

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 SUBJECTS**

The subject of the study is an ESL teacher teaching at university level and in which English is the medium for the course.

#### **3.2 MATERIALS**

This study uses a think-aloud protocol methodology to investigate the reading strategies. Two different texts are given to an ESL teacher. The first text is the general text chosen on the subject's interest. On the contrary, the latter is an academic text the subject uses in her classroom.

#### **3.3 PROCEDURES**

##### **3.3.1 Research Design**

First, before the actual think-aloud task started, the subject was trained and had a chance to practice thinking aloud by reading a short text taken from an online journal. It took about 10 minutes. There was no feedback in this training session. The subject was prompted to think out loud until she could produce at least five verbalizations.

The think-aloud session of the actual study was conducted individually in a silent room. The subject was allowed to read two different texts—the general text and the academic text.

The general text was naturally read first followed by the academic text. The subject was told to spend as much time as she wanted and that both texts would be read consecutively. Also, she was allowed to use a pen and paper to take notes, but not permitted to write on the text. She was given directions in Thai, but she was told to think out loud in Thai and English.

### 3.3.2 Data Collection

The reader was explicitly instructed to verbalize all the thoughts which occurred while reading the article.

The following are the directions used in the thinking-aloud session.

*“This is a short article on the websites: ..... I want you to read this article as if you were learning the material for a class. You may use a pen or paper to take notes. In order to understand how you learn from a textbook, I need you to think out loud while you are reading. Please read out loud. If you are thinking, please think out loud. I can’t answer any questions about the reading. Please remember that it is very important to say everything you are thinking while you are working on this task.”*

### 3.4 DATA ANALYSIS

The audiotape of the think-aloud session was transcribed. The strategies were classified into three major categories, **Pre-reading strategies**, **While-reading strategies**, and **Post-reading strategies**. (Abita 2000, Willhelm 2001 and Block 1986, Carrell 1989 Young and Oxford 1997) (as cited in Duangrutai Suksang 2005)