

**THAI VOCATIONAL STUDENTS' USE OF READING
STRATEGIES IN LEARNING ENGLISH**

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**A Thesis Submitted in Partial
Fulfillment of the Requirements for the Degree of
Master of Arts (English for Professional Development)
School of Language and Communication
National Institute of Development Administration
2015**

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November 2014

ABSTRACT

Title of Thesis	Thai Vocational Students' Use of Reading Strategies in Learning English
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Degree	Master of Arts (English for Professional Development)
Year	2015

The present study aims to investigate the use of English language reading strategies among vocational students at a vocational college in Thailand and its findings are hoped to improve the English reading instruction of Thailand's vocational education. Data collected for the present research reveals different typologies of reading strategies adopted by low and high English proficient students in the sample studied, illuminating how they utilized these strategies differently. During the first phase of data collection, quantitative data were collected from the sample researched by means of the survey questionnaire. A total number of 162 participants consented to take part in the study, but only 121 returned their responses to the questionnaire (note that the sample consisted of first-year post-secondary students in the academic year of 2013-2014). During the second phase of data collection, think-aloud sessions and interviews were conducted to elicit data from a smaller sample of 18 participants (out of 24 students), which consisted of nine higher English proficient students and nine lower English proficient students. Of these 24 students, the six participants failed to provide valid data.

The research results showed that Thai vocational students' utilizations of reading strategies occurred before, during and after their respective reading tasks. It was evident from the findings derived from the quantitative data that all the students in the sample studied (including both low and high English proficient students) adopted

all six subscales of strategies (but with a moderate frequency of overall use). In particular, they employed cognitive strategies and metacognitive strategies respectively. Retrieval strategies and memory strategies were the most often employed reading strategies, whereas monitoring strategies were the least frequently adopted reading strategy.

However, it was surprising to see that the typologies (categories) of reading strategies utilized among and across students of higher and lower English proficiency levels were similar except the employment of retrieval strategies. There was no significant difference (at the confidence level of 0.05) in the overall use of reading strategies between the higher and lower English proficient vocational students, excluding retrieval strategies that were employed more frequently by higher English proficient students studied than those with lower English proficiency. Unsurprisingly, the high proficient students utilized almost all subscales of strategies (excluding memories strategies) more frequently than their low English proficient counterparts. Qualitative data also revealed that both high and low English proficient students researched adopted similar reading strategies while reading academic texts, although the strategies employed were not completely the same. The low English proficient students studied were evidently not able to apply a number of reading strategies to the full potential.

As this paper was produced as a pilot project on the type of English reading instruction, it would be more interesting to conduct further study in different vocational levels and others programs of vocational education, and also dissimilar range of genres and modalities of the research material.

ACKNOWLEDGEMENTS

I am deeply indebted to Dr. Hugo Yu-Hsiu Lee, my thesis adviser, for his generous and insightful guidance, facilitating the research process, and providing valuable feedback on my work. Thank you for making the completion of this thesis possible during I have gone through these eleven months! My sincere gratitude also goes to Dr.Kanyarat Ketkham who checked the validity and reliability of my research tool. This paper would not exist without their valuable assistance and advice.

I would like to thank Dr. Saksit Saengboon, Dr. Hugo Yu-Hsiu Lee, and Dr. Sureepong Phothongsunan, my thesis committee, who got me through the master's thesis with their brilliant comments and constructive suggestions.

Aside from those who provided assistance by way of their knowledge and expertise, there are many others who did so through the more subtle yet invaluable gifts of support as I attempted to finish my research. To this, I would like to express my sincere gratitude to all teachers at the field-site i.e.,Thonburi Commercial College who contributed me many previous assistances while I gathered the data, and acknowledge all subjects for their cooperation and participation in providing related information. A special appreciation is made to Ajarn Andrew James West who devoted his valuable time for editing and proofreading my thesis. Thank you to Mr. Dale Sigmundson for verifying the accuracy of the translation from the Thai transcripts to English language, and also my friends in EPD class at NIDA that continuously supported me. Their special friendship, contributions, and concerns for my well-being will always be cherished my memory.

Most importantly, I am grateful for my beloved mother and father, Mrs. Poonsook and Mr. Pramote Kasemsap for their love and kindness. Thank you to my elder sister to being my sister. Without your unconditional love, and encouragement this thesis would not have been possible.

Bharani Kasemsap

August 2015

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ABBREVIATIONS

Abbreviations

COG

MET

EFL

ESL

Equivalence

Cognitive Reading Strategy

Metacognitive Reading Strategy

English as a Foreign Language

English as a Second Language

CHAPTER 1

INTRODUCTION

1.1 Background and Rationale of the Study

English plays a prominent role as a world language and it has become increasingly important in many parts of the world. With the widespread use of English around the globe, English is apparently recognized as a means of international communication. Not surprisingly, a great deal of interest in English—particularly the educational contexts in Southeast Asian countries—proliferate at present (Kirkpatrick, 2010). As Baker (2012) points out, English functions as an official *lingua franca* at the Association of Southeast Asia Nations (ASEAN), enabling numerous speakers with different first languages to be able to communicate with one another. In addition, Article 34 of the Charter of ASEAN, which was adopted in February 2009, states that English functions as the sole official working language in the region. English is therefore perceived of as key in terms of international business and investment transactions, the education system, tourism, broadcasting and the press, scientific progress, the Internet, technological transfer, and so on. To keep pace with the relatively rapid changes taking place worldwide as well as to prepare for ASEAN Economics Community (AEC) that will be established by 2015, learning English as a foreign or second language (EFL/ESL) is essential to Thais to communicate with foreigners (non-Thais), achieve academic success, and develop their professions. For these reasons, in the nation-state of Thailand, there is a tendency to use English as the communication medium with the rest of the world in the fields of commerce, academia and culture.

Combined with the aforementioned issue, AEC will allow the free flow of skilled labor such as medical practitioners, accounting, nursing, architecture, dentists, engineering, tourism, and surveying as skilled labor in these sectors will be permitted to seek employment within ASEAN membership countries when ASEAN officially

launches on 1 January 2015. Consequently, in these professions, competitive employment as well as job demands and opportunities among and across all ASEAN membership countries are intensifying.

According to the National Education Act, established in 1999, and the National Education Curriculum, implemented in 2002, English has become treated as a dominant and compulsory subject of the Thai education system as well as a medium of communication (Baker, 2012). At this stage, however, Thailand's English proficiency level has been rated as consistently poor, with Thailand achieving lower proficiency levels than all neighboring countries of its region (e.g., Singapore, Philippines, Malaysia) in international tests (ETS, 2008). The level of English competency in different countries is measured in the Test of English as a Foreign Language (TOEFL) based upon mean national scores. This means that Thais' level of English proficiency is poor in comparison to other countries in Southeast Asia.

Adding to this, on the basis of the reading test administered by the Education Ministry of Thailand, results reveal that high numbers of Thai students confront reading failures and poor reading abilities nationwide (Kamol Rodklai, 2014). Numerous less proficient Thai students, hence, are in need of assistance so as to improve and develop their reading abilities and skills.

In recent history, Thailand has been a country with Thai as the only official state language. However, English is utilized as the most popular foreign language in Thailand. Based on Kachru (1997), Thailand is classified as a typical country in the expanding circle in which English is spoken primarily as a foreign language (EFL). English language teaching and learning is significantly treated as a compulsory subject in school, college and university. Linked to this, more than a million students currently study in 421 vocational schools and colleges around the country governed by the Vocational Education Commission of the Ministry of Education in Thailand (Mangkorn Harirak, 2012). Furthermore, approximately 380,000 students attend 401 privately-owned vocational schools and colleges. Specifically, a great number of Thai vocational students in all fields of study are required to enroll in English language as a fundamental course. It is evident that English is regarded as a key factor for success in the vocational students' further education or career.

Among the four language skills (i.e., listening, speaking, reading and writing), reading is likely to be the most attainable skill for the EFL students (Dubin, 1982). Reading is by no means unimportant in everyday life and current society. It is fundamental to function in day-to-day activities. Readers interact with the text in which reading takes place. Effective reading has contributed to the readers accessing information, deriving and extracting the meaning from texts, and acquiring knowledge. Moreover, the ability to read is crucial to living in today's society among competing paradigms, particularly for students. Reading is the most important skill needed for EFL/ESL learners (Carrell, 1984). It is regarded as the foundation of every subject in academic learning at every level. As an adolescent, with reference to the reading process, the ability to read is not only considered the understanding of words, but it is also regarded as the comprehension of the relationships between the sentences and the meaning of texts as a whole while reading as well as knowing how to handle various reading strategies according to different texts. In order to succeed in reading, students at school-, college- and university-level need to know how to effectively read academic materials, e.g., textbooks, study guides, class handouts, newspapers, and journal articles.

Within the domain of the objective of reading, it is comprised of word recognition and comprehension (Alderson, 2000, p. 12). In terms of comprehension, Goodman (1968) views that it is an active, dynamic and growing process of seeking for and learning text interrelationships. In such terms, comprehension is deemed to be the ultimate goal of reading and the essence of the daily reading. Moreover, Zare and Mobarakeh (2011) show that reading comprehension is decidedly of more importance in the first, second and foreign language learning. Therefore, in order to foster text comprehension and detect comprehension failures, readers' cognitive processes or reading strategies play the vital role before, during and after the reading task is completed. Without adequate reading skills, readers struggle and encounter a number of problems in regards to their comprehension and this result in a profound sense of disengagement. Intervention can take place to help struggling adolescent readers to enhance their reading comprehension by means of the adoption of sufficient and appropriate strategies. For the reason that reading strategies can be taught (Ernesco, et

al., 2008; Zhang, 2008), efficient reading strategy instruction results in the less proficient students becoming more active, fluent and constructively responsive readers.

Given that in terms of the reading processes in regards to the construction of meanings and the increase of text comprehension, reading strategies are the tools employed to improve reading ability of the readers, these strategies are vital skills for readers among students and learners. Huang, et al., (2009 as cited in Amer, et al., 2010) reveals that the effective use of reading strategies has been recognized as an important means to enhance reading comprehension. Reading strategies, combined with the actual utilization, enable the readers to comprehend the texts they read during the pre-, while, and post-reading tasks. The independent readers engage actively with an array of strategies in reading texts. Likewise, as Abidin and Riswanto (2012) assert, successful readers adopt various reading strategies in comprehending the texts. Moreover, Raftari, et al. (2012) demonstrate that the successful readers employ reading strategies more actively and make use of a greater variety of strategies to assist their comprehension.

Similarly, students who are consciously aware of various reading strategies are able to employ and learn to choose the appropriate strategies to construct meanings from texts they are engaged in reading (Amer, et al., 2010). Reading strategies imply the characteristics and discrepancies between the skilled and unskilled readers; reading strategies are utilized to indicate the level of English reading proficiency. These strategies positively affect reading comprehension (Cantrell, & Carter, 2009) and substantially contribute to the better reading ability for EFL/ESL learners. It is of equal or superior importance to foster awareness of reading comprehension strategies by learning what strategies to use, when, why and how to engage these alternate strategies appropriately and effectively (Cheng, 1998). Successful students are able to understand and employ the information from reading English in different contexts via a repertoire of strategies that they draw upon. In short, the relationship between comprehension and reading strategies involves the fact that strategies function to help readers to overcome reading problems in the process of reading comprehension.

In this present age of information technology, effective English reading for EFL/ESL students is not only taught and practiced by means of textbooks, but the English language learning environment can also be created by means of numerous

informative sources such as electronic materials (e.g., e-books, e-journals) and printed academic materials (e.g., newspapers, journal articles, literature, knowledge books or documents). In accordance with Thailand Knowledge Park and National Statistical Office's report (2011), newspapers are the most popular among people who read outside their study and work time. The students benefit from being exposed to the written and printed English texts during the language learning process. It, thus, is evidently great resource and choice for the learning of a target language due to the fact that it stem from the real language-use context. For this reason, articles from English newspapers are appropriately adopted as one of the measurements in the present study.

Over the past 30 years or so, empirical research to examine reading comprehension strategies among EFL/ESL learners has attracted overwhelming interest from scholars (Block, 1992; Sheorey, & Mokhtari, 2001; Anderson, 2003; Hassan, 2003; Alsheikh, & Mokhtari, 2011; Sotoudehnama, & Azimfar, 2011; Zare, 2013; Zare, & Othman, 2013). A great quantity of research has been conducted to explore the extent of reading comprehension strategies by researchers in the field of English language teaching (ELT). In this light, for example, Sotoudehnama and Azimfar (2011) have found that the high-proficiency learners adopted more reading strategies than the low-proficient learners. According to Alsheikh and Mokhtari (2011), who examined reading strategies and metacognitive awareness of advanced proficient readers (of the English language) in Iran, the readers of English texts greatly employed reading strategies. Moreover, Zare (2013) explored the use of reading strategy in relation to the success of reading comprehension among EFL learners and found that Iranian EFL learners' achievement of reading comprehension is related to the use of reading strategies.

In line with the above research, the purpose of the present study is to shed light on the keystone of English reading strategies employed by Thai vocational students (majoring in accountancy in the Bangkok Metropolis). The primary purpose of the study is not only to investigate and examine the Thai vocational students' use of reading strategies in order to comprehend the English texts. The purpose, rather, is to explore the extent to which lower and higher English proficient readers (among Thai vocational students) employ various reading strategies before, during after reading tasks are carried out.

The present research procedure consisted of two phases of data collection. First, the researcher adopted the survey questionnaire to collect the data. Second, the think-aloud protocol stemming from verbal report sessions was conducted to ascertain reading strategies utilized among the disparate levels of English proficiency among Thai vocational students studied. To acquire more detailed information regarding the employment of reading strategies, the personal retrospective interview was employed in the final stage of data collection. Referring to Chapter 3 (methodology) for a fuller description of research methods adopted in the present study.

In the current study, the introduction section is divided into the following sub-sections: (1) background and rationale of the study, (2) statement of the problem and contribution of the study, (3) purposes of the study, (4) research questions, (5) scope of the study, (6) definition of terms, (7) expected benefits and applications, and (8) overview of subsequent chapters.

1.2 Problem Statement and Contribution of the Study

In the recent decades, the field of language pedagogy (language teaching and learning) research has seen a great deal of interest in the study of reading strategies (Zare, & Mobarakeh, 2011). Reading researchers have significantly concentrated on reading strategies in association with the enhancement of text comprehension. In other words, their scholarly attention has been paid to the types of reading strategies and how they positively affect desired reading comprehension (Cantrell, & Carter, 2009). While reading strategy research of second language learners has so far addressed the extent to which how readers, particularly elementary, secondary and undergraduate students, interact with texts, there is apparently a paucity of studies focused primarily on vocational students and their reading behaviors with the printed or written materials.

It is fair to say that reading strategies adopted by vocational students are an under-explored research area. Along the line of reading strategy research, the lack of research in the aforementioned area (i.e., the use of reading strategies by EFL/ESL vocational students to read English texts) has been consistently conspicuous because of its absence. To date, the academic literature has not produced satisfactory

documentation with respect to the reading strategy research of vocational students. It should be acknowledged that nearly none of the reading research projects conducted and published have investigated English reading strategies employed by vocational students in Thailand (put simply, such a research project is nearly nonexistent in Thailand). Although the aforementioned area of reading research has been overlooked by Thai reading scholars, it is undeniable that the advancement of vocational education (the production of quality vocational graduates to join the Thai workforce and ASEAN job market) has a great impact on the development of Thailand and ASEAN as a whole.

Currently English language training as a means to enhance academic and professional skills for Thai students is needed (Office of the Basic Education Commission, 2011), preparing them to compete in the domestic and ASEAN job markets. In the same vein, the expansion of the use of the English language in Thai society is increasing. As a result, there has been a growing interest in integrating the English subject into the curricula for Thailand's vocational education (Anand Ngamsaad, 2011). However, there is only a small handful of accountancy programs (in Thailand's vocational colleges) that include English as a subject in their respective curricular (Office of the Vocational Education Commission, n.d.). This is one of the reasons why numerous accountancy-majored Thai students (after graduation from their respective vocational colleges) encounter problems concerning the use of English during their job applications and/or in their workplaces (both in the domestic and ASEAN job markets).

In combination with the inadequacy of current academic literature reporting on Thailand's reading research, the present study aims to make a contribution to the under-explored area of Thai vocational students' use of English language reading strategies. The findings generated by the current study could potentially make a contribution by means of making guidelines, references, suggestions, pedagogical implications for Thai vocational students and their English language teachers, particularly in regards to providing a repertoire of English reading strategies for Thai vocational students. By doing this, the present study may help improve the existing teaching practices that would facilitate Thai vocational students' uses of discrepant

reading materials and develop new teaching techniques for English teachers at Thailand's vocational colleges.

In addition to the potential benefits stemming from the present study, Thai vocational students themselves (in the sample studied) could have an opportunity to reflect on their English reading practices while participating in the experiment conducted by the researcher of the present study. In other words, they may benefit from gaining insights and raising awareness on their actual use of English reading strategies. Moreover, it is hoped that the current study could promote Thai reading researchers and/or Thai ELT researchers to extend the scope of their respective study to Thai vocational students' use of English reading strategies.

1.3 Purposes of the Study

The purposes of the present study are as follows:

- 1) To examine the extent to which English reading strategies are adopted by Thai vocational EFL students while reading printed English materials.
- 2) To ascertain the discrepancies in the use of reading strategies between lowly and highly English proficient vocational students of Thailand while reading academic.
- 3) To reveal how Thai vocational EFL students of lowly and highly English reading proficiency levels employ various reading strategies while reading printed English materials.

1.4 Research Questions

In light of the purposes of this study, the three interrelated research questions guiding the study are addressed accordingly:

RQ1: What reading strategies are employed to achieve reading comprehension among Thai vocational EFL students?

RQ2: To what extent do lowly and highly English proficient Thai students of vocational college employ reading strategies while reading English printed materials?

1.5 Scope of the Study

1.5.1 Target Group (Site and Sample)

The researcher of the present study approached the data quantitatively and qualitatively. During the phase I of data collection, the sample consisted of 162 students was recruited, but only 121 of them returned their questionnaire responses. All participants ($n = 162$) in the sample studied were vocational students who majored in accountancy at a vocational college, located in the Bangkok metropolis. All participants were enrolled in a regular English course in the previous semester (during the summer semester in the 2013 academic year). While the present research was carried out, they were in the beginning (the first two weeks) of the first (fall) semester in the 2014 academic year.

During the phase II, a qualitative research method of think-aloud reading tasks, and interviews to collect data was adopted. A total number of 24 participants consisting of 12 highly English proficient students and 12 lowly English proficient students was selected (the criteria of selection include scores of the English courses they took in the previously two semesters, their responses to the questionnaire, and their willingness to participate in the study) from the sample studied during the phase I, but only 18 participants provided in-depth data. Please see more details in regards to sites and samples of the present study in the chapter 3 (methodology).

1.5.2 Content

The content of the present study covers data collection and data analysis. A number of research instruments (measurements) are adopted in the present research, e.g., a number of retrospective interview questions developed by the researcher, and the questionnaire survey adapted from Phakiti (2006). The current study focuses on a variety of reading strategies employed to read modified English texts (*English World* – an English newspaper) in academic settings. The level of difficulty and the appropriateness of printed English texts (selected passages) read by participants studied is verified and confirmed by the thesis adviser of the researcher of the present study and the English reading instructor of the vocational college under study. Typologies (categories and subcategories) of reading strategies employed by

participants in the sample researched are adapted from Sheorey and Mokhtari (2001) and Phakiti (2006).

1.6 Definitions of Terminologies

The following key terminologies are commonly utilized in the present study:

Reading comprehension is concerned with thinking and understanding. One's reading comprehension is affected by his or her prior experience and knowledge (Booth, & Swartz, 2004). Reading comprehension is adopted for the present research, aimed to measure readers' levels of understanding of an English text.

Reading strategy is defined as a set of cognitive and purposeful actions so as to help readers construct and maintain meanings and make sense of texts they are engaged in reading tasks. Reading strategies are employed to help readers increase their comprehension of the texts before, during, and after they read. Typologies (categories and subcategories) of reading strategies are adapted from the work of several previous researchers, particularly in regards to Sheorey and Mokhtari (2001) and Phakiti (2006).

Think-aloud protocol or *Verbal report* is an approach to test readers and elicit their thinking while they are engaged in a reading task. This method is commonly adopted to obtain information regarding how the readers view their reading processes. The readers reflect on their own reading behaviors (e.g., how to read and ways to solve reading-related problems) by means of thinking out loud.

Additionally, data obtained from the think-aloud protocol are concerned with reading processes and reading strategies performed by readers tested as well as how readers studied reacted. The first stage of the implementation of the protocol is to ask readers tested to read a text in a reading task. Thereafter, readers studied are asked to speak out loud with respect to their perspectives and feelings toward the reading task. During the implementation of the protocol in consideration, the researchers play the role of reminding the readers tested to keep expressing themselves and ask questions to probe readers studied, audio-record readers' verbal narratives, and gather data.

Numerous foreign/second language reading researchers employ the think-aloud protocol as an instrument to monitor readers' awareness of reading strategies while

reading academic texts in reading tasks. For example, Ebrahimi (2012) conducted a comparison of different reading strategies by EFL readers who read English poems at the University of Technology, Malaysia. The think-aloud protocol was utilized as the main instrument to collect data, complemented by interview data, revealing readers' beliefs with respect to their understanding of English poetry.

Modified text is regarded as a change of characteristics of printed text from its origin in terms of physic and content. Typically, any instructor uses modified text to help his/her accomplishment in teaching in a different modality, e.g., videodiscs, hypermedia, and so on (Strangman, & Hall, 2003).

During the reading tasks of the think-aloud sessions of this study, three modified texts printed in English language of different level of difficulties were administered so as to assess the difference of reading strategies' use of the participants.

EFL is the abbreviation for English as a Foreign Language. It entails teaching English language in the country classified as an "expanding circle" country (Kachru, 1997) in which English is not an official state language in the country (e.g., Turkey, Iran, S. Korea, China, Japan and Thailand), but viewed as a means of international communication and functions as a foreign language.

1.7 Expected Benefits and Applications

The researcher of the present study explored the utilization of reading strategies to read English texts by Thai vocational college students. The current study may be of value for multiple reasons. The findings of the present study are hoped to be utilitarian for EFL reading researchers, instructors and learners. Research findings derived from the current research are hoped to be beneficial in the following ways, among others:

- 1) Educational sectors may benefit from the present study by improving existing reading instructions as well as developing research-based techniques to teach EFL reading for vocational college students in Thailand and elsewhere (particularly an EFL country).

2) The lowly English proficient students themselves are encouraged to create their insights and awareness, and make choices to identify, plan, organize, develop, monitor, refine and remediate their own reading strategies for better reading comprehension of English texts by means of the implementation of the think-aloud protocol.

3) The research results of the present study are hoped not only to reveal reading strategies that affect the comprehension of English reading tasks among Thai vocational students, but they could also prompt like-minded EFL reading researchers to further extend the scope of their respective future study.

1.8 Overview of Chapters

The present study is based on the thesis written by the researcher of the current research. The thesis in question is organized into five chapters. Following the current chapter (chapter 1. Introduction), is the review of literature (chapter 2.) in which the researcher of the present study surveys existing research literature to illustrate models of reading (with a focus on reading strategies to achieve reading comprehension) and reading theories in order to establish some theoretically based empirical grounds for the researcher herself and prospective readers of the current study report. Chapter 3 (methodology) is the section to report quantitative and qualitative research methods (instruments) employed in the present study to collect, analyze and interpret data. Chapter 4 (findings) is the section to report research results derived both from the survey questionnaire during the first phase of data collection and analysis and from interpretations of the think-aloud reading experiments and interviews. Finally, Chapter 5 (conclusion) is where the researcher concludes and discusses overall findings, acknowledges limitations, and provides implications and recommendations for future research.

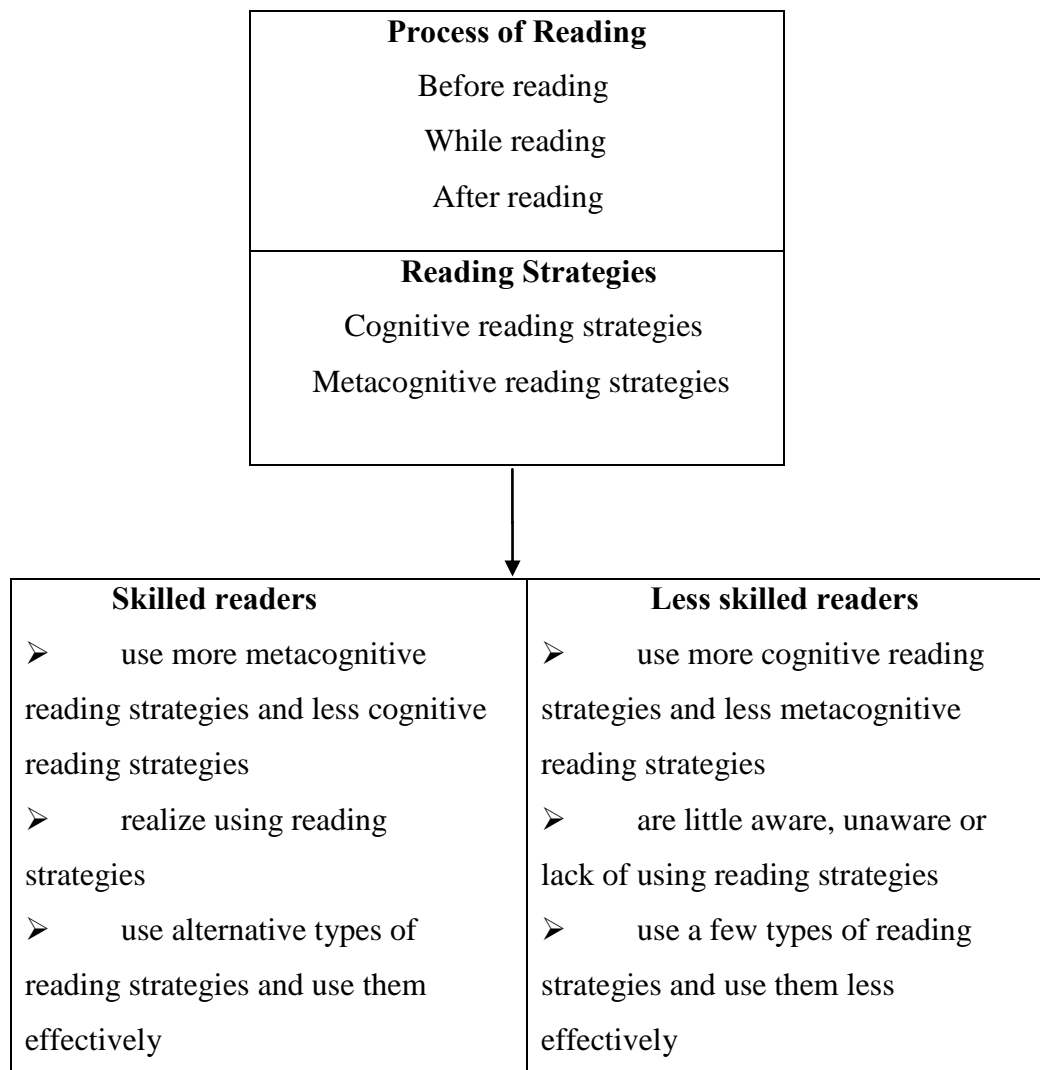


Figure 1.1 The Conceptual Framework That Underpins the Present Study

The diagram (See Figure 1.1) of the conceptual framework illustrates the differences between the skilled readers and less skilled readers, including typologies of the reading strategies employed that can occur throughout the reading process. In the diagram, various types of reading strategies (cognitive and metacognitive strategies) are used when a reader interact with the text (before, while, and after reading). As skilled readers are likely to realize using reading strategies and can apply the strategies alternatively and effectively. On the other hand, less skilled readers tend to be little aware, unaware or lack of using the reading strategies, and employ a few types of reading strategies less effective

CHAPTER 2

REVIEW OF THE LITERATURE

The present study examines reading strategies employed by Thai vocational college students in the Bangkok Metropolitan Area. This chapter reviews key concepts, theoretical foundations, and existing bodies of research literature related to reading strategies to lay the basis for the current study. The current section of literature review is divided into five sub-sections. Subsection one (2.1) defines reading. Subsection 2 (2.2) describes models of reading process. Subsection 3 (2.3) defines reading strategies and typologies of reading strategies. Subsequently, reading strategies for reading comprehension are defined in subsection 4 (2.4). Also, finally, some relevant studies in regards to reading strategies are discussed (2.5).

2.1 Definitions of Reading

Reading is broadly defined and debated among reading researchers, thus the definitions of reading are slightly different from each other in academic literature. However, there is a common consensus on what constitutes reading, it is a text-reader interactive process and communication, including the involvement of language acquisition of the reader in question. Definitions of reading are reviewed as follows: Rumelhart (1977) argues that reading entails a process through which the reader, the text, and the interaction between the reader and the text are involved. In order to work out the meaning, he adds that the reader is actively interpreting the text.

Buck (1979) believes that the process to derive meanings from and across contexts and to derive languages from printed and written texts is the definition of reading. According to Goodman (1988), reading is seen as a receptive psycholinguistic process wherein the reader adopts strategies to construct the meanings from texts s/he reads. Likewise, Wade (1990) defines reading as the active construction of meaning.

Furthermore, Wallace (1992, pp.4-5) claims that reading, as a way of communication, is a reaction of the reader to a written text. She asserts that effective reading is an appropriate and flexible response to the text or material being read. Skilled readers are aware of their reading purposes and are to pay attention to selected reading passages from the text while engaging in their respective reading tasks. Tierney and Pearson (1994) state that reading is viewed as a dialogue between the reader and the text which involves an active cognitive process in which the reader's prior knowledge plays a crucial role in the meaning creation. In congruence with this idea, Nuttall (1996) defines reading as the way in which the reader obtains meanings while the author, the reader and the text all jointly contribute to the process of meaning transfer.

In the view of Aebersold and Field (1997, p.15), reading is regarded as “what happens when people look at a text and assign meanings to the written symbols in that text”. According to Grabe and Stoller (2002, p.9), reading is defined as an interactive process through which the reader adopts linguistic and background knowledge to interact and interpret the text. They recommend that a reader should have a purpose for reading, should combine numerous selected sub-skills for reading comprehension and should be a strategic reader. In addition, McKeown and Gentilucci (2007, p. 136) view reading as a covert process through which readers actively control to create the meanings from texts.

In short, reading is seen as a meaning-making task and an interactive communication between the reader, the writer, and the text. Meanwhile, to succeed in reading, the reader requires both skills and strategies based upon their respective prior knowledge, reading purposes, language proficiencies, types of reading skills and reading strategies adopted, and so on.

2.2 Models of Reading Process

Models of reading process are reviewed in the present study so as to contribute to describe the ways in which readers interact with the texts. Reading theories have been developed to describe the process of reading as to build up the meanings stemming from the texts (reading comprehension). The reading process is commonly categorized into three main models by numerous reading scholars, namely: 1) the bottom-up processing or the traditional theory; 2) the top-down processing or the cognitive view; and 3) the interactive processing or the metacognitive view (Goodman, 1996; Nuttall, 1996; Aebersold, & Field, 2000).

2.2.1 Bottom-up Processing Model

In terms of the bottom-up processing approach, according to Nunan (1991), reading is principally viewed as a matter of decoding a series of written symbols into their aural equivalents in the quest for making senses of the texts one reads. He also refers to this model as the bottom-up view of reading process. In this traditional view of reading, readers need to recognize a set of hierarchically ordered sub-skills that build toward comprehension ability while reading the text (Dole, et al., 1991). This reading model refers to the construction of meanings stemming from the serial letters to words to phrases to sentences to texts, according to the part-to-whole direction of the text.

Similarly, Nuttall (1996) proposes that readers construct meanings from black marks on pages, recognizing letters and words, and working out sentence structures. While McCarthy (1999) contends that the bottom-up processing model is termed word recognition or decoding model earlier in the developmental stage of its theory. He adds that this model in consideration is as “outside-in” processing through which ideas (stemming from texts) are interpreted by readers then taken in the minds of readers that meanings exist in printed pages.

Referring to the text-driven processing approach, it is a term for the process of decoding individual linguistic units by automatically building up meanings stemming from the smallest units (Aebersold, & Field, 2000). Whereas Carrell and Grabe (2002)

states that readers employ their preexisting background knowledge and predict on the basis of the information they read.

Grabe provides a further explanation of the bottom-up processing model: if comprehension is understood as a larger cognitive process including listening and visual comprehension, then the one aspect that is unique to reading is the visual processing of orthography and word units into internal language input on which comprehension process work. (Grabe, 2009, p.102)

In this sense, the bottom-up processing model depicts the act of constructing a meaning from the smallest units to the largest units (Bilokcuoglu, 2014), meanwhile, the readers make use of their prior knowledge to foster comprehension. This reading model is a language-based process and focuses on the printed text. It involves from word-by-word or letter decoding and phonetic awareness to understand the meaning of the whole text. Hence, reading as viewed in this model encompasses skill-oriented and automatic linguistic reading processes.

2.2.2 Top-down Processing Model

The top-down processing model or the cognitive view helps readers generate meanings from the text by utilizing readers' background knowledge and engaging readers in pre-reading strategies (e.g., predicting and previewing the text). Essentially, prior knowledge and experience (schemata) influence readers' understanding of texts. They play an important role to make comprehension easier. Top-down model assumes that background knowledge is capable of making and fostering reading comprehension. Kenneth Goodman is a prominent reading scholar of this processing model. He proposes that reading is essentially "a psycholinguistic guessing game," a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth. Here, the reader rather than the text is at the heart of the reading process (Goodman, 1967, as cited in Paran, 1996).

In this reading mode, as Goodman also puts it, since comprehension results from reader-text transactions, what the reader knows, who the reader is, what values guide the reader, and what purposes or interests the reader has will play vital roles in the reading process. It follows that what is comprehended from a given text varies among readers. Meaning is ultimately created by each reader. (Goodman, 1994, p. 1127)

According to Rumelhart (1977), schemata are employed in the process of interpreting sensory data, in retrieving information from memory, in organizing goals and subgoals, in allocating resources, and in guiding the flow of the processing system. He also mentioned, therefore, if our schemata are incomplete and do not provide an understanding of the incoming data from the text, we will encounter the problems of processing and understanding the text. Furthermore, the top-down processing model contains predicting, inferring, and focusing on meanings (Grabe, 1991).

In light of this view, Nunan (1991) and Dublin and Bycina (1991) present that the top-down processing model is seen as directly opposite to the bottom-up processing model. The prior knowledge and expectations of the reader will lead to a matter of making sense of written texts, thus, reading is not regarded as a passive mechanical activity but purposeful and rational (Smith, 1994, p. 2). Similar to Dole et al. (1991), they describe that a set of flexible and adaptable strategies are employed to make sense of a text and monitored ongoing comprehension in addition to prior knowledge brought to bear on the reading process. For the reason that the top-down reading model proceeds from whole to part, the “inside-out” processing model as initially termed by McCarthy (1999). In this model, readers enormously bring their assumptions, expectations, knowledge and questions to the text, although they are given a basic understanding of words (Aebbersold, & Field, 2000).

In conclusion, cognitively based views of reading comprehension are not deemed as merely making meanings from the text, but the interactive reading and constructive comprehension are concerned with a process of connection between the preexisting background knowledge of the reader and the textual information. By the same token, the above-stated reading model is a knowledge-based process. In this

model of reading, it emphasizes the role of background knowledge and information on the basis of the printed pages of the text.

Schema Theory

Commonly, schema theory is closely concerned with the top-down processing model. A schema is viewed as a cognitive concept. It helps the readers create mental frameworks from their prior experiences while engaging and interpreting the text to make sense of new information. The schema theory explains the extent to which the reader utilizes and represents the existing knowledge to comprehend texts, both bridging the missing gap and elaborating the meanings of the text (Anderson, 1984). It is adopted to describe in detail regarding the basic role of background knowledge and previous experiences of readers to construct the mental frameworks and patterns that help them make senses of information and comprehend the text.

The concept of schema according to Smith (1994, p.14) is regarded as “extensive representations of more general patterns or regularities that occur in our experience[s].” Schema theory is thus based on the previous experiences and knowledge. It is employed in the process of retrieving information from memory, interpreting sensory data, in allocating resources, in guiding the flow of the processing system, and in organizing goals and sub-goals (Rumelhart, 1994). Without reader’s schemata, the reader encounters problems of information processing and reading comprehension.

2.2.3 Interactive Processing Model

Both “bottom-up” and “top-down” cannot adequately account for the reading process, particularly with respect to the influence of background knowledge on readers. Thus, in the last few decades, the interactive processing model is proposed to account for the reading process (Natchaya Chalaysap, 2007). An involvement of the control executed by the readers is explained by the interactive processing model. Put simply, it is an interactive view of reading process combined the bottom-up and top-down models. Rumelhart (1985) explains that “bottom-up” and “top-down” are linear models of reading as a single-direction. On the contrary, the interactive view of reading is seen as an interaction between the reader and the text. He adds that a part of the interactive reading process is in relation to interpreting graphic information from

the text (bottom-up) and another part of it is involved the reader's existing knowledge use (top-down).

Accordingly, the interactive model of reading entails working jointly between lower-level processes and higher-level processes (Grabe, 1988). The model is also adopted to account for the reading process as a combination between the information a reader brings to a text with the textual information (Widdowson, 1979). Block (1992) proposes that the interactive model of reading process is referred to as meta-cognitive. He asserts that meta-cognition involves numerous thinking activities, along with three stages of the reading process: before, while, and after reading. Prior to reading, the readers identify the purposes and the types of the text. During reading, readers think and reflect on the features and general characters of the text types or forms by means of scanning, reading in details and making predictions in regards to what will be the next occurrence on the basis of the information obtained earlier. Lastly, after reading, readers attempt to make inferences of the text they read and draw a conclusion.

Moreover, Kern (2000) defines reading regarded in the interactive model as a dynamic and interactive process through which meanings are constructed and discourses are derived from the text. This approach is focused on the reader's shift in the reading process from adopting a top-down approach to predict the probable meanings toward the bottom-up process to verify the prediction of the reader on what the writer essentially means (Nuttall, 1996).

Beside these, the interactive model of reading according to Grabe and Stoller (2002, p. 18) is assumed that reading combines two ways—that is, while the readers recognize words rapidly and keep this actively in working memories, they also analyze the sentence structures, build a main-idea model of comprehension in their heads, and monitor the textual comprehension. Moreover, linguistic information stemming from the text interacts with information activated by the reader from long-term memory or background knowledge (Jarintip Worakitsawat, 2007). Both linguistic and background knowledge sources are vital for building the reader's interpretations of the text. Successful readers commonly combine the top-down and the bottom-up processing models while reading the text (Cohen, 1990). The most efficient reading processing is interactive, a combination of top-down and bottom-up processing models (Carrell, 2002).

In view of the interactive model of reading process, therefore, reading is a means of meaning construction which refers to a dynamic relationship between interpreting and decoding. Reading is seen as an active, constructive, creative and meaning-making process. The metacognitive view involves the reader's thinking, control and manipulation on the interaction of reading comprehension.

2.3 Reading Strategies and their Classification

The current study utilizes the definitions and the classifications of reading researchers. In terms of "reading strategies", the definition is varied from researcher to researcher due largely to a variety of classifications to account for typologies of reading strategies. Along the line of reading research, the concept of reading strategies and the role they play on reading comprehension are described in several ways as follows.

Referring to components of strategic behavior, Paris, Lipson and Wixson (1983, p.789) point out three elements of a proficient reader: "a capable agent, an attainable goal, and an allowable action that the agent can perform to reach the desired end state." The strategic reader possesses declarative knowledge (knowing that action) in addition to conditional (knowing when and why to apply various strategies) and procedural (knowing how to use that strategy) knowledge. Whereas, Aebersold and Field (2000, pp.15-16) view reading strategies as mental activities that the readers employ to contact meanings from the text.

Block (1986) proposes that reading strategies are classified into two categories. The first category is consisted of "general strategies" which focus on higher-level reading comprehension, such as predicting content, posing questions, utilizing general knowledge and associations, recognizing text structure, interpreting the text, reflecting of behavior or process, inference and monitoring comprehension, reacting to the text, integrating information, and self-correcting. The second categories is comprised of "local strategies" which deal with basic linguistic knowledge include rereading, paraphrasing, questioning the meaning of vocabulary, solving the unknown vocabulary, and questioning the meaning of a clause or a sentence.

As the classification scheme offered by Anderson (1991), reading strategies are grouped into five categories. The first category is termed as “supervising strategies” e.g., planning, referring to the former text, predicting, and formulating the questions. The second category is referred to as “supporting strategies” including skimming, scanning, marking the text, skipping the unknown words, and visualization. The third category is regarded as “paraphrasing strategies” such as paraphrasing, using cognates, translating, clarifying meaning, looking for the basic idea. The fourth category is seen as “strategies for establishing coherence in the text”, e.g., reading ahead, rereading, looking for organization, utilizing context clues stemming from the text. The last category is viewed as “test-taking strategies”, e.g., evaluating, selecting an answer that has been remarked in texts, looking for the response in a chronological order based on the text.

Chamot and O’Malley (1994) classify three typologies of reading strategies, namely, cognitive, metacognitive and social/affective strategies. Cognitive strategies are regarded as vital for making inferences while reading. In their opinion, the sub-categories of metacognitive strategies are grouped into planning (e.g., advanced organization, directed attention, selective attention and self-management), monitoring (e.g., monitoring of comprehension and monitoring of tasks), and self-evaluation (e.g., performance evaluation and problem identification). Whereas, Williams and Burden (1997) describe that reading strategies are the mental processes ranged from thinking the meaning of words in context to extracting the main or general meaning of the text.

Furthermore, Jimenez, Garcia, and Pearson (1996) divide reading strategies into three categories, namely, text-initiated, interactive, and reader-initiated strategies. On the other hand, Janzen and Stoller (1998) classify reading strategies into ten categories: previewing, predicting, checking prediction, finding an answer to the question, identifying the reading purpose, asking questions, connecting the text to the prior knowledge, connecting a section of the text to another, recognizing the structure of text, and summarizing.

Presently, it is worth mentioning Sheorey and Mokhtari (2001) who proposed the classification of reading strategies (three broad clusters) as follows:

- 1) “The cognitive strategies” are consisted of adopting prior knowledge, reading aloud when text becomes hard, reading slowly and carefully,

trying to stay focused on reading, adjusting reading rate, paying close attention to reading, pausing and thinking about reading, visualizing information read, evaluating what is read, resolving conflicting information, re-reading for better understanding, guessing meaning of unknown words. The aforementioned strategies indicate the deliberate reading behaviors readers interact with the text when comprehension problems are faced.

2) “The metacognitive strategies” are regarded as advanced planning and comprehension monitoring techniques which consist of setting purpose for reading, previewing text before reading, checking how text content fits purpose, noting text characteristics, determining what to read, utilizing text features, adopting context clues, employing typographical aids, predicting or guessing text meaning, and confirming predictions.

3) “The supporting strategies” are seen as the tools readers adopt to seek out in fostering comprehension, e.g., to take notes while reading, to underline information in the text, to utter reference materials, to paraphrase for achieving a better understanding, going back and forth in the text, and to ask oneself questions.

Similar to the classification of Sheorey and Mokhtari (2001), Phakiti (2006) further describes the classification of reading strategies. He develops the reading strategies for comprehension and divides them into two main categories: cognitive reading strategies and metacognitive reading strategies.

1) “The cognitive reading strategies” are viewed to include “comprehending strategies” (e.g., identifying main ideas, guessing the content of the text, guessing meanings of unfamiliar or unknown words, summarizing the important information, translating what the reader has read in his or her native language[s] [L1], making inferences, uttering context clues and so on), *memory strategies* (e.g., making use of typographical aids, note-taking, re-reading the text, paraphrasing, highlighting or underlining main information), and *retrieval strategies* (e.g., grammatical analysis or uttering grammar knowledge to help obtain the meaning and recalling reading purposes).

2) “The metacognitive reading strategies” are regarded to comprise three learning processes accordingly: “planning strategies” (e.g., previewing or overviewing the text before reading, setting goals or purposes for reading, planning

steps or actions on how to complete the task), “monitoring strategies” (e.g., checking the answers of reading tasks, monitoring the understanding of reading tasks and so on), and “evaluating strategies” (e.g., self-questioning, evaluating reading progress and performance).

Based upon the aforementioned main classifications of processing models, typologies of reading strategies and their overall numbers are depicted accordingly.

1) Bottom-up strategies (Flesch, 1981; Chamot, & O’Malley, 1990; Birch, 2002; Kruidenier, 2002) The educational researchers (referred to the aforementioned parentheses) determine the strategies as the following details below:

- (1) Skipping words or parts that the reader cannot comprehend
- (2) Making use of grammatical structures to obtain meanings from the text
- (3) Looking up unknown words in a dictionary
- (4) Pronouncing words aloud
- (5) Employing a finger to point while reading
- (6) Writing down the meanings of unknown words after looking them up in the dictionary
- (7) Needing to understand meanings of every vocabulary in the text

2) Top-down or cognitive strategies (Chamot, & O’Malley, 1990; Collin, & Cheek, 1993; Ghonsooly, 1997; Keene, & Zimmerman, 1997; Richardson, & Morgan, 2000; Anderson, 2003; Phakiti, 2006) These strategies are defined according to the educational scholars (referred to the aforementioned parentheses) as follows:

- (1) *Re-reading* is regarded as a repetition to obtain meanings of a word or a phrase so as to retrieve meanings from the long-term memory.
- (2) *Making connections* is viewed as a technique the readers adopt to connect what they know based on information they read.
- (3) *Using prior or background knowledge* refers to uttering knowledge in regards to the world and the contents of the text that contributes to text processing and understanding (comprehension). While Chamot and O’Malley (1990) state that the use of background knowledge is termed “elaboration”.

(4) *Reading On* is seen as to skip unfamiliar words or unknown words, and read slowly and carefully while trying to stay focused on reading.

(5) *Sounding Out* is a means to read aloud when the text becomes difficult to comprehend.

(6) *Making prediction* is viewed as to conjecture meanings of unknown words by means of information stemming from the text.

(7) *Adjusting reading rate*, e.g., speeding up to scan for key words and skim for important ideas, slowing down to create opportunities for the comprehension of new information.

(8) *Paying Close attention to reading* occurs when the text becomes difficult.

(9) *Pausing and thinking about reading* is treated as a technique that the readers pause time to time and think whether they comprehend the textual content.

(10) *Summarizing and synthesizing* is a reading strategy in which the reader arranges, conceptualizes, and settles all the important information of the text he or she read and transfers it into his or her own words. (Keene, & Zimmerman, 1997; Richardson, & Morgan, 2000)

(11) *Making bridging inferences* refers to the utter of the context of prefixes and suffixes of readers to conjecture and create their own meanings or interpretations of unknown words beyond the literal level.

(12) *Creating Images or “Imagery”* entails the employment of visual or sensory images and visualization of information that stems from the text.

(13) *Evaluating* refers to checking the accuracy of the reader’s comprehension, rechecking what s/he is confused about and solving the problems that have occurred.

(14) *Paraphrasing* is regarded as a strategy in which the reader either restates the content of the text in his or her own words and/or provides synonyms and antonyms for a word in one’s L1.

(15) *Grammatical analysis or “deduction”* according to Chamot and O’Malley (1990) is defined as the employment of knowledge of grammar to comprehend and interpret a word, a phrase and/or a sentence.

(16) *Watchers* are viewed as the technique employed to keep unknown and unfamiliar items in mind to be tackled the next time they are encountered.

(17) *Decoding* is commonly performed before a word repetition. It refers to breaking a word into syllables so as to pronounce and process meanings.

(18) *Word-by-Word Translation* or “*literal*” and *Meaningful translation* are viewed to bring L1 aimed to provide equivalents for a L2 word and/or a L2 sentence.

(19) *Word identification based on phonological similarity* is viewed as a strategy that the reader endeavors to construct meanings by means of comparing another closest possible word to an unknown lexical item in the text.

(20) *Chunking* is regarded as the utilization of context with vocabulary (words) and discourse markers. It breaks a group of multi-syllabic words into the larger units.

3) Interactive or metacognitive strategies (O'Malley, & Chamot 1990; Irwin, & Doyle, 1992; Aebersold, & Field, 1997; Ehri, 1997; Keene, & Zimmerman, 1997; Urquhart, & Weir, 1998; Richardson, & Morgan, 2000; Sheorey, & Mokhtari, 2001; Phakiti, 2006; Anderson, & Martin, 2007) The educational researchers (referred to the above-mentioned parentheses) depict these strategies as follows:

(1) *Previewing* is seen as to obtain a sense of the structure and the content of the text by means of a selective preview of parts of the text (e.g., titles, section headings, sentence structures and photo captions).

(2) *Predicting or anticipating* is adopted to help activate prior knowledge of the readers by means of making predictions and conjecturing the content of the text, vocabulary, discourse structure and the writing style of the author in question, based on clues and/or contexts in the text.

(3) *Skimming* is to glance and look over the text quickly without reading in details and a thorough understanding of the text aimed to gain a main point, an overall view and a general idea of the content of the text.

(4) *Scanning* is treated as a reading strategy employed to identify text structures, confirm or question predictions and quickly survey the review of a particular text to find and locate a specific piece of information.

(5) *Checking how text content fits purpose* is to monitor the readers' mind between what they read and the objectives of reading.

(6) *Summarizing* is viewed as a reading strategy adopted to construct a summary by means of making a mental, oral, or written summary of new information gained through reading (O'Malley, & Chamot 1990).

(7) *Determining importance* refers to prioritizing the most important information stemming from the text. In this light, it is a technique employed to focus on the main points of the textual content.

(8) *Re-Reading* helps the reader better recall the information. It is performed after the first reading.

(9) *Reviewing* is employed after the reading so as to recall the information and comprehend more information.

(10) *Using analogy* helps encourage the readers to see the similarities between words they read with another word that contains the same sound phonologically and/or spelling pattern morphologically.

(11) *Using context clues* refers to the fact that the reader transfers contextual clues and familiar words to comprehend and identify the content of the text and unfamiliar words.

(12) *Setting purpose for reading* is seen as a reading technique performed before reading. Commonly, the reader is presumed to have adequate experiences and background knowledge for reading the text in consideration.

(13) *Using typographical aids* (e.g., italics, figures, bold face) is regarded as a strategy that occurs to identify key and prominent information.

(14) *Self-questioning* refers to setting a framework for active thinking as the reader engages with the text.

2.4 Reading Strategies for Comprehension

A number of empirical studies have been carried out to explore reading strategies for comprehension. Based on the field of cognitive psychology, O'Malley and Chamot (1990) classify the two contrastive groups of reading strategies according to a general consensus of numerous reading experts. The classification is clustered as

the most fundamental orientation in the following typologies of strategies: cognitive and metacognitive reading strategies.

2.4.1 Cognitive Strategies in Reading

Cognitive strategies are functioned to examine the extent to which readers engage purposefully in their mental and physical process regarding the information. O'Malley and Chamot (1990) propose that this type of strategies deals with how to acquire information, inferring meanings from the context, consulting dictionaries, memorizing and repetition.

While Flavell (1981) attributes that cognitive strategies are aimed at direct goal of making cognitive process. It is truism that they are in relation to individual reading process. In this respect, the cognitive strategies can be further breakdown into three categories:

1) Comprehension strategies are adopted in a multitude of ways such as identifying author's main ideas, purposes and attitudes, summarizing information, conjecturing meanings of the text and unknown words, utilizing dictionaries, uttering contextual clues, making inferences and translating the text into one's L1.

2) Memory strategies are employed to help readers remember the content stemming from the text, e.g., taking notes, underlining, highlighting, paraphrasing, and rereading the text. Memory strategies are employed by means of typographical organizers inserted in the text, e.g., illustrations, photos, graphics, figures, pictures and tables, labels and captions, italics fonts and boldfaced words.

3) Retrieval strategies are concerned with relevant background knowledge and/or experiences that the reader utilizes, e.g., recalling reading purposes, applying knowledge of word stems, and utilizing grammatical rules to comprehend the text.

In summary, cognitive reading strategies encourage the reader to focus more on main ideas than every word stemming from the text so as to grasp meanings of the text as a whole. The cognitive strategies are employed to comprehend new concepts and words, dependent on the reader's background knowledge.

2.4.2 Metacognitive Strategies in Reading

Metacognitive strategies are literally defined as “thinking about thinking” (Carrell, 1998, p.9). While O’Malley and Chamot (1990) mention that metacognitive strategies refer to self-management, e.g., setting objectives of reading, monitoring and self-evaluation that involve in thinking process and planning. Moreover, metacognitive strategies are techniques that the reader employs for managing and monitoring cognitive strategies (Flavell, 1981).

In light of this view, Cohen (1998) proposes that the strategies are divided into three categories: (1) pre-reading strategies (planning), e.g., conjecturing the information from its context and scanning; (2) while-reading strategies (monitoring), e.g., self-questioning, self-monitoring, and solving the problem; and (3) post-reading strategies (evaluating), e.g., evaluations of reading behaviors and responses to evaluations.

According to Fogarty (1994) and Pressley (2002), metacognition consists of a three-part process:

- 1) To develop a plan before reading, e.g., a reflection on the topic of the text and contemplate the ways in which the text might be organized.
- 2) To monitor and control the plan or comprehension of the text during reading; to utter “fix-up” strategies when meanings are broken down, e.g., making connections, making predictions, making inferences, utilizing contextual clues, uttering textual features, identifying textual structures, adopting graphic organizers to pinpoint particular types of text information, writing comments and/or questions on self-stick notes or in the margins.
- 3) To evaluate the plan or the reflection of the reader after reading. The reader reflects on strategies they adopted as well as strategies they did not employ to determine whether their plan succeed or whether they should employ in the next time.

Along similar lines, Keene and Zimmerman (1997) suggest that the metacognitive strategies encompass eight processing ways: (1) planning while before, during and after reading , (2) uttering prior or background knowledge, (3) determining what point is of importance or the key information stems from the text, (4) creating mental frameworks or imaging and visualizing, (5) self-questioning, (6) inferring

meanings, (7) synthesizing or retelling, and (8) employing fix-up strategies for problems occurred during the reading task.

To sum up, the aforementioned metacognitive strategies are utilitarian tactics, and effective techniques and/or actions that the reader combines deliberately to the textual comprehension before, during and after a reading task. Metacognitive reading strategies help the reader plan, organize, monitor, control, evaluate and remediate the reading process.

2.5 Empirical Studies on EFL Reading Strategies

There is abundant evidence to assure that the employment of reading strategies is in relation to the improvement of reading comprehension (Ozgungor, & Guthrie, 2004; McNamara, 2007) in L1 reading practices. However, no studies focus on the use of Thai vocational students' the reading strategies in handling their English reading tasks. In the following, few articles, stemming from an important body of academic literature commonly known as EFL reading strategy research in Thailand, are reviewed.

Sri-sunakrua (2007) conducted the study towards English reading strategies of proficient and less proficient readers. The objectives of the study were to examine the reading strategies as well as the pattern of these strategies employed. The target population of this study was the first-year undergraduate students at King Mongkut's University of Technology Thonburi. Ten participants were divided into two groups based on their language proficiency: low and high. They attended the think-aloud sessions during three reading task. The findings indicated that both typologies and frequencies of reading strategies used were the same between the groups of high and low proficiency students. Nonetheless, there was the difference in terms of the quality of reading strategies applied.

In the same vein, Akkakoson and Setobol (2009) carried out a study to investigate Thai EFL students' utilization of reading strategies in a variety of reading tasks among 207 tertiary-level EFL students of science and technology at King Mongkut's University of Technology, North Bangkok. Tests of English reading skills and comprehension (pre-test and post-test), an achievement test (final exam), and pre-

and post-instructional strategy use questionnaire were adopted to obtain the empirical data. The questionnaire was employed to report the extent to which the participants utilize the described strategies. It was found that the EFL readers in the group consisting of lower-reading proficiency employed reading strategies in a more similar style than the group consisting of higher-reading proficiency students. Among and across three English proficient groups of EFL readers under investigation, there was no difference with respect to their choices of typologies of reading strategies. By the same token, the three groups with varied English proficiency from each other were found to employ similar typologies of reading strategies (including conventional and metacognitive models). Means (average) of pre- and post-reading comprehension tests, an achievement test and a questionnaire were the findings in the study in consideration. Furthermore, the research results of the study in question indicate that the Thai EFL readers' reading proficiency was positively affected by the strategies-based instruction.

Additionally, Oranpattanachai (2010) investigated the employment of reading strategies and the effect of reading proficiency on the reading processes by utilizing metacognitive and top-down strategies among Thai pre-engineering EFL readers at a college within a Thai university. The participants of the study in question consisted of 90 Thai pre-engineering EFL readers. The researcher divided the participants into two groups—lowly and highly EFL proficient readers. The data of the study were gathered by means of the survey questionnaire. The researcher found that both highly and lowly EFL proficient groups shared similarities and differences in regards to their reading processes. First, the similarities appeared in the rank (in an order) of perceived reading strategies adopted and the styles of text processing. Second, the differences were measured statistically in respect to the frequency of perceived strategy use and the frequency of perceived top-down strategy use among participants.

The aforementioned literature indicated that both lowly and highly English proficient student at university level in Thailand used similar categories of reading strategies on their reading process. However, the frequency and the quality of their strategies utilized among and across students of higher and lower English proficiency groups were different. With their emphasis on English reading strategies research towards undergraduate students, the researcher deems that it should be conducted a

study focuses on reading strategies' use of vocational students. As such, it is necessary to fulfill the lack of research in this area. The findings obtained and analyzed would be a language pedagogy innovation; the knowledge obtained will shed light on English reading instructions and learning in vocational education.

CHAPTER 3

METHODOLOGY

This chapter provides the description of the research methodology. The researcher jointly drew upon quantitative and qualitative data (based on the data collected and analyzed). The research instrumentations comprised of a questionnaire survey, a think-aloud protocol, and an interview protocol. The present study was conducted among Thai vocational students majoring in accountancy in a public vocational college in the Bangkok Metropolitan Area, Thailand. The researcher utilized the above-mentioned multi-method approaches to examine the utilization of reading strategies among Thai EFL vocational students while engaged in a reading task to read the texts written and printed in English language.

In accordance with the purposes of the present study, the guiding questions frame the present research are as follows: (1) What reading strategies are employed to the effective gains in reading comprehension among Thai vocational EFL students researched? And (2) To what extent do low- and high-English proficiency Thai vocational EFL students utilize reading strategies during reading tasks to read the English printed materials?

In light of these goals of this study, there are eight sections to describe the research methodology as follows: (1) research procedure, (2) subject selection and description, (3) instrumentation and materials, (4) data collection, (5) data analysis and presentation, (6) confidentiality, (7) reliability, and (8) validity of the research methodology.

3.1 Research Procedure

3.1.1 Research Design

This study was conducted by means of an adoption of a mixed method approach to collect and analyze data quantitatively and qualitatively. Data collection procedures included the conducting of a questionnaire survey, the implementing of a think-aloud protocol during multiple reading tasks, and interviews. Following this, the researcher collected and analyzed three-tier data (see Appendix E, F). The participants of the sample consisted of Thai vocational EFL readers who undertook the procedure outside their respective classroom settings so as to reduce their stress. The fieldwork carried out by the researcher was undertaken in a natural environment within the campus of a vocational college (note the name of the vocational college in question is not revealed for the sake of confidentiality). The participants of the sample studied were chosen by means of the convenience sampling method. The research instruments (measurements) and materials adopted to gather the data were composed of three English reading texts/passages, a survey questionnaire, and an interview protocol (interview questions). Moreover, data obtained during the experiment of the thinking-aloud protocol were audio-recorded and were transcribed and re-written. All of collected data were examined and evaluated in regards to their validity and appropriateness by the thesis advisor and the expert in English reading instruction.

Before commencing the study, the principal of the selected vocational college was contacted by the researcher by means of the official letters along with pre-addressed and stamped envelopes, aimed to acquire permission for conducting the research project. The vocational college principal examined the three English reading texts/passages, the interview guideline, and the questionnaire to decide on whether the vocational college in question will participate in the study. After permission was granted, the researcher kindly requested staff of the administrative section of the college to provide a list of the students (who were the target group in the sample) and their final grades from the previously two semesters of the regular English courses.

To answer the first research question stated earlier, the researcher distributed the questionnaire to 162 Thai vocational EFL students—the target group in the sample studied. Data obtained from the responses of the questionnaire were considered

primary. Secondly, the participants were categorized into two groups. One group consisted of highly English proficient students and the other group comprised lowly English proficient students. The criteria utilized to divide the sample into the two groups were as follows: 1) final grades of participants in the previously two semesters of the regular English courses (students who earned C+, C, D+, D and F, were assigned to the lowly English proficient group, while students who obtained A, B, and B+ were deemed to belong the highly English proficient group); 2) the responses from participants to complete the questionnaire survey; and 3) willingness of participants to attend the research study so as to answer the second to fourth research questions.

As it turns out, 24 participants out of a total number of 162 participants were selected (utilizing the criteria stated earlier in the preceding paragraph) to be the sample (12 highly English proficient students versus 12 lowly English proficient students) of the second phase of the present research study.

All participants in the sample for the second phase of the research study voluntarily took part in think-aloud sessions (reading tasks) and interviews. It should be acknowledged that all participants preferred to be anonymous. Next, the researcher scheduled the next appointment with the participants. Following the schedule as planned, the researcher made an acquaintance with each participant. The researcher also introduced the purpose of the present study and briefly described her interview protocol to the administrative staff of the vocational college.

Prior to the implementation of the formal experiment of think-aloud protocol, a think-aloud training was conducted for participants. It should be noted that the think-aloud sessions were designed to investigate the employment of reading strategies by participants while reading English texts/passages in an experimental reading task. Introspective data obtained from multiple think-aloud sessions were informant-initiated. Finally, the follow-up retrospective interviews were conducted immediately after the think-aloud sessions/reading tasks ended. After data collection was completed, the researcher examined the consistency and the validity of the data obtained from the interviews and the think-aloud sessions/reading tasks by means of contacting (utilizing phones and emails) the participants to clarify their ambiguous points. Data obtained were audio-taped during the implementation of think-aloud experiments/reading tasks and were transcribed immediately after think-aloud

sessions ended. Finally, the data analysis was drawn from the three-tier transcriptions and the questionnaire.

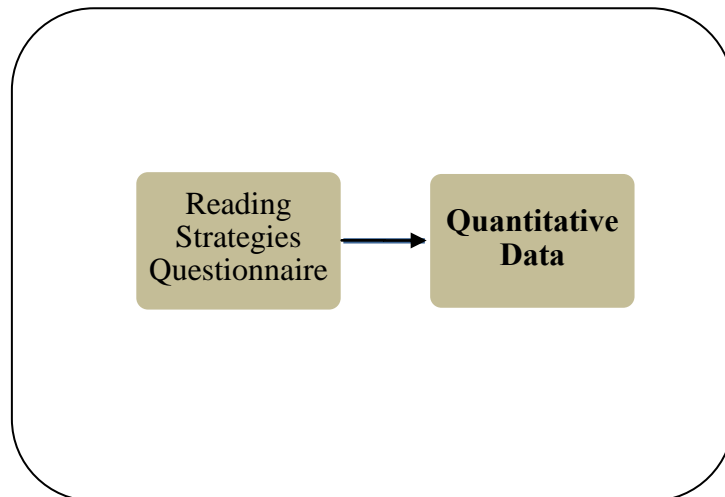


Figure 3.1 Diagram of Phase I Data Collection—Quantitative Data Derived from the Questionnaire Survey.

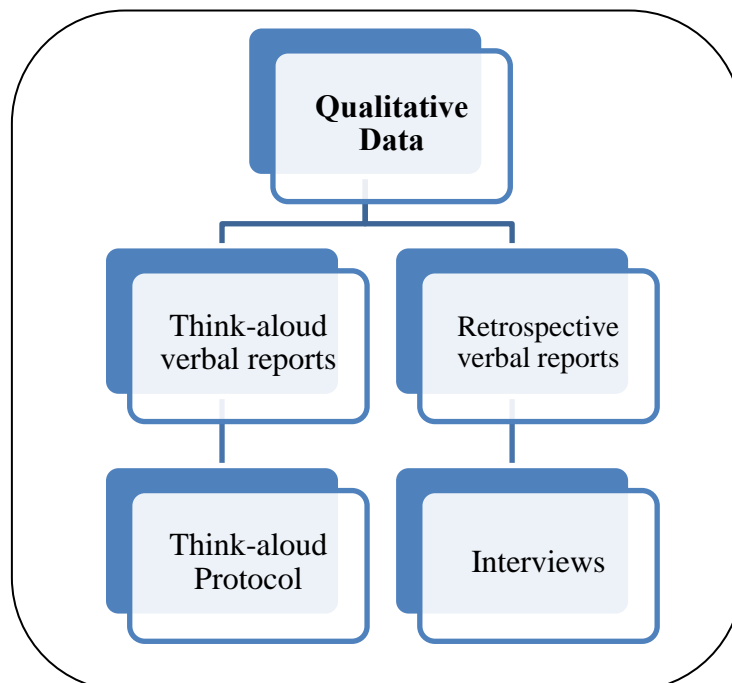


Figure 3.2 Diagram of phase II data collection—Qualitative Data Obtained from Think-aloud Protocol and the Interviews.

3.2 Subject Selection

The criteria for the inclusion of the site and the sample for the present study are in the following sub-sections.

3.2.1 Selection of Thai Vocational Colleges

There are estimated to be more than 800 vocational schools and colleges in Thailand with over 1 million students enrolled in eight programs of vocational education. These vocational schools and colleges are aimed to prepare students for further studies and/or employment among and across various sectors, including agriculture, fishery, ship building, arts and crafts, gems and jewelry, trade and industry, textile, commerce and business administration, tourism and hospitality, home economics, and information technology. (Ngamsa-ard, & Office of the Vocational Education Commission, n.d.). The vocational educational system in Thailand offers three levels of education, i.e., the first three years in upper secondary period leading to the Lower Certificate of Vocational Education, the second two years in post-secondary period leading to the technical diploma or Vocational Associate Degree, and university level leading to a Degree (Siamese Visa, n.d.). The target population (the sample of participants studied) for the present study consisted of Thai vocational EFL students. The researcher thus selected Thai vocational colleges.

In order to obtain the information representative of the typical Thai vocational colleges, data were collected from the vocational college located in the Bangkok Metropolitan Area—the state vocational institute governed by the Vocational Education Commission of the Ministry of Education. The size of the selected colleges ranged from 3,000 to 3,500 students. The selected vocational college studied by the researcher has a good reputation for its academic rigor due to it being a recipient of prestigious academy awards, among other factors. It is deemed to be the favorite Thai vocational college that attract a great number of students to attend. Each year, there are approximately 300 students who attend the department of accountancy where the researcher recruited the participants in the vocational college researched.

3.2.2 Selection of Participants

The target group (the sample studied) was recruited by a non-probability sampling instead of an adoption of a random sample. That is to say, the participants of this study were selected by means of convenience sampling. The target population of the present study consisted of Thai vocational EFL students at a state vocational college in Thailand's capital, Bangkok.

Participants and Sampling Procedure

During the phase I of data collection, a total of 162 participants (133 females [82.1 %] and 29 males [17.9%]), aged 18–20 (M=19 years), from the target population was recruited. All 162 participants studied were Thai vocational EFL (post-secondary level) students in their first year (major: accountancy; and program: commerce) at the vocational college researched. They enrolled in the compulsory English courses (course code: 3000-1201; course name: Developmental Skills for English Communication 1; and course content: four skills of the English language course and course code: 3000-1202; course name: Developmental Skills for English Communication 2; and course content: four skills of the English language course) and were studying in the summer semester of the 2013 academic year and the first semester of the 2014 academic year, respectively.

During the phase II of data collection, all participants recruited during phase I of data collection were categorized into two groups based on the grades (different levels of English reading competency: high, low and “at risk” [of failure]) of the previous semester in the English courses. The grades adopted to classify the level of participants' English reading proficiency were the following (note that a final score corresponds to a final grade): 0 (fail)/F, 1 (very poor)/D, 1.5 (poor)/D+, 2 (average)/C, 2.5 (fair)/C+, 3 (good)/B, 3.5 (very good)/B+, and 4 (excellent)/A. Participants who had received A, B+ and B were grouped as highly English proficient students, while those who had earned C+, C, D+, D and F were grouped as lowly English proficient students. These scores and their correspondent grades provided a benchmark to make comparisons between the groups. It was found that 78 participants out of the total number of 162 students recruited to participate in the present study earned A, B+ and B, but merely 12 participants (1 male and 11 females) out of 78 students were selected to form the highly English proficient group under investigation. The number

of students who earned C+, C, D+, D and F was 84, of which 12 participants (2 males and 10 females) were selected and clustered to be the members of the lowly English proficient group studied.

3.3 Instrumentation and Materials

The following instruments and materials were adopted during the data collection: the three English reading texts/passages (see Appendix A, B, and C), the survey questionnaire (See Appendix D), the think-aloud protocol, and the interview protocol/the retrospective interview questions (See Appendix G). Prior to the data collection procedure commencement, the instruments were submitted to the thesis advisor for approval; besides, the survey questionnaire was checked its reliability and validity by the expert in English reading instruction. The set of materials employed in the present study are as follows:

3.3.1 English Reading Materials

Difficulties of the English language are varied from text (passage) to text (passage). Moreover, difficulties of the English language stemming from the texts/passages have direct and significant effects on participants' English reading competence.

Printed Reading Materials

The printed English texts/passages were employed in the reading tasks during the implementation of the think-aloud experiment. The criteria of the selection of English texts were as follows: Firstly, the three reading passages (see Appendix A, B, and C) derived from the articles in "English World" English newspapers were of interest to the participants. The topics of these selected articles were up-to-date and familiar to the majority, if not all, of participants studied. Secondly, the reading instructor at the vocational college was requested to help choose and examine these three articles.

The length of the first English text/passage was approximately 200 words, titled "Thunderstorms" (EnglishWorld 2014, February: 10) that was related to the issue of "English for Kids". The first passage was employed for initial trial-run of the

think-aloud reading task. The trial-run was adopted to train participants to be familiar with the think-aloud experiment. The second and third English texts/passages contained approximately 300 words and 400 words, respectively. The second English text/passage was titled “Facebook Is Used More Often than the Bible” (EnglishWorld 2014, March: 20). Lastly, the third English text/passage was titled “Jefferson Davis” (EnglishWorld 2014, February: 18) which was concerned with the issue of “Reading Comprehension”.

The second and the third English texts/passages were administered to assess the difference of the employment of reading strategies among the participants studied. In order to examine reading abilities of participants studied, the second and the third English texts/passages were different in length from each other.

These passages were provided to the participants individually to collect data in respect to reading strategies employed by them. The researcher also requested the English instructors of the vocational college to examine whether the readability of these selected English texts/passages was appropriate for the various levels of reading proficiency of participants. The data obtained were concerned with reading behaviors and reading strategies utilized by the participants during pre-reading, while-reading, and post-reading periods.

3.3.2 Instruments to Investigate the Use of Reading Strategies

The research instruments (measurement) adopted include the survey questionnaire, the think-aloud protocol, and the interview protocol so as to investigate, examine and reveal reading strategies employed by the participants under investigation.

3.3.2.1 The Questionnaire Survey

The reading strategy questionnaire was conducted to retrospectively self-report reading strategies employed by the participants. It should be acknowledged that the reading strategy questionnaire adopted was checked for its accuracy and appropriateness by the thesis advisor and the expert in English reading instruction. The questionnaire survey in question was adapted from Aek Phakiti (2006), which has been widely adopted for a number of studies by reading researchers to measure awareness of reading strategies in use. In the present study, the survey questionnaire

was divided into two sections. The first section was to elicit demographic information (age, gender, number of years in studying the English language, grade point average [GPA], frequency of reading English materials/texts, contact information of an email address and a telephone number) of the participants surveyed.

The second section of the questionnaire survey contained 33 randomly ordered items, aimed to measure the employment of reading strategies. All items were adapted from the classification of Aek Phakiti (2006), which was subdivided into two main categories, cognitive strategies consisting of 18 items (i.e., comprehending, memory, and retrieval strategies) and metacognitive strategies including 15 items (i.e., planning, monitoring and evaluating strategies).

The researcher employed a Likert-type scale to assess the participants' reading engagements by collecting statistically analyzable responses from the participants. Participants were asked to reflect on their behaviors and performances pertaining to reading strategies and reading skills by marking a number from a five-point Likert-type scale (1=never or almost never, 2=only occasionally, 3=sometimes, 4=usually, 5=always or almost always).

Every participant completed the questionnaire survey without any discussion with their fellow participants (classmates). The English version of the questionnaire survey was translated into the Thai version by the researcher, helping participants (native Thai speakers) understand and respond to items of the questionnaire survey. While translating from English to Thai, numerous items stemming from the questionnaire survey were slightly adjusted to enhance their clarity and were shortened by eliminating non-essential items, making them easier for the participants to understand and respond.

As stated earlier, the questionnaire survey adopted for the present study was adapted from Phakiti (2006). According to Phakiti's categorization, the overall number of items and the categories of cognitive strategies and metacognitive reading strategies are as follows.

Table 3.1 The Items and Categories of Cognitive Strategies and Metacognitive Strategies in the Questionnaire Survey Adopted for the Present Study

Reading Strategies	Items specified in the questionnaire
Cognitive strategies (18 items)	
1. Comprehending strategies (10 items)	3, 6, 7, 10, 16, 17, 21, 24, 27, 31
2. Memory strategies (3 items)	13, 19, 29
3. Retrieval strategies (5 items)	1, 4, 9, 15, 23
Metacognitive strategies (15 items)	
1. Planning strategies (4 items)	2, 5, 14, 25
2. Monitoring strategies (10 items)	8, 11, 12, 18, 20, 22, 26, 28, 30, 32
3. Evaluating strategies (1 item)	33

3.3.2.2 The Think-aloud Protocol

The think-aloud protocol essentially provides a direct perspective of readers' thought process during the reading task (Cohen, 1987, as cited in Akyel, & Ercetin, 2009). Commonly, it is referred to as a verbal report in which the researcher elicits data by means of verbalization. It is a means by which the reader directs his or her own behaviors and problem-solving processes to solve reading-related problems faced (Tinzmann, et al., 1990). It is adopted to investigate the reading process while the participants employ various reading strategies. Data obtained from the implementation of the think-aloud protocol are the sources to provide the key information in regards to the mental reasoning process of participants.

A number of reading researchers adopt the think-aloud protocol, e.g., Ebrahimi (2012) who draws a comparison of different reading strategies with respect to reading English poems among EFL readers in Malaysia by implementing the think-aloud protocol as the research instrument. For more examples of the use of the think-aloud protocol by previous researchers, please see chapter 2 (literature review). The utilization of the think-aloud protocol for the present study is complemented by

interview data so as to ensure the data obtained from the verbal reports regarding the participants' thinking processes, and identify their employment of reading strategies.

Furthermore, in the present study, the think-aloud protocol was firstly employed as a trial to familiarize the participants with the procedure of the later implementation of the reading task along with the think-aloud experiment. The participants read silently a mini-version of the English reading text/passage. Thereafter, the participants studied were asked to say out loud describing their reading processes while the researcher took notes to gather data, spoke to remind the participants under study to keep talking and expressing themselves, and audio-recorded the entire reading task. Data obtained were concerned with what the participants researched perform as well as how they reacted during the think-aloud reading task. Therefore, think-aloud protocols were executed during the multiple reading tasks carried out by participants. It should be noted that the think-aloud procedure lasted approximately 90 minutes per session.

Additionally, during the implementation of the thinking-aloud protocol, participants studied reported their own actions concerning reading strategies employed and their reading processes before, during, and after they read (introspective views). Immediately after each reading session was ended, any unclear answers stemming from participants were asked to be clarified by participants in follow-up interviews (retrospective views). The data obtained from think-aloud reading sessions were documented in a transcript (see Appendix F).

3.3.2.3 Retrospective Interview Questions

After both the think-aloud reading task was completed, the in-depth and semi-structure interview was adopted to gather data during the final phase of data collection. The interview protocol was adapted from Cresswell (1998) and all interview questions were developed by the researcher. The face-to-face interview was administered to each participant. All the participants were required to provide additional data concerning what reading strategies were employed and how they applied these reading strategies to actual utilizations. The interview was also utilized to clarify ambiguous points and ensure consistency of data gained from the participants' verbal reports.

The 15 interview questions (see Appendix G) were composed of both open-ended and close-ended questions. It should be noted that these questions were examined and evaluated by the thesis advisor prior to their utilization. They were adopted in interviews and think-aloud sessions. All interview questions were spoken in the native Thai language (Central Thai variety). A list of questions was employed to guide interviews and these questions were flexibly worded during the interviews. It should be acknowledged that the interviews took place outside of the classroom at the selected vocational college.

The researcher asked participants to freely express their honest opinions before the interviews were held. Each individual interview lasted approximately 30-40 minutes in length. Both the lowly and the highly English proficiency group members of the sample studied were asked the same interview questions. The participants were requested to clarify any unclear answers during follow-up interviews. The interview data were audio-taped and transcribed immediately after each interview ended.

3.4 Data Collection Procedure

Data collection can be divided into two main phases (see Table 2). Quantitative data were gathered by means of a questionnaire survey during the phase I of data collection. A total number of 162 participants consented to take part in the study, but only 121 returned their responses to the questionnaire (note that the sample consists of first-year post-secondary students in the academic year of 2013-2014).

During the phase II of data collection, qualitative data were obtained by means of the implementation of the think-aloud protocol, undertaken in conjunction with the reading tasks, and combined with the follow-up interviews. The purpose of the implementation of the think-aloud protocol was to explore the reading strategies employed during the ongoing reading processes of participants studied. The researcher elicited data from a smaller sample of 18 participants (out of 24 students), which consisted of nine higher English proficient students and nine lower English proficient students (note that data obtained from the six students failed due to their invalid and impractical responses).

Data obtained from the think-aloud sessions/reading tasks were transcribed and analyzed to identify and infer reading strategies in use among the participants researched. All of the four-tier data collection procedures were conducted in the native Thai language, given that both the researcher and the participants would be put at ease and to establish rapport and communicate with one another. The fieldwork took place during a six-week period between April 2014 and May 2014. Data collection procedures took place outside the classrooms at the vocational college studied. Further to the aforementioned instruments, the researcher also utilized a digital camera and a voice recorder to collect data. Total time spent was 120 minutes per participant.

After finishing the data collection procedure, the transcripts were sent to each participant for verification. To clarify the ambiguous points, participants were asked to provide additional details before and after school via electronic mail and/or over the phone. To ensure that data gathered in each round contributed to the answers of the research questions, the data collection timeline below was designed and employed.

Table 3.2 Timeline for Data Collection (April - May, 2014)

Activities	April, 2014		May, 2014			
	Week3	Week4	Week1	Week2	Week3	Week4
1. The researcher handed out the questionnaires to the selected vocational college and gathered them.	↔				↔	
2. The researcher conducted the think-aloud training task and a formal experiment on each participant of:						
• the highly English proficient group		↔				
• the lowly English proficient group			↔			
3. The personal interview was carried out on each participant of:						
• the highly English proficient group		↔				
• the lowly English proficient group			↔			

3.4.1 Quantitative Data Collection Procedure

In the third week of April 2014, the researcher administered 162 questionnaire surveys in person at the selected vocational college. The questionnaire survey was conducted during to the summer semester of the academic year 2013. As a result, there were merely 30 participants who attended the summer class. After the participants completed the questionnaire surveys, the researcher collected them.

The remaining 132 questionnaire surveys were handed out to participants in the third week of May, 2014. Responses to the questionnaire survey were gathered in the fourth week of May, 2014. Of the 162 questionnaires distributed, 121 participants completed questionnaire surveys were returned (74.69 % response rate). Among the participants surveyed, 78.51% were female students and 21.49% were male students. Participants were aged 18-20 ($M = 19$ years old).

3.4.2 Qualitative Data Collection Procedure

The researcher requested the English instructors of the vocational college studied to assist in choosing the voluntary participants (Thai vocational EFL students) based on their final grades of the regular English courses in the previously two semesters, their willingness to attend this study, and their responses in the questionnaire survey.

The 12 highly English proficient and 12 lowly English proficient participants selected were to receive the verbal report training. While they read the first passage in the English text for practice, they were trained to think-aloud for the reading task they were engaged in.

Subsequently, the participants were provided two English passages to read silently. Hereafter, they were asked to report their reading performances. Each think-aloud reading session was conducted in the Thai language.

While the participants performed think-aloud, they were also audio-recorded by the researcher. After each think-aloud reading session ended, participants studied were interviewed. The researcher obtained permission from participants researched to tape-record the interviews. Data obtained from the interviews and think-aloud reading tasks were transcribed for data analysis.

3.4.2.1 The Think-aloud Training Task

Twelve low- and 12 high- English proficiency participants (students in the vocational college studied) took part in the present study. The verbal report training was adopted to facilitate participants' reflection on their reading comprehension process. The lowly English proficient participants and highly proficient participants were trained to perform the think-aloud. After the receipt of this training, 12 participants took part in each reading session. The think-aloud training task was conducted as follows: firstly, each participant was trained to perform the think-aloud task and were permitted to raise any questions while participating in the introductory phase. Next, they were requested to read the first passage in the English text during the initial trial-run of the think-aloud protocol.

Thereafter, each participant attended the think-aloud sessions. They were asked to report aloud on their thoughts while engaged in the reading task about the typologies of reading strategies they adopted, and the ways in which they employed these reading strategies. These think-aloud reports were conducted by means of verbalization. While one of the participants trained was verbally reporting his or her think-aloud, the other untrained participants listened and recorded what the trained participants spoke out. Every trained participant had an opportunity to observe reading strategies employed by other participants and took note. After every participant performed think-aloud, they discussed their reading comprehension process among themselves and shared their reflections on reading strategies adopted with each other. When the participants reached an understanding of the think-aloud method, the experiments started immediately.

3.4.2.2 Formal Experiments

During the phase II of data collection, the data were gathered by means of the think-aloud task. The implementation of the think-aloud protocol during reading sessions was the first task of data collection during the phase II of data collection. The researcher informed all participants that their verbal reports will be recorded and transcribed. Each think-aloud session lasted approximately 90 minutes. As soon as the training session ended, the participants read the second and third passages selected from the English text. The researcher provided an English-Thai dictionary to the participants to look up difficult words and references during the experiments.

Next, the participants were permitted to report their reading processes in the Thai language for the sake of their convenience. The researcher was able to prompt and encourage the participants experimented when they were stuck in translating and interpreting the meaning from the English text for a long period of time and/or they kept silent. While reading English passages from the English text during the formal experiment of the think-aloud protocol, verbal self-reports of participants were audio-recorded and the researcher took notes. The ambiguous reports stemming from participants were clarified by the participants themselves in the follow-up interviews. Furthermore, retrospective verbal reports of participants were recorded.

Subsequently, the interviews were carried out immediately after the think-aloud procedures ended. The interviews were utilized to allow participants to explain and clarify the uncertainties derived from the think-aloud reports so as to ensure that the obtained data of all sessions were consistent and valid. The interview was conducted with each participant separately and individually. The interview lasted between 30-40 minutes for each participant. Informed consent to audio-record interviews was requested before commencing the interviews. All interview data were voice recorded and transcribed. If any ambiguities were found derived from the interview sessions, the participants were asked to clarify immediately after their respective interview.

Table 3.3 The Two Phases of Data Collection

Activities				
Phase I (Questionnaire Survey)	1. The researcher distributed the questionnaire surveys to the participants surveyed.	2. After the participants completed the questionnaire surveys, the researcher collected their responses to the questionnaire surveys.	3. 3.The researcher contacted the English instructors of the vocational college researched.	4. The researcher made appointments with the participants recruited to take part in her study.
Phase II <u>Session 1</u> (Think-aloud Training)	1. The researcher made acquaintance to each participant studied.	2. The researcher introduced the purposes of the study and described what the participants would do.	3. The researcher conducted the think-aloud training, while the participants trained were asked to read passage 1 in the English text.	
Total Time Spent : 30 minutes				

Phase II**Session 2**

(Think-aloud)

Total Time**Spent : 90**

minutes

1. The

participants

studied were

asked to read

the second

English

passage

derived from

the English

text during

the think-

aloud

experiments.

2. The

participants

read passage 3

in the English

text during the

implementatio

n of the think-

aloud reading

session.

Phase II**Session3**

(Interviews)

Total Time**Spent : 30 -**

40 minutes

(per person)

1.

Immediately

after the

think-aloud

sessions were

ended, the

researcher

asked

interview

questions to

each

participant

individually.

3.5 Data Analysis and Presentation

Data analysis was carried out quantitatively and qualitatively in the following ways:

3.5.1 Quantitative Data Analysis

Given the nascent data collection of the present study, the researcher carried out a Likert-type scale questionnaire survey. The self-rating data were obtained from the reading strategies questionnaire survey distributed to the participants. The data were analyzed by means of counting the frequency of the ratings derived from the questionnaire survey. The researcher employed descriptive statistics to discover the frequency and the ratings of each perceived strategy in use by means of Mean scores and Standard Deviation (S.D.). The data analysis was conducted utilizing the program Statistical Package for the Social Sciences (SPSS) (Version 11.5 for Windows). According to Oxford (1990), mean scores were ranged as follows:

Rate	Meaning
Mean of 2.4 or lower	Low
Mean of 2.5-3.4	Medium
Mean of 3.5 or higher	High

The findings (reported from the quantitative data analysis) manifested the level in the ranking order as well as the similarities and the differences of the employment of reading strategies between two groups of the participants surveyed: low- and high-English proficiency students.

3.5.2 Qualitative Data Analysis

The qualitative data were analyzed by means of two sets of data acquired from the think-aloud verbal reports (i.e., data collected during the implementation of the think-aloud reading sessions) and retrospective verbal reports (i.e., the follow-up interviews). In other words, the introspective data derived from think-aloud verbal

reports of the participants. Afterwards, the retrospective data were obtained from the immediate retrospective interviews after the think-aloud experiment was undertaken. The data acquired from the interviews were viewed as additional data, particularly in regards to the clarification of ambiguous reports (data collected during the think-aloud reading sessions) of participants.

Both introspective and retrospective data collected from the think-aloud reading tasks and the interviews were analyzed utilizing the classification of reading strategies developed by Phakiti (2006), as well as classifications stemming from some related academic literature (Sheorey, & Mokhtari, 2001). In doing this, these data were transcribed and classified into sections based on these categories of Phakiti's classification and so on. The transcripts were analyzed to identify typologies of reading strategies and the ways in which these reading strategies were employed. Each typology of reading strategies was defined and elaborated by means of examples of reading strategies in use derived from the verbal reports of the participants, and the interviews. All data obtained were transcribed verbatim. The researcher translated the Thai transcription into English and a native English speaker was requested to examine the English transcription.

In other words, each section contained a single reading strategy in order to present the data analyzed. Typologies of reading strategies that the participants employed were clustered and grouped, including and examples of their reading strategies in use. Analyzed data were comprised of typologies of reading strategies adopted by participants to increase their comprehension of the English text and overcome the difficulties while reading the particular English passage, and the ways in which each reading strategy is used. After data were transcribed, the findings were presented according to the sequence of research questions. Numerous instances of reading strategies adopted by the participants were also provided, along with the research findings, in the chapter 4 (Results and Findings).

Coding Scheme of Qualitative Data

All two-tier data obtained from the think-aloud reading sessions of the participants, and the interviews of the participants were analyzed to answer the research questions as follows:

RQ1: What reading strategies are employed to achieve reading comprehension among Thai vocational EFL students?

RQ2: To what extent do lowly and highly English proficient Thai students of vocational colleges employ reading strategies while reading English printed materials?

With reference to the research questions and categories of reading strategies, the analyzed data were presented issue by issue through comparing and contrasting descriptions of the utilization of reading strategies in the following manners:

- 1) Typologies of reading strategies adopted by all participants (RQ1)
- 2) Typologies of reading strategies that were employed by lowly and highly English proficient participants respectively (RQ1) and
- 3) The extent to which the lowly and highly English proficient participants adopted their reading strategies differently (RQ2)

3.6 Confidentiality

During data collection, the researcher announced to participants that data collected from their verbal reports were anonymous. The names and personal information of all participants under study were kept in the strictest confidentiality. These details of participants' demographic information have not been revealed in the present study. After the present study was completed, all data were destroyed.

3.7 Validity

Prior to the implementation of the think-aloud sessions and the interviews, the interview questions were examined by the thesis advisor to see if the questions were appropriate for the purposes the research project. At the final stage of the interview, each participant was asked to clarify their respective ambiguous reports. After the data collection procedure was finished, all transcriptions were sent to the participants to

verify the accuracy of their data so as to ensure that the data were consistent and enhances internal validity.

Furthermore, in order to determine internal consistency and confirm the validity of data obtained, a three-tier source (the questionnaire survey, the think-aloud reading task, and the interviews) was adopted to check whether the participants contradicted themselves in their own responses.

3.8 Reliability

All research instruments (measurements) adopted in the present study were examined by the thesis advisor and the expert in English reading instruction. To ensure the reliability of the research findings, data obtained from multiple data sources (the questionnaire survey, the think-aloud reading task, and the interviews) were employed.

In the present study, to ensure the reliability of the data, three English reading passages (see Appendix A, B and C) stemming from the quality English newspapers in Thailand were employed. In addition, interview questions (see Appendix G) and transcriptions of the two-tier data were rechecked before presenting the research findings so as to ensure the accuracy and consistency. Moreover, the internal consistent reliability of the questionnaire survey adopted for the present study was 0.91 based on the overall Cronbach alpha. The questionnaire survey employed in the present study was deemed to have a good internal consistency for the reason that their Cronbach alpha values were larger than 0.80.

With regard to the qualitative data analysis of the present study, a combination of reading strategies stemming from numerous categories of previous reading researchers was utilized. In order to ensure the coding reliability while coding and categorizing reading strategies in use, the researcher gathered strategy identification in two iterative stages. First, the researcher recognized and examined the occurrences of reading strategies. Second, the researcher compared and contrasted categories of reading strategies in use derived from the formal experiments with existent typologies of reading strategies informed by academic literature. Linked to this, all data were analyzed on the basis of Phakiti's classification (categories and sub-categories of

reading strategies) and as well consulted with classifications of related academic literature concerned with reading strategies (Sheorey, & Mokhtari, 2001).

CHAPTER 4

RESULTS AND FINDINGS

This chapter presents research results obtained from two sets of data, namely, the quantitative data collected from the questionnaire surveys and the qualitative data derived from the think-aloud sessions, and the interviews. The research findings of the present study were reported in the same sequence of the two research questions:

RQ1: What reading strategies are employed to achieve reading comprehension among Thai vocational EFL students?

RQ2: To what extent do lowly and highly English proficient Thai students of vocational colleges employ reading strategies while reading English printed materials?

4.1 Findings Derived from the Questionnaire Survey

The first set of data is collected from responses to the survey questionnaire. There were 121 participants to provide responses to the five-point Likert-type scale questionnaire survey. The questionnaire survey was conducted to elicit reading strategies employed by the participants surveyed. All responses provided by the participants were analyzed and interpreted utilizing the ratings and the levels of use based on Oxford (1990) (a rating of a mean score in 2.40 or lower is considered the low level; a rating of a mean score in 2.50 to 3.40 is seen as the medium level; and a rating of a mean score in 3.50 or higher is viewed as the high level).

This sub-section is divided into three smaller sections: 1) a summary of responses of the participants to 33 statements in regards to the employment of individual reading strategies, as well as two main categories of reading strategies (i.e., cognitive strategies or COG, metacognitive strategies or MET), 2) the differences of the utilization of reading strategies between lowly and highly English proficient participants, and 3) the most favored to the least favored reading strategies employed by the participants researched.

4.1.1 Descriptions of the Participants as Revealed from Filled-in Items in the Questionnaire Survey

It should be noted that a five-point Likert-type scale ranging from “Always or Almost Always” to “Never or Almost Never” was adopted. Altogether, 162 questionnaire surveys were distributed to 162 participants and 121 questionnaire surveys were returned. These responses to the questionnaire survey were analyzed, utilizing the SPSS program.

4.1.1.1 Demographic Information of Participants

The first section of the survey questionnaire was to elicit background information of the 121 participants including their respective age, gender, period of time spent on the learning of the English language, grade of previous English course, grade point average (GPA), and the frequency of reading English texts. The results obtained (See Table 4-9 in Appendix E) from the survey questionnaire are as follows:

In term of gender of the participants surveyed, it was showed that 78.51% of the participants surveyed were females and 21.49% were males. Thus, the majority of the participants surveyed were females.

The overall pattern of responses towards the age wise distribution of the participants surveyed, it was indicated that the majority of the participants surveyed (69.42%) were aged 19. The remaining 30.57 % were aged 18 (8.26%) and aged 20 (22.31%).

Based on the findings of the periods of time spent in learning of the English language among the participants surveyed, a significant percentage of participants surveyed studied the English language for 13 years (35.53%), while 28.09 % of them studied the English language for 15 years (28.09%), and nearly 24 % (23.96%) of them studied the English language for 16 years. The other remaining participants studied the English language for 10, 12, and 14 years, respectively (8.26%, 3.30%, and 9.09%, respectively).

According to grades of the English course of the participants surveyed, 27.27% of all participants surveyed received C+, 23.14% of them received A, 19% of them received C, and 12.39% of them received B+ as their respective final grades for the English course they took in the previous semester. In addition, 9.09% of the same sample of participants surveyed received B, 4.95% received D+, 2.47% received D,

and 1.65% received F. It should be noted, however, that the number of majority of participants surveyed who obtained C+ was almost as large as those who obtained A. By the same token, the overwhelming majority of participants in the sample surveyed received C+ and A respectively. Only a smaller number of participants surveyed obtained D+ (2.47%) and F (1.65%).

In terms of Grade Point Average (GPA) of the participants surveyed, 30.57% of the participants surveyed obtained a GPA from 3.50 to 4.00, 26.44% of them obtained a GPA from 2.00 to 2.49, 21.48% of them obtained a GPA from 3.00 to 3.49, and 19.83% of them obtained a GPA from 2.50 to 2.99. Only 1.65% of them received a GPA from 1.50 to 1.99.

Lastly, the frequency of reading English texts among the participants surveyed, it appeared that 4.13% of the participants surveyed read printed academic materials in the English language every day, 14.87% of them read these materials 3-4 times per week, while 33.05% of them read these materials 1-2 times per week. Furthermore, a large percentage of participants surveyed (38.84%) read academic materials in the English language 1-2 times per month. The remaining participants (9.09%) read academic materials in the English language 3-4 times per month.

4.1.1.2 Reading Strategies in Use

The second section of the survey questionnaire contained 33 randomly ordered items of reading strategies (See Table 10.1-10.33 in Appendix E). The findings showed the means and the standard deviation of responses to the questionnaire survey.

Data collected from the questionnaire survey showed that two main categories of reading strategies were utilized among participants surveyed: 1) cognitive strategies (comprehension strategies, memory strategies, and retrieval strategies), and 2) metacognitive strategies (planning strategies, monitoring strategies, and evaluating strategies). These strategies were represented in the questionnaire as follows:

Cognitive Strategies

- 1) Comprehending strategies: statements/items 6, 7, 10, 11, 16, 17, 21, 24, and 27
- 2) Memories strategies: statements/items 13, 19, and 29

- 3) Retrieval strategies: statements/items 1, 4, 9, 15, and 23

Metacognitive Strategies

- 1) Planning strategies: statements/items 2, 3, 5, 14, and 25
- 2) Monitoring strategies: statements/items 8, 12, 18, 20, 22, 26, 28, 30, 31, and 32
- 3) Evaluating strategies: statement/item 33

From the response patterns above according to Tables 10.1-10.33 (Appendix E) it appears that a significant percentage of participants “sometimes” employed reading strategy on the statement number 1 to 13 and 15 to 33 when reading the school-related materials. It should be noted, however, that only one of the 33 reading strategies that subjects’ responses fell in the different results. That is, the majority of respondents with the statement number 14 tended to apply “only occasionally” on this strategy.

The findings gathered for the first research question in this study are presented in Tables 10.1-10.33 (See Appendix E) and Tables 4.1-4.4. Table 4.1 below shows overall number of responses, mean scores on a five-point Likert-type scale, standard deviation (S.D.) and level of use based on the criteria proposed by Oxford (1990).

4.1.2 Summary of Survey Results

Results from the survey questionnaires were analyzed and presented in the following sections:

- 1) engagement of reading strategies used by the questionnaire respondents (see Tables 4.1, 4.2 and Figure 4.1)
- 2) differences in reading strategies’ use of the respondents between lowly and highly English proficient groups in questionnaire data (see Tables 4.3, 4.4 and Figure 4.2)
- 3) reading strategies used most and least by the questionnaire respondents (see Table 4.5)

Table 4.1 Means and Standard Deviations of Two Main Categories/Subscales
Identified and Individual Reading Strategies Employed by Vocational
Students When Reading Printed Academic Texts

Item No.	Reading Strategies	Number of Respondents*	Mean	S.D.	Level
1. Cognitive Strategies					
1.1 Comprehending Strategies					
6	To find the unfamiliar and unknown words, I use a Thai-English dictionary.	121	3.46	1.06	Medium
7	To find the unfamiliar and unknown words, I use an English-English dictionary.	121	2.86	1.20	Medium
10	I translate what I have read from English into Thai.	121	3.14	1.05	Medium
11	I use typographical aids/features (e.g., bold face, italics) or signal words to identify key information and better understand.	121	3.05	0.99	Medium
16	While reading the text, I predict the context of the upcoming section or passage.	121	2.92	0.95	Medium
17	Before guessing the meaning of word, I take advantage of the grammar knowledge I have learned to identify an unfamiliar/unknown word.	121	2.81	0.91	Medium

Table 4.1 (Continued)

Item No.	Reading Strategies	Number of Respondents*	Mean	S.D.	Level
21	I pay attention to the meaning of each word.	121	2.99	1.06	Medium
24	While doing the reading tasks, I am aware of whether my reading plans are achieved.	120*	2.79	1.03	Medium
27	I read word-by-word while reading.	121	3.27	1.06	Medium
	Overall	--	3.03	1.03	Medium
1.2 Memories Strategies					
13	I make the use of paraphrasing or restate ideas in my own words to help me better understand the text.	121	2.89	1.03	Medium
19	I try to visualize and picture described in texts to help remember what I read.	121	3.28	0.96	Medium
29	I underline or circle words or phrases in the text to help me understand and remember it.	121	3.01	1.11	Medium
	Overall	--	3.06	1.03	Medium
1.3 Retrieval Strategies					
1	To understand the words, I use word roots or affixes (prefix and suffix).	121	2.49	1.01	Low
4	I use background knowledge/ experience to new information so as to	121	3.13	0.93	Medium

Table 4.1 (Continued)

Item No.	Reading Strategies	Number of Respondents*	Mean	S.D.	Level
	increase comprehension while I read.				
9	I look at a diagram, figure, table, picture and caption before reading.	121	3.63	1.07	High
15	I use the available context clues to guess help me better understand and to interpret a word or phrase.	121	3.05	1.03	Medium
23	I make a use of transitional words (e.g., but, and, first, second) to help understand the relationships among the main points and the sentences in the text.	115*	3.03	0.95	Medium
	Overall	--	3.06	0.99	Medium
	Total of Cognitive Strategies	--	3.04	1.02	Medium
2. Metacognitive Strategies					
2.1 Planning Strategies					
2	I pause time to time and think whether I have understood the content of text.	121	3.10	0.87	Medium
3	I look at the text slowly and carefully for the particular words or phrases.	121	2.92	0.99	Medium
5	I read ahead for further clues.	121	3.06	0.94	Medium
14	I read the whole text quickly	121	2.57	1.03	Medium

Table 4.1 (Continued)

Item No.	Reading Strategies	Number of Respondents*	Mean	S.D.	Level
	for the relevant information and main idea of reading tasks.				
25	I determine what the reading tasks were about and required to do by reading introduction and conclusion of the passage.	121	2.67	0.94	Medium
	Overall	--	2.86	0.95	Medium
2.2 Monitoring strategies					
8	I revise the difficult information based on text content to help me better understand.	121	2.67	0.80	Medium
12	I try to analyze the syntactical structure of sentences to help better understanding meaning when the sentences are difficult to understand and long.	121	2.81	1.01	Medium
18	I recheck my understanding when I come across the ambiguous contents of text.	121	2.96	0.92	Medium
20	I pay attention to what I read in every detail.	121	2.88	0.99	Medium
22	I try to analyze the grammatical structure to help my understanding while I read.	121	2.76	1.00	Medium

Table 4.1 (Continued)

Item No.	Reading Strategies	Number of Respondents*	Mean	S.D.	Level
26	When I read, I review/note the characteristics of text I read such as length, genre, and organization.	120*	2.80	1.03	Medium
28	If I don't understand the contents, I frequently monitor my understanding of reading tasks and reading materials.	121	3.07	1.01	Medium
30	While reading, I adjust reading speed to increase information on the basis of different reading purposes.	121	2.66	1.01	Medium
31	I pay attention to the implicit meaning of the passage or text while I read.	121	2.85	0.99	Medium
32	When the texts are long and become hard to understand, I break down larger clauses into smaller units to help me better understand.	120*	2.84	1.02	Medium
	Overall	--	2.84	0.97	Medium

Table 4.1 (Continued)

Item No.	Reading Strategies	Number of Respondents*	Mean	S.D.	Level
2.3 Evaluating strategies					
33	I critically analyze and evaluate the information presented in the text.	121	2.95	1.07	Medium
Total of Metacognitive Strategies		--	2.85	0.97	Medium
Overall mean and S.D. of all strategies		--	2.95	0.97	Medium

Note: *Not all 121 participants responded to every statement.

With regard to Table 4.1, the following is a summary for each engagement of reading strategies used by the questionnaire respondents. All statements were clustered into two main categories: 1) cognitive strategies (comprehending strategies, memories strategies, retrieval strategies) and 2) metacognitive strategies (planning strategies, monitoring strategies, evaluating strategies).

Based on the statistical analysis of individual strategies shown above, the mean scores of the comprehensive strategies revealed that overall students used the strategies at the medium level with the mean of 3.03. They used the comprehensive strategies on the items 6, 7, 10, 11, 16, 17, 21, 24 and 27. While the participants used memories strategies on the items number 13, 19, 29 at the medium level with a mean of 3.06. Additionally, it was found that the subjects employed retrieval strategies at the medium level with a mean of 3.06. The subjects applied the retrieval strategies on the item 1 at the low level; the items 4, 15, 23 at the medium level, and the item 9 at the high level. In the case of planning strategies, the students used the strategies on the items 2, 3, 5, 14, 25 at the medium level with a mean of 2.86; meanwhile, they employed monitoring strategies on the items 8, 12, 18, 20, 22, 26, 28, 30, 31, 32 at the medium level with the mean of 2.84. Lastly, evaluating strategies, the students used the evaluating strategies on the item 33 at the medium level with a mean of 2.95.

After the responses were measured, it was found that 31 strategies (93.9%) fell in the medium usage group (mean of 2.50 to 3.40). One of the 33 strategies, statement 1, in the questionnaire survey was shown to be used with the low usage category (mean of below 2.4); whereas, the other strategy (statement 9) was reported to be employed with a high frequency (mean values of 3.5 or above). Furthermore, it can be seen that both highly and lowly proficient students utilized cognitive strategies, followed by metacognitive strategies. The summary of reading strategies' use of all participants is presented in Table 12 and figure 4 below.

Table 4.2 Mean Score, Standard Deviations (S.D.) and Level of Use of Strategies by the Second Year Vocational Students Majoring in Accountancy in Post-secondary Level When Reading Printed Academic Texts.

Reading strategies	Second-year post-secondary accountancy major students (N=121)		
	Mean	S.D.	Level
1.Cognitive Reading Strategies	3.04	1.02	Medium
2.Metacognitive Reading Strategies	2.85	0.97	Medium
Overall	2.95	0.97	Medium

Table 4.2 illustrates the mean scores, S.D. and level of use of strategies according to the participants' responses. The second year vocational students majoring in accountancy in post-secondary level employed reading strategies at the medium level with a mean of 2.95. Linked to this, they used cognitive and metacognitive strategies at the medium level with means of 3.04 and 2.85 respectively. It can be concluded that the subjects applied cognitive strategies more frequently than metacognitive strategies in reading printed academic texts.

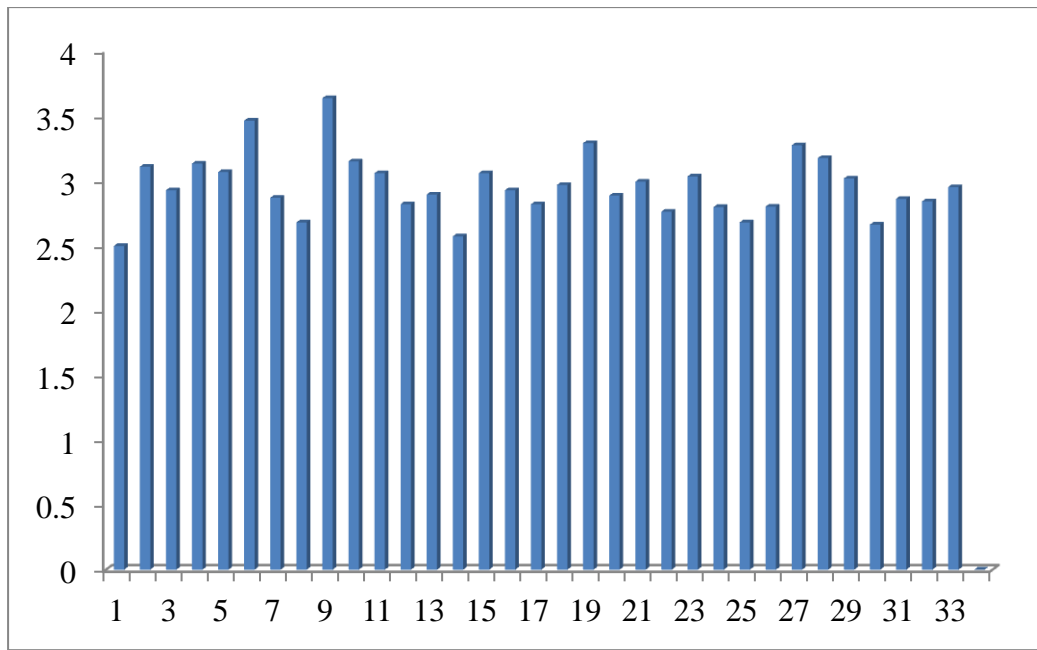


Figure 4.1 Mean Reported Reading Strategy Use of Vocational Students (33 statements)

Figure 4.1 above depicts all the findings obtained from the survey in order to reveal the answer to the first research question. The horizon axis shows the item number of statements/items while the vertical axis illustrates the mean scores for each of the 33 items. From the survey questionnaire, the subjects employed the reading strategies on the items 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 at the medium level with the mean ranged from 2.57 to 3.46. In addition, they used the reading strategy on item 1 at the low level with a mean of 2.49; whereas, the participants applied the reading strategy on item 9 at the high level with the means of 3.63.

Table 4.3 Differences in Reading Strategies' Use of the Respondents in
Questionnaire Data*

Name	Reading Strategy (item no.)	With Respect to		
		<u>All respondents</u>	<u>High</u>	<u>Low</u>
		Rank	Rank	Rank
		Mean	Mean	Mean
		S.D.	S.D.	S.D.
COG1	Previewing the text before reading (9)	1	1	1
		3.63	3.66	3.61
		1.07	1.02	1.11
COG2	Using Thai-English dictionary (6)	2	2	3
		3.46	3.64	3.31
		1.06	1.08	1.03
COG3	Visualizing information read (19)	3	3	4
		3.28	3.37	3.22
		0.96	0.97	0.96
COG4	Word-by-word translation (27)	4	8	2
		3.27	2.94	3.43
		1.06	1.20	1.01
MET1	Asking oneself question (28)	5	4	5
		3.17	3.22	3.13
		1.01	0.98	1.04
COG5	Translating English into Thai (10)	6	5	6
		3.14	3.20	3.10
		1.05	1.07	1.04
COG6	Using prior knowledge and experience (4)	7	4	9
		3.13	3.22	3.05
		0.93	1.05	0.81

Table 4.3 (Continued)

Name	Reading Strategy (item no.)	With Respect to		
		<u>All respondents</u>	<u>High</u>	<u>Low</u>
		Rank	Rank	Rank
		Mean	Mean	Mean
		S.D.	S.D.	S.D.
MET2	Pausing and thinking about reading (2)	8	4	11
		3.10	3.22	3.01
		0.87	0.88	0.86
MET3	Trying to stay focused on reading (5)	9	6	12
		3.06	3.14	3.00
		0.94	0.97	0.92
COG7	Using typographical aids (11)	10	11	7
		3.05	3.01	3.08
		0.99	1.02	0.96
COG8	Using context clues to get the meaning (15)	11	11	7
		3.05	3.01	3.08
		1.03	1.01	1.05
COG9	Making connections (23)	12	5	22
		3.03	3.20	2.79
		0.95	1.01	0.87
COG10	Underlining and highlighting information (29)	13	13	8
		3.01	2.94	3.07
		1.11	1.20	1.04
COG11	Paying close attention to the meaning of each word (21)	14	6	14
		2.99	3.09	2.91
		1.06	1.03	1.09

Table 4.3 (Continued)

Name	Reading Strategy (item no.)	With Respect to		
		<u>All respondents</u>	<u>High</u>	<u>Low</u>
		Rank	Rank	Rank
		Mean	Mean	Mean
		S.D.	S.D.	S.D.
MET5	Rereading the text (18)	15	9	15
		2.96	3.05	2.89
		0.92	0.95	0.88
MET6	Evaluating (33)	16	10	16
		2.95	3.03	2.88
		1.07	1.13	1.02
COG12	Predicting or Anticipating (16)	17	12	17
		2.92	3.00	2.86
		0.95	0.93	0.98
COG13	Reading slowly and carefully (3)	18	17	12
		2.92	2.83	3.00
		0.99	1.02	0.96
COG14	Paraphrasing (13)	19	16	13
		2.89	2.85	2.92
		1.03	0.99	1.06
MET7	Paying close attention to every detail (20)	20	14	18
		2.88	2.92	2.85
		0.99	0.94	1.03
COG15	Using English-English dictionary (7)	21	10	23
		2.86	3.03	2.73
		1.20	1.25	1.14
MET8	Paying close attention to implicit meaning of text (31)	22	15	24
		2.85	2.90	2.82
		0.99	0.98	1.01

Table 4.3 (Continued)

Name	Reading Strategy (item no.)	With Respect to		
		<u>All respondents</u>	<u>High</u>	<u>Low</u>
		Rank	Rank	Rank
		Mean	Mean	Mean
		S.D.	S.D.	S.D.
MET9	Decoding (32)	23	18	16
		2.84	2.79	2.88
		1.02	1.07	1.00
MET10	Using grammatical knowledge (12)	24	21	16
		2.81	2.74	2.88
		1.01	0.99	1.03
COG16	Using grammatical structure (17)	24	17	21
		2.81	2.83	2.80
		0.91	0.84	0.97
MET11	Noting text characteristics (26)	25	24	10
		2.80	2.53	3.03
		1.03	0.77	1.18
COG17	Self-monitoring (24)	26	19	20
		2.79	2.77	2.81
		1.03	1.00	1.05
MET12	Grammatical analysis (22)	27	15	24
		2.76	2.90	2.64
		1.00	0.91	1.05
MET13	Reviewing the text (8)	28	19	26
		2.67	2.77	2.59
		0.80	0.86	0.75
MET14	Determining what to read (25)	28	20	25
		2.67	2.75	2.61
		0.94	0.93	0.95

Table 4.3 (Continued)

Name	Reading Strategy (item no.)	With Respect to		
		<u>All respondents</u>	<u>High</u>	<u>Low</u>
		Rank	Rank	Rank
		Mean	Mean	Mean
		S.D.	S.D.	S.D.
MET15	Adjusting reading rate (30)	29	22	25
		2.66	2.72	2.61
		1.01	0.99	1.02
MET16	Skimming and Scanning the text (14)	30	24	26
		2.57	2.53	2.59
		1.03	0.94	1.11
COG18	Making bridging inferences (1)	31	23	27
		2.49	2.62	2.38
		1.01	1.03	0.99

Note : Criteria for inclusion: Mean Across All Respondents between >2.4 and >3.5
 Response Continuum: 1 = never or almost never, 2 = only occasionally,
 3 = sometimes, 4 = usually, 5 = always or almost always

Table 4.3 above shows the compilation of findings from the survey separated into three groups of the participants (all respondents, high-proficiency respondents, and low-proficiency respondents). Cognitive reading strategies were presented as COG while metacognitive reading strategies were abbreviated as MET.

From the findings in Table 13, the means of individual statements ranged from a high of 3.63 to a low of 2.49 (overall $M = 2.95$). In the case of the students in high-proficiency group, they employed 31 of the 33 strategies (93.94%) in the group of medium usage (the means between 2.49 and 3.49) and the remaining two strategies (6.06%) had means of 3.5 or above, showing the high usage group. With the participants in the lowly proficient group, the significant tendency of the means was towards the medium level—31 strategies (93.94%) and one strategy (3.03%) had

means below 2.50, falling into the low usage category (mean values below 2.4); and the remaining one strategy (3.03%), showing high frequency.

Furthermore, the findings obtained from the survey also reported the differences in the usage of reading strategy when reading English academic materials between lowly and highly proficient subjects as can be seen in Table 4.4 below.

Table 4.4 Mean Score, S.D., Mean Differences, and Level of Use of Subcategories of Reading Strategies by Low- and High- proficiency Students When Reading English Printed Academic Texts

Reading strategies	Low proficient participants' group (N=67)			High proficient participants' group (N=54)			t	p-value
	Mean	S.D.	Level	Mean	S.D.	Level		
1.Cognitive Strategies								
Comprehending strategies	3.00	.599	Medium	3.07	.482	Medium	-.774	.442
Memories strategies	3.07	.801	Medium	3.05	.665	Medium	.203	.840
Retrieval strategies	2.94	.647	Medium	3.14	.581	Medium	-2.06	.044*
Overall	3.00	.603	Medium	3.09	.439	Medium	-.856	.396
2.Metacognitive Strategies								
Planning strategies	2.84	.725	Medium	2.90	.520	Medium	-.416	.679
Monitoring strategies	2.81	.709	Medium	2.85	.401	Medium	-.277	.783
Evaluating strategies	2.88	1.02	Medium	3.03	1.13	Medium	-.610	.544
Overall	2.84	.735	Medium	2.93	.503	Medium	-.573	.569

According to Table 4.4, the mean score, S.D., *t*-value, and *p*-value of subcategories of reading strategies--comprehending strategies, memories strategies, retrieval strategies, planning strategies, monitoring strategies, and evaluating strategies by lowly and highly proficient students, it was found that both groups were rated "medium". Lowly proficient students employed comprehending strategies, memories

strategies, and retrieval strategies with the mean scores of 3.00, 3.07, and 2.98 correspondingly, at the same time, highly proficient students used comprehending strategies, memories strategies, and retrieval strategies with the mean scores of 3.07, 3.05, and 3.13 respectively. Furthermore, lowly proficient participants employed planning strategies, monitoring strategies, and evaluating strategies with the mean score of 2.84, 2.83, and 2.88 accordingly, meanwhile, highly proficient students used planning strategies, monitoring strategies, and evaluating strategies with the mean score of 2.89, 2.84, and 3.03 respectively. The differences between the two student groups were statistically significant ($t=-2.06, p < .05$) only in the use of retrieval strategies.

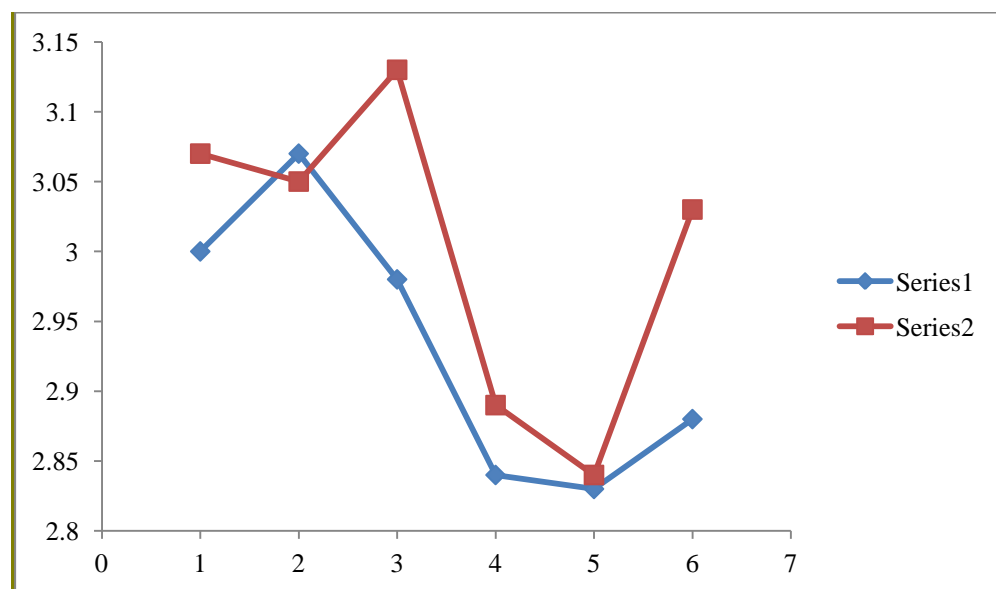


Figure 4.2 Differences in the Overall Means of Cognitive Strategies and Metacognitive Strategies' Use between Low- and High- proficiency Group When Reading English Academic Materials. Key Code: Series 1, Lowly English Proficient Students; Series 2, Highly English Proficient Students; 1, Comprehending Strategies; 2, Memories Strategies; 3, Retrieval Strategies; 4, Planning Strategies; 5, Monitoring Strategies; 6, Evaluating Strategies

The findings illustrated in Figure 4.2 can be summarized as follows:

1) The high English proficiency students attributed the higher order of cognitive strategies (comprehending strategies, and retrieval strategies) and metacognitive strategies (planning strategies, monitoring strategies, and evaluating strategies).

2) In terms of memories strategies, one of the sub-categories of cognitive reading strategies, the lowly proficient students employed the strategies more often than the highly proficient students. However, the overall mean score of the students with low English proficiency ($M=3.07$) was slightly higher than the students with high English proficiency ($M=3.05$).

In order to further explain the types of reading strategies frequently used by students between low and high English proficiency when reading English academic materials, the researcher also analyzed the data from the survey based on their means as shown in Table 15. Cognitive reading strategies were abbreviated as COG while metacognitive reading strategies were presented as MET.

Table 4.5 Reading Strategies Used Most and Least by the Questionnaire Respondents

Total number of students (n=121)	
Low (n=67)	High (n=54)
Strategy	Strategy
1. Previewing text before reading (Cog.)	1. Previewing text before reading (Cog.)
2. Word-by-word translation (Cog.)	2. Consulting a Thai-English dictionary (Cog.)
3. Consulting a Thai-English dictionary (Cog.)	3. Visualizing information read (Cog.)
4. Visualizing information read (Cog.)	4. Pausing and thinking about reading (Met.)
5. Self-monitoring (Cog.)	4. Self-monitoring (Cog.)
6. Translating English into Thai (Cog.)	4. Using background knowledge (Cog.)
7. Making use of typographical aids (Cog.)	5. Translating English into Thai (Cog.)
7. Using context clues (Cog.)	5. Making connections (Cog.)
8. Underlining and highlighting (Cog.)	6. Trying to stay focused on reading (Met.)
9. Using background knowledge (Cog.)	7. Paying close attention to the meaning of each word (Cog.)
10. Noting text characteristics (Met.)	8. Word-by-word translation (Cog.)
11. Pausing and thinking about reading (Met.)	9. Re-reading for better understanding (Met.)
12. Reading slowly and carefully (Cog.)	10. Consulting an English-English dictionary (Cog.)
12. Trying to stay focused on reading (Met.)	10. Evaluating what is read (Met.)
13. Paraphrasing for better understanding (Cog.)	11. Making use of typographical aids (Cog.)
14. Paying close attention to the meaning of each word (Cog.)	11. Using context clues (Cog.)
15. Re-reading for better understanding (Met.)	

16. Using grammatical knowledge to help get meaning (Met.)	12. Predicting or guessing text meaning (Cog.)
16. Decoding (Met.)	13. Underlining and highlighting (Cog.)
16. Evaluating what is read (Met.)	14. Paying close attention to every detail (Met.)
17. Predicting or guessing text meaning (Cog.)	15. Grammatical analysis (Met.)
18. Paying close attention to every detail (Met.)	15. Paying close attention to the implicit meaning of the text (Met.)
19. Paying close attention to the implicit meaning of the text (Met.)	16. Paraphrasing for better understanding (Cog.)
20. Asking oneself questions (Met.)	17. Reading slowly and carefully (Cog.)
21. Using grammatical structure (Cog.)	17. Using grammatical structure (Cog.)
22. Making connections (Cog.)	18. Decoding (Met.)
23. Consulting an English-English dictionary (Cog.)	19. Reviewing the text (Met.)
24. Grammatical analysis (Met.)	19. Asking oneself questions (Met.)
25. Determining what to read (Met.)	20. Determining what to read (Met.)
25. Adjusting reading rate (Met.)	21. Adjusting reading rate (Met.)
26. Reviewing the text (Met.)	22. Using grammatical knowledge to help get meaning (Met.)
26. Skimming and scanning the text (Met.)	23. Making bridging inferences (Cog.)
27. Making bridging inferences (Cog.)	24. Skimming and scanning the text (Met.)
	24. Noting text characteristics (Met.)

According to the arithmetic mean score, table 4.5 above illustrates the most often used (the top five) to least used (the bottom five) individual reading strategy preferences arranged in descending order of the questionnaire respondents with reference to overall, highly proficient group, and lowly proficient group. It was found that both groups employed cognitive reading strategies more frequently than metacognitive reading strategies. The differences between the two groups were statistically significant ($P < 0.05$, $t = -2.06$) in the retrieval strategies' usage.

Based on the data analysis shown above, the five most often used reading strategies of the participants in the low-proficiency group were: 1) to preview text before reading, 2) word-by-word translation, 3) consulting a Thai-English dictionary, 4) visualization, and 5) self-monitoring. Meanwhile, eight reading strategies (fell in the five high usage and most favored subscale of the participants in the highly English proficient group) were: 1) previewing text before reading, 2) consulting a Thai-English dictionary, 3) visualizing information read, 4) pausing and thinking about reading, 5) self-monitoring, 6) using background knowledge, 7) translating English into Thai, and 8) making connection.

4.2 The Think-aloud Sessions and the Interviews: Findings and Interpretations

In order to answer the second research question of this study, 24 voluntary participants were selected on the basis of their grades of the previously two semesters in the regular English courses, the responses in the questionnaire, and their willingness to attend the second phase of data collection. Subsequently, from 18 students with differing level of English proficiency were elicited in-depth and detailed verbal reports, including data gathered from the personal interviews (6 students failed to provide informative responses and valid data). This set of data was presented to depict findings of the case study which comprised think-aloud protocol, and the personal interviews. The think-aloud sessions were conducted as the first phase of qualitative data collection in this study. The lowly and highly English proficient participants read three printed English reading passages. In the interview, the subjects were asked to respond to 15 questions, which were composed of 11 open-ended and 4 close-ended items, to elicit their reading behaviors toward various strategies.

All original transcriptions from the think-aloud protocols, and the interview protocols were translated into English language by the researcher. A native English speaker who is keen on reading and speaking Thai language was asked for checking the validity of translation from Thai into English. Subsequently, the data obtained were analyzed and interpreted in the order according to categories of statements in reading strategies: types of reading strategies used by all participants, kind of reading strategies used differently between lowly and highly proficient students, and how these strategies were employed by the lowly and highly proficient subjects. The back-translations of protocols presented their sources in parentheses.

Of the 24, 18 students provided in-depth and informative responses. The information gathered from the 18 subjects are presented in descending order according to individual reading strategies on the basis of subscales of strategies in the literature review of this study (Phakiti, 2006). In addition, each type of reading strategy is also explained by many examples selected from the 18 participants. The English translation instructor was asked to check and confirm the validity of the Thai into English translation.

The overall results obtained from the think-aloud protocols, and the personal interviews showed that the participants in the study used various reading strategies when reading the printed academic texts. In terms of each reading strategy employed, the participants applied reading slowly and carefully, trying to stay focused on reading or “reading on”, paying close attention to reading, pausing and thinking about reading, visualizing information read or creating images or “imagery”, re-reading for better understanding, previewing text before reading, determining the topic sentences, determining importance and what to read, using context clues to get the meaning or using analogy, underlining and highlighting information in text, self-questioning, translating English into Thai, using prior or background knowledge, consulting a dictionary, and skimming or scanning the text.

Table 4.6 Reading Strategies Used during the Think-aloud Sessions in the Current Study

Reading Strategies	Strategies used in Passage I “Facebook is used more often than the Bible”	Strategies used in Passage II “Jefferson Davis”
1. Cognitive Strategies		
Comprehending strategies	Using Thai-English dictionary, Translating English into Thai	Using Thai-English dictionary, Translating English into Thai
Memories strategies	Underlining and highlighting information	Visualizing information read, Underlining and highlighting information
Retrieval strategies	Previewing text before reading, Using prior knowledge	Previewing text before reading, Using prior knowledge, Using context clue to get the meaning
2. Metacognitive Strategies		
Planning strategies	Pausing and thinking about reading, Trying to stay focused on reading, Skimming and scanning the text	Pausing and thinking about reading, Trying to stay focused on reading, Read slowly and carefully, Skimming and scanning the text, Determining what to read

Table 4.6 (Continued)

Reading Strategies	Strategies used in Passage I “Facebook is used more often than the Bible”	Strategies used in Passage II “Jefferson Davis”
Monitoring strategies	Rereading the text, Paying attention to reading	Rereading the text, Asking oneself question, Paying attention to reading
Evaluating strategies	--	--

Table 4.6 demonstrates reading strategies’ use of the participants in the think-aloud and retrospective verbal reports. In the analysis of the think-aloud sessions, reading strategies were in the first column of Table 15. The two right columns were all the strategies used by the participants in verbal reports. It can be found that the participants employed a greater number of reading strategies while reading the second passage (Jefferson Davis) in comparison with the first passage (Facebook is used more often than the Bible).

Following the analysis of engagement of reading strategies, and the two-tier data collection were reported, some interpretations of 18 participants’ reading behaviors are documented as follows:

Reading slowly and carefully

High-proficiency Students

Think-aloud

Student 11: While I read this article, I was absorbing it too little because I found several unfamiliar vocabularies. Many times I skim it too often; as a result, I didn’t understand clearly on what I read. Finally, I just read more slowly.

Student 13: Sometimes my reading was interrupted by the textual complexity and length, so I read this article slowly so that I understand it obviously.

Student 18: I read many sentences at the beginning of the passage slowly because it may contain the main idea. After I know the important point, I will read the text more rapidly. If I still don't understand any part, I will keep reading and review the whole text.

Interview

Student 14: If I don't understand what the passage is about, I try to slowly look for and read the important sentences first.

Low-proficiency Students

Think-aloud

Student 2: I had to read the article carefully since I am not good at English grammatical structure. Besides, I didn't know the unknown words in many paragraphs so reading slowly is the way I used to help me understand text.

Student 7: I didn't know many unknown words in the article. They made me not understand the meaning of some sentences at all. I needed to read each sentence slowly and tried to capture what the article is about.

Student 9: After seeing the title, I read the text carefully and tried to translate the whole text.

Interview

Student 3: If I didn't understand something was written in the text, I thus read slowly. It took my times to read with deep attention so that I understand every sentence thoroughly.

Student 5: When reading, I looked and considered any complicated sentence slowly to find out what it means.

Student 8: I slowly read the passage, then interpreted the meaning of each paragraph to be the short sentence.

The participants in this study read the texts carefully during their reading process, seen from the think-aloud protocols. They tried to read the passages slowly from the first sentence to the last one because of grammatical knowledge and vocabulary problems. They employed the strategy to clearly understand the text that is

complex, lengthy, and contains many unknown words. The students in the highly English proficient group first were aware of finding and reading the important sentences and ideas such as the beginning of the passage. They slowly followed the contents contained the main points, and then read the remaining of text more quickly after they could capture these main information. In contrast to this group, the students in the lowly English proficient group read the passage carefully and slowly to understand every detail and sentence of text they read particularly on the sentences that contained the difficult words.

Trying to stay focused on reading

High-proficiency Students

Think-aloud

Student 10: Although the story I read was quite long and I found many difficult words and complicated sentences, I kept reading no matter what the text content will be. I tried to combine the meaning of sentences I understand and guesses what text might be about.

Student 15: Well, the fourth paragraph contains many difficult words so I found it is hard to read continuously. But I kept reading, consider and compile the words before and after these confused words to interpret the meaning of them.

Student 17: From the article I read, I don't know this well-known person and the story is long so I sometimes get bored to read and no longer had the concentration to read article through to the end. But I tried to stay focused on reading and didn't skip some sentences since I thought it made me understand in their entirety.

Interview

Student 14: When I read, if I didn't understand some complex and difficult sentences. I would consider these sentences many times and read the information of a text little by little until I understand them better.

Low-proficiency Students

Think-aloud

Student 1: The first time I read this long article, I did not even finish a fifth paragraph. I only got through half of what I've read. So I tried to concentrate myself on reading.

Student 4: When I read, I first see the title, keep reading the passage until the last sentence. I found the unknown words and tried to translate them, then I reread the whole text.

Student 10: During reading, I did not understand many parts of the passage. I did not skip them but I tried to focus on reading from the first to the last paragraph.

Interview

Student 2: I try to concentrate myself on reading and read every sentence continuously. After reading, I will summarize main idea of the passage.

Student 6: I try to read the passage thoroughly and stay focus on reading all the time.

“Reading on ” is an effective reading strategy used among the participants of the study. The highly proficient participants tried to focus on their reading whereas they face the confusing parts and made connections of the meaning among the complicated sentence/word and the former and the latter one. It helps them understand and predict all of what the author represents. Meanwhile, the lowly proficient participants try to continue their reading and look at every detail from the beginning to the end of the text before translating the unknown words, rereading, and concluding the main point of the text.

Paying close attention to reading in every detail

High-proficiency Students

Think-aloud

Student 12: I think reading every sentence in the passage will provide me all details. It makes me know what the main point is and where the main idea sentence is.

Student 17: The passage is quite long and complicated. When I read it, I will not skip some sentences that I don't understand, but I read all sentences and paragraphs. If I don't read like this, I will not know all details of what I read.

Student 18: I am interested in this passage and would like to know every detail. I read the whole text and will not skip the unclear and confused sentences.

Interview

Student 10: When I read, I mostly look every sentence in the passage and try to comprehend what all sentences are about. It helps me understand the whole content more clearly than skipping some complicated sentences.

Student 14: I normally read every sentence in the academic English text without skipping some unclear sentences. Those may be important otherwise I would not understand the whole text.

Low-proficiency Students

Think-aloud

Student 6: I would like to know all details in text that I read so I will read every sentence.

Interview

Student 1: When I see any topic I am interested in, I will pay attention to all details and every sentence in the article.

Student 2: I try to read every detail in this article. If I don't understand the first sentence and that sentence still confused me, I cannot guess the meaning of the next sentence.

Student 3: When I read, I would like to know every sentence because I can understand the content more clearly.

In order to understand and remember all details of the passage better, highly proficient students pay attention to every sentence in the text without skipping any confusing part. In this way, they comprehend the meaning of each sentence continuously whereas they face the unclear sentence. Later, this helps them to know the main idea of the story. Meanwhile, the lowly English reading proficiency students pay attention to reading every sentence so as to understand all details much more. Thereafter, once they see the confusing sentence, they can predict the meaning of this sentence.

Pausing and thinking about reading

High-proficiency Students

Think-aloud

Student 12: I found many sentences in the passage sound complicated and confused because of the difficult vocabularies. It was hard to guess their meaning. I would pause and consider the text content I already read to get these words' meaning.

Interview

Student 13: When the text is hard to understand, I will sometimes pause and think about it so as to get information from text more easily. I will later imagine what the passage might be about.

Student 15: I stopped to read and then thought about the content I have read already when it became difficult and confused. If I still read it on, many reading problems might be increased.

Low-proficiency Students

Interview

Student 2: I pause and think about reading when text becomes too hard to understand, but it is not often. If I still don't understand it, I will translate all the content to make sure that I understand it correctly.

Student 9: When I am not sure whether my comprehension after reading for a while is correct or not, I will pause, think about and review the previous content I already read.

In the think-aloud sessions, the participants of both groups sometimes stop and think to build and monitor their comprehension while reading the academic texts. In order to avoid reading comprehension problems, the students in the highly proficient group pause and think about information they already read when the text becomes difficult to understand and they face the confusing words. While the students in the lowly proficient group sometimes stop, think, and review the text when they are uncertain whether the received information is relevant or not, and try to translate the whole text to solve their comprehension problem.

Visualizing information read or Creating images or “Imagery”

High-proficiency Students

Think-aloud

Student 13: While I read the first two paragraphs, I try to imagine the relationship of the meaning between both of them. The second one is also claimed to the content of the first passage.

Student 15: I read a whole passage from the first sentence to the last one; meanwhile, I continue to translate the text, then follow and imagine its information to see what comes first and later.

Student 17: I continue to read each paragraph. I slowly think about what the text might be about. I really try to create a visual relationship among many paragraphs.

Interview

Student 10: When the text is hard to understand, I will sometimes pause and think about it so as to get information from text more easily. I will later imagine what the passage might be about.

Student 12: When I read, I read and try to understand the meaning of each sentence continuously by picturing and thinking about what the text could be about.

Low-proficiency Students

Think-aloud

Student 2: Although I understand the meaning of many sentences in the text, there are some complex sentences. They are hard to understand actually so I must guess their meaning and imagine what the story would be about.

Student 6: First, I read and translate all sentences in the article slowly and try to imagine what the passage would be about.

Interview

Student 7: If I face the difficult sentence, I go back to follow the meaning of the previous sentence, and then imagine what the passage could be about.

Imagery is a simple reading strategy to deepen the meaning derived from reading the text. While and after reading, the readers used visual images to enhance their comprehension. In reading the English academic texts, the highly proficient participants occasionally pause, think, and create images or imagine regarding the

whole story they already read particularly on the difficult and confusing parts of the text. They then make connections between each sentence continuously to immerse themselves in the information. Meanwhile, when the students of the lowly proficiency group face some complex and difficult sentences, they create the mental image from

the text they read. They imagine about the relationship of meaning between the confusing sentence and the former sentence to better understand the content.

Re-reading for better understanding

High-proficiency Students

Think-aloud

Student 12: I often reread parts of the text when I was unsure that I understood. I was getting to confuse while I read the fifth to seventh paragraph so I needed to read it again.

Student 13: The text became difficult...hmmm...the seventh and eighth paragraphs of the article, I did not keep reading without getting back on track. If I did not reread it again, I would not understand the next paragraphs.

Student 17: I found the complicated sentences that are so long that I don't understand the meaning. I didn't stop reading but I reread it and tried to stay focused on reading.

Interview

Student 11: I reread the difficult sentences again and again after the first reading. But there are some sentences and words that I don't understand, I will translate them into Thai and summarize all contents in my mind.

Student 16: When any part of the text becomes hard to understand, I reread all texts again and again until I understand it better. I try to search the difficult words which some of them are the multi-meanings words and I need to think of the suitable meaning for each of them.

Low-proficiency Students

Think-aloud

Student 1: When I read profile of Jefferson Davis which is lengthy, I occasionally lose concentration so I reread the text content many times for better understanding and remembering.

Interview

Student 4: If I face the confused part, I will go back to read the whole text again, then will read others paragraphs later. I try to capture the meaning and think about something I get from the text.

Student 5: When my comprehension breaks down, I try to reread to ensure understanding. I take times reading it again but it makes me better understand the text.

Student 7: I will read the whole text again when I don't clearly understand the content. If I still don't understand it, then I will use a dictionary to find the meaning.

After the first reading, many readers try to deepen their understanding of the text through repeated readings. For example, both groups tried to turn back to look at the initial paragraphs they already read when they found a complex part in the middle and the end of the text. The highly proficient participants reread the text when text becomes hard to understand. They stated that reading many times helps them better understand the unclear information. After rereading the text, if they still do not understand the content, they will look for the unknown words, then translate these words, and eventually conclude the text. Similarly, the participants of the lowly proficiency group reread the text when it was lengthy and contained complicated sentences. Even though it was time-consuming, they mentioned that it increased their comprehension. If they still do not understand the text after rereading all the content from the beginning to the end, they will consult a dictionary to search for the meaning of the unknown words.

Previewing text before reading

High-proficiency Students

Think-aloud

Student 14: When I read, I search for the main idea of the passage. I notice its title, the content in the middle, and the conclusion.

Interview

Student 18: I first read the title that tells what it is about. If I don't know or understand it well, I will look at the first sentence of the paragraph and introductory part. But the title of this passage is obvious and easy to understand so I know what the text could be about.

Low-proficiency Students*Think-aloud*

Student 3: I search for the main idea and the picture in the passage to know what its theme is about. From the passage I read, I can guess that the text content would be related to a western scientist's profile.

Student 6: I read the title to know the main idea of the passage. I find it at the first paragraph.

Interview

Student 5: I first look for the title so as to predict the main idea and know what the article is about. I think the main idea is the first sentence of every paragraph.

Student 8: Firstly, I notice and glance the title of the article. I try to find the main points and roughly read the text. Then, I will understand what each paragraph is about.

Before reading the English academic texts in the think-aloud sessions, the participants previewed the text by taking a few seconds to overview the reading selection by looking at the title, sentence structures, illustrations, and photos. From the data gathered, in order to find the main idea of what they read, the highly proficient students look for the title, the first sentence of each paragraph, the introduction, the information, and the summary of the text. Likewise, the lowly proficient students look at the pictures and title to help them know the main idea of the passage.

Determining the topic sentences**High-proficiency Students***Interview*

Student 11: If I know the topic sentence from the text, I can understand the others parts in the passage. I think it helps me better understand what I read.

Student 14: When I read, I look for the topic sentence of the article because it is an important sentence and helps me better understand the text. It guides and tells the scope of the article from the initial part until the end.

Student 15: Before reading the text content, I first search for the topic sentence of it. If I know what the information of the topic sentence is about, I can know and guess the meaning of the unknown words whereas I cannot translate it.

Student 17: While I read an English article, I cannot know every word's meaning. However, in order to understand what the text is about, I will always summarize the main point that the writer wants to present to the reader to understand the text. After that, I will know where the topic sentence is in the passage.

Low-proficiency Students

Interview

Student 1: When I read the text, I try to look for the topic sentences every time. It wraps the author's opinion and is helpful to me. If I know the topic sentence, I will also know what the passage is about.

Student 3: I need to look for the topic sentences when I read the article. It is the most important statement of the passage. The topic sentence, in my opinion, is used to better understand the main idea.

Student 9: I think the topic sentence tells the most important point and meaning that I can find from the text but the supporting details help the content more interesting.

Before and while reading, the students in the high-proficiency group firstly look for the topic sentence of the passage. They think it is the significant sentence that can be found at the initial part of each paragraph. From the topic sentences, they can conclude the overall meaning of the passage. It helps them predict the meaning of the difficult words, understand other information in the text, and know what the whole article is about. The students in the lowly proficiency group stated that it is necessary to find the topic sentence every time they read the text. It is regarded as the most important sentence that is used to clarify the main idea, and contains the writer's perspectives.

Determining importance or determining what to read

High-proficiency Students

Think-aloud

Student 15: It is easy to find the main idea. I just skim the text and then summarize what the author wants to present. The supporting details are not the important points and are used to promote the readers want to read the content through the end.

Interview

Student 10: After reading, I can find the main idea by summarizing a whole text, look the key words and the title so as to know what the article is about. It is the most important content but the supporting details are many sentences that help the readers understand the main idea more clearly.

Student 12: I think the main idea is to summarize the text content that provides what the theme of the passage is about. I find it in the initial part of the passage and the supporting details are used to extend the information of main idea.

Student 14: When I read, I always try to look for the main idea from the text that I read. It is beneficial because it tells the important points. I can understand the main idea better if I read the supporting details.

Student 18: The main idea, in my opinion, is the most significant issue of all contents in the article. I think the supporting details relate to the main idea and they clarify the main idea more clearly.

Low-proficiency Students

Interview

Student 1: I will summarize the important points of the passage to be the main idea when I read an English text, while the supporting details make the text more interesting.

Student 2: If I read the article and can summarize the main point, I will know what the writer wants to tell the reader. Generally, the supporting details help the reader understand the main idea and the text more clearly.

Student 4: I first see the title and then look for the main idea of the passage so as to better understand what the author is writing about. The most important point, in

my opinion, is the main idea. If I know it, I will understand the theme of the text. The supporting details explain the information of the main idea further.

Student 5: I think the main idea would certainly be the significant point and is used to frame the whole content of the article. I always look for the main idea and the supporting details when I read. They tell what the passage is about.

Student 8: I try to look for the main idea and the supporting details. I think the supporting details are important and helpful to extend the main idea further. However, the main idea is the essence that is summarized from the whole text content. When I know the theme of the passage, I then understand the passage better.

Determining what to read is to distinguish between the main idea or the most important information and supporting details that are less important and not necessary for comprehension. The high-proficiency participants view that the main idea contains the theme of textual information and can be found by looking at the title, the key words, and topic sentences. They also stated that the supporting details help the reader understand the main idea better and provide more information about the main idea. Similarly, the lowly proficient participants said that the main idea is the most important point of passage. They found the main idea by looking at the title to guide what the main idea is and summarizing the overall content of text. However, the supporting details help the passage to be more interesting, and further explain the information of main idea.

Using context clues to find the meaning or using analogy

High-proficiency Students

Interview

Student 12: If I see a difficult word and don't know its meaning, I will notice the meaning of words before and after that unknown word. Then, I will go back to that difficult word and reread the text again and again.

Student 15: I can understand the meaning of many unknown words through the context clues. I don't use a dictionary to find the meaning of every word that I read but I just read clues around them.

Low-proficiency Students

Think-aloud

Student 5: When I read the sentence that contains an unfamiliar word...hmm the tenth paragraph...I found the difficult words “encouraged”, and “sympathetic”. I look the context around these words which helps me to better understand its meaning. Later, I can guess and translate the meaning of this sentence.

Interview

Student 1: I read what comes before and after the unknown word and sentence, then try to guess the meaning of that difficult word or sentence toward the text around it.

Student 3: When I see any sentence which I confuse, I will read the others sentences around it. After that, in order to understand the meaning of that complicated sentence, I will link up the meaning of all sentences.

To comprehend the meanings of difficult vocabulary, with or without the use of a dictionary, context clues are used to help the readers comprehend the meaning from the text they read. The high-proficiency students consider the meaning of words around the unfamiliar word so as to predict a possible and suitable meaning. They mentioned that it is unnecessary to look up the meaning of every unknown word by consulting a dictionary. Using context clues helps them solve the vocabulary problems. The lowly proficient students also use context clues to comprehend the meaning of the unknown words. They too look for the words and sentences around the confusing vocabulary in order to make a meaningful connection.

Underlining and highlighting information in text

High-proficiency Students

Think-aloud

Student 12: When I see the difficult words and sentences, I will highlight, underline and circle them. Then, I will consult a dictionary to know their meaning, and note these confused words and sentences in order to easily understand what they are about. Hmm...in the last paragraph, I found the unknown words such as the words “enhancing”, “undermine”, I underlined them.

Interview

Student 10: After the first reading, I underline the unknown words and use a dictionary to find their meaning, and I will write the meaning aside those words.

Student 13: I will mark the words or sentences that I don't understand by highlighting them. Then, I try to focus on reading, and also imagine about what I already read until I understand the text.

Student 15: Firstly, I will highlight the sentences I confused and keep reading the latter sentences. Maybe the next sentences would help me better understand and clarify the former sentence that is unclear. If I still don't understand the whole text, I will reread it again.

Low-proficiency Students*Think-aloud*

Student 6: If I understand and see the important sentences, I will highlight those sentences or paragraphs.

Student 8: I will circle or underline the unknown and difficult words while I read.

Interview

Student 2: During reading, I will underline the complicated sentences and paragraphs.

Student 5: When I read an English text and see the unfamiliar words, I usually underline them or maybe I will skip those words and read the familiar words first.

In the think-aloud sessions, the participants mentioned that they faced problems understanding vocabulary. To remediate this, the participants in the high-proficiency group underline, highlight, and circle the difficult and unknown words after reading. Thereafter, in order to find the meaning of these words, the highly proficient participants stated that they tried other strategies, e.g., making margin notes, using a dictionary, creating imagery, reading on, trying to stay focused on reading, and rereading the text. Meanwhile, the lowly proficient students circle and underline the sentences that contain the main points, the complex paragraphs, and the unfamiliar words during reading. They first look at and read the known words, then skip those unknown words.

Self-Questioning

High-proficiency Students

Think-aloud

Student 11: I sometimes do not understand the content of text I read because of many difficult vocabularies but I try to slowly follow the information and ask myself what happened in the beginning of Jefferson Davis's profile? The Middle? And the End?

Student 14: When I finish reading the text, I mentally summarize what I have already read in many points such as who is Jefferson Davis? Why he is a well-known person? and what happened in his life? I eventually identify the main idea of the passage and know what its concept is about.

Interview

Student 10: I occasionally asked myself what each paragraph is about. It is to review my comprehension while I read the passage.

Student 13: After reading, I asked myself every time I read any English text and whenever I don't understand the content; for example, how reliable this article is? , and is thing I understand correct?

Low-proficiency Students

Interview

Student 1: Of course, I asked myself when I could not understand any paragraph. It helps me understand the article much more.

Student 4: During reading, I asked myself what the story is about because I wonder and would like to know its content.

In reading and engaging with the text, the students ask and answer questions in their mind to monitor their understanding. During and after reading, the highly proficient participants ask themselves many questions about what they already read to reflect on content chronologically, and draw inferences to help them make the connections so as to enhance their reading comprehension. In contrast, during reading, the lowly proficient participants ask themselves the questions about the passage they read whenever they face confusing parts to better understand the information of a text.

Translating English into Thai

High-proficiency Students

Think-aloud

Student 11: When I started to read this article, I first looked for the title and then translated some English sentences into Thai.

Student 12: I translated English into Thai while I read the article, then summarized it in my mind.

Student 17: I like to translate English into Thai while I read the academic article since it helps me summarize all of its contents more rapidly. Moreover, I can learn new vocabularies while translating it.

Interview

Student 14: I will translate some sentences into Thai so that I will deeply understand what I read and also know the meaning of many new words.

Student 15: If there is a complicated sentence that is hard to understand in English, I will translate it and keep reading the rest of the article. I think translating in Thai is used when I cannot know the meaning via English letters.

Student 16: I think translating helps to refresh my memory and I sometimes translate English into Thai. I don't translate in every sentence—if there is a too complex sentence which is hard to understand, I will translate that sentence.

Student 18: While reading, if the complicated sentences break down my concentration, I need to translate those difficult sentences.

Low-proficiency Students

Think-aloud

Student 4: When I see the topic of the article, I will later read and translate every sentence in order to comprehend all contents.

Interview

Student 2: I don't know many unfamiliar words so I need to translate every sentence I read.

Student 5: I would like to know all meanings of the passage that I read so I first read some sentences I understand. Next, I will translate the sentences confused me.

Student 7: Although there are the sentences and words are easy to understand, I will translate all sentences and every word while I read English text.

While reading, the participants in the highly proficient group translate English into Thai so as to better understand the text, especially with a difficult text. They mentioned that it is another way to increase their comprehension and comprehend the meaning of unfamiliar vocabularies. However, they only need to translate English into Thai with the very complicated sentences. After translating, they read on, and arrive at the meaning of the text. In contrast, during reading, many participants in the lowly proficient group translate every sentence in the text to help with understanding.

Using prior or background knowledge

High-proficiency Students

Think-aloud

Student 10: I use my prior knowledge and also look for the title in order to find the main idea of the passage. I have ever read many famous persons' profile which is described chronologically. All at once I read this story, I found it is about a well-known person as well. Then, after reading, I know his importance and detailed biography.

Interview

Student 12: Of course, using background knowledge helps me increase reading comprehension. When I see the passage I am reading is similar to what I already read, I can understand it immediately.

Student 15: While reading, I try to combine my prior knowledge and new idea I gain from reading this story. I think the prior knowledge gives me a positive advantage to understand what I read much more.

Low-proficiency Students

Interview

Student 3: I can understand what I read more quickly and easily when I think of things I have ever seen or use my background knowledge. I can remember it.

Student 8: Previously, I read an article which its content and vocabulary are similar to what I am reading so I can understand the story better and more rapidly since I use my former knowledge to increase comprehension during reading.

Prior knowledge is what the reader already knows about a text before reading, about which information can be particularly drawn from the title. The students in the high-proficiency group use their background knowledge and see the title of what they read to know the main idea and enhance understanding the information of a text better during their reading. They used prior knowledge to make inferences by combining new information from the text with what they already know from their experience. Likewise, while reading, the students in the low-proficiency group make connections between what they have ever seen/known and the text they were reading so as to understand the text more rapidly.

Consulting a dictionary

High-proficiency Students

Think-aloud

Student 10: Immediately I see the unknown and difficult words, I will use an English-Thai dictionary to find their meaning.

Student 17: I found many unknown words in the passage such as the word “controversy” and I cannot guess its meaning. It is necessary to know the meaning of some important and difficult words so that I can understand the text content much more. So I need to consult a dictionary to find the meaning.

Interview

Student 11: I use a dictionary when I see unknown words so that I know the meaning of those vocabularies. After that, I can remember things that word represents.

Student 12: When I face the unknown words, I will use a dictionary to find its meaning.

Student 13: I use a dictionary when I read an English text. Not only I use it to look for the meaning of unknown words, but I also find the synonym of the familiar word.

Student 14: If I don't know the meaning of difficult words and can't guess its meaning, I will not understand the main idea and the whole text content. So I consult a dictionary to find their meanings of these words.

Student 15: Generally, there are many multi-meanings words so it is hard to correctly use these words. Besides, it is impossible that I can remember the meaning of every English vocabulary so I think it is important and necessary to use a dictionary every time I read an English text.

Student 18: In order to find the meaning of unknown words, I have to consult a dictionary, Google computer application and maybe I use my related prior knowledge to guess their meaning.

Low-proficiency Students

Think-aloud

Student 2: Firstly, I search and look for the unfamiliar words, then I will translate them by using a dictionary and Google computer application.

Student 4: I think vocabulary is important to my reading comprehension. While I read the second paragraph, I found three unknown words. Then I will use a dictionary because it helps me understand their meaning clearly. When I know the meaning, I will go back to read the passage.

Student 8: The first thing I do when I read the passage is to search the unknown words. Next, I will use a dictionary to find those meanings.

Interview

Student 1: While I read an academic English text every time, I will always use a dictionary and Google computer application to translate the unfamiliar words to help me find the meaning of unknown words.

Student 5: While I read an English academic text, a dictionary is very important to me. I look up the meaning of the difficult words in a dictionary always.

Student 7: If I see a difficult word, I use a dictionary in order to know its meaning. Sometimes, one word contains many meanings. When I see that multi-meanings word, I will combine and match each meaning with the sentence to find out the most suitable meaning.

Student 9: I think using a dictionary is important. It is necessary to look up the meaning of unknown words. I use a dictionary when I read an English text, but it is not often.

During the think-aloud reading tasks, consulting a Thai-English dictionary is a simple reading strategy used when the participants' reading comprehension breaks down because of the vocabulary problems. From the verbal reports and interviews, during reading, the highly proficient participants stated that not only do they use a dictionary and online dictionary to find the meaning of unknown and unfamiliar words, but they also look for synonyms of these words from a dictionary. Similarly, while and before reading, the lowly proficient participants search for the difficult words. Later, they use a dictionary to find their meaning. When the students of both groups face words with multiple meanings, they try to select the most suitable meaning for the word given the context.

Skimming or scanning the text

High-proficiency Students

Think-aloud

Student 13: After the first reading, I face some unfamiliar words. I will skip them and read others information quickly. I think I cannot thoroughly understand all text contents but, in this way, I can summarize the whole text more easily.

Student 14: I skim the text to look for the unknown words in the first sentence. I will then translate them into Thai and try to follow the information slowly.

Student 16: When I read the text, I skip a few sentences that are hard to understand to know what the scope of an article is.

Interview

Student 10: Firstly, I look at the content of the text. I will then read the passage again more thoroughly. If I don't understand any complicated sentence, I will consider the sentence I know the meaning and try to guess this difficult information.

Student 17: First, I scan a whole passage. I will not read every sentence but look at some important details to find its main idea.

Low-proficiency Students

Think-aloud

Student 3: I search for the main idea and the picture in the passage to know what its theme is about. From the passage I read, I can guess that the text content would be related to a western scientist's profile.

Interview

Student 4: I glance rapidly through the passage to discover its gist and slowly find out some information.

Student 6: First, I will read each paragraph rapidly and then compile the focus and the main ideas. I will later use the main idea to find and guess the meaning of the complex sentences that are difficult to guess their information.

Student 8: Generally, I read the text roughly and skip some ambiguous sentences that are hard to understand. If I still read and concentrate on these sentences, I could not read others part further.

In the participants' reading process, firstly, the highly proficient students rapidly survey a text they read to know what the passage is about. They said that it helps them draw conclusions about the information and know the main idea of a text. Even though they face confusing sections, after skimming and scanning, they can translate and predict the complicated content. While the students with low English proficiency glance through the text quickly to determine the concept and the main idea of the text they read, they skip the difficult and complex information.

CHAPTER 5

CONCLUSIONS AND DISCUSSIONS

The purpose of this study was to examine reading strategies used by second-year post-secondary vocational students majoring in accountancy at a Vocational College in the Bangkok Metropolis of Thailand when reading printed academic materials as well as the reading strategies employed differently by the low- and high-proficiency students' groups. In addition, the study aimed to reveal the ways that those strategies were used by the participants of each group. There were 162 students studying in the summer semester the academic year 2013 and the beginning of the first semester of the academic year 2014 chosen purposively as the target group. This study utilized a combination of quantitative and qualitative methods in data collection and analysis.

In the first phase, to obtain quantitative data, the survey questionnaires adapted by Phakiti (2006) were distributed to the target population. Next, to collect the qualitative data, 24 students were selected to participate in the second phase according to their previous grade in the English courses, the questionnaire responses, and the willingness to commit to the research study. They were divided into two groups: 12 lowly and 12 highly proficient participants. Of 24 participants, 18 students provided the detailed and in-depth information (six students failed to provide valid data). Subsequently, based on the data obtained, 18 students (9 low-proficiency students and 9 high-proficiency students) participated in the think-aloud sessions, retrospective verbal reports, and the interviews.

The two research questions addressed are as follows:

RQ1: What reading strategies are employed to achieve reading comprehension among Thai vocational EFL students?

RQ2: To what extent do lowly and highly English proficient Thai students of vocational colleges employ reading strategies while reading English printed materials?

Following these research questions, three important issues can be drawn from this study:

1) the type of reading strategies employed by all participants (RQ1)

1.1) The students used cognitive reading strategies (comprehending strategies, memories strategies, and retrieval strategies) more often than metacognitive reading strategies (planning strategies, monitoring strategies, and evaluating strategies).

1.2) Among six sub-categories, memories strategies and retrieval strategies were used most; however, monitoring strategies were employed least.

1.3) The reading strategies were the most often used across all participants throughout their reading process were to preview the text before reading, to use Thai-English dictionary, to visualize information read, word-by-word translation, and to ask oneself questions.

2) the type of reading strategies that low- and high- proficiency students used differently (RQ1)

2.1) Based on the mean scores from quantitative data:

2.1.1) The high proficiency students employed five sub-categories (except for memories strategies) more often than the low proficiency students did.

2.1.2) The five most used reading strategies of the high proficiency students were of cognitive strategies (excluding pausing and thinking about reading) ; namely, previewing the text before reading, using Thai-English dictionary, visualizing information read, asking oneself questions, using prior knowledge, pausing and thinking about reading (metacognitive strategies), translating English into Thai, and making connections.

2.1.3) The five most employed reading strategies of the low proficiency students were of cognitive strategies, i.e., previewing the text before reading, word-by-word translation, using Thai-English dictionary, visualizing information read, and asking oneself question.

2.2) Based on the qualitative data:

The students used 16 reading strategies; for example, reading slowly and carefully, trying to stay focused on reading, paying close attention to reading, pausing and thinking about reading, visualizing information read, and so on.

3) the way that lowly and highly proficient participants use these strategies while reading English printed materials (RQ2)

Both low and high proficiency students use various reading strategies in the similar ways and types throughout the reading process; however, the quality of many strategies employed was different (e.g., translating English into Thai, self-questioning, and reading slowly and carefully). Before reading, both groups previewed the texts. While reading, they skimmed and scanned the information of English passages, consulted the dictionary and used context clues when they found difficult words and text became hard to understand, underlined and highlighted the unknown words and the important sentences, and so on. After reading, they occasionally paused to think about the contents of the text they read.

This chapter consists of five sections; namely, the conclusions, the discussion of the results, the limitations of the study, the implications, and the suggestions for further elaboration.

5.1 Conclusions

From the findings of the study, it was found that participants utilize several reading strategies to effectively gain in their reading comprehension. Before, during and after reading, they used both cognitive strategies and metacognitive strategies. The participants' engagement of reading strategies helps to solve and ameliorate many problems because of the insufficiency of language knowledge.

To answer the two main research questions, the results from three-tier data included the questionnaire survey, the think-aloud sessions, and personal interviews were synthesized as follows:

5.1.1 What Strategies Are Employed to the Effective Gains in Reading Comprehension amongst Vocational Students Majoring in Accountancy in the Bangkok Metropolitan Area?

The quantitative findings were elaborated based on the statistical analysis. The data analyzed according to the questionnaire responses revealed that all the participants indicate a clear preference for cognitive reading strategies (comprehending strategies, memories strategies, and retrieval strategies), followed by metacognitive reading strategies (planning strategies, monitoring strategies, and evaluating strategies). That is, the participants employed cognitive strategies more often than metacognitive strategies.

Furthermore, it was also shown that all the participants used cognitive reading strategies and metacognitive reading strategies at the medium level (mean of overall reading strategies = 2.95). Of all the six strategy sub-categories, memories strategies and retrieval strategies are the participants' favorite ($M= 3.06$), followed by comprehending strategies ($M=3.03$), evaluating strategies ($M=2.95$), planning strategies ($M=2.86$), and monitoring strategies ($M=2.84$) respectively.

In accordance with these six sub-categories, based on the overall mean score of each strategy, memories strategies and retrieval strategies were employed most; for example, visualizing information read, underlining and highlighting information, using background knowledge, and experience. However, from the results in retrieval strategies, there is a contradiction of their use levels between low and high to statement 1 and 9 respectively. That is, the students attributed high value to statement 9 (previewing the text before reading) and low value to statement 1 (making bridging inferences). In addition, the students employed comprehending strategies (e.g., using Thai-English dictionary, word-by-word translation, translating English into Thai) and monitoring strategies (e.g., asking oneself question), while monitoring strategies were the least often used.

According to the quantitative data, the students applied previewing the text before reading, using Thai-English dictionary, visualization information read, word-by-word translation, and asking oneself questions to the effective gains in their reading comprehension.

Given that both lowly and highly proficient students were compared in terms of the mean scores from the quantitative data, it was found that the high-proficiency students and low-proficiency students appeared to apply cognitive reading strategies and metacognitive reading strategies with moderate frequency of overall use. That is, the average for both groups of participants indicated a moderate overall use of reading strategies.

In addition, the findings can further show that the high-proficiency students employed cognitive reading strategies (comprehending strategies, retrieval strategies) and metacognitive reading strategies (planning strategies, monitoring strategies, and evaluating strategies) more frequently than low-proficiency students. However, in terms of memories strategies, a subcategory of cognitive reading strategies, the low-proficiency students used the strategies more often than the high-proficiency students did. Furthermore, the use of reading strategies of low-proficiency students and their counterparts (high-proficiency students) was significantly different at the confidence level of 0.05. There was no significant difference in the strategies' overall use between the two groups of vocational students, excluding retrieval strategies, and there was a significant difference in use of the strategies between the two student groups ($p < .05$).

The high-proficiency students employed almost all strategy groups (excluding memories strategies) and individual reading strategies more often than the low-proficiency students did. It can be summarized that high-proficiency students used previewing the text before reading, using Thai-English dictionary, visualizing information read, asking oneself questions, using prior knowledge, pausing and thinking about reading, translating English into Thai, and making connections. Meanwhile, the low-proficiency students employed previewing the text before reading, word-by-word translation, using Thai-English dictionary, visualizing information read, and asking oneself question. The order of use of the strategy groups seems to be rather similar when most of the students from both levels were reading the academic texts.

During the think-aloud sessions (see Table 15) and the interviews, they employed 16 reading strategies including: reading slowly and carefully, trying to stay focused on reading, paying close attention to reading, pausing and thinking about

reading, visualizing information read, re-reading for better understanding, previewing text before reading, determining the topic sentences, determining importance and what to read, using context clues to get the meaning, underlining and highlighting information in text, self-questioning, translating English into Thai, using prior or background knowledge, consulting a dictionary, and skimming or scanning the text.

In regard to the findings collected and interpreted from the qualitative data, they were somewhat different from the survey results. Of the 16 reading strategies used in this phase, both groups were likely to apply 13 strategies in the similar way. Nevertheless, the high-proficiency participants employed three reading strategies (e.g., translating English into Thai, self-questioning, and reading slowly and carefully) more actively to handle two English reading passages of differing difficulties, while the low-proficiency participants used the strategies less effectively. Additionally, both groups engaged with reading strategies more often for the difficult text (Jefferson Davis) than for the easy text (Facebook is used more often than the Bible). This can indicate that reading strategies' use correlated with texts of differing levels of difficulty.

5.1.2 To What Extent do Low- and High- proficiency Students Use Reading Strategies in Reading Printed Materials in English?

The results obtained from the think-aloud sessions, and the face-to-face interviews revealed that both the low- and high- proficiency student groups seem to use many reading strategies in a like manner. In other words, it was noted that most of the participants from both levels preferred to apply similar types and had similar usage of reading strategies; however, they were not completely the same: some of the low proficiency students were not able to apply certain strategies to their full potential.

In terms of the reading process, from the findings in this study, both groups of participants utilized various reading strategies to increase their comprehension. In the interview, for example, student 13 tried to combine other strategies (e.g., underlining and highlighting the text, reading on, rereading) in reading academic text. Before reading, the participants of low and high proficiency groups previewed the text by looking at the title, the picture, and sentence structures to know the main idea of what they read.

While reading, firstly, the students skim and scan the text to know its scope, concept, and main idea. During the think-aloud implementations, many cases of participants that they intentionally utilize a dictionary to search for the meaning of those words—it is the most frequently strategy employed to handle the difficult and unknown vocabularies. Due to the participants' insufficient grammatical knowledge and vocabulary problems, the text becomes hard for them to understand. Seen from examples (student 4 and 18) in think-aloud sessions when the students' reading comprehension breaks down, they consult a dictionary to solve their vocabulary problems. In addition, they used context clues to comprehend the meaning of unknown words. The participants of both groups underline and highlight the text when they face the difficult words and the important sentences. They determine the topic sentences that they can find at the beginning of the paragraph. When they see the topic sentence, they can predict the meaning of the difficult words in the text, understand other information, and know the main idea and the whole information of text.

To make connections with the information, while and after reading, the participants used visual images to enhance their comprehension and applied their prior and background knowledge and new information while they were reading to understand the text more easily and rapidly. The students of both groups pay attention to every detail when reading and try to stay focused on reading continuously by looking at every sentence from the beginning to the end of the text without skipping any confusing part so as to understand all of what they read. After reading for a while, they pause from time to time and think about the information in a text they already read to build and monitor their reading comprehension. Both high and low proficiency students reread the text to better understand the unclear information especially when text becomes more difficult.

Nonetheless, in terms of translating English into Thai, self-questioning, and reading slowly and carefully, the students with lower proficiency employed the strategies less appropriately to help in their comprehension process. In contrast, the students of the high-proficiency group engaged in these reading strategies more widely and effectively. Both groups translate English into Thai when reading the very complicated sentences and the unfamiliar words; however, the high-proficiency participants translate only the very complex and difficult sentences in the text while

the low-proficiency participants translate every sentence of what they read. During reading, the students in the high English proficiency group slowly and carefully read the contents containing the main points whereas the lowly proficient students used this strategy to know every detail and sentence in the text. Furthermore, while and after reading, the participants in the highly proficient group asked themselves about what they already read and draw inferences to make the connections themselves to increase comprehension while and after reading. In turn, the lowly proficient students employed the strategy when they encounter complicated information.

Furthermore, it can be found that both groups used few strategies when reading the first passage. From the findings in Table 15, they applied reading strategies increasingly when they went through the second text (Jefferson Davis) which contained more unfamiliar words and was more difficult to understand.

5.2 Discussions

This study sought to determine the types of reading strategy used by first-year post-secondary vocational students majoring in accountancy while reading printed academic materials. Also, the type of reading strategies that low- and high- proficiency students use differently and the perceived use of these strategies between both groups was examined. The three-tier results analyzed were discussed below.

1) Between lowly and highly English proficiency students of reading strategies' use, the statistically significant distinction is in retrieval reading strategies ($P < 0.05$). The mean score of the students in the highly proficient group for these strategies obviously has a higher than the mean score than the students in lowly proficient group ($M = 2.94$); meanwhile, the high-proficiency students mean for evaluating strategies is significantly higher than the low-proficiency students mean ($M = 3.14$).

2) From the findings in quantitative data, the average for 23 of the 33 strategies (e.g., previewing the text before reading, using Thai-English dictionary) of the highly proficient students was higher than the lowly proficient students. Nevertheless, the findings of both groups indicated the same order of value (see the

rank in Table 12) of their reading strategies' use with cognitive strategies and metacognitive strategies while reading school-related materials.

3) According to the reported higher frequency usage for individual strategy categories, the high-proficiency students showed greater comparable degrees of usage for five strategy sub-categories (i.e., comprehending strategies, retrieval strategies, planning strategies, monitoring strategies, and evaluating strategies). On the other hand, the students in the low-proficiency group considered memories strategies to be relatively more beneficial than the students in high-proficiency group in reading academic texts; however, it should be noted that the lowly proficient participants reported a slightly higher use of the strategies than did the participants in the high-proficiency group.

4) The differences in ability to correctly use reading strategies and carefully select them between low- and high- English proficiency groups may reflect the awareness of reading strategies' use.

In accordance with the literature suggests, it is truism that the highly proficient readers employed both cognitive strategies and metacognitive strategies more often than the lowly proficient readers. In other words, based on the statistical measurement, the frequency of reading strategy use was different between two groups of participant. However, in reading process, most of the reading strategies employed (typologies, and the rank of reading strategies adopted) across the participants of different level of proficiency was similar.

The results seem to concur with other studies regarding the use of reading strategies to achieve reading comprehension (Thanaporn Sri-sunakruea, 2007; S.Akkakoson, & B.Setobol, 2009; Pornpun Oranpattanachai, 2010). That is, both low- and high- English proficiency students who participated in the study seem to have preferred cognitive reading strategies to metacognitive reading strategies. The strategies used frequently are deemed to be essential in reading tasks; these strategies were in the same order of importance of the participants' adoption. In considering a number of reading strategies used, the students in low proficiency group were likely to employ some of those less effectively and actively in comparison with the students in high proficiency group.

Nonetheless, there was the new emerging evidence according to the findings of this study—in terms of six sub-categories, the low-proficiency students used Memories strategies more highly than the high-proficiency students did, based on the mean scores.

5.3 Limitations of the Study

As this study is a preliminary research and a pilot project exploring reading strategies' use of Thai vocational students, three obstacles were observed. It is necessary that future research should take into consideration these limitations:

Firstly, of this study, the important limitation is in the factor of time. The period of data collection time was the summer session and the volunteer participants went to their college in order to attend the class one or two days per week, thus they sometimes did not have much time to commit to extra activities and they may have rushed through readings. As such, this might have affected the accuracy of the findings obtained. Thus, to enhance the effectiveness of results, future research should be conducted during regular semesters. In addition, many vocational colleges offer an internship program to some first-year post-secondary vocational students majoring in accountancy for nine weeks in summer semester and at the beginning of the first semester. This caused difficulty for the researcher to gather the data from the field-site.

The second limitation is the academic reading materials used in this study. As a matter of fact, in general, many articles in English newspapers are constructed of short paragraphs. Because of this, it is difficult to find multi-paragraph passages that would not only be of interest to most students. Furthermore, it is also necessary to consider the number of vocabularies contained in the article and the length of passages selected in order to assess the difference in the reading strategies' use of the participants.

Although the researcher requested the English instructor of the vocational college to examine the appropriateness of three modified texts (articles in English newspapers) for the different level of proficiency students; however, these texts/passages that were implemented during the think-aloud sessions were not

checked their comparability with respect to the rhetorical structures or level of difficulties.

Thirdly, one of the most important limitations is the criterion for grouping and clustering the students who attended the think-aloud sessions and the interviews. The researcher deemed that the participants' grade of the regular English courses served as the indicator the difference level of proficiency students in learning English language. However, the grade of participants was not derived from a standardized test i.e., TOEIC. As such, therefore, the data gathered were in a way affected the accuracy of the findings.

Next, the target population of the study was selected and focused on the first-year post-secondary vocational students majoring in accountancy at Thonburi Commercial College in the Bangkok Metropolitan Area. These students were studying in the summer semester of the academic year 2013 and at the beginning of the first semester of the academic year 2014. The current study was conducted using convenience sampling.

Lastly, the theoretical framework of this study is limited to two main categories of reading strategy: cognitive strategy (comprehending strategies, memory strategies and retrieval strategies) and metacognitive strategy (planning strategies, monitoring strategies, and evaluating strategies).

5.4 Implications of the Study

With reference to the results of this study, three implications can be suggested toward English reading pedagogy as follows.

First, from the conclusion of this study, reading ability correlated with reading strategy awareness. A number of reading strategies is important and beneficial to readers so as to enhance text comprehension. While reading academic texts, the skilled readers used various reading strategies constructively, widely, and fluently. That is, they actively engage with the utilization of each reading strategy. In contrast, the poor readers employed reading strategies less appropriately and effectively. They are not aware of regulating of individual reading strategies use and lack generating strategic reading skills.

Second, as the contents of fundamental English courses at vocational college level include reading, writing, listening and speaking skills instruction; therefore, the instructors of English reading ought to train and emphasize the knowledge of reading strategies and utilization of each of these strategies to the low English proficiency students when reading academic texts, and enhance their reading ability and awareness of reading strategies usage. Gradually, if more and more strategies are taught and practiced in real situation, the students will become independent readers. That is, the various English reading materials, the practical reading instruction approach, and redeveloped curricula may result in the educational achievement of all foreign language learners. It is postulated, therefore, that reading strategy teaching techniques provide a better English learning context and a greater effectiveness for EFL students' reading comprehension.

5.5 Recommendations for Further Research

The present study aimed to investigate English reading strategies' use of Thai vocational students majoring in accountancy in post-secondary level while reading printed academic texts. As this research was produced as a pilot project on the type of English reading instruction, it would be more effective to conduct further study in a regular semester; the length of the period of data collection should be longer. Also, it would be interesting to study different vocational levels and others programs of vocational education such as tourism and marketing. A larger-scale research area is needed that covers more vocational colleges and participants in Thailand.

In addition, future researchers could explore reading strategies' use in a different range of genres and modalities of material; for example, online academic texts or electronic/digital texts. These studies may reveal if there is any remarkable difference between paper-reading strategies and online reading strategies.

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APPENDICES

APPENDICES

Appendix A The first reading passage titled “Thunderstorms”

Appendix B The second reading passage titled “Facebook is used more often than the Bible”

Appendix C The third reading passage titled “Jefferson Davis”

Appendix D Survey Questionnaire

Appendix E Findings from the Survey Questionnaire (Table 10.1-10.33)

Appendix F Transcription of the Think-aloud sessions

Appendix G Interview questions

Appendix H Interview questions (Thai version)

Appendix A The First Reading Passage Titled “Thunderstorms”

Thunderstorms

พายุฝนฟ้าคะนอง

Thunderstorms are a common weather disturbance. They are usually violent and short-lived. They almost always include thick clouds, heavy rain or hail, lightning, thunder and strong winds. When and Where Thunderstorms Form

Thunderstorms usually develop between May and September in the Northern Hemisphere. In the Southern Hemisphere they develop between November and March.

Thunderstorms occur in almost every region of the world. However, they are rare in the regions around the North Pole and the South Pole. Thunderstorms are the most frequent in temperate and tropical regions. In areas of South America and Africa that are very close to the Equator, there can be more than 180 days with thunder every year. It is estimated that at any moment there are about 1,800 thunderstorms in progress throughout the world.

Thunderstorms happen when hot, moist air rises quickly to cooler parts of the atmosphere. There, the air cools, and clouds and rain form. Lightning, which is a form of electricity, develops inside the clouds. As the lightning heats the air, it causes it to expand. This causes the sound of thunder. Meanwhile, cooled air sinks toward the ground. This movement of air causes heavy winds.

Some thunderstorms are severe enough to produce tornadoes. A tornado is a column of strongly rotating winds. It can produce winds as fast as 483 kilometers (300 miles) per hour.

The most dangerous feature of a thunderstorm is lightning. Lightning is a bolt of electricity. Lightning can kill or seriously injure a person, so it is important to follow simple safety instructions during a thunderstorm. If a person is caught outside during a thunderstorm, it is important to stay away from trees because lightning strikes the tallest objects. People are safer inside a building or a car and away from open doors, windows and electrical appliances.

Appendix B The Second Reading Passage Titled “Facebook is used more often than the Bible”

Facebook Is Used More Often Than The Bible

Facebook's numbers are epic. More Americans check Facebook daily than read the Bible and it has more monthly users worldwide than most continents have people.

Facebook, which celebrates its 10th anniversary Tuesday, says worldwide it has 757 million daily active users. Of those 19 percent are in the U.S. and Canada, so that's more than 143 million people checking Facebook daily.

The Bible used to be the go-to for statistics about reading, pre-digital age. A 2006 CBS News poll found 15 percent of U.S. adults read the Bible or other religious texts daily. There are about 267 million adults in the U.S. and Canada. That means about 40 million people reading the Bible daily.

And then there are monthly users — Facebook claims 1.23 billion of them. That's more people than live in any country but China. Facebook's monthly user population is larger than six of the seven continents, only behind Asia.

Facebook's monthly user total is about the population of all of North America and Europe combined.

But all those numbers pale behind this one factoid from Facebook: About 400 billion photos have been shared on Facebook. That's lots of selfies.

If you printed them out four to a page on regular-sized sheets of paper and put the 100 billion sheets end to end, they would stretch for about 17 million miles. That's enough snapshots to reach to the moon and back 34 times.

Research published in the journal PLOS ONE has shown that Facebook may be responsible for spreading unhappiness through society as well as keeping people connected. Scientists found that the more time people spent on Facebook over a two-week period, the worse they subsequently felt.

“On the surface, Facebook provides an invaluable resource for fulfilling the basic human need for social connection. Rather than enhancing well-being, however, these findings suggest that Facebook may undermine it.”

Words to know: (try to translate the following words from the context of the passage-- use a dictionary if needed)

Jefferson Davis



What do you know about Jefferson Davis? You may not recognize his name unless you are a student of the Civil War. As the appointed President of the Confederate States, he led the South during the war, but it was not a position he wanted.

Jefferson Davis was born in Kentucky on June 3, 1808. When he was three, his father moved the family to a plantation in Mississippi. As a young teenager, he began attending Transylvania University in Kentucky. When he was 16, he was appointed to West Point Military Academy as a cadet, and he graduated four years later. Then Davis was commissioned as a lieutenant and served during the Black Hawk war.

In 1835, he married Sarah Knox Taylor, the daughter of a future U.S. president. He resigned his commission, and they moved to Mississippi to carve out a plantation. Their happiness was short-lived. She died three months later from malaria. Davis was so grief stricken that he stayed in seclusion and worked on his plantation for seven years. As he worked on the plantation, he also studied Constitutional law.

Ten years after the death of his first wife, he was elected to the U.S. House of Representatives, and married his second wife, Varina Howell. Just a year later, Davis resigned from Congress to serve in the war with Mexico. He was hailed as a hero for winning the battle of Buena Vista. He was wounded and returned home. Once there, he was appointed to finish the Senate term of Senator Speight who had died.

Davis enjoyed being in the Senate and made a point of staying away from factions on both sides of the growing controversy over slavery. Even after being appointed Secretary of War in 1858, he continued to work tirelessly to smooth out differences between the North and South. As more time passed, however, it became obvious that trouble would soon come to a head.

After Abraham Lincoln was elected, many in the South were convinced that he would try to force them to change many aspects of their culture. When the state of Mississippi seceded in 1861, Davis resigned from his place in the Senate. He was not in favor of secession himself, but he believed that the constitution allowed it.

A short time after returning home, he was notified that he had been chosen to be President of the new Confederate States of America. This was not a job he wanted. Davis saw the direction events were going, and he sent a peace commission of several people to Lincoln in an attempt to stop the coming war. Lincoln refused to see them. When Union forces fired on Fort Sumter, in Charleston, SC, it signaled the start of the Civil War.

The war was a very difficult time for Davis. The Southern army started out winning many battles, but problems began to crop up more and more often. Davis could not direct the battles well from a distance, and many of the officers he appointed did not live up to expectations. He disliked having to draft men into the army, and as the war progressed, money and supply problems plagued every aspect of the war.

When Lee surrendered in 1865, Davis did not. He and several of his advisors attempted to escape to Mississippi (from Virginia) to regroup and continue the battle. He was captured in Georgia and held in chains by the Union military. They imprisoned him in a damp basement for a ^{short} time, until public outcry forced them to keep him under house arrest. He was charged with crimes but never given the trial he demanded. It was not until three years later that he was released on bond.

Davis traveled to Europe and spoke occasionally, but he avoided the spotlight. He encouraged Southerners to maintain their principles. He also wanted them to make the best possible use of their resources to rebuild wisely. People admired his character and were sympathetic regarding the troubles he endured.

Jefferson Davis died in New Orleans on December 5, 1889. His funeral train took his body from there to Richmond, Virginia. As it passed by, people lined the tracks to honor him. Even in the face of overwhelming trouble, he kept his honor and continued to care for the people in his trust. He never settled for doing less than the best that he could.

**Appendix D Thai Vocational Students' Use of Reading Strategies in English
Language (Questionnaire)**

Survey of Reading Strategies

(Adopted from Aek Phakiti, 2006)

Section I : Demographic Data

Gender ☐ male ☐ female

Age years

Number of years studying in Englishyears

Grade of previous reading course.....

Grade point average (GPA).....

Frequency of reading English materials/texts:

☐ 1-2 times per week ☐ 3-4 times per week ☐ 1-2 times per month

☐ 3-4 times per month ☐ everyday ☐ others.....

Contact information: E-mail address.....

Telephone Number.....

Section II :

After reading each statement, mark (✓) or cross (X) the number (1,2,3,4, or5) which applies to your reading behaviors. Note that there is no right or wrong response to any of the items on this survey. Each number means respectively as follows:

- 1 = I **never or almost never** do this.
- 2 = I do this **only occasionally**.
- 3 = I **sometimes** do this. (Almost 50% of the time)
- 4 = I **usually** do this.
- 5 = I **always or almost always** do this.

Statement(s)	Never		Always		
	1	2	3	4	5
1. To understand the words, I use word roots or affixes (prefix and suffix).					
2. I pause time to time and think whether I have understood the content of text.					
3. I look at the text slowly and carefully for the particular words or phrases.					
4. I use background knowledge/ experience to new information so as to increase comprehension while I read.					
5. I read ahead for further clues.					
6. To find the unfamiliar and unknown words, I use a Thai-English dictionary.					
7. To find the unfamiliar and unknown words, I use an English-English dictionary.					
8. I revise the difficult information based on text content to help me better understand.					
9. I look at a diagram, figure, table, picture and caption before reading.					
10. I translate what I have read from English into Thai.					
11. I use typographical aids/features (e.g., bold face, italics) or signal words to identify key information and better understand.					
12. I try to analyze the syntactical structure of sentences to help better understanding meaning when the sentences are difficult to understand and long.					
13. I make the use of paraphrasing or restate ideas in my own words to help me better understand the text.					
14. I read the whole text quickly for the relevant information and main idea of reading tasks.					

Statement(s)	Never Always				
	1	2	3	4	5
17. Before guessing the meaning of word, I take advantage of the grammar knowledge I have learned to identify an unfamiliar/unknown word.					
18. I recheck my understanding when I come across the ambiguous contents of text.					
19. I try to visualize and picture described in texts to help remember what I read.					
20. I pay attention to what I read in every detail.					
21. I pay attention to the meaning of each word.					
22. I try to analyze the grammatical structure to help my understanding while I read.					
23. I make a use of transitional words (e.g., but, and, first, second) to help understand the relationships among the main points and the sentences in the text.					
24. While doing the reading tasks, I am aware of whether my reading plans are achieved.					
25. I determine what the reading tasks were about and required to do by reading introduction and conclusion of the passage.					
26. When I read, I review/note the characteristics of text I read such as length, genre, and organization.					
27. I read word-by word while reading.					
28. If I don't understand the contents, I frequently monitor my understanding of reading tasks and reading materials.					
29. I underline or circle words or phrases in the text to help me understand and remember it.					
30. While reading, I adjust reading speed to increase information on the basis of different reading purposes.					

Statement(s)	Never Always				
	1	2	3	4	5
31. I pay attention to the implicit meaning of the passage or text while I read.					
32. When the texts are long and become hard to understand, I break down larger clauses into smaller units to help me better understand.					
33. I critically analyze and evaluate the information presented in the text.					

Thank you for your kind cooperation!

Appendix E Findings from Questionnaire Survey

Section 1 -- Demographic Information of Participants

Table 4 Gender of the participants surveyed

General Information	Second-year post-secondary accountancy major students in a state vocational college in the Bangkok Metropolitan Area	
Gender	Number of students	Percentage (%)
Female	95	78.51
Male	26	21.49

Table 5 Age wise distribution of the participants surveyed

General Information	Second-year post-secondary accountancy major students in a state vocational college in the Bangkok Metropolitan Area	
Age	Number of students	Percentage (%)
18	10	8.26
19	84	69.42
20	27	22.31

Table 6 The periods of time spent in learning of the English language
(in formal schooling settings) among the participants surveyed

General Information		
Second-year post-secondary accountancy major students in a state vocational college in the Bangkok Metropolitan Area		
Periods of time spent in learning English (measured by years)	Metropolitan Area	
	Number of students	Percentage (%)
10	10	8.26
11	-	-
12	4	3.30
13	43	35.53
14	11	9.09
15	34	28.09
16	29	23.96

Table 7 Grades of the English course of the participants surveyed

General Information		
Second-year post-secondary accountancy major students in a state vocational college in the Bangkok Metropolitan Area		
Grades of the English course	Metropolitan Area	
	Number of students	Percentage (%)
A	28	23.14
B+	15	12.39
B	11	9.09
C+	33	27.27
C	23	19
D+	6	4.95
D	3	2.47
F	2	1.65

Table 8 Grade Point Average (GPA) of the participants surveyed

General Information Second-year post-secondary accountancy major students in a state vocational college in the Bangkok Metropolitan Area		
GPA	Number of students	Percentage (%)
1.50-1.99	2	1.65
2.00-2.49	32	26.44
2.50-2.99	24	19.83
3.00-3.49	26	21.48
3.50-4.00	37	30.57

Table 9 The frequency of reading English texts among the participants surveyed

General Information Second-year post-secondary accountancy major students in a state vocational college in the Bangkok Metropolitan Area		
Frequency to read English	Number of students	Percentages (%)
1-2 times per week	40	33.05
3-4 times per week	18	14.87
1-2 times per month	47	38.84
3-4 times per month	11	9.09
Every day	5	4.13

Section 2 – Reading strategies in use (33 items in the questionnaire survey)

1. Cognitive Strategies

- 1) **Comprehending strategies** comprise statement 6, 7, 10, 11, 16, 17, 21, 24, 27.

Statement Six (the 6th item in the questionnaire survey) : To look up for the unfamiliar and unknown vocabulary, I use a Thai-English dictionary.

Table 10.1 Frequency and percentage of the use of Thai-English dictionary

Variable	Frequency	Percentage (%)
never or almost never	2	1.6
only occasionally	22	18.2
sometimes	40	33
usually	32	26.5
always or almost always	25	20.7
Total	121	100

Statement Seven (the 7th item in the questionnaire survey) : To look up for the unfamiliar and unknown vocabulary, I use an English-English dictionary.

Table 10.2 Frequency and percentage of the use of English-English dictionary

Variable	Frequency	Percentage (%)
never or almost never	17	14
only occasionally	30	24.8
sometimes	41	33.9
usually	18	15
always or almost always	15	12.3
Total	121	100

Statement Ten (the 10th item in the questionnaire survey) : I translate what I have read from English into Thai.

Table 10.3 Frequency and percentage of translation of reading from English to Thai

Variable	Frequency	Percentage (%)
never or almost never	4	3.31
only occasionally	31	25.62
sometimes	42	34.72
usually	30	24.77
always or almost always	14	11.58
Total	121	100

Statement Eleven (the 11th item in the questionnaire survey) : I pay more attention to the meaning of the passage while reading.

Table 10.4 Frequency and percentage of paying attention to the meaning of each word in the passage while reading

Variable	Frequency	Percentage (%)
never or almost never	6	4.96
only occasionally	29	23.97
sometimes	51	42.15
usually	25	20.66
always or almost always	10	8.26
Total	121	100

Statement Sixteen (the 16th item in the questionnaire survey) : While reading the text, I predict the context of the upcoming section or passage.

Table 10.5 Frequency and percentage of predicting the upcoming section or passage

Variable	Frequency	Percentage (%)
never or almost never	6	4.95
only occasionally	35	28.93
sometimes	51	42.15
usually	21	17.36
always or almost always	8	6.61
Total	121	100

Statement Seventeen (the 17th item in the questionnaire survey) : I take advantage of grammar knowledge I have learned to guess the meaning of an unfamiliar/unknown vocabulary.

Table 10.6 Frequency and percentage of using grammar structure

Variable	Frequency	Percentage (%)
never or almost never	10	8.26
only occasionally	30	24.79
sometimes	56	46.29
usually	20	16.53
always or almost always	5	4.13
Total	121	100

Statement Twenty-one (the 21st item in the questionnaire survey) : I pay attention to the meaning of each word while reading.

Table 10.7 Frequency and percentage of paying attention to the meaning of each word while reading

Variable	Frequency	Percentage (%)
never or almost never	9	7.44
only occasionally	31	25.62
sometimes	45	37.19
usually	24	19.84
always or almost always	12	9.91
Total	121	100

Statement Twenty-four (the 24th item in the questionnaire survey) : While engaged in the reading tasks, I am aware of whether my reading plans are achieved.

Table 10.8 Frequency and percentage of awareness of the achievements of reading plans while reading

Variable	Frequency	Percentage (%)
never or almost never	14	11.66
only occasionally	26	21.67
sometimes	49	40.84
usually	22	18.33
always or almost always	9	7.50
Total	120	100

Statement Twenty-seven (the 27th item in the questionnaire survey) : I read word-by-word while reading.

Table 10.9 Frequency and percentage of reading word-by-word while reading

Variable	Frequency	Percentage (%)
never or almost never	6	4.96
only occasionally	19	15.71
sometimes	46	38.02
usually	34	28.09
always or almost always	16	13.22
Total	121	100

2) Memories strategies were represented by statements/items 13, 19 and 29 in the questionnaire survey.

Statement Thirteen (the 13th item in the questionnaire survey) : I paraphrase or restate ideas in my own words to help me better understand the meaning of the text.

Table 10.10 Frequency and percentage of paraphrasing to better understand the meaning of the text

Variable	Frequency	Percentage (%)
never or almost never	10	8.26
only occasionally	30	24.79
sometimes	54	44.63
usually	17	14.06
always or almost always	10	8.26
Total	121	100

Statement Nineteen (the 19th item in the questionnaire survey) : I try to visualize and picture what is described in the text to help remember what I read.

Table 10.11 Frequency and percentage of visualizing what is described in the text to help remember what is read

Variable	Frequency	Percentage (%)
never or almost never	3	2.48
only occasionally	24	19.84
sometimes	44	36.36
usually	37	30.58
always or almost always	13	10.74
Total	121	100

Statement Twenty-nine (the 29th item in the questionnaire survey) : I underline or circle words or phrases in the text to help me understand and remember them.

Table 10.12 Frequency and percentage of underlining or circling words or phrases to help understand and remember the text

Variable	Frequency	Percentage(%)
never or almost never	13	10.74
only occasionally	24	19.83
sometimes	41	33.89
usually	32	26.45
always or almost always	11	9.09
Total	121	100

3. Retrieval strategies are composed of statements/items 1, 4, 9, 15, 23.

Statement One (the 1st item in the questionnaire survey) : To understand the words, I use word roots or affixes (prefix and suffix).

Table 10.13 Frequency and percentage of using word roots or affixes

Variable	Frequency	Percentage (%)
never or almost never	23	19
only occasionally	35	28.93
sometimes	47	38.85
usually	12	9.92
always or almost always	4	3.30
Total	121	100

Statement Four (the 4th item in the questionnaire survey) : I use background knowledge/ experience to new information so as to increase comprehension while I read.

Table 10.14 Frequency and percentage of using background knowledge and experience to enhance reading comprehension

Variable	Frequency	Percentage (%)
never or almost never	5	4.14
only occasionally	21	17.36
sometimes	57	47.10
usually	29	23.97
always or almost always	9	7.43
Total	121	100

Statement Nine (the 9th item in the questionnaire survey) : I look at a diagram, figure, table, picture and caption before reading.

Table 10.15 Frequency and percentage of making use of typographical aids to help better understanding before reading

Variable	Frequency	Percentage (%)
never or almost never	1	0.82
only occasionally	18	14.88
sometimes	37	30.58
usually	33	27.28
always or almost always	32	26.44
Total	121	100

Statement Fifteen (the 15th item in the questionnaire survey) : I use the available context clues to guess help me better understand and to interpret a word or phrase.

Table 10.16 Frequency and percentage of using context clues while reading the text

Variable	Frequency	Percentage (%)
never or almost never	4	3.30
only occasionally	32	26.45
sometimes	51	42.15
usually	20	16.53
always or almost always	14	11.57
Total	121	100

Statement Twenty-three (the 23th item in the questionnaire survey) : I make a use of transitional words (e.g., but, and, first, second) to help understand the relationships among the main points and the sentences in the text.

Table 10.17 Frequency and percentage of using transitional words

Variable	Frequency	Percentage (%)
never or almost never	3	2.61
only occasionally	29	25.22
sometimes	49	42.60
usually	21	18.27
always or almost always	13	11.30
Total	115	100

1. Metacognitive Strategies

1) **Planning strategies** comprise statements/items 2, 3, 5, 14, 25.

Statement Two (the 2nd item in the questionnaire survey) : I pause time to time and think whether I have understood the content of text.

Table 10.18 Frequency and percentage of pausing and thinking about reading

Variable	Frequency	Percentage (%)
never or almost never	4	3.30
only occasionally	23	19
sometimes	59	48.77
usually	29	23.97
always or almost always	6	4.96
Total	121	100

Statement Three (the 3rd item in the questionnaire survey) : I look at the text slowly and carefully for the particular words or phrases.

Table 10.19 Frequency and percentage of reading slowly and carefully

Variable	Frequency	Percentage (%)
never or almost never	8	6.61
only occasionally	31	25.62
sometimes	50	41.32
usually	24	19.84
always or almost always	8	6.61
Total	121	100

Statement Five (the 5th item in the questionnaire survey) : I read ahead for further clues.

Table 10.20 Frequency and percentage of previewing text

Variable	Frequency	Percentage (%)
never or almost never	8	6.61
only occasionally	19	15.71
sometimes	58	47.94
usually	30	24.79
always or almost always	6	4.95
Total	121	100

Statement Fourteen (the 14th item in the questionnaire survey) : I read the whole text quickly for the relevant information and main idea of reading tasks.

Table 10.21 Frequency and percentage of skimming and scanning the text

Variable	Frequency	Percentage (%)
never or almost never	17	14.04
only occasionally	42	34.72
sometimes	38	31.41
usually	20	16.53
always or almost always	4	3.30
Total	121	100

Statement Twenty-five (the 25th item in the questionnaire survey) : I determine what the reading tasks were about and required to do by reading introduction and conclusion of the passage.

Table 10.22 Frequency and percentage of determining what to read

Variable	Frequency	Percentage (%)
never or almost never	14	11.57
only occasionally	28	23.14
sometimes	49	40.50
usually	21	17.36
always or almost always	9	7.43
Total	121	100

- 2) **Monitoring strategies** consist of statement 8, 12, 18, 20, 22, 26, 28, 30, 31, 32.

Statement Eight (the 8th item in the questionnaire survey) : I revise the difficult information based on text content to help me better understand.

Table 10.23 Frequency and percentage of reviewing the text

Variable	Frequency	Percentage (%)
never or almost never	8	6.61
only occasionally	39	32.24
sometimes	62	51.24
usually	11	9.09
always or almost always	1	0.82
Total	121	100

Statement Twelve (the 12th item in the questionnaire survey) : I try to analyze the syntactical structure of sentences to help better understanding meaning when the sentences are difficult to understand and long.

Table 10.24 Frequency and percentage of using grammatical knowledge to help get meaning

Variable	Frequency	Percentage (%)
never or almost never	12	9.91
only occasionally	33	27.28
sometimes	50	41.33
usually	20	16.53
always or almost always	6	4.95
Total	121	100

Statement Eighteen (the 18th item in the questionnaire survey) : I recheck my understanding when I come across the ambiguous contents of text.

Table 10.25 Frequency and percentage of reviewing the text

Variable	Frequency	Percentage (%)
never or almost never	4	3.31
only occasionally	30	24.79
sometimes	59	48.77
usually	19	15.70
always or almost always	9	7.43
Total	121	100

Statement Twenty (the 20th item in the questionnaire survey) : I pay attention to what I read in every detail.

Table 10.26 Frequency and percentage of paying attention to every detail in the text

Variable	Frequency	Percentage (%)
never or almost never	9	7.44
only occasionally	33	27.28
sometimes	49	40.49
usually	23	19
always or almost always	7	5.79
Total	121	100

Statement Twenty-two (the 22th item in the questionnaire survey) : I try to analyze the grammatical structure to help my understanding while I read.

Table 10.27 Frequency and percentage of grammatical analysis

Variable	Frequency	Percentage (%)
never or almost never	14	11.58
only occasionally	33	27.27
sometimes	48	39.67
usually	23	19
always or almost always	3	2.48
Total	121	100

Statement Twenty-six (the 26th item in the questionnaire survey) : When I read, I review/note the characteristics of text I read such as length, genre, and organization.

Table 10.28 Frequency and percentage of noting text characteristics

Variable	Frequency	Percentage (%)
never or almost never	12	10
only occasionally	36	30
sometimes	47	39.17
usually	17	14.16
always or almost always	8	6.67
Total	120	100

Statement Twenty-eight (the 28th item in the questionnaire survey): If I don't understand the contents, I frequently monitor my understanding of reading tasks and reading materials.

Table 10.29 Frequency and percentage of self-monitoring

Variable	Frequency	Percentage (%)
never or almost never	5	4.13
only occasionally	25	20.67
sometimes	48	39.67
usually	30	24.79
always or almost always	13	10.74
Total	121	100

Statement Thirty (the 30th item in the questionnaire survey): While reading, I adjust reading speed to increase information on the basis of different reading purposes.

Table 10.30 Frequency and percentage of adjusting reading rate

Variable	Frequency	Percentage (%)
never or almost never	17	14.05
only occasionally	35	28.93
sometimes	44	36.37
usually	22	18.18
always or almost always	3	2.47
Total	121	100

Statement Thirty-one (the 31th item in the questionnaire survey): I pay attention to the implicit meaning of the passage or text while I read.

Table 10.31 Frequency and percentage of paying close attention to the implicit meaning of the text

Variable	Frequency	Percentage (%)
never or almost never	8	6.61
only occasionally	38	31.40
sometimes	47	38.85
usually	20	16.53
always or almost always	8	6.61
Total	121	100

Statement Thirty-two (the 32th item in the questionnaire survey): When the texts are long and become hard to understand, I break down larger clauses into smaller units to help me better understand.

Table 10.32 Frequency and percentage of decoding

Variable	Frequency	Percentage (%)
never or almost never	8	6.66
only occasionally	34	28.34
sometimes	45	37.50
usually	25	20.84
always or almost always	8	6.66
Total	120	100

2) Evaluating strategies consist of statement 33.

Statement Thirty-three (the 33th item in the questionnaire survey): I critically analyze and evaluate the information presented in the text.

Table 10.33 Frequency and percentage of critical analyzing and evaluating the information in the text

Variable	Frequency	Percentage (%)
never or almost never	10	8.26
only occasionally	27	22.31
sometimes	53	43.81
usually	19	15.70
always or almost always	12	9.92
Total	121	100

Appendix F Transcription of the Think-aloud sessions

Lowly Proficient Students' group (Article titled "Facebook is used more often than the Bible.")

Researcher : อ่านบทความนี้แล้ว นึกๆคิดว่าเรื่องนี้เกี่ยวข้องกับอะไรคะ

Student 5: ตอนแรกที่เริ่มอ่าน เห็นหัวข้อแล้วคิดว่าน่าจะเกี่ยวกับประวัติของเฟซบุ๊ก

Student 1 : ใช่ว่าเรื่องนี้จะเกี่ยวกับเฟซบุ๊ก

Student 6 : สังเกตจากหัวข้อบทความที่อ่านมันเป็นเรื่องเกี่ยวกับเฟซบุ๊ก แล้วก็ดูว่าเนื้อหาในเรื่องกล่าวถึงอะไรบ้าง ลองดูว่าใจความสำคัญอยู่ตรงไหน

Student 4 : เฟซบุ๊กค่ะ เห็นหัวข้อต่อมาก็อ่านเนื้อเรื่องแล้วก็แปลทุกประโยคเพื่อให้เข้าใจเนื้อหาทั้งหมด

Student 9 : ผู้เขียนบทความเค้าต้องการสื่อว่าเฟซบุ๊กได้รับความนิยมมากกว่าคัมภีร์ไบเบิล ย่อหน้าที3 มีข้อมูลเป็นตัวเลขด้วย

Student 3: ใช่ว่าย่อหน้าต่างๆก็มีข้อมูลตัวเลข ต้องอ่านซ้ำๆ จะได้ไม่งง แต่ดูหัวข้อเรื่องแล้วคิดว่าเนื้อเรื่องเกี่ยวกับเฟซบุ๊ก

Researcher: เมื่อเริ่มต้นอ่าน นึกๆเห็นหัวข้อเรื่องแล้วทำอะไรต่อ

Student 7 : เริ่มอ่านแบบคร่าวๆดูก่อน ดูด้วยว่าหัวข้อเป็นเรื่องอะไร เกี่ยวกับอะไรและอ่านบทความให้เกิดความเข้าใจ

Student 2 : ทำความเข้าใจแล้วก็อ่านอีกรอบ กลับไปอ่านซ้ำๆจนเข้าใจเนื้อหา

Student 5 : ค่อยๆอ่านแล้วค่อยๆแปล ศัพท์ไม่รู้มีเยอะ

Student 9 : คล้ายๆกับเราเลย ค่อยๆศึกษาเรื่องไปเรื่อยๆแล้วตีความหมายออกมาให้เป็นประโยค

Student 4 : จริง มันมีคำศัพท์ที่ไม่รู้หลายคำ ก็จะอ่านและแปลไปที่ละประโยคและทำความเข้าใจ

Student 1 : เห็นหัวข้อเรื่องมันน่าสนใจเลยอยากจะรู้เนื้อหาทั้งหมดของเรื่องที่อ่าน ก็เลยอ่านทุกประโยค

Student 4 : อืม...อ่านทั้งหมด ไม่ข้ามประโยคไหนเลย เดียวไม่เข้าใจ

Student 1 : ไม่อ่านประโยคไหนก็จะทำให้ไม่เข้าใจ เลยข้ามไม่ได้ เนื้อเรื่องมันไม่ต่อเนื่อง มันสำคัญทุกประโยค

Student 8: เวลาที่อ่าน ดูทุกประโยคของเนื้อหาให้ครบทั้งหมด จะทำให้รู้ว่าสิ่งที่อ่านเกี่ยวกับอะไร

Student 5 : ดูทุกประโยค ไม่ข้ามประโยคที่ไม่เข้าใจ จะได้ว่าใจความสำคัญอยู่ที่ประโยคไหน หรือย่อหน้าไหน

Researcher: น้องคนอื่นละคะ อ่านเหมือนกันกับเพื่อนรีเปล่า

Student 8: ไม่นะ อย่างแรกเลยก็คือค้นหาคำที่ไม่รู้ความหมายก่อน ต่อมาก็จะใช้ดิคชันนารีเพื่อหาความหมายของคำเหล่านั้น

Student 6 : ก่อนอื่นหนูอ่านเนื้อเรื่อง แล้วก็แปลทุกประโยคในบทความอย่างช้าๆ แล้วคิดตามสร้างจินตนาการตามไปด้วยว่าเรื่องนี้มันน่าจะเกี่ยวข้องกับอะไร

Student 3: ก็อ่านไปเรื่อยๆพร้อมจับใจความสำคัญว่าบทความสื่อถึงเรื่องอะไร แต่ไม่อ่านทุกประโยค

Researcher: อ่านเป็นบางประโยคใช่ไหมคะ เพราะอะไร

Student 3: ข้ามประโยคที่ไม่เข้าใจแล้วมองภาพรวมทั้งหมดจะดีกว่า เพราะการมองเห็นภาพก็เป็นการทำความเข้าใจอย่างหนึ่งที่เราเข้าใจประโยคได้ ไม่จำเป็นต้องอ่านทั้งหมด

Researcher: ถ้ามีจุดไหนของบทความที่อ่านไม่เข้าใจน้องจะทำอย่างไรคะ

Student 6: ก็มีบ้างที่หยุดอ่านบางครั้ง คิดก่อนแป๊บหนึ่งว่าเข้าใจเนื้อหาที่อ่านไปรีเปล่า

Student 2: เราก็คงหยุดคิดทบทวนเหมือนกัน

Student 3: ใช่ ไม่เข้าใจตรงไหนก็หยุดอ่าน

Student 9: ขณะที่อ่าน ไม่ค่อยเข้าใจหลายส่วนของเรื่อง หนูไม่อ่านข้ามไปแต่พยายามดึงความสนใจให้อยู่กับเรื่อง อ่านตั้งแต่ประโยคแรกถึงสุดท้าย

Student 4: อ่านซ้ำและหาความหมายโดยการแปลภาษา

Student 1: เราก็อ่านรอบเดียวไม่เข้าใจ ต้องอ่านซ้ำหลายๆครั้ง และทำความเข้าใจในเนื้อหา หาศัพท์ที่ไม่เข้าใจแล้วก็ตีความหมายของมันออกมาหลังจากอ่านเรื่องซ้ำๆไปแล้ว

Student 2: ไม่เข้าใจตรงไหนก็อ่านซ้ำๆและทำความเข้าใจ

Student 8: เอ่อ อ่านช้าๆค่อยๆอ่าน เน้นตรงที่ไม่เข้าใจ

Student 5: เรื่องที่อ่านไม่ยาวแต่ว่า...

Student 2: อ่านรอบเดียวไม่ค่อยเข้าใจ เหมือนเรารีบเล่า

Student 5: ใช่ เราก็จะอ่านซ้ำๆ เพื่อให้เข้าใจ อ่านอย่างช้าๆ และทำความเข้าใจด้วย

Student 6: ตรงไหนไม่เข้าใจก็ข้ามไปก่อน อ่านส่วนอื่นๆต่อไปเรื่อยๆแล้วค่อยกลับมาทบทวนอีกรอบ

Student 7: จริงๆมีไม่เข้าใจหลายประโยคนะ เราก็อ่านเนื้อเรื่องส่วนอื่นต่อไปเรื่อยๆก่อนเหมือนกัน แต่เราไม่กลับมาทบทวนใหม่ ค่อยๆแปลภาษาหาความหมายก่อน เปิดพจนานุกรม แล้วค่อยอ่านต่อ

Student 4: แปลเหมือนกัน เจอคำที่ไม่รู้จักก็ขีดเส้นใต้และจดบันทึกเพื่อให้เข้าใจในเนื้อหาที่อ่าน

Student 2: ขีดเส้นใต้ เออ เราก็ขีดเส้นใต้หรือบางทีก็ข้ามคำนั้นไปก่อน ย่อหน้าท้ายๆ มีศัพท์ยากหลายคำ ไม่รู้ความหมายก็ต้องข้ามมันไปก่อน

Student 1: เราก็จดบันทึกนะ ก็จดเป็นบางคำที่เราไม่เข้าใจและจะวงกลมหรือขีดเส้นใต้ไว้

Student 6: ถ้าเข้าใจประโยคไหนและเห็นว่ามันสำคัญ เราจะไฮไลต์ประโยคหรือย่อหน้าพวกนั้นไว้

Student 3: ใช่ ก็จดข้อความนั้น ข้อความที่ไม่เข้าใจพร้อมคำอ่าน คำแปล

Student 9: ก็ถ้าเข้าใจก็จะทำไฮไลต์ประโยคหรือข้อความนั้นๆไว้เลย

Student 4: ไฮไลต์ตรงไหนก็กลับไปอ่านอีกครั้งเพื่อจดจำเอาไว้ว่าประโยคนี้มันสำคัญนะ

Student 8: เห็นคำหรือประโยคไหนที่ไม่รู้ความหมาย บางทีก็ใช้เชื่อมโยงใจความก่อนหลังคำหรือประโยคนั้น อ่านทุกประโยคตั้งแต่ต้นแล้วแปลมาเรื่อยๆจนจบบทความ

Researcher: เวลาอ่าน น้องๆมีเพิ่มหรือลดอัตราความเร็วในการอ่านกันบ้างรึเปล่า

Student 1: อ่านบทความไปเรื่อยๆ ไม่เพิ่มความเร็ว

Student 7: ไม่ อ่านไปเรื่อยๆดีกว่า

Student 9: ใช่ค่อยๆอ่าน เราก็ไม่เพิ่มความเร็ว เดียวอ่านไม่รู้เรื่อง

Student 5: ถ้าอ่านเร็วหรือไวเกิน จะทำให้ไม่เข้าใจประโยคนั้น

Student 2: เหมือนกัน ไม่เพิ่มความเร็วเพราะถ้าเกิดอ่านเร็วจะทำให้เข้าใจยาก

Researcher: เล่าให้พี่ฟังหน่อยซิค่ะว่าอ่านเรื่องนี้แล้วเนื้อเรื่องนี้เกี่ยวข้องกับอะไร

Student 9: ประวัติคนสำคัญคะ หนูทำความเข้าใจกับประโยคแรกๆก่อน แล้วลองทำความเข้าใจกับเนื้อเรื่องว่าน่าจะเป็นเนื้อเรื่องแบบไหน

Student 5: คิดว่าเนื้อเรื่องกับชื่อเรื่องต้องสอดคล้องกันไม่มากก็น้อย เรื่องนี้เป็นเรื่องราวของคนที่สำคัญคนหนึ่ง

Student 6: ประวัติบุคคลชาวต่างชาติ

Student 7: ประวัติของ Jefferson Davis ค่ะ

Student 2: รูปภาพ कैาเป็นนักวิทยาศาสตร์

Student 5: ใช่ ใช่ เป็นนักวิทยาศาสตร์

Student 8: ประวัติบุคคลสำคัญคะ เรื่องนี้มันไม่เหมือนเรื่องที่เราอ่านก่อนหน้านี้ เพราะเรื่องนี้มันยาวกว่า มากเลย

Student 1: ครั้งแรกที่อ่านบทความยาวๆเรื่องนี้ อ่านไม่จบย่อหน้าที่5 อ่านได้แค่ครึ่งเดียวของเรื่อง ก็เลยพยายามให้ตัวเองมีสมาธิกับเรื่องที่อ่าน

Student 6: เรื่องนี้อ่านยากและเนื้อเรื่องยาวก็จริง แต่หลังจากเห็นหัวข้อแล้วเราก็พยายามทำความเข้าใจกับเรื่องที่อ่าน และไม่ออกนอกเรื่องที่หัวข้อกำหนด

Student 1: เวลาอ่านประวัติยาวๆของเจฟเฟอร์สัน ดาวิส บางทีเราเสียสมาธิไปไง ก็อ่านเรื่องซ้ำๆหลายๆครั้ง เพื่อให้เข้าใจได้ดีขึ้น จำเนื้อเรื่องได้ด้วย

Student 4: อืม เวลาที่เราดูที่แรกคือหัวข้อเรื่อง แล้วก็อ่านต่อไปเรื่อยๆจนถึงประโยคสุดท้าย เห็นคำที่ไม่รู้จักก็พยายามแปลแล้วก็อ่านเรื่องใหม่ทั้งหมดอีกครั้ง

Student 3: เราใช้วิธีค้นหาใจความสำคัญแล้วก็ภาพด้วยก็รู้ว่าเรื่องมันเกี่ยวกับอะไร จากเรื่องที่อ่านเราคาดเดาได้ว่าเนื้อหาเป็นเรื่องประวัติชีวิตนักวิทยาศาสตร์ชาวตะวันตก

Researcher: พูดถึงใจความสำคัญ น้องๆหาได้ที่ไหน หาอย่างไรกันคะ

Student 1: หาได้จากหัวข้อบทความคะ แล้วก็ย่อหน้าแรกของบทความ

Student 7: สังเกตหัวข้อบทความ ลองอ่านคร่าวๆดู

Student 2: ดูจากหัวข้อเรื่องว่าเกี่ยวกับเรื่องอะไรและไปอ่านประโยคแรกเพื่อให้เกิดใจความที่ในสำคัญ

Student 8: แปลเป็นภาษาไทยก่อนอ่าน ค่อยๆอ่านแล้วก็ทำความเข้าใจ อ่านจบก็จะรู้ว่าใจความสำคัญของเรื่องเป็นอะไร

Student 4: ใช่ อ่านไปเรื่อยๆทุกประโยคให้ครบ มันช่วยให้เข้าใจเนื้อหาได้มากกว่า ทำให้รู้ว่าเนื้อเรื่องมีใจความสำคัญตรงไหน

Student 6: ตอนที่เริ่มต้นอ่านนะ ดูหัวข้อแล้วต่อมาก็หาใจความสำคัญของเรื่องนี้

Student 8: อ่านตรงไหนไม่ได้หรือแปลไม่ได้ก็เปิดดิก ให้รู้ว่ามันหมายความว่ายังไง

Student 3: เราก็มักมีแปลบ้างเป็นบางคำ แปลแล้วช่วยให้เข้าใจบทความมากขึ้น

Student 8: คำศัพท์มีความสำคัญต่อการอ่านมากๆ เวลาเจอคำไม่รู้ก็เปิดดิกชันนารี หาศัพท์ที่ไม่คุ้นเคย ไม่รู้จักแล้วก็อ่านต่อ

Researcher: เวลาที่อ่าน น้อยๆอ่านทุกคำทุกประโยคหรือเปล่านั้น หรืออ่านข้ามประโยคที่ไม่เข้าใจ

Student 9: หนูเป็นคนที่ไม่เข้าใจภาษาอังกฤษยาก ถ้าอ่านทุกๆประโยคหรือแม้กระทั่งทำความเข้าใจอยู่ตรงนั้น ก็จะได้ไม่อ่านส่วนต่อไป

Student 1: ใช่ ไม่อ่านทุกประโยคทั้งหมด อ่านข้ามประโยคที่ไม่เข้าใจแล้วมองภาพรวมคร่าวๆว่าเนื้อหาคือเป็นยังไง

Student 8: แ่หาศัพท์ที่เราเข้าใจและพอจะแปลได้ อ่านเป็นบางประโยคที่ทำให้เราเข้าใจก็เห็นว่าเรื่องเกี่ยวกับอะไรได้เหมือนกัน ไม่เห็นจำเป็นต้องอ่านทุกประโยคเลย

Student 4: ศัพท์สำคัญต่อความเข้าใจในการอ่าน เวลาที่อ่านย่อหน้าที่2 เห็นคำที่ไม่รู้ 3 คำ ก็จะเปิดดิกชันนารีเพราะมันช่วยให้เข้าใจความหมายได้ชัดเจน

Student 5: เวลาที่อ่านประโยคที่มีคำไม่รู้จักหลายๆคำ อืมมม อย่างย่อหน้าที่10 เห็นคำยาก “encouraged”, “sympathetic” ก็มองดูส่วนที่อยู่รอบๆคำ ช่วยให้เข้าใจความหมายของมัน แล้วค่อยๆและแปลความหมายของประโยค

Student 7: เวลาเจอส่วนไหนไม่เข้าใจก็เปิดดิกและอ่านซ้ำๆอ่านจนกว่าจะเข้าใจ

Student 2: ถ้าเราเจอประโยคเนื้อหาที่ไม่เข้าใจซ้ำๆหรือถ้าอ่านไม่เข้าใจก็แปลและก็เรียบเรียงประโยคพอที่จะทำให้เข้าใจได้

Student 6: มัวแต่เปิดดิคแล้วอ่านไปก็เสียเวลานะ เราจะอ่านผ่านไปให้จบก่อนแล้วก็รวบรวม
ใจความที่จับได้ ค่อยไปเสริมกับข้อความที่ไม่เข้าใจ

Researcher: เวลาที่อ่าน มีใครหาใจความสำคัญ ใจความสนับสนุนของเรื่องรึเปล่าคะ

Student 3: ค่ะ หนูค้นหาใจความสำคัญและภาพในเรื่อง

Student 4: ใจความสำคัญช่วยให้เข้าใจเนื้อหาได้มากขึ้น แต่ประโยคสนับสนุนใจความสำคัญเป็น
ส่วนที่ช่วยให้ขยายใจความออกไปอีก หนูคิดอย่างนั้นนะ

Student 6: อ่านหัวข้อเรื่องก็พอรู้ใจความสำคัญของบทความ เราหาใจความสำคัญเจอที่ย่อหน้าแรก
ของเรื่อง

Student 8: ถ้ารู้ใจความสำคัญของบทความจะสื่อถึงอะไรก็จะเข้าใจง่ายขึ้น เราเห็นใจความสำคัญที่ย่อ
หน้าแรกเหมือนกัน

Student 1: มันช่วยให้เข้าใจขึ้นเพราะสามารถรู้ทิศทางของเรื่องที่อ่านได้

Student 2: จริง ทำให้เราเข้าใจมากขึ้นเพราะถ้าเราสามารถหาใจความสำคัญได้เราก็จะรู้และเข้าใจ
ได้มากกว่าเดิม

Student 7: ใช่ ใช่ การหาประโยคใจความสำคัญและประโยคสนับสนุนช่วยให้เข้าใจเนื้อหาได้มาก
ขึ้น

Student 9: คุณเนื้อหาว่าหัวข้ออะไรก็ดีความหมายเอา หลังจากนั้นก็จะรู้ว่าเนื้อหากล่าวอย่างไร

Student 3: เวลาอ่านไปเรื่อยๆ บางย่อหน้าไม่เข้าใจเลย ย่อหน้าต่อมาเลยไม่เข้าใจต่อเนื่องไปด้วยกัน

Student 5: เราจะแปลทีละย่อหน้า แล้วค่อยๆนำมาเชื่อมโยงกัน ประโยคไหนไม่เข้าใจก็ดู
ความหมายของประโยคที่อยู่ก่อนหรือหลังประโยคที่ไม่เข้าใจนั้น มันจะเกี่ยวข้องกันไง

Student 4: ใช่ ทำความเข้าใจแต่ละประโยคเกี่ยวข้องกันอย่างไร

Student 8: แบบอ่านข้อความข้างหน้า-ข้างหลังแล้วเชื่อมประโยค ใจความมันก็จะต่อกัน

Student 4: แบบนั้นเลย ดูจากข้อความที่ผ่านมาแล้วเดาว่าทิศทางของทิศทางของบทความควรจะไป
ทางไหน ถ้าเรายังไม่เข้าใจบางครั้งก็ต้องหยุดอ่านสักพักแล้วก็คิดทบทวนว่าเรื่องที่อ่านมาเข้าใจ
เปล่า

Student 8: อืมม ใช่

Student 2: เรื่องมันยาวไง ก็ต้องหยุดอ่านบ้างแหละ อ่านไปพักไป อ่านเร็วก็ไม่ค่อยเข้าใจ เราต้องค่อยๆอ่านเพราะเราไม่เก่งไวยากรณ์ภาษาอังกฤษ แล้วอีกอย่าง เราไม่รู้คำศัพท์ยากๆตั้งหลายคำในเกือบทุกย่อหน้า เพราะฉะนั้น อ่านช้าๆเป็นวิธีที่ช่วยให้เข้าใจเนื้อเรื่องได้

Student 7: เอ่อ คำศัพท์นี่เป็นปัญหาเวลาอ่าน การที่เราไม่รู้คำศัพท์ยากๆในบทความหลายคำ มันทำให้เราไม่เข้าใจความหมายของบางประโยคเลย เลยจำเป็นต้องอ่านแต่ละประโยคช้าๆและพยายามจะจับความหมายให้ได้ว่าเนื้อเรื่องเกี่ยวกับอะไร

Student 9: หลังจากเห็นหัวข้อเรื่อง เราก็ค่อยๆอ่านเหมือนกัน แล้วก็พยายามแปลเนื้อเรื่องทั้งหมด

Student 1: เจอคำที่ไม่เข้าใจก็ขีดเส้นใต้ไว้แล้วไปค้นหา เรื่องนี้มีศัพท์ยากเยอะนะ

Student 4: เราก็ขีดเส้นใต้ ถ้าไม่เข้าใจตรงไหนก็จดโน้ตไว้ด้วย จดเฉพาะศัพท์ที่ไม่เข้าใจ

Student 8: เราก็ไฮไลต์หรือจดลงกระดาษแผ่นอื่นแล้วหาความหมาย พจนานุกรมและประโยคที่ไม่รู้ว่ามันหมายถึงอะไร

Student 6: จดอย่างเดียวไม่ได้ ต้องแปลด้วย กลับมาอ่านใหม่แล้วมันจะงง ไม่ต่อเนื่องไง เราอ่านตรงไหนไม่ได้ก็จะแปลและก็เรียบเรียงประโยคว่าความหมายคืออะไร

Highly Proficient Students' group (article titled "Facebook is used more often than the Bible.")

Student 11: เรื่องนี้น่าสนใจ สัมผัสจากหัวข้อเรื่อง มันเกี่ยวกับการใช้เฟซบุ๊กในชีวิตประจำวัน

Student 12: เริ่มต้นเห็นหัวข้อเรื่องก็ลองอ่านคร่าวๆดูก่อนแล้วค่อยเจาะจง

Researcher: อ่านแล้ว คิดว่าบทความนี้เป็นเรื่องเกี่ยวกับอะไรคะ มีความเห็นเหมือนเพื่อนรึเปล่า

Student 12: ใช่ค่ะ เฟซบุ๊กได้รับความนิยมในการเข้าใช้งานในชีวิตประจำวันมากกว่าอ่านคัมภีร์ไบเบิล

Student 14: ตอนที่อ่าน เราค้นหาประโยคใจความสำคัญของเรื่อง สัมผัสได้จากชื่อเรื่อง เนื้อหาในตอนกลางๆแล้วก็บทสรุป เกือบทั้งเรื่องกล่าวถึงความสำคัญของเฟซบุ๊ก

Student 13: ย่อหน้าแรกๆ มีเนื้อหาที่สำคัญ

Student 18: เป็นเรื่องเกี่ยวกับเฟซบุ๊ก เริ่มอ่านบทความในตอนแรกอย่างช้าๆ เมื่อจับจุดสำคัญได้แล้ว จะพัฒนาการอ่านให้เร็วขึ้น ถ้าตรงไหนอ่านไม่เข้าใจจะอ่านต่อไป แล้วพยายามนำเนื้อหามาทบทวน

Student 10: เจอตรงไหนไม่เข้าใจก็ค่อยๆอ่าน จับประโยคที่สำคัญๆก่อน

Student 16: เหมือนเราเลย เราตั้งเป้าหมายก่อนแล้วค่อยๆอ่านจับใจความสำคัญโดยอ่านแบบผ่านๆ และค่อยอ่านซ้ำ

Student 14: คำศัพท์สำคัญนี้สำคัญมากเลยนะ ตรงไหนที่อ่านไม่เข้าใจก็เพราะศัพท์

Researcher: น้องมีวิธีอย่างไรขณะที่อ่านบทความแล้วเกิดความไม่เข้าใจเพราะคำศัพท์

Student 14: หากำศัพท์ที่ไม่รู้แล้วก็เริ่มแปลคำศัพท์ก่อน หลังจากแปลคำศัพท์เสร็จจึงเริ่มเรียบเรียงเนื้อหาตามความเข้าใจ

Student 18: ถ้าไม่เข้าใจศัพท์ก็แทบจะไม่เข้าใจบทความเลย ศัพท์มีความสำคัญมากๆ เวลาอ่านก็หาคำที่พบบ่อยๆในบทความแล้วมาเปรียบเทียบกันแต่ละประโยคว่ากล่าวถึงเรื่องไหน

Student 10: ใช่ ตอนที่เจอคำศัพท์ที่ไม่รู้ ค่ายากๆ เราก็ใช้ดิกชันนารีอังกฤษเป็นไทยช่วยค้นหาความหมายของคำนั้น

Student 15: หากำสำคัญๆของแต่ละประโยคด้วยค่ะ

Student 16: จริง เห็นด้วย คำศัพท์มีความสำคัญต่อการอ่านมากๆเลย ถ้าพบคำยากหรือไม่รู้ก็อ่านต่อไป เอาเนื้อหาข้างหน้ามารวบรวมวิเคราะห์แปลศัพท์นั้นที่ไม่เข้าใจ

Student 13: เราเปิดพจนานุกรม หาในกูเกิ้ล และหาความหมายจากสิ่งต่างๆที่อยู่รอบเรา อย่างเช่น หนังสือไทยโพสต์

Student 12: เหมือนกัน ใช้แปลเหมือนกัน ตอนที่อ่านบทความเราแปลอังกฤษเป็นไทย แล้วจึงสรุปเนื้อหาในใจ เวลาแปลก็หาคำที่คุ้นเคยแล้วเอามาเรียบเรียงอย่างง่ายก่อน จากนั้นค่อยไปหาคำที่ไม่เข้าใจ แล้วไปหาคำแปล

Student 17: เวลาอ่าน ชอบแปลอังกฤษเป็นไทยเพราะมันช่วยเราสรุปเนื้อหาทั้งหมดได้ไวขึ้น แล้วนอกนั้นก็ยังรู้คำศัพท์ใหม่ๆอีกหลายคำขณะที่แปลเรื่อง ในประโยคแรก เรากวาดตาดูเร็วๆหาศัพท์ยาก แล้วแปลเป็นภาษาไทย ตามอ่านเรื่องไปเรื่อยๆอย่างช้าๆ

Student 16: ถ้าเจอคำที่ไม่เคยเห็นหรือพบเจอก็จะจดไว้ จดเส้นใต้ วงกลม ทำสัญลักษณ์ไว้ พอกลับไปอ่าน เพื่อให้รู้ว่าเนื้อหาเป็นเรื่องเกี่ยวกับอะไร ประมาณไหน ก็ข้ามประโยคหรือคำที่ไม่รู้พวกนั้นไปก่อน

Student 15: ไฮไลต์ตรงที่ไม่เข้าใจ มีการจดโน้ตไว้แต่จะยังไม่หยุดชะงักตรงที่ไม่เข้าใจ จะอ่านต่อไป และนำเรื่องมาปะติดปะต่อจนเข้าใจได้

Student 11: ใช่ จะขีดเส้นใต้คำและเขียนคำแปลไว้ แล้วอ่านต่อ

Student 18: ขีดเส้นใต้เหมือนกัน แล้วไปหาข้อมูล แล้วนำมาเรียบเรียงเป็นประโยคสั้นๆให้เข้าใจ

Student 10: อ่านแล้วเจอจุดไม่เข้าใจจะไฮไลต์ไว้แล้วอ่านต่อ เราคิดว่าบางทีเนื้อหาที่อ่านต่อจะทำให้เราเข้าใจเอง แต่ถ้าอ่านต่อไม่เข้าใจก็จะกลับมาอ่านอีกรอบ

Student 14: เวลาเห็นคำศัพท์แปลกๆไม่ชินตาจะขีดเส้นใต้และเปิดพจนานุกรมหาคำแปล อ่านแต่ละประโยค แล้วแปลไปพร้อมกับเขียนแล้วก็อ่านต่อ หรือประโยคหนึ่งอ่านเสร็จเขียนออกมาแล้วก็แปล เราทำแบบนี้

Student 12: เวลาเจอคำหรือประโยคที่ไม่เข้าใจ เราก็ไฮไลต์ ขีดเส้นใต้และวงกลมไว้ แล้วจะเปิดดิกชันนารีเพื่อให้รู้ความหมาย แล้วจดโน้ตบันทึกไว้เพื่อให้เข้าใจง่ายว่าคำหรือประโยคนั้นๆหมายถึงอะไร อืมม..ในย่อหน้าสุดท้าย เห็นคำที่ไม่รู้ อย่างเช่น “enhancing”, “undermine” ก็ขีดเส้นใต้ไว้ นี่ไง

Student 10: จริงๆแล้วเรื่องนี้ค่อนข้างยาวแล้วมีคำยากอยู่หลายคำ ประโยคที่ไม่เข้าใจก็เยอะ แต่ไม่
ว่าเนื้อหาเป็นยังไง ก็อ่านไปเรื่อยๆ พยายามโยงความหมายของแต่ละประโยคที่เราพอจะเข้าใจเข้าใจ
ด้วยกันแล้วเดาเอาว่าเนื้อหาเป็นเรื่องเกี่ยวกับอะไร ส่วนที่อ่านแล้วเข้าใจเลยตั้งแต่อ่านรอบแรกก็มีนะ
ก็จะอ่านผ่านไปเลย ส่วนที่อ่านได้เร็ว แถวที่1 กับ2

Student 17: จริง เนื้อเรื่องที่อ่านมันยาวพอสมควร และยังเข้าใจยากอีก เวลาที่อ่านก็เลยไม่ข้ามบาง
ประโยคที่มันไม่เข้าใจแต่จะทุกประโยคทุกย่อหน้า ถ้าไม่อ่านอย่างนี้ก็ไม่รู้รายละเอียดของเรื่องที่
อ่าน

Student 18: เราก็สนใจและอยากรู้ทุกอย่างเกี่ยวกับเรื่องนี้ เลยอ่านเนื้อหาทั้งหมด จะไม่ข้าม
ประโยคที่ไม่เข้าใจไป

Student 15: เออ ย่อหน้าที่สี่มีคำศัพท์ไม่รู้ยู่หลายคำ มันยากที่จะอ่านต่อกันไปได้เรื่อยๆ แต่ก็อ่าน
ต่อไปเรื่อยๆ ไม่หยุด พิจารณาดูแล้วก็รวบรวมศัพท์ที่อยู่ก่อนและหลังคำนั้นแล้วค่อยมาตีความ
ความหมาย

Student 16: อ่านหมดทั้งเรื่องเลยหรอ ไม่... ถ้าเราเจอคำศัพท์หรือประโยคที่ไม่เข้าใจก็อ่านข้ามไป
ก่อน แล้วค่อยดูว่าเนื้อหาโดยรวมมันเกี่ยวกับอะไร มันทำให้เราเข้าใจในส่วนที่ไม่เข้าใจได้มากขึ้น

Student 12: เราก็ไม่ดูทุกประโยค ข้ามประโยคที่ไม่เข้าใจไป เลือกจับใจความสำคัญของเรื่องก็พอ
ไม่แน่ใจว่าเราเข้าใจมันได้ศิริเปล่า เริ่มสับสนเหมือนกัน เวลาที่อ่านถึงย่อหน้าที่5 ถึงย่อหน้าที่7 เรา
เลยกลับไปอ่านเรื่องใหม่อีกที นี่ลองดูซิ ตรงนี้จะเริ่มงง

Student 17: เห็นแล้ว หลายประโยคเลยที่เราก็ไม่เข้าใจ มันยาวเกินไปจนไม่ค่อยเข้าใจว่ามัน
หมายถึงอะไร เราไม่หยุดอ่าน แต่อ่านใหม่ซ้ำอีกรอบแล้วก็พยายามมีสมาธิกับเรื่องที่อ่าน

Student 11: เหมือนกัน เราก็ไม่อ่านทุกประโยค ถ้าเราอ่านประโยคที่เราอ่านได้ เราก็จะเข้าใจ
ประโยคที่เราอ่านไม่ได้เอง มันทำให้เราเข้าใจความหมายได้เร็วขึ้น ถ้ายังไม่เข้าใจอีกก็อ่านทวนซ้ำ
ตรงที่ยังไม่เข้าใจก่อนจึงจะอ่านต่อไป

Student 16: อืมม..เหมือนกัน...เจอตรงไหนในบทความที่ไม่เข้าใจก็จะอ่านซ้ำใหม่จนกว่าจะเข้าใจ
โดยเฉพาะประโยคที่ยาวมากๆ นี่ ประโยคที่ขึ้นต้น research published... 2 บรรทัดกว่าๆเลย
เข้าใจ

Lowly Proficient Students' group (article titled "Jefferson Davis")

Researcher: เล่าให้พี่ฟังหน่อยสิคะว่าอ่านเรื่องนี้แล้วเนื้อเรื่องนี้เกี่ยวข้องกับอะไร

Student 9: ประวัติคนสำคัญคะ หนูทำความเข้าใจกับประโยคแรกๆก่อน แล้วลองทำความเข้าใจกับเนื้อเรื่องว่าน่าจะเป็นเนื้อเรื่องแบบไหน

Student 5: คิดว่าเนื้อเรื่องกับชื่อเรื่องต้องสอดคล้องกันไม่มากก็น้อย เรื่องนี้เป็นเรื่องราวของคนที่สำคัญคนหนึ่ง

Student 6: ประวัติบุคคลชาวต่างชาติ

Student 7: ประวัติของ Jefferson Davis ค่ะ

Student 2: คู่มือภาพ คำเป็นนักวิทยาศาสตร์

Student 5: ไซ้ ไซ้ เป็นนักวิทยาศาสตร์

Student 8: ประวัติบุคคลสำคัญคะ เรื่องนี้มันไม่เหมือนเรื่องที่เราอ่านก่อนหน้านี้ เพราะเรื่องนี้มันยาวกว่า มากเลย

Student 1: ครั้งแรกที่อ่านบทความยาวๆเรื่องนี้ อ่านไม่จบย่อหน้าที่ 5 อ่านได้แค่ครึ่งเดียวของเรื่อง ก็เลยพยายามให้ตัวเองมีสมาธิกับเรื่องที่อ่าน

Student 6: เรื่องนี้อ่านยากและเนื้อเรื่องยาวก็จริง แต่หลังจากเห็นหัวข้อแล้วเราก็พยายามทำความเข้าใจกับเรื่องที่อ่าน และไม่ออกนอกเรื่องที่หัวข้อกำหนด

Student 1: เวลาอ่านประวัติยาวๆของเจฟเฟอร์สัน ดาวิส บางทีเราเสียสมาธิไปบ้าง ก็อ่านเรื่องซ้ำๆหลายๆครั้ง เพื่อให้เข้าใจได้ดีขึ้น จำเนื้อเรื่องได้ด้วย

Student 4: อืม เวลาที่อ่านเราดูที่แรกคือหัวข้อเรื่อง แล้วก็อ่านต่อไปเรื่อยๆจนถึงประโยคสุดท้าย เห็นคำที่ไม่รู้จักก็พยายามแปลแล้วก็อ่านเรื่องใหม่ทั้งหมดอีกครั้ง

Student 3: เราใช้วิธีค้นหาใจความสำคัญแล้วก็ภาพด้วยก็รู้ว่าเรื่องมันเกี่ยวกับอะไร จากเรื่องที่อ่านเราคาดเดาได้ว่าเนื้อหาเป็นเรื่องประวัติชีวิตนักวิทยาศาสตร์ชาวตะวันตก

Researcher: พูดถึงใจความสำคัญ นื่องๆหาได้ที่ไหน หาอย่างไรกันคะ

Student 1: หาได้จากหัวข้อบทความคะ แล้วก็ย่อหน้าแรกของบทความ

Student 7: สังเกตหัวข้อบทความ ลองอ่านคร่าวๆดู

Student 2: ดูจากหัวข้อเรื่องว่าเกี่ยวกับเรื่องอะไรและไปอ่านประโยคแรกเพื่อให้เกิดใจความที่สำคัญ

Student 8: แปลเป็นภาษาไทยก่อนอ่าน ค่อยๆอ่านแล้วก็ทำความเข้าใจ อ่านจบก็จะรู้ว่าใจความสำคัญของเรื่องเป็นอะไร

Student 4: ใช่ อ่านไปเรื่อยๆทุกประโยคให้ครบ มันช่วยให้เข้าใจเนื้อหาได้มากกว่า ทำให้รู้ว่าเนื้อเรื่องมีใจความสำคัญตรงไหน

Student 6: ตอนที่เริ่มต้นอ่านนะ ดูหัวข้อแล้วต่อมาก็หาใจความสำคัญของเรื่องนี้

Student 8: อ่านตรงไหนไม่ได้หรือแปลไม่ได้ก็เปิดดิก ให้รู้ว่ามันหมายความว่ายังไง

Student 3: เราก็มักแปลบ้างเป็นบางคำ แปลแล้วช่วยให้เข้าใจบทความมากขึ้น

Student 8: คำศัพท์มีความสำคัญต่อการอ่านมากๆ เวลาเจอคำไม่รู้ก็เปิดดิกชันนารี หาศัพท์ที่ไม่คุ้นเคย ไม่รู้จักแล้วก็อ่านต่อ

Researcher: เวลาที่อ่าน นื่องๆอ่านทุกคำทุกประโยคหรือเปล่านั้น หรืออ่านข้ามประโยคที่ไม่เข้าใจ

Student 9: หนูเป็นคนที่ไม่เข้าใจภาษาอังกฤษยาก ถ้าอ่านทุกๆประโยคหรือแม้ว่าทำความเข้าใจอยู่ตรงนั้น ก็จะไม่ได้อ่านส่วนต่อไป

Student 1: ใช่ ไม่อ่านทุกประโยคทั้งหมด อ่านข้ามประโยคที่ไม่เข้าใจแล้วมองภาพรวมคร่าวๆว่าเนื้อหาคือเป็นยังไง

Student 8: แ่หาศัพท์ที่เราเข้าใจและพอจะแปลได้ อ่านเป็นบางประโยคที่ทำให้เราเข้าใจก็เห็นว่าเรื่องเกี่ยวกับอะไรได้เหมือนกัน ไม่เห็นจำเป็นต้องอ่านทุกประโยคเลย

Student 4: ศัพท์สำคัญต่อความเข้าใจในการอ่าน เวลาที่อ่านย่อหน้าที่ 2 เห็นคำที่ไม่รู้ 3 คำ ก็จะเปิดดิกชันนารีเพราะมันช่วยให้เข้าใจความหมายได้ชัดเจน

Student 5: เวลาที่อ่านประโยคที่มีคำไม่รู้จักหลายๆคำ อืมมม อย่างย่อหน้าที่ 10 เห็นคำยาก “encouraged”, “sympathetic” ก็มองดูส่วนที่อยู่รอบๆคำ ช่วยให้เข้าใจความหมายของมัน แล้วค่อยๆและแปลความหมายของประโยค

Student 7: เวลาเจอส่วนไหนไม่เข้าใจก็เปิดดิกและอ่านซ้ำๆอ่านจนกว่าจะเข้าใจ

Student 2: ถ้าเราเจอประโยคเนื้อหาที่ไม่เข้าใจซ้ำๆหรือถ้าอ่านไม่เข้าใจก็แปลและก็เรียบเรียงประโยคพอที่จะทำให้เข้าใจได้

Student 6: มัวแต่เปิดดิคแล้วอ่านไปก็เสียเวลานะ เราจะอ่านผ่านไปให้จบก่อนแล้วก็รวบรวม
ใจความที่จับได้ ค่อยไปเสริมกับข้อความที่ไม่เข้าใจ

Researcher: เวลาที่อ่าน มีใครหาใจความสำคัญ ใจความสนับสนุนของเรื่องรึเปล่าคะ

Student 3: ค่ะ หนูค้นหาใจความสำคัญและภาพในเรื่อง

Student 4: ใจความสำคัญช่วยให้เข้าใจเนื้อหาได้มากขึ้น แต่ประโยชน์สนับสนุนใจความสำคัญเป็น
ส่วนที่ช่วยให้ขยายใจความออกไปอีก หนูคิดอย่างนั้นนะ

Student 6: อ่านหัวข้อเรื่องก็พอรู้ใจความสำคัญของบทความ เราหาใจความสำคัญเจอที่ย่อหน้าแรก
ของเรื่อง

Student 8: ถ้ารู้ใจความสำคัญของบทความจะสื่อถึงอะไรก็จะเข้าใจง่ายขึ้น เราเห็นใจความสำคัญที่ย่อ
หน้าแรกเหมือนกัน

Student 1: มันช่วยให้เข้าใจขึ้นเพราะสามารถรู้ทิศทางของเรื่องที่อ่านได้

Student 2: จริง ทำให้เราเข้าใจมากขึ้นเพราะถ้าเราสามารถหาใจความสำคัญได้เราก็จะรู้และเข้าใจ
ได้มากกว่าเดิม

Student 7: ใช่ ใช่ การหาประโยคใจความสำคัญและประโยคสนับสนุนช่วยให้เข้าใจเนื้อหาได้มาก
ขึ้น

Student 9: คุณเนื้อหาว่าหัวข้ออะไรก็ดีความหมายเอา หลังจากนั้นก็จะรู้ว่าเนื้อหากล่าวอย่างไร

Student 3: เวลาอ่านไปเรื่อยๆ บางย่อหน้าไม่เข้าใจเลย ย่อหน้าต่อมาเลยไม่เข้าใจต่อเนื่องไปด้วยกัน

Student 5: เราจะแปลทีละย่อหน้า แล้วค่อยๆนำมาเชื่อมโยงกัน ประโยคไหนไม่เข้าใจก็ดู
ความหมายของประโยคที่อยู่ก่อนหรือหลังประโยคที่ไม่เข้าใจนั้น มันจะเกี่ยวข้องกันไง

Student 4: ใช่ ทำความเข้าใจแต่ละประโยคเกี่ยวข้องกันอย่างไร

Student 8: แบบอ่านข้อความข้างหน้า-ข้างหลังแล้วเชื่อมประโยค ใจความมันก็จะต่อกัน

Student 4: แบบนั้นเลย ดูจากข้อความที่ผ่านมาแล้วเดาว่าทิศทางของทิศทางของบทความควรจะไป
ทางไหน ถ้าเรายังไม่เข้าใจบางครั้งก็ต้องหยุดอ่านสักพักแล้วก็คิดทบทวนว่าเรื่องที่อ่านมาเข้าใจ
เปล่า

Student 8: อืมม ใช่

Student 2: เรื่องมันยาวไง ก็ต้องหยุดอ่านบ้างแหละ อ่านไปพักไป อ่านเร็วก็ไม่ค่อยเข้าใจ เราต้องค่อยๆอ่านเพราะเราไม่เก่งไวยากรณ์ภาษาอังกฤษ แล้วอีกอย่าง เราไม่รู้คำศัพท์ยากๆตั้งหลายคำในเกือบทุกย่อหน้า เพราะฉะนั้น อ่านช้าๆเป็นวิธีที่ช่วยให้เข้าใจเนื้อเรื่องได้

Student 7: เอ่อ คำศัพท์นี่เป็นปัญหาเวลาอ่าน การที่เราไม่รู้คำศัพท์ยากๆในบทความหลายคำ มันทำให้เราไม่เข้าใจความหมายของบางประโยคเลย เลยจำเป็นต้องอ่านแต่ละประโยคช้าๆและพยายามจะจับความหมายให้ได้ว่าเนื้อเรื่องเกี่ยวกับอะไร

Student 9: หลังจากเห็นหัวข้อเรื่อง เราก็ค่อยๆอ่านเหมือนกัน แล้วก็พยายามแปลเนื้อเรื่องทั้งหมด

Student 1: เจอคำที่ไม่เข้าใจก็ขีดเส้นใต้ไว้แล้วไปค้นหา เรื่องนี้มีศัพท์ยากเยอะนะ

Student 4: เราก็ขีดเส้นใต้ ถ้าไม่เข้าใจตรงไหนก็จดโน้ตไว้ด้วย จดเฉพาะศัพท์ที่ไม่เข้าใจ

Student 8: เราก็ไฮไลต์หรือจดลงกระดาษแผ่นอื่นแล้วหาความหมาย พจนานุกรมและประโยคที่ไม่รู้ว่ามันหมายถึงอะไร

Student 6: จดอย่างเดียวไม่ได้ ต้องแปลด้วย กลับมาอ่านใหม่แล้วมันจะงง ไม่ต่อเนื่องไง เราอ่านตรงไหนไม่ได้ก็จะแปลและก็เรียบเรียงประโยคว่าความหมายคืออะไร

Highly Proficient Students' group (article titled "Jefferson Davis")

Researcher: เรื่องนี้เป็นเรื่องที่ตองนะคะ ช่วยให้ความคิดเห็นหน่อยสิคะว่าเรื่องที่อ่านไปเป็นเรื่องเกี่ยวกับอะไร ขณะที่อ่านพบอะไรบ้าง

Student 14: ค่ะ เรื่องนี้ยาวกว่าเรื่องเฟซบุ๊ก ศัพท์ยากๆก็มีมากด้วย

Student 11: เวลาเริ่มอ่านก็มองดูหัวข้อเรื่องก่อนเลย จะได้ว่าวันใดวันหนึ่งว่าเป็นเรื่องเกี่ยวกับอะไร

Student 17: เรื่องที่อ่านไปหรือคะ คำเป็นบุคคลที่มีชื่อเสียง หนูไม่รู้จัก ไม่เคยอ่านมาก่อน แต่เนื้อเรื่องยาวมาก บางครั้งรู้สึกว่ามันน่าเบื่อที่จะอ่านให้จบ ไม่มีสมาธิอ่าน แต่หนูก็พยายามที่จะไม่ข้ามประโยคที่ไม่เข้าใจ ให้ตัวเองติดอยู่กับการอ่านเพราะมันทำให้หนูเข้าใจเรื่องทั้งหมดได้

Student 12: เป็นประวัติของ Jefferson Davis อ่านดูแล้วคำเป็นนักการเมือง

Student 10: ใช่ เรื่องเกี่ยวกับประวัติของบุคคลที่มีชื่อเสียง เป็นเรื่องของเค้าตั้งแต่เกิดถึงตาย

Student 15: มีศัพท์ที่ไม่รู้เยอะเหมือนเรื่องที่แล้วเลย อย่างในประโยคหนึ่งไม่ได้มีคำศัพท์แค่คำเดียว เราจะอ่านประโยคโดยรวมและแปลความหมาย ไม่ได้แปลทุกคำในประโยค

Student 18: คำศัพท์ที่สำคัญมากต่อความเข้าใจ ไม่เข้าใจความหมายของมันก็อ่านประโยคไม่รู้เรื่อง

Student 14: มันช่วยให้เข้าใจเนื้อหาในบทความได้มากขึ้น เวลาเจอคำยากๆก็จะสังเกตศัพท์ข้างหน้าและศัพท์ข้างหลังว่าแปลว่าอะไรแล้วทบทวนศัพท์คำที่ไม่เข้าใจว่าน่าจะเป็นอะไรได้ในประโยคนั้นๆ

Student 13: เวลาเริ่มอ่าน เราจะดูชื่อเรื่องก่อนว่าเป็นเรื่องเกี่ยวกับอะไร ยังไม่สนใจศัพท์ อ่านไปเรื่อยๆ ตั้งแต่ประโยคแรกหรือบทนำ แต่เรื่องที่อ่านจบไปนั้นชื่อเรื่องค่อนข้างชัดเจน ทำให้รู้ว่บทความนี้จะสื่อถึงอะไร

Student 17: พอได้บทความมาอ่าน ดูหัวข้อเรื่องก่อนเลยว่ามันเป็นเกี่ยวกับเรื่องอะไร แล้วดูคำศัพท์จับใจความสำคัญ

Researcher: น้องคนอื่นๆละคะ เวลาเริ่มอ่าน เห็นชื่อเรื่องแล้วทำอย่างไรต่อ

Student 16: อ่านเนื้อหาของเรื่องต่อไป

Student 15: พยายามจับใจความสำคัญของเนื้อเรื่องว่าได้กล่าวถึงเรื่องอะไรบ้าง

Student 11: เริ่มอ่านเรื่องนี้ ก็มองที่หัวข้อก่อนเลย แล้วก็แปลจากประโยคภาษาไทยเป็นภาษาอังกฤษ.... อ่านไปเรื่อยๆ บางครั้งไม่เข้าใจเนื้อเรื่องที่อ่านเพราะศัพท์ยากมีมาก แต่พยายามดูเนื้อเรื่องติดตามอ่านอย่างช้าๆ ถามตัวเองว่าในช่วงต้นๆของเรื่องมีอะไรเกิดขึ้นบ้าง ตอนกลางล่ะ แล้วก็ตอนท้ายเป็นยังไง

Student 10: ก็เริ่มอ่านแล้วตรงไหนที่มีคำศัพท์ที่ไม่เคยเห็นก็จะใช้การแปลศัพท์ มองด้วยว่ามีศัพท์ยากมากน้อยเพียงใด

Student 12: พยายามแปลเนื้อหา แปลบางคำที่อยากรู้ บางคำไม่รู้ก็ต้องแปล

Student 18: จะแปลเมื่อเราไม่สามารถรู้ได้ด้วยตัวเองจริงๆ

Student 17: เห็นคำที่ไม่รู้หลายคำ เช่น controversy เราเดาความหมายของคำไม่ได้ด้วย เพื่อให้เข้าใจเนื้อหามากขึ้น มันจำเป็นนะที่ต้องรู้ความหมายของคำสำคัญและคำที่ไม่รู้ ก็ต้องเปิดพจนานุกรมเพื่อค้นหาความหมาย

Student 14: พออ่านบทความจบ ก็สรุปเนื้อหาของเรื่องทีอ่านไปแล้วในหลายๆประเด็นในใจ เช่นว่า Jefferson Davis เป็นใคร ทำไมเค้าถึงได้เป็นบุคคลที่มีชื่อเสียง และมีอะไรเกิดขึ้นบ้างในชีวิตของเค้า ในที่สุดก็ได้รู้ใจความสำคัญและแนวคิดของเรื่องว่ามันเกี่ยวกับอะไร

Student 13: พออ่านจบรอบแรก เห็นคำยากๆหลายคำ ก็ข้ามไปเลย ไม่อ่าน ไปอ่านส่วนอื่นอย่างรวดเร็ว คิดว่าวิธีนี้ไม่ทำให้เข้าใจเนื้อเรื่องทั้งหมดได้แต่ว่าสามารถสรุปเนื้อหาทั้งหมดได้ง่ายกว่า

Student 10: อ่านข้ามบ้างเหมือนกัน ไม่ดูทุกประโยค เพราะรู้ศัพท์ไม่ได้เยอะ เวลาเจอประโยคที่ไม่เข้าใจ เมื่อเราไม่เข้าใจในประโยคนั้น แต่เข้าใจเรื่องแบบโดยรวมก็พอรู้แล้วล่ะว่าเป็นเรื่องเกี่ยวกับอะไร และอ่านแบบนี้ก็ได้ข้อสรุปเหมือนกัน อาจไม่ถูก 100% แต่ก็ไ้

Researcher: มีใครมีความคิดเห็นต่างจากเพื่อนบ้างไหมคะ

Student 11: หนูคิดว่ารายละเอียดเล็กๆน้อยๆก็สำคัญนะ หนูดูทุกประโยคของเนื้อหาให้ครบทั้งหมดเมื่อเราสนใจในเรื่องที่อ่าน เราก็อยากรู้ทุกๆรายละเอียดของเรื่อง ใช้การอ่านช้าๆ

Student 13: อ่านช้าๆเหมือนกัน เพราะว่าเนื้อหาของเรื่องยาวแล้วก็ซับซ้อน เวลาอ่านเลยหยุดชะงักบ้างบางครั้ง เลยอ่านช้าๆเพื่อให้เข้าใจเรื่องได้ดีขึ้น

Student 11: เวลาอ่านบทความ เราเข้าใจมันได้น้อยมาก เพราะศัพท์ยากมีหลายคำ หลายครั้งที่ต้องกวาดตาอ่านไวๆ ทำให้ไม่เข้าใจว่าเรื่องนี้เป็นเรื่องอะไร ในที่สุดก็อ่านช้าๆให้มากขึ้น

Student 18: เราอ่านตอนต้นเรื่องอย่างช้าๆ เพราะมันอาจจะมีประโยคใจความสำคัญอยู่ พอรู้ประเด็นสำคัญก็อ่านเรื่องได้ไวขึ้น ถ้ายังไม่เข้าใจส่วนไหนก็จะอ่านต่อไปเรื่อยๆ แล้วค่อยกลับมาทบทวนใหม่ทั้งหมดอีกที

Student 13: เวลาอ่านสองย่อหน้าแรก เราจินตนาการถึงความเกี่ยวข้องของความหมายระหว่างย่อหน้า ย่อหน้าที่สองพาดพิงแล้วเกี่ยวข้องกันกับเนื้อหาของย่อหน้าแรก

Student 15: เราอ่านเนื้อเรื่องทั้งหมดตั้งแต่ประโยคแรกไปจนถึงสุดท้าย แล้วก็แปลเนื้อหาไปพร้อมๆ กันไปด้วย จินตนาการตามไปว่าเนื้อเรื่องมีอะไรมาก่อน อะไรมาทีหลัง

Student 17: อ่านแต่ละย่อหน้าต่อๆ กันไป คิดช้าๆ ตามไปด้วยว่าเนื้อหาควรเป็นเรื่องเกี่ยวกับอะไร สร้างภาพในใจตามไปให้เห็นความเกี่ยวข้องกันของแต่ละย่อหน้า

Student 11: เรื่องประวัติของคนที่ไม่เคยรู้จักมาก่อน ถ้าเราจินตนาการตามไปก็ยังไม่ออก ต้องอ่านทวนใหม่อีกครั้ง และพยายามหาศัพท์ที่ไม่เข้าใจ เพราะคำศัพท์บางคำมีหลายความหมาย ใช้กับหลายสถานการณ์ จำเป็นต้องเลือกใช้ศัพท์ให้ตรงตามความหมาย

Researcher: เวลาพบส่วนไหนของบทความที่อ่านไปแล้วเกิดความไม่เข้าใจ จะทำอย่างไรให้เข้าใจส่วนนั้น

Student 10: เนื้อเรื่องค่อนข้างเจาะจง เลือกอ่านเนื้อหาส่วนอื่นต่อไป อาจนำความหมายของส่วนอื่นนั้นกลับมาเชื่อมโยงกับเนื้อหาส่วนที่ไม่เข้าใจได้

Student 16: อ่านช้าๆ ไปซ้ำมาหรือลองอ่านส่วนอื่นๆ ไปเรื่อยๆ ก่อนแล้วก็จะเข้าใจความหมายของประโยคนั้นว่าน่าจะเป็นประโยคที่ว่าด้วยอะไรที่จะเข้ากับเนื้อหาของประโยคอื่นๆ

Student 14: เหมือนกัน เราก็อ่านเนื้อหาทั้งเรื่องต่อไปเรื่อยๆ ตั้งใจอยู่กับตรงนั้นตลอด เพราะอาจจะมีส่วนประโยคที่เราอ่านแล้วมันเข้าใจ เราก็ลองเชื่อมโยงประโยคดู นำบทความมาปะติดปะต่อกันให้เป็นประโยคเดียวกัน

Student 18: อ่านช้าๆ ค่อยๆ อ่านไปเรื่อยๆ ก่อนแล้วค่อยย้อนกลับมาอ่านซ้ำอีก

Student 13: อืม..ย่อหน้าที่7 และ8 เนื้อหาของเรื่องมันเริ่มยาก ถ้าไม่อ่านมันช้าก็อาจจะไม่เข้าใจย่อหน้าถัดไป ย้อนกลับไปอ่านเพื่อความมั่นใจในประโยค

Student 12: เราเห็นหลายประโยคเนื้อหา มันซับซ้อน ไม่ค่อยเข้าใจ แล้วศัพท์ก็ยากเกินที่จะเดา ความหมาย เราเลยหยุดอ่านแล้วดูเนื้อหา คิดถึงเรื่องที่เราอ่านไปแล้วเพื่อให้พอจะรู้ความหมายของคำเหล่านั้น

Researcher: อ่านเนื้อเรื่องทุกประโยคหรืออ่านข้ามบางประโยคไปคะ

Student 12: ไม่เคยอ่านข้ามประโยคคะ จะอ่านทุกประโยคในเรื่อง เราคิดว่ามันจะทำให้เรารู้รายละเอียดทั้งหมด รู้ประเด็นสำคัญของเรื่องว่าเป็นอะไร แล้วก็ยังรู้ด้วยว่าประโยคใดมีความสำคัญมันอยู่ตรงไหน

Student 10: ก็มีหยุดอ่านบางครั้งเหมือนกัน แล้วลองคิดทบทวนดูว่าเข้าใจเนื้อหาที่อ่านไปมากน้อยเพียงใด แล้วจับใจความให้สัมพันธ์กัน

Student 15: เรื่องนี้เนื้อหาขามาก ใจความก็มีมากด้วย แต่เราว่า ค้นหาใจความสำคัญง่ายขึ้น มองเนื้อหาผ่านไปเร็วๆ แล้วสรุปสิ่งที่คนแต่งเค้าต้องการสื่อออกมา ส่วนเนื้อหาสนับสนุนมันไม่ใช่ประเด็นสำคัญ ใช้ส่งเสริมให้คนอ่านอ่านเนื้อหาทั้งหมดจนจบ ทำให้เรื่องน่าสนใจขึ้น

Student 10: เวลาค้นหาใจความสำคัญของเรื่องนี้ก็จะใช้ความรู้ที่มีมาก่อนแล้วก็ดูหัวข้อเรื่องด้วย เราเคยอ่านประวัติคนสำคัญๆหลายคนมาก่อน เค้าจะบรรยายเหตุการณ์ชีวิตตามลำดับเวลา ทันทีที่อ่านเรื่องนี้ก็เห็นว่ามันเป็นเรื่องเกี่ยวกับบุคคลสำคัญเหมือนกัน พออ่านจบ ก็รู้ประวัติอย่างละเอียดและความสำคัญของ Jefferson Davis

Student 16: ถ้าหาใจความสำคัญเจอก็ทำให้เราเข้าใจเนื้อหาของเรื่องได้มากขึ้น รู้ว่าเรื่องที่อ่านเป็นเรื่องเกี่ยวกับอะไร แล้วเราก็จะรู้เนื้อเรื่องได้ไม่ยาก ประโยคสนับสนุนใจความสำคัญช่วยให้ใจความสำคัญมีความชัดเจนมากขึ้น

Student 11: ไม่ใช่แค่ทำให้เนื้อหา มีความชัดเจนมากขึ้น แต่เราคิดว่าช่วยให้เราผ่อนคลายในขณะที่อ่าน และช่วยให้เข้าใจในการอ่านมากขึ้น ทำให้เราอ่านต่อไปเรื่อยๆจนจบ

Student 14: รู้ประโยคใจความสำคัญทำให้เข้าใจประโยคต่างๆได้ เข้าใจเนื้อหามากขึ้น การจับประเด็นที่ผู้เขียนต้องการจะสื่อสารกับเรา จะทำให้เข้าใจในการอ่านแต่ละครั้ง ประโยคสนับสนุนก็ทำให้เข้าใจเนื้อหาได้มากขึ้นเหมือนกัน

Student 18: หา main idea ได้ก็จะช่วยให้เนื้อหานั้นรู้เรื่องขึ้น ถึงแม้บางทีจะมีศัพท์ที่เราไม่สามารถแปลได้ก็ตาม main idea ทำให้รู้ว่าเรื่องที่อ่านนั้นเกี่ยวข้องกับอะไร เจตตรงไหนก็จะขีดเส้นใต้ได้เลย แล้วทำบันทึกโน้ตสั้นๆไว้ด้วย

Student 16: ขณะที่อ่าน เราก็ใช้วิธีขีดเส้นใต้ไว้ก่อนด้วยเหมือนกัน ตรงที่ไม่เข้าใจ แล้วค่อยไปศึกษาเพิ่มเติมเอา

Student 13: เจอศัพท์ที่ไม่เข้าใจก็จดไว้ในสมุดโน้ตแล้วค่อยไปหาความหมาย จะจดเรียงลำดับคำศัพท์ตามย่อหน้าบนลงล่าง

Student 12: เราก็จดศัพท์ไว้เหมือนกัน บันทึกความหมายของแต่ละประโยคแล้วค่อยสรุปพร้อมกันตอนอ่านเสร็จ

Student 17: ปกติเราชอบจดบันทึกไว้ในเศษกระดาษถ้าเจอประโยคที่ไม่เข้าใจ

Student 15: ในเวลาที่กำลังอ่านเรื่องนี้ จดหัวข้อหรือเนื้อหาที่เราไม่เข้าใจไว้บนชีตเล็กๆ แล้วหาคำตอบในส่วนที่เราไม่เข้าใจทีหลัง ถ้าไม่จดมันก็จะลืม

Appendix G Interview Questions

Interview Protocol

(Adapted from Cresswell, 1998)

Interview Topic:

Name of the study:

Date/time:

Name of Setting:

Duration of interview:

Interviewer:

Interviewee:

Purposes of the interview:

1. To acquire further detailed and in-depth information in addition to the data gathered from think-aloud
2. To clarify the unclear or ambiguous data in the same point gained from think-aloud.

A set of interview questions:

1. When you read the text, what do you do first?
2. Do you scan or skim the text before you read?
3. Do you look for the main idea and the supporting ideas when you read? If so, in your opinion, what is the most important between the main idea and the supporting ideas? Please explain.
4. Could you tell me the differences between the main idea and the supporting ideas?
5. While reading, do you use context clues to increase understanding?
6. When you find the difficult or unfamiliar vocabularies, what do you do?
7. When you read, do you think consulting the dictionary is important? If so, please explain why. If not, please also explain your reason(s). And how often do you use it?
8. Do you think the knowledge of grammatical structure is important to your reading?
9. Do you adjust your reading rate when you read?

10. When you read, do you ask yourself any questions? If you do so, please explain why and how often?
11. Do you translate the English passages into Thai? If so, why you need to do and how often?
12. Do you bring your background knowledge and experience to the text you read to help understanding? If so, please briefly explain how you use it.
13. While reading, do you use visual images about the text you read?
14. Do you summarize and/or synthesize the text after you read? If you do not, what do you do after finishing reading?
15. What do you do when your comprehension problems occur and/or develop?

Probes that keep interviews going:

To clarify unclear claims, the researcher has to ask the interviewee for a more specific answer for an open-ended question accordingly.

1. That sounds great! Would you explain more about that?
2. Please give me a real example of that.
3. Can you give reasons for your answer?
4. Could you provide further detailed information about that?

Ending questions and words:

Is there anything else you would like to add that I didn't ask you about? If not, I thank you for your participation. Please make sure that your name and personal information will kept in confidential and not revealed in the findings of the study.

Appendix H Interview questions (Thai language version)

คำถามสัมภาษณ์นักศึกษาชั้นปีที่1 สาขาวิชาการบัญชี ระดับประกาศนียบัตรวิชาชีพชั้นสูง

1. เมื่อน้องอ่านบทความหรือหนังสือภาษาอังกฤษ สิ่งที่น่าจะทำเป็นอย่างแรกคืออะไร
2. ก่อนที่จะเริ่มอ่านภาษาอังกฤษ น้องมักใช้วิธีอ่านเร็วๆและอ่านผ่านๆอย่างผิวเผินต่อเนื่องหาของสิ่งที่อ่านหรือไม่
3. ขณะที่อ่านบทความภาษาอังกฤษ น้องมองหาใจความสำคัญหรือใจความสนับสนุนหรือไม่ และถ้าทำ น้องช่วยตอบว่าอะไรคือสิ่งที่สำคัญที่สุดระหว่างใจความสำคัญกับใจความสนับสนุน
4. น้องช่วยบอกถึงความแตกต่างระหว่างใจความสำคัญกับใจความสนับสนุน
5. ขณะที่อ่านหนังสือภาษาอังกฤษ น้องใช้ข้อความแวดล้อมต่างๆ ที่ช่วยในการเข้าใจความหมาย เพื่อเพิ่มความเข้าใจหรือเปล่า
6. ขณะที่กำลังอ่านบทความภาษาอังกฤษ น้องจะอย่างไรเมื่อพบคำศัพท์ที่ไม่รู้ คำศัพท์ที่ไม่คุ้นเคย และคำศัพท์ที่ยาก
7. น้องคิดว่าการใช้พจนานุกรมภาษาอังกฤษเป็นสิ่งที่สำคัญหรือไม่ ถ้าน้องคิดว่าสำคัญ ช่วยอธิบายว่าเพราะอะไร ถ้าน้องคิดว่าไม่สำคัญ ช่วยบอกเหตุผลว่าเพราะอะไร และน้องใช้พจนานุกรมภาษาอังกฤษบ่อยมากน้อยเพียงใด
8. น้องคิดว่าความรู้เกี่ยวกับโครงสร้างทางไวยากรณ์เป็นสิ่งที่สำคัญต่อการอ่านหนังสือหรือบทความภาษาอังกฤษหรือไม่
9. ขณะที่อ่านบทความหรือหนังสือภาษาอังกฤษ น้องปรับระดับความเร็วในอ่านให้ช้าลงหรือไวขึ้นหรือไม่
10. น้องตั้งคำถามกับตัวเองในใจเกี่ยวกับเนื้อเรื่องของบทความภาษาอังกฤษขณะที่กำลังอ่านหรือไม่ ถ้าทำ ช่วยอธิบายเหตุผลว่าเพราะอะไร และบ่อยมากน้อยเพียงใด
11. ขณะที่กำลังอ่านภาษาอังกฤษ น้องแปลข้อความจากภาษาอังกฤษเป็นภาษาไทยหรือไม่ ถ้าทำ ช่วยอธิบายเหตุผลว่าเพราะอะไร และบ่อยมากน้อยเพียงใด

12. ขณะที่น้องกำลังอ่านบทความภาษาอังกฤษ น้องได้นำความรู้ที่มีอยู่เดิมหรือประสบการณ์เดิมๆ ในชีวิตมาช่วยในการเพิ่มความเข้าใจหรือไม่ ถ้าทำ น้องช่วยอธิบายสั้นๆว่าน้องมีวิธีการเช่นนั้นอย่างไร
13. ถ้าขณะที่อ่าน น้องไม่เข้าใจเนื้อหาส่วนใดส่วนหนึ่ง น้องจะใช้จินตนาการหรือภาพที่เกิดในใจในการเพิ่มความเข้าใจเกี่ยวกับเนื้อหาของสิ่งที่อ่านหรือไม่
14. หลังจากอ่านบทความภาษาอังกฤษเสร็จ น้องสรุปหรือรวบรวมประเด็นสำคัญหรือไม่ ถ้าไม่ทำ อะไรคือสิ่งที่น้องทำต่อเนื้อหาที่อ่านมา
15. ขณะที่อ่าน เมื่อปัญหาเกี่ยวกับความเข้าใจในการอ่านได้เกิดขึ้นหรือมีเพิ่มมากขึ้น น้องจะทำอย่างไรเพื่อแก้ไขปัญหานั้น

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