

Research Title : Developing Reading Methods of Industrial Education Students at King Mongkut's Institute of Technology Ladkrabang

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ABSTRACT

The objectives of this study were: (1) to investigate the developing reading methods of Industrial Education students at King Mongkut's Institute of Technology Ladkrabang. (2) To determine if developing reading strategies differ among Thai university first year engineering students of differing English reading abilities. (3) To investigate if developing reading strategies differ among Thai university first year engineering students of differing gender: male and female. The samples were all 60 second year undergraduate Industrial Education Students in the field of Applied Arts, majoring in English and enrolling the course of "Reading2" during the first semester of 2. The research instrument used in collecting the data was a five-point Likert scale, adapted from O'Malley and Chamot (1990). The questionnaire consists of 14 statements which include either metacognitive strategies, cognitive strategies and social or affective strategies. The quantitative data were analyzed using statistic programs: both arithmetic mean and standard deviation. Results of this study revealed that:

(1) All 60 second year undergraduate Industrial Education students in the field of Applied Arts, majoring in English and enrolling the course of "Reading 2" during the first

semester of 2015 academic year at King Mongkut's Institute of Technology Ladkrabang (KMITL) could develop their reading methods in moderate level (mean=3.13).

(2) High reading ability students had different levels of using reading methods to develop their reading from those of mid reading ability students. That is, high reading ability students (N=21) could develop their reading methods in great levels (mean=3.79) while mid reading ability students (N=39) could develop their reading methods only in moderate level (mean=2.78). In addition, high reading ability students could use either metacognitive reading methods or cognitive reading methods to develop their reading much better than mid reading ability students (for metacognitive reading methods: means = 4.22, 2.54; for cognitive reading methods: means = 3.89, 2.84 respectively).

(3) Male students (N=16) could develop their reading methods in great levels (mean=3.51) while female students (N=44) could develop their reading methods only in moderate level (mean=2.99). Moreover, male students could use either metacognitive reading methods or cognitive reading methods to develop their reading much better than female students (for metacognitive reading methods: means = 3.84, 2.90; for cognitive reading methods: means = 3.50, 3.02 respectively).