of an electricity company.

C. He developed the electric iron.

D. He can produce electricity himself.

by

21. What's the purpose of the author?

A. Advertising

B. Selling

C. Giving information

D. Convincing

Passage 4

Have you ever seen the red-white rounding fire rotating in front of a hairdresser's shop? Do you want to know what does it mean?

In the past, a hairdresser's shop must have a rotatable fire that was red and white stripe in front of "it". Because the white hairdresser's shop in the past would be a clinic too, and a hairdresser himself would be a doctor especially in the period of war. It needs to hang "Barber's Pole" that was red and white pillar of "the shop" for easy seeing. Red meant *blood* and white meant *bandage*.

In the present, the red-white rotating fire is used to be a symbol and to decorate "a barber's shop". The other reason of having this fire in the present is to tell the customers that the shop is opened or not.

22. What is a hairdresser's shop?

A. It is a beautiful shop.

B. It is a shop where you can have your hair cut.

C. It is a convenient shop.

D. It is a shop that is famous.

23. What does "it" (line 4) mean?

A. A hairdresser's shop.

B. A red-white rounding fire that is in front of a hairdresser's shop.

C. A red and white strip.

D. A clinic that is in a hairdresser's shop.

24. The reason that a hairdresser's shop must have a rotatable fire in the past is.....

A. to decorate a shop.

B. to attract customers.

C. to show a period of war.

D. to show a symbol of clinic by using red-white rotatable fire.

25. "Barber's Pole" in line 6 means.....

- A. a pole that is in jumping.
- B. a Poland barber.
- C. a pole that is used in ceremony.
- D. a red and white pillar that is in front of a barber's shop.

26. "the shop" in line 6 refers to.....

- A. The barber's pole shop.
- B. The hairdresser's pole shop.
- C. The hairdresser's shop.
- D. The Poland barber's shop.

27. What does the *red* of rotating fire mean?

- A. Nation
- B. Bandage
- C. Blood
- D. Peace

28. What does the *white* of rotating fire mean?

- A. Doctor
- B. Bandage
- C. Nurse
- D. Peace

29. Which is not a reason to use rotating fire in the present?

- A. It is used to be a symbol.
- B. It is used to decorate.
- C. It is used to tell the customers that the shop is opened.
- D. It is used to help a person who injured from war.

Passage 5

There are 100,000 lines of hair on our heads, if you don't believe you can count. But it is special for the golden head because there are about 140,000 lines of hair. The person who has red hair can have only 90,000 lines on his head. This is not true for the person who changes the color of his hair.

A researcher said that the children's hair grows longer than adult. There was one point that is in summer our hair is long abnormally or quickly. You don't have to fear that when you have your hair cut, it will not grow and enlong. It will use a period of time to be growing and long.

If you want your hair to be long fast, you don't need to do anything because it gets longer by itself. It is a waste of time to do something because in one month your hair will be long not more than 0.5 inch. There is one way to make your hair longer that is, using a wig or asking for help in a beauty shop.

30. How many lines are there in normal hair?
- A. There are 100,000 lines in normal hair.
 - B. There are 900,000 lines in normal hair.
 - C. There are 1,000,000 lines in normal hair.
 - D. There are 1,200,000 lines in normal hair.
31. Which kind of hair that has the most time?
- A. The black hair.
 - B. The red hair.
 - C. The golden hair.
 - D. The hair that is changed many times.
32. Somsak is going to change his hair color, will he have more lines than us?
- A. Yes, because the changed hair will have more lines.
 - B. No, because it is not his original hair.
 - C. Yes, because the red hair will have more lines.
 - D. No, because he is a Thai people.
33. We can make our hairs long by.....
- A. Going to see the doctor.
 - B. Do nothing.
 - C. Use a famous brand of shampoo.
 - D. Always use conditioner after using shampoo.

34. In what season are our hair long abnormally?
- A. The rainy season because our hair get longer in the rain.
 - B. The winter season because snow can make our hair long.
 - C. The summer season.
 - D. There is no season that makes our hair long.
35. Do we have a natural method that makes our hair long?
- A. Yes, we can use shampoo and conditioner to wash our hair.
 - B. Yes, we can use shampoo, conditioner and treatment too.
 - C. Yes, we can go to beauty shop.
 - D. No, we don't, because they get long by themselves.
36. How long does a hair grow in one month?
- A. They are long about 0.5 centimeter.
 - B. They are long about one centimeter.
 - C. They are long about one inch.
 - D. They are long not more than 0.5 inch.
37. The one way that we can make our hairs long is
- A. going to a beauty shop.
 - B. using everything about hair's care.
 - C. doing nothing.
 - D. there is no answer.

Passage 6

Have you ever bought anything from 7-ELEVEN? Do you want to know what does it mean? It is an interesting name and you are one of persons who want to know this name, aren't you?

7-ELEVEN is a shop that first began *America*. At that time, it had only ice to sell and then there were many kinds of foods and drinks to sell.

The name 7-ELEVEN doesn't have deep or complex meaning. It is referred to the opening and the closing time of this convenient store. In the first, this shop will be opened all days from 7 A.M. to 11 P.M., but then the service changed and started opening for all 24 hours. We can see it in many places. We can say that it is easy to find this shop more than a police station or a post office.

Now there are many convenient stores that are opened to compete with 7 – ELEVEN, such as A.M.-P.M., LEMON-GREEN and etc. It's good for consumers to have more choices.

38. Which country that had the first 7 – ELEVEN?

- A. The first country that had 7-ELEVEN is Canada.
- B. America is the first country that had 7-ELEVEN.
- C. The first 7-ELEVEN was in Mexico.
- D. The first 7-ELEVEN was in Australia.

39. At first, did 7-ELEVEN have many kinds of goods?

- A. Yes, there were many kinds of goods in the beginning.
- B. No, there were only ice and water.
- C. No, at first there was only ice.
- D. Yes, because it is a convenient store.

40. What does 7-ELEVEN mean?

- A. Number of goods selling.
- B. The opening and the closing time of the shop.
- C. The cost of goods in the shop.
- D. The secret code of the manager.

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