

A Study of English Reading Strategy Instruction by Thai Teachers in Private Schools, Rayong Province, Thailand

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Abstract

This study aimed to investigate the level of English reading strategies taught by Thai teachers in private schools, Rayong Province, Thailand. The subjects of the study were 9 Thai English teachers who were teaching in three private schools in Rayong Province, Thailand. The Survey of Reading Strategies (SORS) questionnaire developed by Mokhtari and Sheorey (2002) comprising 28 items was employed to collect quantitative data. A semi-structured interview was also conducted with all 9 Thai English teachers for qualitative data collection and triangulation. The quantitative findings indicated that, on average, all the three categories of the SORS which are Global Strategies, Problem-solving Strategies, and Support Strategies were taught at a high level. Moreover, the thematic content analysis showed the five emerging themes which are Theme 1: Teaching Reading Strategies, Theme 2: Essential of Teaching of Reading Strategies, Theme 3: Reading Strategies Taught in Coursebooks, Theme 4 Positive Feeling about Teaching of Reading Strategies, and Theme 5: Students as Difficulties to Teach Reading Strategies. The interpretation of the results suggested that the Theme 1, 2, 3, and 4 were in convergence with the results of the SORS questionnaire whereas Theme 5 was considered an augmentation.

Keywords: *English Reading Strategies, Reading Strategies Instruction, Thai English teachers*

1. Introduction

By learning English, reading is one of the four skills which is crucial for second language (L2) learners because students may receive the beneficial information that is not given by teachers (Harmer, 2007; Anderson, 2003). Anderson, Hiebert, Scott, and Wilkinson (1985) state that reading is also a keystone for the successful of learner in school and, indeed, throughout life. Furthermore, Anderson, Hiebert, Scott, and Wilkinson (1985) state that the opportunities for personal fulfilment and job success inevitably will be lost if readers do not have the ability to read well. Harmer (1998) states that reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure. Thus, reading is a paramount skill for L2 learners to enrich their English reading skills.

To make Thai students enhance their English reading skills, Janzen (2001) states that to enhance the students' reading skills, teachers should embed the following five features in the course syllabus: (a) explicit discussion of what reading strategies are, along with where, when, and how to use them; (b) teacher modeling of strategic reading behaviour; (c) students reading and thinking aloud while practicing targeted strategies; (d) classroom discussion of possible strategies to use during reading; and (e) adoption of a sustained area of content for the course. Clearly, the importance of teaching English reading strategies is highlighted.

However, Thai students appear to have reading difficulties when they read in English. Lerdsuriyakul (n.d. cited in Puangchompoo, 2012), a specialist in curriculum development at the Office of the Non-Formal and Information Education pointed out that there are two reasons for their poor reading skills. The first reason is Thai students do not have a strong reading culture. They read only two to five books per year, while those in Singapore and Vietnam read 50 to 60 books annually. Another reason is the ineffective method of teaching English reading in Thai EFL classrooms. Corroborated by Saengboon (2004), Thai teachers often focus on grammatical competence, drill-based activities and rote memorization of isolated sentences. Students do not sufficiently practise on how to use reading strategies in their studies and their daily life, such as reading comprehension, and reading for searching for details and author's purpose or even reading for pleasure. Consequently, reading scholars (Weaver & Cohen, 1997a, 1997b; Chamot, Barnhardt, El-Dinary, & Robbins, 1999) have suggested that teaching readers how to use English reading strategies should be a primary consideration in the English reading classroom. Wanchai (2012) also highlighted that Thai teachers' insufficient English proficiency is a constraint. This shows that Thai teachers might lack the development of their English skills, or they have not graduated from English language teaching field. Clearly, the English proficiency and teaching methodology appear to be problems of some Thai teachers teaching in English. It is apparent that the English reading problems of Thai students are caused by the students and teachers.

In terms of research on English reading strategy instruction in Thailand, there are some research studies in this area carried out with tertiary students (Chanprasert, 2013; Simpson, 2018; Thongwichit, 2018). However, there were a few research studies conducted with high school students (Kaewchongkul & Intanoo, 2017; Rattanamong, 2015). Therefore, to fill this gap this present study attempted to explore the extent of English reading strategy instruction by Thai teachers teaching at private schools. Taking into account that explicit reading strategy instruction is effective to improve reading skills of the students, the findings will yield benefits for schools and curriculum administrators to be aware of capacity of the teachers to teach reading strategies and to support them for better reading skills teaching. The results will also be beneficial to the teachers who will know how extensively they are teaching reading strategies and what particular reading strategies they should pay attention more when teaching. The findings should give guidelines for the teachers to adjust, select, or develop reading materials to include more English reading strategies so that students will have adequate opportunities to practice such reading strategies. The students will definitely gain advantages from the teachers' instruction of reading strategies to improve their reading abilities in English, and they will equip themselves with the necessary reading strategies for their higher education which requires reading of academic textbooks in English. To be successful readers, English reading skills and strategies are essential.

2. Literature Review

In regard to definitions of English reading strategy, O'Malley and Chamot (1990) note that foreign or second language reading strategies are conscious or unconscious processes, techniques, or behaviors; readers employ these techniques to enhance their reading comprehension. Similarly, Songsingchai's (2010) defines reading strategies as ways or tactics of processing that readers utilize intentionally to construct meaning or comprehension from the texts. Thus, English reading strategies are conscious or unconscious ways which readers employed these strategies while they are reading the written text in order to boost their reading abilities and their reading comprehension.

English reading strategies are classified into different types. Mokhtari and Sheorey (2002) classify reading strategies into three subscales. Global Strategies (GLOB) are strategies that learners use to monitor cognitive strategies. Problem-solving strategies (PROB) are strategies that require use of previous knowledge during text reading. Support strategies (SUP) are the basic support mechanisms intended to aid the reader in comprehending the text. There were some reasons that they created SORS for EFL learners. Firstly, there was strong research support for the positive relationship between students' metacognitive awareness of reading process and their reading ability. Secondly, they could not find any published research tools that are specifically designed to investigate metacognitive awareness and English reading strategy use of EFL students when they read academic materials. Thirdly, they found some researchers' agreement that a number of reading strategies are transferable from one language to another (e.g. Alderson, 1984; Carrell, 1991). The existing research tools did not consider some of the strategies which are unique to students who literate in more than one language. Therefore, this instrument is compatible with non-native English learners.

In this study, the reading strategy categories proposed by Mokhtari and Sheorey (2002) will be employed as the conceptual framework. First of all, it should be noted that their framework only includes English reading strategy use, especially reading for academic purposes. Then it was not generalized to other language skills. Therefore, this present study will use this reading strategies framework in order to find the answer for research question.

3. Research Objective

This study aimed to investigate the level of English reading strategies instruction by Thai teachers in private schools, Rayong Province, Thailand.

4. Research Methodology

4.1 Participants

A purposive sampling technique was utilized to select 9 Thai teachers teaching in three large-size private schools (Assumption College Rayong, St. Joseph Rayong, and Guang Hua School Rayong) in Rayong province for data collection. Due to a small number of teachers who taught English reading skills in Grade 10 all of the nine teachers were the participants of this study. In this study, the researcher provides the profile of these 9 Thai teachers is shown in Table 1.

Table 1: The Profile of 9 Thai Teachers as Subjects

Teachers	Schools	Education	Teaching Experiences	Subject
1	Guang Hua School	Master's Degree (Education Management)	11-15 years	English (Grammar/Reading/Conversation)
2	Guang Hua School	Bachelor's Degree (Education)	1-5 years	English (Grammar/Reading/Writing)

Table 1: The Profile of 9 Thai Teachers as Subjects (Continue)

Teachers	Schools	Education	Teaching Experiences	Subject
3	St. Joseph Rayong School	Master's Degree (Curriculum and Instruction)	16-20 years	English (Grammar/Reading)
4	St. Joseph Rayong School	Bachelor's Degree (Education)	26-30 years	English (Grammar/Reading/Writing)
5	Assumption College Rayong	Master's Degree (Curriculum and Instruction)	1-5 years	English (Grammar/Reading)
6	Assumption College Rayong	Bachelor's Degree (Education)	1-5 years	English (Grammar/Conversation)
7	Assumption College Rayong	Bachelor's Degree (Education)	1-5 years	English (Grammar)
8	Assumption College Rayong	Master's Degree (Educational Administration)	16-20 years	English (Grammar/Reading)
9	Assumption College Rayong	Bachelor's Degree (Human Sciences)	21-25 years	English (Grammar/Writing)

4.2 Instruments

Questionnaire

As the research design was a cross-sectional survey, the Survey of Reading Strategies (SORS) questionnaire developed by Mokhtari and Sheorey (2002) for student data collection was adapted for teachers in this study by replacing the word “use” with “teach” strategy in each statement to indicate to what extent teachers teach each reading strategy. The original SORS was developed to investigate reading strategy used by non-native English learners therefore it was appropriate to be used for data collection from teachers by minor modifications to reflect teaching of reading strategies by teachers.

The SORS questionnaire for teachers is consisted of 28 items which measure three categories of reading strategies, namely global reading strategies (13 items) such as using prior knowledge, previewing text before reading; problem-solving strategies (8 items) such as re-reading for better understanding, guessing meaning of unknown words; and support strategies (9 items) such as underlining information in text reading, and using reference materials. The questionnaire in this study employed a 5-point Likert Scale ranging from 1 to 5. The evaluation criteria of the SORS questionnaire for teachers were as follows: 1.00-1.80 means the level of English reading strategy instruction use is ‘very low’, 1.81-2.60 means the level of English reading strategy instruction use is ‘low’, 2.61-3.40 means the level of English reading strategy instruction use is ‘moderate’, 3.41-4.20 means the level

of English reading strategy instruction use is 'high', and 4.21-5.00 means the level of English reading strategy instruction use is 'very high'.

With regards to content validation, the SORS questionnaire for teachers was validated by three English language experts who have expertise in the field of English as an international language, Linguistics, and English Language Teaching. Overall, the content validity of the 28 items SORS questionnaire for teachers based on the Index-Objective Congruence (IOC) is 0.93.

Tried out with 31 Thai teachers who taught English in government high schools which are located in Mueang Rayong, Rayong province, it was found that the reliability of the SORS questionnaire for teacher is 0.72 which is acceptable for data collection. Nunnally (1978) stated that an acceptable range of Cronbach's alpha is 0.70 or above.

Semi-structured Interview

Accordingly, Fraenkel and Wallen (2000) indicate that a semi-structured interview is a verbal questionnaire which is rather formal and consists of a series of questions to elicit answers from respondents. A semi-structured interview was conducted in English with all 9 participants in order to triangulate the quantitative findings from the SORS questionnaire. The semi-structured interview was applied to gain deeply more information which can be answered from the questionnaire. With regards to validation, the content validity of the 5 interview questions is 0.87. The objectives and the interview questions are as follows.

Interview Question 1: How do you teach English reading? Please explain. (Teachers can answer based on their teaching when they teach English reading in class.)

Objective: To explore Thai teachers' teaching method when they teach English reading skills

Interview Question 2: Do you think reading strategies are important for English reading? Why or why not?

(Teachers can express their point of view about whether reading strategies are important for teaching students in English reading class or not.)

Objective: To explore Thai teachers' awareness of reading strategies when they teach English reading

Interview Question 3: What course book do you use? Please explain a component of the book, and please explain a reading part. Any English reading strategies taught? (Teachers can explain what the course books are, and whether it is suitable for their students or not.)

Objective: To explore the course books that Thai teachers use whether there are reading strategies as taught or how reading part is taught

Interview Question 4: How do you feel about teaching English reading skills? (Teachers can answer based on their feeling when they teach English reading in class.)

Objective: To explore Thai teachers' feeling when they teach English reading skills

Interview Question 5: What are the obstacles or the difficulties when you teach English reading?

(Teachers can express their teaching difficulties in their English reading class.)

Objective: To explore Thai teachers' difficulties of teaching English reading

4.3 Collection of Data

The participants were asked to complete the SORS questionnaire in English at their schools. The total administered time was approximately 5-10 minutes. Then, the researcher collected the questionnaires.

After collection of the questionnaire, the researcher conducted a one-on-one semi-structured interview in English with 9 Thai teachers at their schools at their convenient time.

4.4 Data Analysis

Descriptive statistics which are mean and standard deviation (SD) were used to analyze the quantitative data while thematic content analysis was carried out for qualitative data. The inter-coder reliability was found at 0.92 by finding Pearson's correlation which ensured a strong confidence for the reliability.

5. Results and Discussion

5.1 Results of the study

5.1.1 Quantitative Results of the Study

The quantitative data were mainly gathered from the SORS questionnaires for teachers and analysed to answer the third research question. The results will be presented as below.

The Investigation of the level of English reading strategy taught by Thai teachers

It was found that the mean of overall three subscales of English reading strategies taught by Thai teachers (M) is 3.67 and the Standard Deviation (SD) is 0.72. It means that on average, the level of English reading strategy taught by Thai teachers is at a high level. Further analysis of overall English reading strategies subscales is displayed in Table 2.

Table 2: Mean scores of overall English Reading Strategies Subscales Instruction by Thai Teachers

Subscales	Mean	SD	The level of English reading strategy instruction use
Global Strategies (GLOB)	3.68	0.78	High
1. Teaching to have a purpose for reading	3.33	0.50	Moderate
3. Teaching to use their prior knowledge	4.11	0.60	High
4. Teaching to preview text before reading	3.78	0.83	High
6. Teaching to check how text content fits purpose	3.56	0.73	High
8. Teaching to note text characteristics	3.33	1.22	Moderate
12. Teaching to determine what to read closely	3.00	1.00	Moderate
15. Teaching to use text features	3.67	0.87	High

Table 2: Mean scores of overall English Reading Strategies Subscales Instruction by Thai Teachers (Continue)

Subscales	Mean	SD	The level of English reading strategy instruction use
17. Teaching to use context clues	4.11	0.60	High
20. Teaching to use typographical aids	3.89	0.60	High
21. Teaching to analyse and evaluate the text	3.78	0.97	High
23. Teaching to predict or guess text meaning	3.78	0.97	High
25. Teaching to confirm prediction	3.78	0.44	High
Problem-solving Strategies (PROB)	3.68	0.62	High
7. Teaching to read slowly and carefully	3.89	0.60	High
9. Teaching to try to stay focused on reading	3.56	0.73	High
11. Teaching to Adjust reading speed	3.33	0.50	Moderate
14. Teaching to pay attention to reading	3.67	0.50	High
16. Teaching to pause and think about reading	3.89	0.60	High
19. Teaching to visualize information read	3.44	0.73	High
24. Teaching to re-read for better understanding	3.56	0.73	High
26. Teaching to guess meaning of unknown words	4.11	0.60	High
Support Strategies (SUP)	3.65	0.77	High
2. Teaching to take notes while reading	4.22	0.44	Very High
5. Teaching to read aloud for better understanding	3.33	1.12	Moderate
10. Teaching to underline information in text reading	3.56	1.01	High
13. Teaching to use reference materials	3.44	0.88	Moderate
18. Teaching to paraphrase for better understanding	3.78	0.44	High
22. Teaching to find relationship among text ideas	3.44	0.73	High
27. Suggesting to translate English into Thai	3.56	0.73	High
28. Teaching to think about information in both languages	3.89	0.78	High
Total Strategies	3.67	0.72	High

According to Table 2, on average, teachers usually taught all three reading strategy subscales ($M = 3.67$, $SD = 0.72$) namely Global Strategies ($M = 3.68$, $SD = 0.78$), Problem-solving Strategies ($M = 3.68$, $SD = 0.62$), and Support Strategies ($M = 3.65$, $SD = 0.77$). Moreover, it was found that taking note while reading (Item 2, $M = 4.22$, $SD = 0.44$) had the highest mean score ($M = 4.22$, $SD = 0.44$) and at very high level. The lowest mean score was found in determining what to read closely (Item 12) which was utilised at moderate level ($M = 3.00$, $SD = 1.00$).

In terms of the mean scores of Global Strategies, it was found that teachers taught 13 strategies at a high level which are item 3, 4, 6, 15, 17, 20, 21, 23, and 25 respectively. Also, there were 3 strategies (Item 1, 8, and 12) that teachers taught at moderate level.

Looking at the mean scores of Problem-solving Strategies, the results reported that there were 7 strategies (Item 7, 9, 14, 16, 19, 24, and 26) which teachers taught at the high level where as adjusting reading speed (Item 11) taught at moderate level.

In terms of the mean scores of Support Strategies, the results revealed that teachers taught taking note while reading (Item 2) at very high level. Also, there were 5 strategies which are item 10, 18, 22, 27, and 28 that teachers taught at high level. However, there were 2 strategies: reading aloud for better understanding (Item 5) and using reference materials (Item 13) which teachers taught at moderate level.

5.1.2 Results of Qualitative Data: Follow-Up Questions

The qualitative data of the follow-up questions in Research Question 1 was analysed by Thematic Content Analysis to investigate keywords and key concepts. Through coding categorization, five themes emerged. Consequently, the range of English reading strategy taught by Thai teachers as reported through The SORS questionnaire for teachers was derived from the following themes:

- Theme 1: Teaching Reading Strategies
- Theme 2: Essential of Teaching of Reading Strategies
- Theme 3: Reading Strategies Taught in Course books
- Theme 4: Positive Feeling about Teaching of Reading Strategies
- Theme 5: Students as Difficulties to Teach Reading Strategies

Theme 1: Teaching Reading Strategies

The content analysis results in the following derived from keywords and key concepts from Interview Question 1. The first theme emerged as Thai teachers taught reading strategies to their students. It was found that teachers employed English reading strategies to teach their students in class in order to enrich English reading abilities. Moreover, the results suggested that teachers highly taught skimming/scanning and three steps of reading: pre-reading, while reading, and post-reading to their students at the most. Thus, when they taught English reading skills, they always taught these strategies along with teaching reading for details technique to them. Some excerpts are shown below.

“There are three steps: pre-reading, I provide the questions to activate them or provide the picture and ask them to discuss. While reading, I ask questions paragraph by paragraph. Post-reading, I ask them to practise in writing, for example, writing the summary of the texts.” (Teacher #2)

“I ask students to skim the text for previewing the text, so they can know what to read or what to ignore....., so they can turn back to scan texts in order to find the specific information.” (Teacher #6)

To conclude, in terms of reading strategies instruction, it could ensure that teachers used strategies: skimming/scanning, and pre-reading, while-reading, post-reading to teach students. It was associated with the quantitative findings in this present study. Therefore, the Theme 1 converged with the results of the SORS questionnaire for teachers.

Theme 2: Essential of Teaching of Reading Strategies

The content analysis results in this study derived from keywords and key concepts from Interview Question 2. The second theme emerged as the essential of teaching of reading strategies. The results indicated that the teachers played attention to their students’ future, for instance they desired their students would succeed in improvement of their English reading skills. Students can also overcome possible difficulty of their higher education or will be successful when they apply for a job. The teachers’ concern about the future of their students acts like a drive to instruct effectively, in this case teaching reading strategies.

“It’s important. Strategies can improve students’ reading skills. If we cannot read, we cannot do anything. Reading skills is a main skill for everything. We cannot read, so we cannot write.” (Teacher #5)

“If students are not able to read, they cannot do everything, especially they are able to write in English. So, when they study in higher level, it’s very difficult for them.” (Teacher #9)

To sum up, all teachers had the awareness of the essential of teaching reading strategies to their students by providing various reasons. This may be explained that teachers pay closely attention to their students in order to achieve their English reading abilities. Thus, the results are in convergence with the results of the SORS questionnaire for teachers as they were aware of the essential of teaching English reading strategies.

Theme 3: Reading Strategies Taught in Coursebooks

The content analysis results derived from keywords and key concepts from Interview Question 3. The third theme emerged as reading strategies taught in coursebooks. The teachers used commercial coursebooks for their teaching. Two coursebooks were published by well-known publishers and one coursebook by a local publisher. According to the findings, there were some reading strategies in these coursebooks which are similar to those in the SORS questionnaire.

“I use “Upload 4”, the book units begin with 3-4 questions (Activating Strategies) and then a reading section. There is a True-False-Doesn’t mention section (Questioning Strategies) for students to check their understanding. One of the final exercises is ‘On your own’ with an activity based on the theme of the unit (Summarizing Strategies).” (Teacher #3)

“The course book names “My World of English”. It is published by orient Blackswan in India. In reading part in textbook, they provide strategies in reading part.” (Teacher #8)

In conclusion, both commercial coursebooks and local coursebook had already provided reading strategies in reading part, and teachers usually taught these strategies to their students. Again, the results are in convergence with the findings of the SORS questionnaire for teachers as they taught English reading strategies presented in the coursebooks.

Theme 4: Positive Feeling about Teaching of Reading Strategies

The content analysis results in the following derived keywords and key concepts from Interview Question 4. The fourth theme emerged as positive feeling about teaching of reading strategies. The qualitative results revealed that teachers have positive feeling for teaching English reading strategies and they put their effort to teach English reading strategies to help their students improve reading abilities. This displayed the teachers' positive attitude towards teaching English reading strategies which led to their action or behaviour of teaching reading strategies.

“I...err...I feel good about teaching English reading skills. As I said before, it's useful for my students to improve their English reading skills. If they are able to listen to and speak in English, it's not enough for their life. They also need to be able to read and write in English.” (Teacher #1)

“Sometimes I'm tired. When I know that the next period I'll teach reading, I ask myself that what's activity or method to activate and engage them to study reading class. Therefore, before I teach, I need to understand the passage, find the shortcut to teach them.” (Teacher# 6)

In summary, most teachers were good when they taught English reading; however, some teachers were so tired to teach because they need to push more effort to teach their students in order to improve their reading abilities. Thus, theme 4 is in convergence with the results of the SORS questionnaire for teachers as they had positive feeling to teach English reading strategies and did teach them at a high level.

Theme 5: Students as Difficulties to Teach Reading Strategies

The content analysis results in the following derived keywords and key concepts from Interview Question 5. The fifth theme emerged as students as difficulties to teach reading strategies. The teachers pointed out that their students had limited vocabulary; they also had unfavorable attitudes towards reading in English, and etc. It was interpreted that teachers' point of view showed that the obstacles when they taught English reading were their students.

“The obstacles are students don't know the vocabulary. It's difficult to them when I assign them to read.” (Teacher #8)

“Usually a defeatist attitude must be overcome so that is an obstacle. The idea that reading is boring or difficult and lack of imagination or creative/critical thought are also barrier to the progress of reading as an academic venture. Well...during I'm teaching them

in class, if they are not interested in reading, I'll ask questions to them. Sometimes I ask them to discuss in small groups in order to activate them. Err... I think they need a lot of motivation in reading.” (Teacher #3)

Therefore, in terms of teachers’ perspective, there were different reasons showing that students as difficulties to teach English reading strategies, for instance, the limitation of vocabulary, unfavourable attitudes toward reading, and etc. Thus, theme 5 was considered an augmentation to the findings of the SORS questionnaire for teachers.

To conclude, the interpretation of the results suggested that the Themes 1, 2, 3, and 4 were in convergence to the results of the SORS questionnaire for teachers whereas theme 5 was considered an augmentation. The summary of the results and the interpretation could be illustrated in Figure 1.

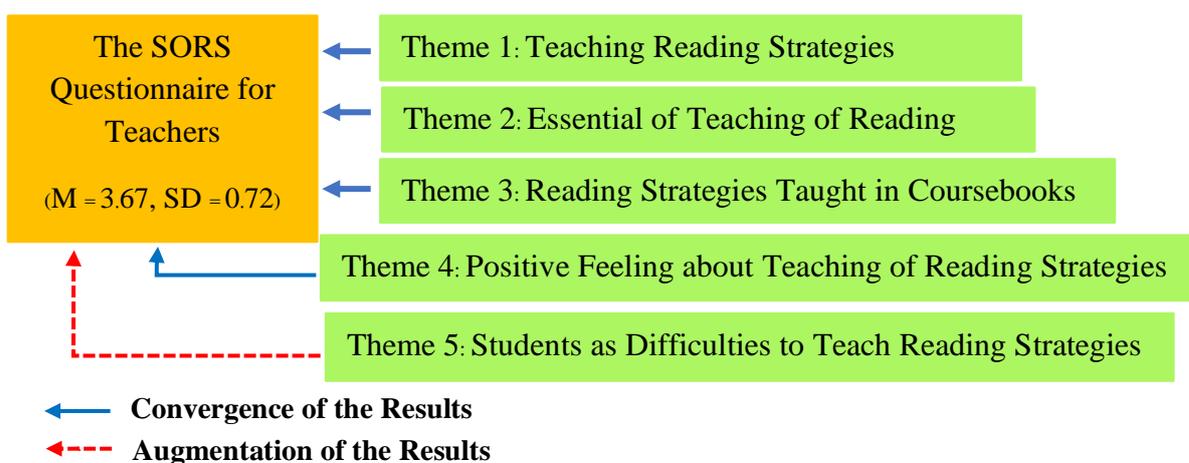


Figure 1: Summary of the Interpretation of the Results

5.2 Discussion of the study

Based on the findings, on average, Thai teachers usually taught all of the three subscales of English reading strategies ($M = 3.67$, $SD = 0.72$). Interestingly, in this present study, it was reported that the teacher subjects mostly taught Problem-solving Strategies, followed by Global Strategies, and Support Strategies respectively. These findings were not consistent with Petchinalert’s (2017) findings which revealed that Thai EFL teachers with high reading proficiency taught Problem-solving Strategies, followed by Support Strategies, and Global Strategies. Moreover, their subjects with low reading proficiency taught Problem-solving Strategies, followed by Global Strategies, and Support Strategies. However, the findings of this study were in line with the results of Tefera’s (2013) findings, which revealed that most of teachers usually taught reading strategies both problem-solving and global reading strategies. Discussion will be done based on the five emerging themes which derived from the interview questions as shown in Table 3.

Table 3: Discussions based on the Five Emerging Themes

Themes	Discussions
Theme 1: Teaching Reading Strategies	Perceived Value of Reading Strategies Leading to Extensive Instruction of Reading Strategies
Theme 2: Essential of Teaching of Reading Strategies	

Table 3: Discussions based on the Five Emerging Themes (Continue)

Themes	Discussions
Theme 3: Reading Strategies Taught in Coursebooks	The Impacts of Coursebook on English Reading Strategy Instruction
Theme 4: Positive Feeling about Teaching of Reading Strategies	The Role of the Affect Aspect of Attitude
Theme 5: Students as Difficulties to Teach Reading	Necessity to Change Reading Attitude of Students

Perceived Value of Reading Strategies Leading to Extensive Instruction of Reading Strategies

The results from the Theme 1 and Theme 2 which emerged from interview question 1 and 2, and the SORS questionnaire for teachers both suggested that the teachers thought or believed that it is essential to teach reading strategies and they do put effort to teach reading strategies. This excerpt is clearly an evidence: *Reading strategies are essential for their students in terms of improving students' reading skills, the difficulty of further study in higher level, improving teachers' understanding in teaching, seeing the whole picture, and means of assessment for students' learning.* This implies that knowing how to teach reading strategies improves teachers' teaching professionalism, which in turn benefits students' learning and the whole learning process.

This positive belief in the importance of reading strategies is resulted in the teachers' behaviors of teaching reading strategies. As argued by Kuzborska (2011), language teachers' beliefs and understandings of teaching as well as learning play an essential role in their classroom practices and in their professional growth. Also, Richards and Rogers (2001) affirm that teachers have their own assumptions about language and language learning, and that these provide the basis for a particular approach to language instruction. In this study, the perceived value of reading strategies is the key factor that leads to the action of the teachers, that is, teaching such reading strategies. They, thereby, extensively teach English reading strategies in a reading class.

The Impacts of Coursebook on English Reading Strategy Instruction

Based on the findings from Theme 3 which emerged from interview question 3, teachers mentioned that they usually used the commercial coursebook to teach reading. As the commercially published learning materials, the coursebook aims at explicitly teaching reading strategies through pre-reading, while reading, and post-reading phases. These three phases of reading are derived from the top-down model of English reading and schema theory. Pardede (2008) states that the schema theory closely relates to the top-down model of English reading in terms of describing how the prior information of the learners interacts with the written task and explains how students' knowledge and past experiences decode a text.

The three steps of explicit reading strategy teaching presented in a coursebook appear to help develop the teachers' knowledge of essential reading strategies for foreign language learners and of teaching English reading skills effectively for the teachers themselves. Both teachers and students can benefit from a reading strategy- based coursebook.

In terms of pre-reading, there are various kinds of activities to build the readers' background knowledge. Pre-reading as the devices for linking the gap between the text's content and the readers' schemata (Chen & Graves, 1995). Thus, the activities and materials could assist teachers reinforce the idea in order to activate formal schemata by organizing to draw attention to the structure of a text and also content schemata by predicting how information fits in with their prior information. While reading, students could better understand the text by using prediction. They could think about the general features of the form of the written text for example, trying to pinpoint the topic sentence and supporting details, the author's purpose of writing the text, using the previous knowledge to comprehend text. The last step of reading is post-reading. Based on qualitative findings, teachers always ask students to summarise the text, doing the reading comprehension questions to make sure their students understand the written text (Pardede, 2008).

Thus, the implication lies on an integration of reading strategies in a coursebook and/or a selection of appropriate and good quality commercial coursebook to instruct English reading strategies. Also, it is necessary to train teachers to be well equipped with knowledge of how to teach effectively and explicitly English reading strategies.

The Role of the Affect Aspect of Attitude

In relation to the Theme 4 which emerge interview question 4, teachers had positive feeling to teach English reading strategies. This indicates the importance of the affect aspect of attitude towards teaching reading strategies. When the teachers have positive feelings, which is an affect aspect of attitudes (Baker, 1995), this possibly could affect readiness for action of reading strategy instruction. They reported that they usually instructed such reading strategies in their daily teaching and this helps them improve themselves, particularly in terms of effective teaching ability. The positive emotion of teaching reading strategies, in this case, is harmonious with the knowledge development of the teachers as discussed previously. A relationship between knowledge and affect aspects of attitudes is clearly shown from the findings of this present study.

The implication calls for developing, besides the cognitive aspect or knowledge, a favorable feeling or emotion of what the teachers are doing, in this case, teaching reading skills focusing on reading strategies for a full potential to develop students' English reading ability (Williams & Burden, 1997). Furthermore, teachers should provide three steps of reading in order to foster their students to enrich their reading comprehension abilities. As Grabe (2009) and Hudson (2007) indicate that teachers should explicitly teach reading to enable students with the reading strategies relevant to their varying reading purposes in order to promote their strategic readers. Teachers should also attempt to employ new teaching methods by assigning students to read outside reading, usually provide feedback for students.

Necessity to Change Reading Attitude of Students

In relation to the Theme 5 which emerged interview question 5, teachers reported that students were the difficulties in teaching reading because of several reasons. Some students had limited vocabulary so they had unfavourable attitudes toward reading in English. As there were many students in one class teachers could not pay adequate attention to every student. Also, the students' English background knowledge was heterogeneous. The findings as a part of the research project which also investigated students' use of English reading strategies, were similar to the results on the students' attitude toward reading in English. They were reluctant to read in English. Accordingly, Guthrie and

Wigfield (1997) state that attitude toward reading is described as a person's feeling on the basis of reading, which will cause the learner to either approach or avoid a process of reading. Thus, teachers need to find ways to change students' unfavorable attitudes toward reading in English. Teachers could apply both self-directed learning and extensive reading so that students could improve their reading abilities and feel enjoyable to read English texts at their own pace and for pleasure in particular outside class.

The implication is on an attempt to have students put more effort in their English reading, rather than relying on their own thought that they lack English reading ability. According to the attribution theory (Weiner, 1986), effort is an internal and unstable cause in achievement-related context. Exercising a great deal of control over own learning or in this case doing self-directed reading outside class for pleasure with individual students' pace is beneficial to change students' attitude towards their own reading ability and cultivate positive feelings of or attitudes toward reading in English of the students.

6. Conclusion

This study concluded that Thai teachers usually taught English reading strategies. It could ensure that teachers had the awareness of teaching reading strategies to their students in order to enrich their reading abilities because of their positive belief in the essential of reading strategies. To enhance students' reading abilities and reading comprehension, teachers should utilise self-directed learning approach and extensive reading, and also provide feedback to students in order to motivate them and enjoy reading.

In terms of the further research, more research in the future is required to investigate the level of English reading strategies taught by Thai teachers in government schools in Thailand in order to fill the current gap.

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