

ENGLISH READING STRATEGIES USED BY THAI STUDENTS WITH DIFFERENT ENGLISH EXPOSURES FROM DIFFERENT EDUCATIONAL INSTITUTIONS

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Abstract

This study aims to examine the English reading strategies employed by science students who are studying in the higher educational institutions in the Northeast of Thailand. Specifically, it has two purposes which are: 1) to investigate the frequency of reading strategies employed by students studying at public and private educational institutions, and 2) to examine whether the choices of reading strategies used vary significantly among the students' types of institutions, and English exposures. Survey of Reading Strategies (SORS) questionnaires were administered to 549 undergraduate students. The statistical methods used to analyze the data were mean score (\bar{x}), Standard Deviation (S.D), and Analysis of Variance (ANOVA). The findings reveal that 1) science students reported moderate level of strategies used both in overall use and in the three main categories, and 2) types of institutions and English exposures affected the students' strategies choices.

Keywords: reading strategies, types of institutions

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1. INTRODUCTION

For ESL or EFL learners, the ability to read English texts effectively has been one of the essential skills in their educational advancement. Of all the four language skills, reading skill is necessary for students studying at the tertiary level. Students need to be equipped with this skill when they reach higher education as some textbooks and journals are written in English. In addition, Thai L2 learners need to have sufficient reading skill to be able to perform well and compete with other nationals studying in Thailand and to better equip themselves with the skill if they decide to study abroad. According to Grabe and Stoller (2007, p.51), reading is viewed as the ability to understand information in a text and interpret it appropriately. Reading proficiency involves factors such as the ability of word recognition, familiarity with text structure and topic, awareness of various reading strategies, and conscious use and control of these strategies in processing a text (Pang, 2008). Reading strategies are ways or tactics of processing that the readers used intentionally to construct meaning or comprehension from the written text (Songsingchai, 2010, p.9). For students with high reading ability, the importance of reading strategies are recognized to help them have better comprehension as well as overcome reading problems (McNamara, 2009). It has been found that effective readers are more aware of reading strategies used than less effective readers (Mokhtari and Reichard, 2004). Research works on reading strategies have grown tremendously in the recent years. Many researchers in this field mentioned that a variety of reading strategies used can facilitate reading comprehension and solve

reading difficulties (Aegpongaow, 2008; Oranpattanachai, 2012; Chen and Intaraprasert, 2014). However, various factors could have an impact on the reading strategies of the learners. For example, the interactions between the text and a readers' background (Oxford, 2011), reading anxiety (Song, 2010), learning experience (Munsakorn, 2012), etc. The knowledge about students' reading strategies used in relation to the two uninvestigated variables, namely, types of educational institutions and English exposures may have implications for language teachers to help L2 learners read English academic texts effectively. In relation to types of institution, public or autonomous public university is a type of institution considered prestigious and well-respected in the Thai education system. In the past, all public universities were fully supported by the government. Currently, some public universities have become autonomous public universities and placed outside the administration of the official civil service (Kirtikara, 2002). The tuition fees of the institutions of this type are lower than those of private institutions. As a result, many secondary school graduates want to pursue their studies in this type of institution and the entrance examination competition is quite intense. As selected by either the test directly administered by the institutions or the central admission system (Higher Education, 2010), many students in the institutions of this type seem to be proficient learners. Regarding private institutions, they were rooted differently. According to Praphamontipong (2008), the emergence of private higher education institutions are classified into three different forms: pluralizing religious-oriented, semi-elite, and demand-absorbing. Pluralizing

religious-oriented institutions were rooted from religious foundations. The semi-elite institutions were founded by business elites, while the demand-absorbing institutions were normally established to absorb the students' demands. The entrance examination competition at private higher education institutions is less intense than those of the public institutions. The current students at public and private institutions have different background of English proficiency so they may employ different choices of strategies to deal with reading. Regarding English exposures, the students with different English exposures have different language experiences. Those who learn English language courses provided by their educational institutions as compulsory or elected courses may employ reading strategies differently from those who do not restrict themselves to learning English courses provided by their educational institutions. Studies about reading strategies employed by students studying at public and private educational institutions seem scarce. Thus, the present investigation is able to fill the gap by investigating how Thai students studying at public and private educational institutions deal with their academic reading in English through employing various reading strategies. In this study, the two specific research questions are answered: 1) How frequently are the reading strategies reported being employed by Thai science students studying at public and private educational institutions? 2) Do the students' choices of reading strategies vary significantly according to the types of institutions and English exposures?

2. RESEARCH METHOD

This section presents the research

methods used in the study. Operational definitions, research samples, instrument, and data analysis are explained in the subsequent sections.

2.1 Operational Definition

-Students' Reading Strategies

Definitions of reading strategies were adapted from Mokhtari and Sheorey (2002) who categorized reading strategies into three main categories: Global Reading Strategies (GLOB), Support Strategies (SUP), and Problem Solving Strategies (PROB). The term Global Strategies refers to the techniques or strategies that students employ in order to monitor and manage their reading when dealing with academic texts. Sample global reading strategies are having a purpose in mind, previewing the text as to its length and organization, and using typographical aids, tables, and figures. Support Strategies refers to the techniques or strategies that the students employ to assist them in comprehending the academic texts. Sample support strategies are using a dictionary, taking notes, highlighting textual information. Problem Solving Strategies refers to techniques or strategies that the students employ to solve problems while reading academic texts. Sample problem solving strategies are trying to get back on track when losing concentration, and adjusting reading speed according to what is being read.

-Educational Institutions

The term Educational Institutions refer to the two types of institutions offering education mainly for the higher education in Northeast of Thailand. They are public or autonomous public universities and private

colleges or universities.

-English Exposures

There are two types of English exposures: restricted and non-restricted. **'Restricted'** refers to those who learn English language courses provided by their educational institutions as compulsory or elected courses only. **'Non- restricted'** refers to those who do not restrict themselves to learning English courses provided by their educational institutions as compulsory or elected courses only. They learn English on their own outside the classroom with private teachers, other reading materials, and available media.

2.2 Research Samples

Two sampling techniques were used. Science students were selected to participate in the study. The stratified sampling technique was employed to select the 280 participants from public or autonomous public university students and 269 private university or college students studying in the Northeast of Thailand. Among the 280 students from public institutions, 132 of them were from Suranaree University of Technology and 148 were from KhonKean University, NongKhai Campus. For the private institutions, 149 were students from Vongchavalitkul University and 120 were from Nakhon Ratchasima College. In relation to English exposures, 317 out of 549 research samples were classified into a non-restricted group, while 232 research samples were classified into a restricted group.

2.3 Instrument and Piloting

The original English version of

questionnaire (30 items) was developed by Mokhtari and Sheorey (2002). It was translated by a Thai native researcher. This is to prevent misunderstanding due to the language problem of the respondents. Having been cross-checked through back translation by three Thai English teachers who were the researcher's colleagues for the accuracy and wording of the translation, the Thai version of the questionnaire was used for piloting. Sixty students participated in the piloting stage. They were taken from the research population (Suranaree University of Technology and Vongchavalitkul University), but would not participate in the main stage. In the piloting stage, it was found that some wordings were ambiguous and needed refinement. Having been refined, the questionnaire was ready to be used in the main stage. In the main stage, Alpha Coefficient (α) or Cronbach Alpha was used to check the internal consistency of the questionnaire. The reliability estimate based on 549 students in the main stage was .91. The questionnaire designed for this study was a 4-point rating scale. The scale was valued as 1, 2, 3, and 4. Never or Almost Never was valued as 1, Sometimes was valued as 2, Often was valued as 3, and Always or Almost Always was valued as 4.

2.4 Data Analysis

The obtained data were analyzed in two steps. The first step was analyzed according to 1) students' overall reported use of reading strategies, and 2) students' individual reading strategies used. In the second step, variations of students' reported strategies used in association with types of institutions and English exposures were explored. As a 4-point rating scale was used to collect the data,

the value of the frequency is from 1 to 4. The mid-point of the minimum and the maximum value is 2. Therefore, the students' strategy use of any item valued lower than 2 was classified as low use. The students' strategy use of any item valued as 2 or higher, but lower than 3 was classified as moderate use. The students' strategy use of any item valued as 3 or higher was classified as high use. To examine the significant variations of students' strategy use in terms of types of institutions and English exposures, an analysis of variance (ANOVA) was conducted.

3. RESULTS

Results were presented into two parts based on the two research questions: the frequency of reading strategies employed by Thai science students studying at public and private educational institutions, followed by the variations of students' reading strategy used according to the 2 independent variables, namely types of institutions, and English exposures.

3.1. Use of Reading Strategies by Students Studying at Public and Private Institutions

The results of holistic mean frequency score given by 549 Thai science students studying at educational institutions in the Northeast are illustrated in Table 1.

Table 1 reveals the frequency of science students' overall strategy use and the use of overall strategies by the three categories. The science students reported moderate use with the mean score of 2.70. Regarding the category level, the PROB strategies were reported with the mean score of 2.78, followed by the SUP strategies with the mean score of 2.68 and the GLOB strategies with mean score of 2.67. The students' individual strategy use is presented in Table 2.

Table 1: Use of Reading Strategies by Students Studying at Public and Private Institutions

Strategy Use	Pub. & Pri. Inst		Frequency of Use
	\bar{x}	S.D.	
Overall Use	2.70	.38	Moderate Use
GLOB	2.67	.40	Moderate Use
SUP	2.68	.44	Moderate Use
PROB	2.78	.48	Moderate Use

Table 2: Students' Individual Strategy Use

The Top Five Strategies	\bar{x}	S.D.	Level of Use
Using typographical features like boldface and italics to identify key information (GLOB 9)	3.00	.76	High
Using reference materials (dictionary) to help understand what one reads (SUP 4)	2.97	.77	Moderate
Trying to guess what the content of the text is about when one reads (GLOB 12)	2.93	.73	Moderate
Underlining or circling information in the text to help remember it (SUP 3)	2.92	.79	Moderate
Using tables, figures, and pictures in text to increase one's understanding (GLOB 7)	2.88	.70	Moderate
The Bottom Five Strategies	\bar{x}	S.D.	Level of Use
Taking notes while reading to help understand what one reads (SUP 1)	2.50	.74	Moderate
Thinking about whether the content of the text fits one's reading purpose (GLOB 4)	2.50	.65	Moderate
Having a purpose in mind when one reads (GLOB 1)	2.47	.61	Moderate
Asking oneself questions like to have answered in the text (SUP 7)	2.31	.69	Moderate
Reviewing the text first by noting its characteristics like length and organization (GLOB 5)	2.30	.66	Moderate

3.2 Students' Reading Strategy Use by the Two Variables

The previous section presented the frequencies of strategies used, the overall, category, and strategy levels. In the individual strategy level, only five most frequently used

strategies and five least frequently used strategies were revealed. All levels were analyzed without any variables taken into consideration. This section presents data analysis of students' strategies used with respect to the two variables.

3.2.1 Students' Reading Strategy Use by Types of Institution

Table 3: Students' Strategy Use by Types of Institution

Strategies Use	PBI (n=280)		PVI (n=269)		Sig. Level	Comments
	\bar{x}	S.D.	\bar{x}	S.D.		
Overall Use	2.74	.40	2.67	.36	P<.05	PBI>PVI
GLOB	2.72	.41	2.62	.37	P<.01	PBI>PVI
SUP	2.68	.46	2.69	.42	P>.05	N.S.
PROB	2.83	.50	2.73	.45	P<.05	PBI>PVI

Notes: PBI stands for public educational institution, PVI for private educational institution

Results in Table 3 reveal that significant differences were found in the students' reading strategies used among those studying at public and private institutions. Students at public institutions employed the strategies significantly more frequently than those studying at private institutions in the overall

use of the GLOB and PROB categories. However, they did not differ in use of the strategies in the SUP category. Table 4 below illustrates certain strategies reportedly employed more by students at public educational institutions.

Table 4 Strategies Employed More by Students at Public Educational Institutions

GLOB Strategies Employed More by PBI Students
Thinking about what one knows to help understand what one reads (GLOB 2)
Using tables, figures, and pictures in text to increase one's understanding (GLOB 7)
Using typographical features (bold face, italics) to identify key information (GLOB 9)
Critically analyzing and evaluating the information presented in the text (GLOB 10)
Trying to guess what the content of the text is about when one reads (GLOB 12)
PROB Strategies Employed More by PBI Students
Trying to picture or visualize information to help remember what one reads (PROB 6)
When one reads, one guesses the meaning of unknown words or phrases (PROB 8)

3.2.2 Students' Reading Strategy Use Through English Exposures

Table 5: Students' Strategy Use Through English Exposures

Strategy Use	Non-Restricted (n=317)		Restricted (n= 232)		Sig. Level	Comments Patterns of Variation
	\bar{x}	S.D.	\bar{x}	S.D.		
Overall Use	2.77	.36	2.61	.37	P<.001	Non-Restricted>Restricted
GLOB	2.74	.38	2.58	.40	P<.001	Non-Restricted>Restricted
SUP	2.74	.46	2.60	.41	P<.001	Non-Restricted>Restricted
PROB	2.86	.47	2.66	.46	P<.001	Non-Restricted>Restricted

Note: Restricted and Non-Restricted stand for restricted and non-restricted to formal classroom instructions

Table 5 illustrates that students' reading strategy use varied significantly according to English exposures in overall strategies used, and in the three categories. The students who did not restrict themselves to learning the English language provided by their educational

institutions as compulsory or elected courses reported using the strategies significantly greater than those who restricted themselves to learning the English language provided by their education institutions as compulsory or elected courses only.

Table 6: Strategies Employed by Students with Non-Restricted English Exposures

GLOB Strategies Used More by Non-Restricted English Exposures
Thinking about what one knows to help one understand what one reads (GLOB 2)
Taking an overall view of the text to see what it is about before reading it (GLOB 3)
Thinking about whether the content of the text fits one's reading purpose (GLOB 4)
When reading, one decides what to read closely and what to ignore (GLOB 6)
Using tables, figures, and pictures in text to increase one's understanding (GLOB 7)
Using context clues to help one better understand what one is reading (GLOB 8)
Using typographical features (bold face, italics) to identify key information (GLOB 9)
Critically analyzing and evaluating the information presented in the text (GLOB 10)
Trying to guess what the content of the text is about when one reads (GLOB 12)

SUP Strategies Used More by Non-Restricted English Exposures

Underlining or Circling information in the text to help one remember it (SUP 3)

Using reference materials (dictionary) to help one understand what one reads (SUP 4)

Paraphrasing (Restating ideas in own words) to understand what one reads (SUP 5)

Going back and forth in the text to find relationship among ideas in it (SUP 6)

When reading, one thinks in both English and one's mother tongue (SUP 9)

PROB Used More by Non-Restricted English Exposures

Reading slowly and carefully to understand what one is reading (PROB 1)

Trying to get back on track when one loses concentration (PROB 2)

Adjusting one's reading speed according to what one is reading (PROB 3)

When text is difficult, one pays closer attention to what one is reading (PROB 4)

Stopping from time to time and think about what one is reading (PROB 5)

Trying to picture or visualize information to help remember what one reads (PROB 6)

When text becomes difficult, one re-reads it to increase one's understanding (PROB 7)

When one reads, one guesses the meaning of unknown words or phrases (PROB 8)

4. CONCLUSION

This study aimed to examine the strategies used in English reading by Thai science students studying at public and private educational institutions. The Survey of Reading Strategies (SORS) questionnaire was adopted to elicit the information from 280 public or autonomous public university students and 269 private university or college students. In order to examine the effects of the strategies in English academic reading in connection with the two variables, namely types of institutions and English exposures, the Analysis of Variance (ANOVA) was used for data analysis. It was found that science students reported moderate use of reading strategies, both in overall use and in the three main categories. In addition, the 2 variables affected the strategies used. Students studying at public educational institutions employed the

strategies significantly greater than those in private educational institutions in overall use, in Global Reading Strategies (GLOB), and Problem Solving Strategies (PROB). In relation to English exposures, the students who did not restrict themselves to learning the English language provided by their educational institutions as compulsory or elected courses reported using the strategies significantly greater than those who restricted themselves to learning the English language provided by their education institutions as compulsory or elected courses only.

5. DISCUSSIONS

The study was intended to explore and describe reading strategies used by science students at public and private institutions and the strategies reported in connection with types of institution and English exposures. The

findings were discussed as follows:

5.1 Strategies Used by Science Students Studying at Public and Private Institutions

The findings reveal that as a whole, Thai science students at public and private institutions reported using reading strategies at moderate frequency level. Problem solving strategies were used most frequently, followed by supporting, and global reading strategies. This is consistent with Mo'nos (2005), Wu (2005), and Lien (2011) that EFL students preferred to use problem solving strategies most frequently. This implies that EFL students often encounter reading problems, thus they employ a variety of problem solving strategies to cope with reading texts written in L2. Taking a closer look at the individual strategy level, the top five strategies indicate that the science students prefer to use text features, such as bold face, italics, tables, figures, and pictures in texts as they might work well with them in increasing their understanding. As a result they use these strategies to supplement their comprehension in reading academic texts. In addition, it is found out that the participating students in this study rely on using reference materials like dictionary to help them understand what they are reading. This proved the insufficient vocabulary knowledge of the students in English academic reading. The most frequently used five strategies which were using typographical features like bold face and italics to identify key information, using reference materials (dictionary) to help one understand what one reads, trying to guess what the content of the text is about when one reads, underlining or circling information in the text to help one remember it, and using

tables, figures, and pictures in text to increase one's understanding: These reflected the possibility that the students in the study were inclined to rely on bottom-up model which involved process of perceiving and decoding the small units such as letter, words, phrases in order to grasp the meaning (Oxford, 2011). According to Nation (2009), in reading texts where only 80 percent of the running words were known, no learners gain adequate comprehension. While in reading texts where 90-95 percent of the words were known, few learners gained adequate comprehension. The majority did not gain adequate comprehension. One of the main reading problems faced by the students in this study is their limited English vocabulary knowledge which is the reasons why the students were most likely to employ bottom-up strategies. It could also be attributed to lack of explicit instructions in a range of reading strategies or both. The five least frequently used strategies were, taking notes while reading to help one understand what one reads, thinking about whether the content of the text fits one's reading purpose, having a purpose in mind when one reads, asking oneself questions that can be answered in the text, and reviewing the text first by noting its characteristics like length and organization. The findings in this study rely less on top-down strategies. Top-down strategies deal with integrating one's background knowledge to the reading process to construct meaning from a text rather than passively identifying words in the text, predicting and getting the gist of text, or skimming Haicha-Abdat (2014, p.33). It is plausible that the students either have limited background knowledge regarding the texts or lack of appropriate strategy training or both.

5.2 Use of Strategies in Connection with the Two Variables

-Types of Institution

Findings reveal that the students studying at public educational institutions employed reading strategies significantly greater than those in private educational institutions, in overall strategy use, and the GLOB and PROB categories. Global strategies are dealing with techniques or strategies students employ in order to monitor and manage their academic reading. Problem solving strategies are techniques or strategies students employ in order to solve the problems in reading academic texts. Apparently, the students in public educational institutions employed a more variety and a greater frequency of reading strategies than those in private educational institutions. Students' educational background could be a possible factor for a greater use of the strategies by the students in public educational institutions. A public university is considered prestigious institution in Thai education system. Traditionally, all public universities are fully supported by the government. Currently, some public universities have become autonomous public universities (Kirtikara, 2002). According to Thai education system, most secondary graduates are expected to attend public universities. Public university is considered the first choice of institution among the others for secondary school graduates. Many proficient learners can get into public or autonomous public universities. The more variety and greater frequency of students' reading strategies used in public educational institutions might be attributed to the greater number of proficient learners. Many previous research works supported positive correlation

between reading strategies used and reading proficiency (Al-Nujaidi 2003, Aegpongpaow 2008, and Saengpakdeejit 2009). Proficient learners tend to monitor their reading process and have more strategies to solve the problems they encounter when reading. However, it is not definitely concluded that a more variety and the greater frequency of public institution students' reading strategies used resulted from their proficient learning background as a relationship between students' reading strategies used and their learning proficiency might be described as a bi-directional relationship. In other words, students' choice of reading strategies use could affect students' level of language proficiency. It could also mean that the students' level of language proficiency could have an impact on the way the reading strategies are used by the students. The important point of the study is to get the attention from teachers teaching in private educational institutions to provide more support for their students to acquire the strategies in GLOB and PROB categories as they were used less compared with those in public educational institutions.

- English Exposures

Previous studies related to reading strategies used in connection with students' English exposures seem scarce. The students who did not restrict themselves to learning the English language provided by their educational institutions as compulsory or elected courses reported using the strategies significantly greater than those who restricted themselves to learning the English language provided by their educational institutions as compulsory or elected courses. In this study, it also revealed that English exposure has

stronger effect on the students' reading strategies used than the types of institutions. It was also found out that the students who did not restrict themselves to learning the English language provided by their educational institutions as compulsory or elected courses reported using the strategies significantly greater than those who learned English language courses provided by their education institutions as compulsory or elected courses in overall strategy use, and the GLOB, SUP, PROB categories. This implies that students who restricted themselves to English language taught in formal classroom instructions failed to realize the need of being strategic readers. It also reflects that English exposure plays an important role for developing EFL learner as a strategic reader. The possible reason could be that outside formal classroom instructions, students are given the chance in taking control of their own learning. The qualities of autonomous and motivated students than those who restricted themselves to learn the English language in the classrooms might be the key reason for the higher frequency of use and the more variety of strategies that are used. It is suggested that English language exposures can distinguish more strategic readers from less strategic readers. Those who do not restrict themselves to learning the English language within the formal classroom instructions are more likely to become skilled readers, thus, their skill affected their strategies used. According to Koda (2005) strategic reading and skillful reading differ. However, they are not clearly distinguished. Paris et al. (1991) states that skills are used subconsciously while strategies are used deliberately. They point out further that developing skills can be construed as a strategy whenever it was applied in conscious

activation because strategies are skills under consideration (p.611). It is important to emphasize and promote autonomous learning to students because it makes them strategic reader. Students who are restricted to English language exposure within formal classroom instructions might debilitate themselves from being strategic readers.

6. IMPLICATIONS

The research findings bear implications as follows:

6.1 In terms of the students' frequency level of strategy use, it was found that students studying at public and private educational institutions reported employing strategies at moderate frequency of use in overall and in the three main categories. Both teachers and students should be aware of the importance of strategies to deal with English academic reading. In order to raise their awareness, the researcher would like to recommend that a workshop or a mini-conference be held for English language teachers. The purpose is to brainstorm ideas to help students in exposing them to many forms of activities which can help them become strategic readers. In addition, a mini-course regarding reading strategies training should be held for students, especially for the first year tertiary-level students. This will raise their awareness of how the strategies can help increase their reading proficiency.

6.2 The science students who participated in this study relied more on the text features, such as bold face and italics to identify the key information. Visual presentations such as graphs, charts, maps,

diagrams, pictures were used by the students as tools to help understand the texts. It is recommended that English language teachers teaching at public and private educational institutions under this study introduce their students to effectively utilize the use of the text features to increase their understanding of the text. Particularly, science students should be taught about visuals in order to acquire the necessary skills to comprehend and interpret visuals included in the academic texts.

6.3 Many readers began reading by using top-down model until a problem arose. Then they shifted to bottom-up model. It has been found that the students have insufficient vocabulary knowledge to deal with the academic texts as they were prone to pay most attention to the basic units, such as letters, word forms and phrases. It is recommended that apart from teaching high frequency words, teaching of academic words should be added in the reading courses.

6.4 Top-down model of reading, such as 'Having a purpose in mind when one reads,' 'Asking oneself questions to have answered in the text' are likely to be used less than the bottom-up model. The appropriate use of both bottom-up and top-down model of reading should be suggested to students in both public and private educational institutions to increase their reading proficiency.

6.5 The students who did not restrict themselves to learning the English language provided by their educational institutions as compulsory or elected courses reported using the strategies significantly greater than those who restricted to learning the English language provided by their educational institutions as compulsory or elected courses. This implies

that English language exposures play a key role to the students' reading strategy use. Students who restricted themselves to learning the English language in formal classroom instructions are hindering their own skills in reading. Therefore, the students in this group should be motivated to continue their language learning outside the classrooms by conducting out of class reading activities in which they can utilize technologies, such as personal computers, laptops, tablets, smart phones and learning materials available at home or outside the classrooms. It is important that students must be able to create their own reading activities in order to boost their excitement outside classroom reading.

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APPENDIX

A Strategy Questionnaire

Instructions: There are two main parts of this questionnaire

Part 1: The Students' Personal Information

Part 2: Use of Reading Strategies

Part 1: The Students' Personal Information

Please provide your information by selecting the choices given with a ✓ write down the information on spaces provided

1. Your gender: Male Female
2. You are studying at
Public or Public Autonomous
University
Private College or University
3. Your field of study _____ Faculty
of _____
4. In general, where do you study English?
(you can choose more than one answer)
Inside classrooms
With private teachers
At language centers or tutorial institutes
On my own using available materials
Others (please specify)
5. How do you rate your overall English?
Poor and needs improvement
Moderate
Good/Very good

Part 2: Use of Reading Strategies
Instructions

The purpose of this questionnaire (SORS) is to gather information on how you deal with reading your academic texts. In the statements below, you will find statements related to reading strategies. Please read each statement carefully, and then mark your response with a ü in the corresponding spaces provided that tells how frequently you employ the given reading strategies. Your answers will not affect your English courses at the college or university.

Never: means you never use the strategy described in the statement

Sometimes: means you sometimes use the strategy described in the statement

Often: means you use the strategy described in the statement frequently

Always/Almost Always: means you always/ almost always use the strategy described in the statement

Example:

Statements	Frequency of Your Own Reading Strategy Use			
	Always/ Almost always	Often	Sometimes	Never
1. I have a purpose in mind when I read.		✓		

Statements	Frequency of Your Own Reading Strategy Use			
	Always/ Almost always	Often	Sometimes	Never
1. I have a purpose in mind when I read.				
2. I think what I know to help me understand what I read.				
3. I take an overall view of the text to see what it is about before reading it.				
4. I think whether the content of the text fits my reading purpose.				
5. I review the text first by noting its characteristics like length and organization.				

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6. When reading, I decide what to read closely and what to ignore.				
7. I use tables, figures, and pictures in text to increase my understanding.				
8. I use context clues to help me better understand what I am reading.				
9. I use typographical features like bold face and italics to identify key information.				
10. I critically analyze and evaluate the information presented in the text.				
11. I check my understanding when I come across new information.				
12. I try to guess the content of the text when I read.				
13. I check to see if my guesses about the text are right or wrong.				
14. I take notes while reading to help me understand what I read.				
15. When text becomes difficult, I read aloud to help me understand what I read.				
16. I underline or circle information in the text to help me remember it.				
17. I use reference materials (dictionary) to help me understand what I read.				
18. I paraphrase (restate ideas in my own words) to better understand what I read.				
19. I go back and forth in the text to find relationship among ideas in it.				
20. I ask myself questions to answer in the text.				
21. When reading, I translate from English to my native language.				
22. When reading, I think in both English and my mother tongue.				
23. I read slowly and carefully to make sure I understand what I am reading.				
24. I try to get back on track when I lose concentration.				
25. I adjust my reading speed according to what I am reading.				
26. When text becomes difficult, I pay closer attention to what I am reading.				
27. I stop from time to time and think about what I am reading.				

ตอนที่ 2 การใช้กลวิธีการอ่าน

คำแนะนำ:

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อเก็บรวบรวมข้อมูลเกี่ยวกับกลวิธีการอ่านเรื่องภาษาอังกฤษเชิงวิชาการของนักศึกษาไทยในระดับอุดมศึกษา ข้อความข้างล่างนี้เป็นกลวิธีการอ่านแบบต่างๆ ขอให้ให้นักศึกษาอ่านแต่ละข้อความด้วยความรอบคอบและทำเครื่องหมาย “✓” ให้สอดคล้องกับความเป็นจริงกับความคิดที่นักศึกษาใช้ คำตอบของนักศึกษาจะไม่ส่งผลกระทบต่อการเรียนรายวิชาภาษาอังกฤษในวิทยาลัย/มหาวิทยาลัย

“ไม่เคย” หมายถึง นักศึกษาไม่เคยใช้กลวิธีการอ่านดังกล่าวเลย
 “บางครั้ง” หมายถึง นักศึกษาใช้กลวิธีการอ่านดังกล่าวบ่อยครั้งหรือเป็นบางครั้ง
 “บ่อย” หมายถึง นักศึกษาใช้กลวิธีการอ่านดังกล่าวบ่อยครั้ง
 “สม่ำเสมอ หรือ เกือบสม่ำเสมอ” หมายถึง นักศึกษาใช้กลวิธีการอ่านดังกล่าวเป็นประจำ หรือ เกือบเป็นประจำ

Example:

ข้อความ	ความถี่ในการใช้			
	สม่ำเสมอ/ เกือบสม่ำเสมอ	บ่อยครั้ง	บางครั้ง	ไม่เคย
1. ข้าพเจ้ามีจุดมุ่งหมายในใจในการอ่าน		✓		

ข้อความ	ความถี่ในการใช้			
	สม่ำเสมอ/ เกือบสม่ำเสมอ	บ่อยครั้ง	บางครั้ง	ไม่เคย
.1 ข้าพเจ้ามีจุดมุ่งหมายในใจในการอ่าน				
.2 ข้าพเจ้านึกถึงสิ่งที่รู้เพื่อช่วยให้เข้าใจเนื้อหาที่อ่าน				
.3 ก่อนอ่าน ข้าพเจ้าจะมองเนื้อหาคร่าวๆ เพื่อให้ทราบว่าเนื้อหาที่อ่านเกี่ยวข้องกับอะไร				
4. ข้าพเจ้าคิดว่าเนื้อหาที่อ่านตรงกับจุดมุ่งหมายการอ่านของข้าพเจ้าหรือไม่				
5. ข้าพเจ้าจะอ่านทบทวนเนื้อหาโดยจดบันทึกลักษณะต่างๆของเนื้อหาที่อ่าน เช่น ความยาวของเนื้อหา และการเรียบเรียงเนื้อหา				

6. ขณะอ่านข้าพเจ้าตัดสินใจว่าข้อความใดควรอ่านอย่างรอบคอบหรือข้าม				
7. ข้าพเจ้าใช้ตาราง รูป ภาพต่างๆ ในเนื้อหาเพื่อประกอบความเข้าใจในเนื้อหา				
8. ข้าพเจ้าใช้บริบทของข้อความเพื่อช่วยเข้าใจเนื้อหา				
9. ข้าพเจ้าสังเกตตัวอักษร เช่นตัวทึบ ตัวเอียง เพื่อบอกข้อมูลสำคัญของเรื่อง				
10. ข้าพเจ้าวิเคราะห์และประเมินเนื้อหาที่อ่าน				
11. ข้าพเจ้าตรวจสอบความเข้าใจของตนเอง เมื่ออ่านเจอเนื้อหาที่ไม่เคยอ่านมาก่อน				
12. ข้าพเจ้าพยายามคาดเดาเนื้อหาที่อ่านว่าเกี่ยวกับอะไร				
13. ข้าพเจ้าตรวจสอบว่าการคาดเดาเนื้อหาที่อ่านถูกต้องหรือไม่				
14. ข้าพเจ้าจดบันทึกเนื้อหาในขณะที่อ่าน เพื่อช่วยให้เข้าใจเนื้อหาที่อ่าน				
15. เมื่ออ่านเนื้อหาที่ยาก ข้าพเจ้าจะใช้การอ่านออกเสียงเพื่อช่วยให้เข้าใจ				
16. ข้าพเจ้าขีดเส้นใต้หรือวงกลมข้อความในเนื้อหาเพื่อช่วยจดจำเนื้อหา				
17. ข้าพเจ้าใช้เอกสารอ้างอิงเช่นพจนานุกรม เพื่อช่วยให้เข้าใจเนื้อหา				
18. ข้าพเจ้าสรุปเนื้อหาที่อ่านเป็นคำพูดของตนเองเพื่อให้เข้าใจเนื้อหาที่อ่านยิ่งขึ้น				

19. ข้าพเจ้าอ่านเนื้อหากลับไปมากเพื่อหาความสัมพันธ์ของประเด็นเนื้อหาที่อ่าน				
20. ข้าพเจ้าตั้งคำถามและหาคำตอบด้วยตนเองจากเรื่องที่อ่าน				
21. ข้าพเจ้าแปลข้อความจากภาษาอังกฤษเป็นภาษาไทยขณะอ่าน				
22. ข้าพเจ้านึกถึงเรื่องที่ทำล้งอ่านเป็นทั้งภาษาอังกฤษและภาษาไทย				
23. ข้าพเจ้าอ่านอย่างช้าๆและรอบรอบเพื่อให้มั่นใจว่าเข้าใจเนื้อหาที่อ่าน				
24. ข้าพเจ้าย้อนกลับมาอ่านเนื้อหาเมื่อขาดสมาธิในการอ่าน				
25. ข้าพเจ้าปรับระดับความเร็วในการอ่านให้เหมาะกับเนื้อหาที่อ่าน				
26. เมื่อเจอเนื้อหาที่ยากข้าพเจ้าจะอ่านอย่างพิถีพิถารณามากขึ้น				
27. ข้าพเจ้าหยุดอ่านเป็นระยะเพื่อคิดเกี่ยวกับเนื้อหาที่อ่าน				
28. ข้าพเจ้าคิดเนื้อหาที่อ่านเป็นภาพเพื่อช่วยจดจำเนื้อหา				
29. เมื่ออ่านเจอข้อความยากข้าพเจ้าจะอ่านซ้ำเพื่อให้เข้าใจมากขึ้น				
30. ข้าพเจ้าคาดเดาความหมายคำศัพท์หรือวลีที่ไม่ทราบในขณะอ่าน				

31. นอกเหนือจากข้อความด้านบน มีกลยุทธ์การอ่านใดๆ อีกบ้างที่นักศึกษาใช้ โปรดระบุ
