CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

Chapter five presents conclusion, and recommendations. The recommendations are for pedagogical as well as further studies. The details are as follows.

The purposes 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 2015 academic year at King Mongkut's Institute of Technology Ladkrabang (KMITL). The research instruments for this study consisted of a two-part questionnaire. The first part of the survey gathered students' individual demographic background while the second part consisted of the developing of reading methods questionnaire adapted from the classification of reading strategies given by O'Malley and Chamot (1990). The questionnaire consists of 14 statements which include either metacognitive strategies, cognitive strategies and social or affective strategies.

5.1 Conclusion

The research questions of the study were: (1) What are the developing reading methods of Industrial Education students at King Mongkut's Institute of Technology Ladkrabang? (2) What are the developing reading strategies used by students with different

reading abilities while reading an English text? (3) What are the developing reading strategies used by male and female subjects while reading the text?

5.1.1 Research Results

According to the students' demographic background, there were 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 2015 academic year at King Mongkut's Institute of Technology Ladkrabang (KMITL). There were 16 male students (26.7%) and 44 female students (73.3%). Furthermore, there were 21 students having high reading ability level (35%) and 39 students having mid reading ability levels (65%). No students having low reading ability level.

Research Question One: What are the developing reading methods of Industrial Education students at King Mongkut's Institute of Technology Ladkrabang?

The result showed that 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).

Research Question Two: What are the developing reading strategies used by students with different reading abilities while reading an English text?

The results indicated that high reading ability students had different levels of using reading methods to develop their reading from those of mid reading ability students. In other words, considering students according to their reading abilities: high and mid, 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). Similarly, it also could be concluded that 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).

Research Question Three: What are the developing reading strategies used by male and female subjects while reading the text?

The results indicated that male and female students had different levels of using reading methods to develop their reading. That is, 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). Interestingly, both male and female students could use social/affective developing reading methods to develop their reading methods in only moderate levels (means = 3.23, 2.99 respectively). In contrast, they used both metacognitive and cognitive reading methods to develop their reading in different levels. That is, male students could use those two reading methods in great level whereas female students could use them in only moderate level. Therefore, it could be conclude that 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).

Last but not least, it could be concluded that the levels of developing reading by using social and affective reading methods were not good enough. All 60 students used the social and affective reading methods to develop their reading methods moderately. Although many students have always realized the importance of reducing anxiety and regaining their confidence by discussing, asking communicating on any reading problem/difficulty with their friends/instructors, or encouraging themselves, they still could not do well in communicating with/asking help from other students or their teachers.

5.2 Recommendations

5.2.1 Recommendations for Pedagogical Instruction

The results of this study could indicate that in teaching learning activities, most students need to apply more reading strategies to develop their reading. At the same time, teachers should help them by integrating the reading strategies and train them frequently during classroom activities. They should also inform their students the significance of using integrating reading strategies to develop and comprehend their reading and try their best to support their students with those strategies. Consequently, teachers should aware that:

1) Before letting students do some reading practice, teachers could make the students know when they should use those reading strategies and which strategies should be used in a certain context. Through various practice, the students could gradually know more about the reading strategies and learn to use them better.

2) Teachers should choose the reading materials according to students' needs content areas, and interests. The reading materials should be neither too easy nor too hard. (2) The teachers should also encourage the students to read widely after class, from which they may gradually foster the habit of using reading strategies.

3) Teachers should divide the whole class into several groups, having both good and poor readers in each group and encourage the good ones to help the poor ones. Indirectly, sharing experiences and ideas, the poor readers could learn from the good readers. As a result, both the good and the poor readers could become more confident in English reading.

4) The use or lack of use of different reading methods might affect the academic success of the student. If the course of study in school is to be meaningful, then it is essential that teachers should lead students to be aware of how they learn and about the factors affecting their own learning, thinking, and problem solving in reading. Teachers, therefore, should observe students when they read their texts/ written materials to determine students' strengths and weaknesses, which in turn, will help provide effective and appropriate reading processes that help the students develop their life-long reading.

5.2.2 Recommendations for Further Studies

The suggestions for further studies are as follows.

1) Further research should be focused on both teaching methods and reading methods as it can significantly enhance academic achievements.

2) Further study should be considered both on students' reading styles and their reading strategies as they both have the effect in students' developing in reading.

3) Further research should compare students' reading methods across disciplines.

4) Further investigation should be done by using both qualitative and quantitative methods.

5) Further studies dealing with (a) developing reading methods of Thai students with different ages and grade levels and (b) the relationship between those students' methods and their success in reading in order to further verify the findings of the present study.