

The Exploration of Reading Strategies Employed by Thai EFL Students (A Case Study of Bangkok University)

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Abstract: The purposes of this research were to 1) investigate the use of reading strategies of second-year students at Bangkok University 2) compare the use of reading strategies between the achievers and underachievers 3) compare the use of reading strategies of second-year students who have different years of studying English and different reading behavior outside of class. The instruments used for collecting data were a questionnaire and an in-depth interview. Proportional stratified random sampling was employed to formulate a sample of 370 students from nine faculties of Bangkok University. The data were statistically analyzed in terms of mean and standard deviation. A t-test analysis was used to find the difference between the achievers and underachievers on the use of reading strategies. In addition, One-way Analysis of Variance (ANOVA) was used to compare the use of reading strategies of students with different years of studying English and different reading behavior outside of class. For the in-depth interview, six students with highest scores and six with the lowest scores are randomized through simple random sampling technique to give their opinions on three questions provided, and the data were collected to assure the results of the study. The results of this study showed that the overall usage of reading strategies of Bangkok University students was at a medium level, and significant differences existed in reading strategies usage of three independent variables : 1) the achievers and underachiever 2) the students with different years of studying English 3) the students with different reading behavior outside of class. The findings of this research would help the teachers to improve the process and material for teaching and learning reading strategies and raise awareness of reading strategies among the students in order to enhance the students' reading comprehension. Pedagogical implications into reading strategies were suggested.

Keywords: Reading comprehension, reading strategy

1. Introduction

The path to success in universities is through reading because the students at the university level use reading as a tool for learning and acquiring knowledge (Jacobus, 2001). They have to read a lot of English textbooks assigned by teachers because besides their instructors, textbooks are the most valuable learning tool and extend general knowledge of the world (Pirozzi, 1995). In addition, they have to encounter a plethora genre that they are required to read, understand, and apply in meaningful way. Comprehending these texts is crucial for academic success. Therefore, they need good reading skills in order to understand what the author intends to convey. However, there is little or attention paid to the reading focuses or the strategy training that is so important to the learning tasks (Arieta, 2005). Saengpakdeejit (2002) stated that reading is a difficult language skill to practice because it involves a large number of different elements : mechanical eye movement, grammar, vocabulary, phonetics, spelling, and intellectual comprehension. Nonetheless, in the mother language, the students can read naturally because they have automatic control over the structures of the language and the contents, for the most part, with vocabulary problem only. In a foreign language, knowing the meaning of words alone does not help the reader to understand what he reads (Sally, 1989). Decoding problems and deriving meaning from print are considered as the factors causing problems in foreign language reading (Correll, 1995).

Dreyer & Nel (2003) also pointed out in their research that the low level of reading ability among undergraduate students in South Africa has an adverse effect on their chances of academic success.

In Thailand, there are a lot of researches which show that Thai students' reading abilities in English do not meet the required standards. Youngjermjantra (1994) studied students' reading abilities at the upper

secondary level, and the findings revealed that not only students' reading abilities but also their reading comprehension skills such as identifying main ideas and supporting details, and predicting outcomes, were below the eighty percent criterion. Sutta (1994) also found that even the reading abilities of first-year graduate students in the Master of Arts in teaching programs at Kasetsart University did not reach the eighty percent criterion. These problems simply derive from the fact that in Thailand, teaching reading in most EFL classes in second school level is based on the product-oriented approach. The teacher concentrates on reading tasks with a series of passages and questions provided to the students. The students concentrate on answering the questions by copying the answers from the reading passages without real understanding of the whole text. As a result, they do not develop skills for effective reading to understand the stories they read. Likewise, according to Thearmtanachok (1999), both elementary and secondary teachers do not teach reading strategies. Teachers assume that students know how to read English texts the same way as they do in Thai. Being able to choose appropriate reading strategies is very important for readers. However, it is not enough for the readers simply to know what reading strategies are; the readers must also know how to use reading strategies successfully and be able to apply them interchangeably. Thus, most Thai students do not understand reading passages thoroughly because they do not apply reading strategies to help them better understand.

Fowle (2001) said that many English teachers in Thailand both Thai and non-Thai complain that their students do not like reading because Thailand has an oral rather than written culture. Thailand does not have a strong reading culture. Thailand's culture and education system do not encourage the development of a strong reading habit amongst learners. The teaching of reading for pleasure is often neglected both by parents and teachers, thus the students do not enjoy when reading. Another cause which is the impediment of reading comprehension of Thai students is confirmed by Hiranburana & Opanon (2003) that the students tend to miss general topic due to the overattention to detail. That is to say, the students read one word or a few letters at a time, resulting in having difficulty grasping the meaning as the mind deduces from the interrelations of larger units.

From the above-mentioned situations, teaching reading strategies to the students should be implemented to enhance their reading comprehension. Poole (2005) claimed that the importance of reading strategies is especially critical for English language learners, since high level of English language literacy – which are essential for even minimal academic achievement at any level (elementary, secondary, university, and tertiary) – have been found to correlate with frequent and complex strategy use. Zhicheng (1992) also wrapped up the value of reading strategies in his research showing that the introduction of different strategies, particularly memory, cognitive, and compensation strategies, did help students make gains in reading comprehension. In the same manner, Pratyaniwet (2001) found out in her research that reading strategies are beneficial to the students since the students will employ multiple strategies to discover the meaning of unknown words in both familiar and unfamiliar content : using grammar knowledge, using context within a sentence, using context between sentences, using context within a paragraph, using context between paragraphs, forming relationships between sentences, using background knowledge, applying knowledge of word structure, and using sound pattern. Another research which proves advantages of teaching reading strategies is "Teaching Reading Strategies: It Takes Time" conducted by Farrel (2001). He concluded that studies in second language reading have shown that reading strategies not only can be taught to students, but that when learners use strategies they have learnt these help improve their performance on tests of comprehension and recall. His paper outlines a case study of how one teacher attempted to incorporate strategy training in his secondary school English reading classes. He attempted strategy training in questioning, clarifying, and predicting strategies and vocabulary recognition techniques for less proficient English students with mixed success. The teacher was successful in getting his students to achieve some metacognitive awareness of their reading processes. As a result it seems that strategy training for English Second/ Foreign Language (ESL/EFL) readers is worthwhile.

Regarding to the necessity of reading for the students at Bangkok University, in addition to four English basic courses and English material assigned by the lecturer in each faculty, the students have to study English for Specific Purposes (ESP) for their future career; for example, English for Arts and Design for Fine and Applied Arts students, English Reading and Writing for Communication Arts for Communication Arts students, English Legal Language for Law students, and English for Business Purposes for Business Administration and Economics students. The students studying these courses have to use reading skills extensively to read comprehensive materials in order to gain specific knowledge in their field and logical thinking which will be beneficial to their future career. However, the score report from Language Institute of Bangkok University showed that reading scores of the students were poor, reflecting that reading proficiency of the students were also poor which could obstruct the students' reading comprehension and their academic success. Therefore, teaching reading strategies should be continuously provided for the students in order to enhance their reading comprehension.

Therefore, this research would like to investigate what reading strategies and how frequently the students employ as well as whether or not different groups of students (achievers and underachievers), years of studying English, and the students' reading behavior outside of class affect the usage of reading strategies. The findings of this research will help the teachers to improve the process and material for teaching and learning reading strategies usage and raise awareness about reading strategies among the students in order to enhance the students' reading comprehensions when they read the text or other reading materials in their university courses and future careers.

2. Definitions of Terms

2.1 *Achievers* refer to the second-year students at Bangkok University who got the score range between 26-40 from the 40-item reading test created by the researcher to measure the students' reading proficiency.

2.2 *Underachievers* refer to the second-year students at Bangkok University who got the score range between 0-25 from the 40-item reading test created by the researcher to measure the students' reading proficiency.

2.3 *Reading strategies* refer to the mental process students use to enhance their reading comprehension skills. In this research, the terms defined are based on Adams & Patterson (2001). The definition of each type is examined as follows:

1. Scanning refers to the skill by which students read very quickly to find needed specific information.
2. Skimming refers to the skill by which students move the eyes rapidly through the material to find the gist or general idea.
3. Schema refers to the skill by which students connect new information to their previous knowledge and then interpret it meaningfully.
4. Identifying main ideas and supporting details refers to the skill by which students use either key words which lead to topic sentences or the topic sentences of the paragraphs and/ or texts to obtain the main idea and the skill by which students can identify the crucial details (fact, reason, comparison, example or statistics) which develop the main idea.
5. Using grammatical clues refers to the skill by which students use nine types of grammatical clues to unlock word and sentence meaning : part of speech, sentence pattern, punctuation, modifier, subject and verb agreement, tense, phrase, clause, and type of sentence.
6. Using word parts refers to the skill by which students use word parts (prefix, suffix, and root) to determine the meaning of words.
7. Using context clues refers to the skill by which students use features within the sentence or paragraph that can help them to define unfamiliar words : pronoun reference, restatement, transitional markers, relative pronoun, synonym, antonym.

8. Making inferences refers to the skill by which students use context clues and their background knowledge to gather information and draw the final or proper meaning which is not clearly stated by the writer.

3. Purposes of the Study

This study aims to:

1. investigate the usage of reading strategies of the second-year students at Bangkok University.
2. compare the usage of reading strategies between the achievers and underachievers.
3. compare the usage of reading strategies of the second-year students who have different years of studying English, and different reading behavior outside of class.

4. Research Hypothesis

1. Achievers and underachievers have different reading strategies usage.
2. Students with different years of studying English have different reading strategies usage.
3. Students with different reading behavior outside of class have different reading strategies usage.

5. Literature Review

5.1 Types of Reading Strategies

Reading strategies are the tool to help the readers have better reading comprehension. There are many types of reading strategies such as skimming, scanning, inferencing, and identifying main ideas from supporting details. Reading strategies can be used in three steps in reading: before reading, during reading, and after reading (Abita, 2005). What's more, there are many researches stating that reading strategies can enhance reading comprehension (Richards & Renandya, 2002; Kamwachirapitak, 2003; Lau & Chan, 2003; Dreyer & Nel, 2003; David & Thomson, 2005). Upon the literature review, the researcher found that there were many definitions and types of reading strategies. The definitions also implied the advantage of reading strategies. Each type of reading strategies could be used in different way and for different reading tasks to help the students comprehend them effectively. Definitions and types of reading strategies can be presented accordingly.

Zhicheng (1993) viewed reading strategies as the effective ways to help a great deal to non-native readers to overcome language deficiency and obtain better reading achievement both for regular school assignments and on language proficiency test. He divided reading strategies into four types and pointed out the usefulness of each strategy as follows:

1. Cognitive strategies which include the skills of predicting based on prior knowledge, using statements to check their comprehension, and analyzing text organization by looking for specific patterns
2. Compensation strategies including using context clues which are divided into two major divisions: (1) syntactic clue which is related to grammatical structure, and (2) semantic clues which involve intra-and-inter sentence meaning: restatement, use of example and summary clues. These strategies could be used to unlock unfamiliar vocabulary and unknown concepts.
3. Memory strategies which comprise the techniques of creating mental/visual images, grouping, story mapping, and organizing information in meaningful patterns. These strategies could help the reader to have clear picture of the sentences or ideas.
4. Test-taking strategies which are widely used in taking multiple-choice items in standardized tests. This strategy is mainly concerned with question type and corresponding question-answering strategies.

Thearmtanachock (1999) suggested reading processes as a part of reading strategies as follows: First, for intermediate to advanced levels, readers should read silently because it helps them to have relatively rapid comprehension. They are three silent reading techniques: readers do not need to pronounce each word, readers should try to visually perceive more than one word at a time, preferably phrases, and readers should skip some unknown words or try to infer their meaning from context.

Second, skimming and scanning are needed in reading. Skimming consists of quickly running one's eyes across a whole text to get the gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas. In contrast, scanning is a process of quickly searching for some particular piece or pieces of information in a text. The main purpose is to extract certain specific information without reading through the whole text.

Third, semantic mapping or clustering also known as mind map or concept map helps readers to group their ideas into meaningful clusters. It enhances vocabulary development by helping the students link new information with previous experience. It is a good way to memorize vocabulary. It helps the reader to organize new words and ideas. When you make such a map, you make it easier for your brain to store and retrieve new information.

Fourth, guessing is one of the reading strategies. Readers can use guessing to find meaning of words, figure out grammatical and discourse relationships, infer implied meanings, know culture references, and get content messages. However, readers need to guess wisely by using their schemata and metacognitive strategies or clues which are available to them.

Fifth, vocabulary analysis is another way that readers can use guessing abilities to help them to get the meaning from the texts. Readers may look for (1) prefix that may give clues (2) suffix that may indicate what part of speech it is (3) roots that are familiar (4) grammatical contexts that may signal information (5) semantic context for clues.

In short, reading strategies which Thearmtanachock proposed were reading silently, using context clues, inferencing, skimming, scanning, mind map, guessing wisely, using word parts, and using grammatical clues.

Adams & Patterson (2001) described that reading strategies were the mental process people used to enhance their reading comprehension. They concluded and explained the types of reading strategies accordingly:

1. Scanning refers to the skill by which you read very quickly to find needed specific information.
2. Skimming refers to the skill by which students move the eyes rapidly through the material to find the gist or general idea.
3. Schema refers to the skill by which you connect new information to their previous knowledge and then interpret it meaningfully.
4. Identifying main ideas and supporting details refers to the skill by which you use either key words which lead to topic sentences or the topic sentences of the paragraphs and/ or texts to obtain the main idea and the skill by which students can identify the crucial details (fact, reason, comparison, example or statistics) which develop the main idea.
5. Using grammatical clues refers to the skill by which you use nine types of grammatical clues to unlock word and sentence meaning : part of speech, sentence pattern, punctuation, modifier, subject and verb agreement, tense, phrase, clause, and type of sentence.
6. Using word parts refers to the skill by which you use word parts (prefix, suffix, and root) to determine the meaning of words.
7. Using context clues refers to the skill by which you use features within the sentence or paragraph that can help them to define unfamiliar words : pronoun reference, restatement, transitional markers, relative pronoun, synonym, antonym.
8. Making inferences refers to the skill by which you use context clues and their background knowledge to gather information and draw the final or proper meaning which is not clearly stated by the writer.

9. SQ3R standing for survey, question, read, recite and review refers to the skill which helps you to point out only important point and fix them in your memory, resulting in reading faster.

10. Summary is the skill by which you state briefly in your words of the main ideas and support used in a reading selection. However, three basic things for summary are brief, complete and objective (the feeling and opinion of the people who summarize is not included).

David & Thompson (2005) claimed that reading strategies were the tool the help the test-takers to understand the texts and got high score on the test such as standardized test like TOEIC. However, to achieve high score, they had to use a wide range of reading strategies under test conditions. They furthered that the important strategies to overcome the test included scanning, skimming, speeding reading, identifying and eliminating irrelevant information. Additionally, comprehending academic reading requires students to use more reading strategies such as analyzing the texts, making inference, and thinking critically.

To sum up, reading strategies can be viewed differently from each person. Some view them as mental process, but some view them as plan, approach, and procedure. Anyway, all of them view reading strategies as the tool to help the reader to comprehend the text effectively. However, the researcher undertakes this research by using 8 reading strategies which Bangkok University students have already studied to investigate the use of reading strategies of Bangkok University students. Those strategies are scanning, skimming, schema, identifying main idea and supporting details, using grammatical clues, using word parts, using context clues, and making inference

5.2 Related Researches on Reading Strategies Usage

According to the researcher's literature review, it was found that there were a number of researches about reading strategies in many aspects done by Thai and foreign researchers. These studied were summarized and presented as follows:

Kamwachirapitak (2003) investigated the effects of reading strategies based on cognitive psychology. The subjects were 45 undergraduate students at Ramkhamhaeng University. They were divided into three experimental groups. The four reading comprehension skills were recognition, main ideas, inference and problem solving. The findings revealed that all of the reading strategies improved the students' reading abilities.

Naumnoi (2004) did a research which aimed to study the students' achievement of reading techniques on guessing English word meanings by analyzing word parts and using context clues. Her research's purposes were to compare the mean scores of the students before and after learning reading techniques for guessing English word meanings and to find out the correctness in guessing word meanings by using each reading techniques. It was found that the average mean scores of the students that were obtained from the pretest and posttest were significantly different at the level of .05. and that the results of the correctness analysis showed the word parts analysis that the most correctly used technique was the prefixes, then the suffixes and the roots. Additionally, the results of the correctness analysis of the contextual clues usage showed that the illustration was the most correctly used, followed by the explanation, the contrast, and the definition.

In 2005, Wianpreecha conducted her research in order to investigate the relationship between reading strategies and reading abilities and to study the types and the number of reading strategies used by the students who were studying in the third year majoring in English in the Faculty of Education at Naresuan University. She found out that there was statistically significant relationship at .01 between reading strategies and reading abilities and the most frequently used strategies were: applying images, using context and encouraging oneself. Moreover, the findings revealed that the students with higher reading proficiency employed more reading strategies than the students with moderate and lower reading proficiency. In the same year, Wongphangamol studied the use of reading strategies by high and low English ability. The subjects of her study were 56 Mattayomsuksa six students of Assumption College Thonburi in both science and arts programs. The findings revealed that there was no significant difference in the overall use of reading

strategies between the two groups of science students. On the contrary, there was a significant difference in the overall strategies between the two groups in arts program at the level of .05. The arts students with high English ability used all strategies more frequently than the low English ability arts students did.

Zhicheng (1992) investigated the effect on reading comprehension in English as a Second Language (ESL) of formally incorporating four reading strategies into reading instruction. The four strategies taught were cognitive, memory, compensation, and test-taking strategies. The subjects were 29 students at the University of Alabama of varying language backgrounds in an academic English program. The results show that the introduction of reading strategies, particularly memory, cognitive, and compensation strategies, did help students make gains in reading comprehension, supporting previous research findings. Introduction of various techniques and strategies was also found to intensify the student's interaction with the text. Instruction in test-taking strategy did not improve comprehension. Interaction effects between strategy and language proficiency level were statistically significant.

Kuo (2002) organized a research on the proficiency and gender differences in reading strategies used by junior high school students towards the basic competence test. The findings showed that high proficiency students adopted more reading strategies than low proficiency students and that there was no significant difference between boys and girls in reading strategies usage.

Dreyer & Nel (2003) implemented the research on teaching reading strategies and reading comprehension within a technology-enhanced learning environment. They described the format and structure of a strategic reading instruction component in an English for Professional Purposes course offered in a technology-enhanced environment over a 13-week semester. The program consisted of : a printed interactive study guide, (explaining the benefits of particular strategies); face-to-face contact sessions (modeling strategies and providing practice opportunities); and a technology-enhanced feature in the form of Varsite, a Learning Content Management System (LCMS). In pre-testing, all 131 first-year English as a Second Language (ESL) students were given a Reading Strategies Questionnaire, the TOEFL test, and two reading comprehension tests. The subjects were divided into "successful" and " at risk" (30% of those enrolled), according to their performance on the reading comprehension test. Successful students' use was found to be goal-directed, seeming to monitor and evaluate their learning by reading comprehension, while the at-risk used mainly meta-cognitive strategies. Post-testing of reading comprehension, following completion of the strategic reading instruction module, showed significant increases in reading comprehension scores and use of reading strategies, especially among the at-risk' students in the experimental group.

Lau & Chan (2003) conducted a research with 83 good readers and 76 poor readers. They were compared on their ability to use reading strategies in English reading comprehension and on various reading motivation variables. The findings revealed that poor readers scored lower than good readers in using all reading strategies, and the ability to use reading strategies had the strongest relation with reading comprehension.

To conclude, the literature review cited above points out that reading strategies improve reading comprehension of the students. Generally, the achievers use more reading strategies than the underachievers, and the students should be trained not only taught to use various and appropriate of reading strategies to improve reading comprehension. Thus, this research is one among others which intends to improve reading comprehension of the students by examining their use of reading strategies. However, apart from exploring the use of reading strategies of the second-year students at Bangkok University, this research compares the use of reading strategies between the achievers and underachievers and compares the use of reading strategies of the second-year students who have different years of studying English and the students who have different reading behaviour outside of class. The researcher hopes that the findings of this research will be useful and can be applied by the parties involved.

6. Research Methodology

6.1 Research Design

This research is a survey design. The population of this study was 3,685 second-year students enrolling in intermediate English course at Bangkok University, and 370 samples were selected from Stratified Random Sampling technique. The estimated sample size was based on Taro Yamane table. A 95% of confidence level was selected with a precision rate of $\pm 5\%$. In this study, the independent variables are two groups of the students (achievers and underachievers), years of studying English, and reading behavior outside of class while the dependent variable is reading strategies usage.

6.2 Instrument

The instruments used for collecting data were a questionnaire and an in-depth interview. The questionnaire consists of two parts. The first part is about the respondent's background and the second part is based on reading strategies proposed by Adam & Patterson (2001). This part consists of 47 items in the form of Likert rating scales ranging from very frequently, frequently, sometimes, rarely, to never. The congruence index of the questionnaire was 0.96 and Cronbach's Coefficient Alpha was used to calculate the reliability of the questionnaire. It was found that the reliability of this questionnaire was 0.95. Besides, the in-depth interview was conducted to elicit the further information about the usage of reading strategies.

6.3 Data Analysis

6.3.1 Percentage was used to demonstrate the background information of the students and mean and standard deviation were employed to analyze the level of reading strategies usage. The computed weighted means of reading strategies usage were interpreted in the form of range as shown below.

Mean range	Level of reading strategies usage	Meaning
4.50-5.00	very extensive	using reading strategies with most frequency
3.50-4.49	extensive	using reading strategies with much frequency
2.50-3.49	medium	using reading strategies with medium frequency
1.50-2.49	little	using reading strategies with little frequency
1.00-1.49	very little	using reading strategies with very little frequency

6.3.2 A t-Test analysis was used to compare the mean scores of the opinions on reading strategies usage of the achievers and underachievers.

6.3.3 One-way analysis of variance (ANOVA) was employed to test the mean scores of the opinions on reading strategies usage of the students who have different years of studying English, and different reading behavior outside of class. If there is a statistically significant difference, LSD method will be used to compare each pair.

7. Result

Table 1: The result of the usage of reading strategies by Bangkok University students

Reading Strategies	\bar{X}	S.D.	Level
1. Scanning	3.84	.61	extensive

2. Skimming	3.49	.59	medium
3. Schema	3.54	.71	extensive
4. Identifying main idea and supporting details	3.42	.63	medium
5. Using grammatical clues	3.21	.77	medium
6. Using word parts	3.12	.93	medium
7. Using context clues	3.41	.68	medium
8. Making inference	3.55	.80	extensive
Total	3.45	.49	medium

Table 1 shows that the overall use of strategies was ($\bar{X} = 3.45$) which could be interpreted that the students use all strategies moderately. The three most frequently used strategies were scanning ($\bar{X} = 3.84$), making inference ($\bar{X} = 3.55$), and schema ($\bar{X} = 3.54$) respectively. These items were at an extensive level.

Table 2 : The result of reading strategies usage between the achievers and underachievers

Reading Strategies	Achiever		Underachiever		Statistical test p
	\bar{X}	S.D.	\bar{X}	S.D.	
1. Scanning	3.94	.59	3.87	.62	.51
2. Skimming	3.72	.61	3.47	.54	.02
3. Schema	3.85	.69	3.51	.70	.01
4. Identifying main idea and supporting details	3.76	.65	3.29	.59	.00
5. Using grammatical clues	3.62	.71	2.96	.69	.00
6. Using word parts	3.60	.94	2.79	.88	.00
7. Using context clues	3.67	.71	3.26	.63	.00
8. Making inference	3.70	.63	3.44	.83	.05
Total	3.73	.55	3.32	.38	.00

Table 2 shows that achievers and underachievers had different level of strategies usage. That is, the achievers had an extensive level of strategies usage ($\bar{X} = 3.73$) while the underachievers had a medium level of strategies usage ($\bar{X} = 3.32$). It was also found that there was a statistically significant difference between achievers and underachievers in the overall strategy usage at the level of .05. In general, the mean of the achievers was higher than that of the underachievers.

Table 3 : The result of reading strategies usage by the students with different years of studying English

Reading Strategies	Less than 8 yrs		8-12 yrs		More than 12 yrs		Total p
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	
1. Scanning	3.61	.67	3.81	.60	3.86	.61	.30
2. Skimming	3.21	.71	3.38	.58	3.55	.59	.01
3. Schema	3.20	.89	3.42	.65	3.61	.71	.01
4. Identifying main idea and supporting details	3.31	.55	3.32	.55	3.46	.66	.15

5. Using grammatical clues	2.72	.72	3.01	.75	3.31	.76	.00
6. Using word parts	2.76	1.00	2.82	.79	3.25	.94	.00
7. Using context clues	3.05	.47	3.27	.61	3.47	.70	.01
8. Making inference	3.20	.76	3.34	.74	3.64	.81	.00
Total	3.13	.47	3.30	.42	3.52	.50	.00

Table 3 shows that the students with different years of studying English had different level of strategies usage. That is, the students with years of studying English less than 8 years and 8-12 years had a medium level of strategy usage (\bar{X} =3.13 and \bar{X} =3.30) while the students with years of studying English more than 12 years had an extensive level of strategies usage (\bar{X} =3.52). It also shows that the students who had different years of studying English employed overall reading strategies at the level of significance of .05. Every reading strategy had statistically significant differences except scanning and identifying main idea and supporting details. When statistically significant differences were found, LSD was used to test a statistically significant difference between the mean scores of the use of reading strategies of each pair.

Table 4 : *The result of reading strategies usage by the students with different reading behavior outside of class*

Reading Strategies	Often		Sometimes		Never		Total p
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	
1. Scanning	3.90	.75	3.82	.58	3.89	.75	.70
2. Skimming	3.71	.69	3.48	.57	3.35	.70	.05
3. Schema	3.94	.72	3.51	.69	3.43	.82	.00
4. Identifying main idea and supporting details	3.87	.67	3.38	.62	3.27	.53	.00
5. Using grammatical clues	3.82	.85	3.19	.74	2.78	.66	.00
6. Using word parts	3.78	1.13	3.08	.88	2.84	.90	.00
7. Using context clues	3.91	.83	3.38	.64	3.11	.65	.00
8. Making inference	3.97	.78	3.51	.79	3.50	.83	.01
Total	3.86	.60	3.42	.46	3.27	.47	.00

Table 4 illustrates that the students with different reading behavior outside of class (often, sometimes, and never) had different level of strategies usage. That is, the students who often read outside class had an extensive level of strategies usage (\bar{X} =3.86) while the students who sometimes and never read outside class had a medium level of strategies usage

(\bar{X} =3.42 and \bar{X} =3.27). It was also found that the students who had different reading behavior outside of class employed overall reading strategies at the level of significance at .05. Every reading strategy had statistically significant differences except scanning and skimming. When statistically significant differences were found, LSD test was used to test a statistically significant difference between the mean scores of the use of reading strategies of each pair.

The result of the in-depth interview

1) The achievers gave an opinion that

1.1 they realized the importance of reading strategies which will help them to improve their reading comprehension.

1.2 they used particular reading strategies for reading particular publications i.e. using skimming and scanning to read newspaper or using summarizing when reading textbooks.

1.3 they practiced using every reading strategies very often and interchangeably.

2) *The underachievers gave an opinion that*

2.1 they have known about reading strategies but have not familiar with them so they lack practicing using them.

2.2 they had bad attitude towards English and were against reading strategies.

2.3 they always used dictionary when facing difficult vocabulary without knowing that reading strategies can help them understand the meaning of unfamiliar vocabulary.

2.4 they accepted that their grammar was poor. This was the obstacle to understand some reading strategies which involved grammar such as using grammatical clues and using context clues.

8. Discussion of Research Findings

8.1 Discussion of research hypothesis 1 : Achievers and underachievers have different reading strategies usage.

According to research findings, the achievers and underachievers used reading strategies differently. In general, the mean of reading strategies usage of the achievers was higher than that of the underachievers. The result was in consistent with Lau & Chan (2003) whose findings revealed that good readers scored higher than poor readers in using all reading strategies and with Wijanpreecha (2005) whose findings revealed that the students with higher reading proficiency employed more reading strategies than the students with moderate and lower reading proficiency. This is due to the following reasons :

1) Naturally the high achievers were reading-lovers, so they read a variety of materials. The more they read, the more strategic readers they would become, and they would develop how to use reading strategies spontaneously (Monos, 2005).

2) According to the result of in-depth interview, the high achievers realized the importance of reading strategies which would help them improve reading comprehension and they knew how to select the reading strategies to suit their reading task. This result agrees with Richards & Renandya (2002) indicating that strategy use was different in more proficient and less proficient readers. More proficient readers used different types of strategies, and they used them in different ways to achieve their reading comprehension.

3) The achievers tended to set learning goal, so they tried to study hard every subject in order to acquire good grade. For English subject especially reading part, the exam paper would require the students to summarize and give response from what they read. The students knew that reading strategies were key factor to help them to summarize and give response well, so they paid more attention to study hard how to use reading strategies effectively so that they could accomplish the reading exam and get good grade (Srichanyachon, 2006).

8.2 Discussion of research hypothesis 2 : Students with different years of studying English have different reading strategies usage.

According to research findings, the students who had different years of studying English (less than 8 years, 8-12 years, more than 12 years) employed overall reading strategies differently. That is, years of studying English affect the reading strategies usage of the students. In this view, the students with years of studying English less than 8 years and 8-12 years had medium level of strategies usage while the students with years of studying English more than 12 years had extensive level of strategies usage. This is because

years of studying English will provide opportunity for the students to read; therefore, the more the students read, the more language they acquire (Harmer, 2001). This findings also agree with Monos (2005) confirming that the more time spent on academic texts, the significantly higher level of strategies use is reported. He also furthered that skilled reading can be developed through a lot of reading; that is, the more someone reads, the more strategic reader he or she becomes. In addition, the findings can be supported by Haugen (2007) saying that years of studying English given by parents were also important. He clarified that some students were good readers because their parents educated them about reading and supported them to read a great deal since they were young. So, they found reading easy and instinctively understood how to use reading strategies. For instance, when reading newspaper, these students had no difficulty scanning the pages quickly, then slowed down to focus on one interesting article.

8.3 Discussion of research hypothesis 3 : Students who have different reading behavior outside of class have different reading strategies usage.

According to research findings, reading behavior outside of class affects overall reading strategies at the level of significance at .05. That is, the students who often read outside class had extensive level of strategy usage while the students who sometimes and never read outside class had medium level of strategy usage. This is because outside reading will allow the students to choose material specially written for them; hence, it will improve their overall comprehension skills (Harmer, 2001). The findings are also in consistent with Haugen (2007) indicating that one of factors which helps the readers to learn how to read more successfully is the reader's interest in the topic. So, the students have an opportunity to select the books or topics they like resulting in improved reading comprehension. In contrast to the good readers, the poor students who are lazy and inattentive about reading, or feel insecure and easily intimidated by complex material have never had to read anything as difficult as their college textbooks and research materials. As a result, such students have not learned to use a variety of reading strategies. In addition, according to Oxford (1990), language learners must seek out or create opportunities to practice the language skills, especially, if students want to reach high proficiency, classroom time cannot usually provide adequate practice opportunities. Therefore, students will need to find additional chances to practice the language whenever and wherever possible.

9. Implication for Teaching and Learning Reading at Bangkok University

1) The teachers should boost the students to integrate every reading strategy and use them interchangeably since there is no single strategy which is regarded the best and works well. In addition, the teacher should encourage and motivate the underachievers to use overall reading strategies extensively as the achievers use, especially some reading strategies which they don't use frequently such as identifying main idea and supporting details, using grammatical clues, and using word parts. If doing so, they will improve their reading comprehension, English test score at Bangkok University, and even test score of standardized test like TOEIC which will be useful for their future careers (Richards & Renandya, 2002; David & Thompson, 2005).

2) Since the product-oriented approach does not work in teaching reading (Wichadee, 2005), the teachers should seek more interesting teaching techniques to teach reading or construct other instructional mediums such as computer-assisted instruction or online lesson for teaching reading strategies so that the students will study reading more attentively and use reading strategies they rarely use or haven't recognized before which will lead to better reading comprehension.

3) The teachers should not ignore teaching grammar although the policy of teaching English at Bangkok University will place an emphasis on communicative approach because it involves some reading strategies such as using grammatical clues and using context clues. As the findings and the results of in-

depth interview revealed, the students had limited grammar knowledge, so they could not use those reading strategies extensively.

4) Although theoretically, English for Specific Purposes (ESP) will mainly focus on content and knowledge in particular field (Munsakorn, 2006), in response to the in-depth interview, Bangkok University Language Institute should add more supplementary exercises for the students to practice using reading strategies in English for Specific Purposes (ESP) courses such as English for Arts and Design for Fine and Applied Arts students, English Reading and Writing for Communication Arts for Communication Arts students, English Legal Language for Law students, and English for Business Purposes for Business Administration and Economics students. In addition, the teachers should emphasize more practice on the use of reading strategies for the technical and business students like Accounting, Science and Technology, Communication Arts, Economics, and Business Administration because the students in these fields were found to use less reading strategies (Oxford, 1990).

5) At present, there are the students in three faculties: Communication Arts, Fine and Applied Arts, and Science and Technology who do not study Advanced English (English four), Bangkok University Language Institute; therefore, should have discussion with the administrators of those faculties to add more learning period of Advanced English (English four) for their students because this course is the last general English subject taught in Bangkok University which will provide the students more time to practice reading strategies. This will help the students in these faculties to become more strategic readers because the more time they spent to read and use reading strategies, the more they will become proficient readers (Monos, 2005; Haugen, 2007).

6) The teachers should assign the students to read external reading materials every week, and they have to write a review or summary of what they read to communicate with the teachers. However, the teachers have to let them choose the reading materials in which they are interested because if the students have an opportunity to select the books or the topics they like, their reading comprehension will be improved since they have learned to use a variety of reading strategies by themselves automatically (Haugen, 2007).

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