UBON RATCHATHANI UNIVERSITY

STUDENTS' USE OF READING STRATEGIES: A SURVEY STUDY OF GRADE 9 EFL STUDENTS AT NONKHOR SCHOOL

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
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การวิจัยนี้มุ่งศึกษาการใช้กลวิธีต่าง ๆ ในการอ่านบทความภาษาอังกฤษ ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนบ้านโนนก่อ โดยเครื่องมือที่ใช้ในการวิจัยนี้คือแบบสอบถามซึ่งได้ดัดแปลงมาจาก the Survey of Reading Strategies (SORS) ของ Mokhtari และ Sheorey, (2002) จำนวน 16 ข้อ โดยได้แบ่งระดับความถี่ในการใช้กลวิธีในการอ่านต่าง ๆ เป็น 5 ระดับจากใช้บ่อยที่สุดไปจนถึงใช้น้อยที่สุด กลุ่มตัวอย่างของการวิจัยนี้เป็นนักเรียนชั้นมัธยมศึกษาปีที่ 3 ซึ่งกำลังเรียนอยู่ในภาคเรียนที่ 2 ปีการศึกษา 2560 จากโรงเรียนบ้านโนนก่อจำนวน 30 คน ข้อมูลที่นำมาใช้ในเชิงสถิติคือค่าระดับความถี่ ค่าเฉลี่ย เปอร์เซ็นต์ และส่วนเบี่ยงเบนมาตรฐาน จากผลการสำรวจชี้ให้เห็นว่านักเรียนทั้งหมด 30 คน มีระดับความถี่ในการใช้กลวิธีแต่ละกลวิธีแตกต่างกัน นอกจากนี้ผลสำรวจยังพบว่า กลวิธีที่นักเรียนกลุ่มตัวอย่างนี้เลือกใช้บ่อยที่สุด คือ การเปิดพจนานุกรมหาคำศัพท์ที่ไม่รู้ความหมาย การแปลความหมายของคำศัพท์ในรูปแบบคำและประโยคและแปลข้อมูลที่ได้จากการอ่านภาษาอังกฤษให้เป็นภาษาไทย ในขณะที่กลวิธีที่นักเรียนกลุ่มตัวอย่างส่วนใหญ่นี้ใช้น้อยที่สุดคือการเปลี่ยนข้อมูลที่ได้อ่านทำความเข้าใจแล้ว มาเป็นในรูปแบบตารางหรือผังภาพความคิด นอกจากนี้ผลการสำรวจยังพบว่านักเรียนกลุ่มนี้ยังได้ใช้กลวิธีในการอ่านแบบผสมเพื่อช่วยให้เข้าใจในเรื่องที่อ่านมากขึ้น จากผลการสำรวจนี้ ผู้วิจัยเห็นว่าครูผู้สอนสามารถช่วยให้นำข้อมูลนี้ไปปรับปรุง พัฒนาทั้งวิธีการสอนและสื่อการสอนเพื่อช่วยให้นักเรียนปรับปรุงและยกระดับการใช้กลวิธีในการอ่านภาษาอังกฤษของนักเรียนให้ได้ประสิทธิภาพมากยิ่งขึ้น

ABSTRACT

TITLE   : STUDENTS' USE OF READING STRATEGIES: A SURVEY
       STUDY OF GRADE 9 EFL STUDENTS AT NONKHOR SCHOOL

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       INTERACTIVE

This study aimed to investigate the English reading strategies used by grade 9 students at Nonkhor School while reading materials in English. The participants in this study were 30 grade 9 students at Nonkhor School, who were studying in a second semester of the academic year 2017. The questionnaires in this study were adapted from the Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey, (2002) with a 5-point Likert scale. Descriptive statistics used to analyze the data were frequency, percentage, mean, and standard deviation. Based on statistical data, the overall results revealed that all of the 16 items included in the survey were all used by the students with different frequencies. In addition, the findings also showed that on average, using reference materials (e.g. a dictionary), decoding of the meaning and translating the texts into Thai were most frequently used, whereas transferring information from a the text to some kind of grid or matrix was least frequently used. The findings from this study can help teachers develop teaching methods and materials in such a way that they enhance and improve these reading strategies.

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CHAPTER 1
INTRODUCTION

This chapter consists of nine sections: the rationale, research question, purposes of the study, scope of the study, significance of the study and definitions of key terms.

1.1 Rationale

Rapidly developing of technology makes Thai people use English as a tool for accessing modern technology and knowledge. Thai people require knowledge of English to communicate with foreigners and to gather information from textbooks, newspapers, journals, and Internet websites. In Thailand, English is a mandatory foreign language subject for Thai students in the basic educational level. Students from primary level to high school level have to study English and pass an examination as a requirement for graduation. Furthermore, English is one of the required subjects in the national examination for university admission. Rattanamung (2015) stated that In Thai school curriculums, English is a required subject for all classes, but English is still an unsuccessful subject in Thai Educational system. Some news has reported that Thai examinees on English is very low comparing to the examinees from other countries in ASEAN. These include the lack of language competencies, insufficient input of English, insufficient vocabulary knowledge and negative attitudes towards learning English. Moreover, one of the English skill that plays important role to Thai students is Reading. It is because most textbooks and the sources of knowledge and information are published in English. Reading is the most important tool to acquire knowledge in the present internet age when any kind of knowledge can be obtained easily. (Song, 1998). Therefore, teaching students to acquire English reading skills is very important. In order to have effective methods of teaching reading, the researcher need to know what reading strategies the students' use when reading English texts. Such knowledge will certainly help teacher to improve their teaching methods and materials. The present study will investigate the students' use of reading strategies.

1.2 Problem statement

There are several factors that cause grade 9 EFL students at Nonkhor School to perform poorly on reading comprehension. There are including insufficient vocabulary knowledge, the lack of language competencies, negative attitudes towards learning English, and ineffectively use reading strategies. Hence, the above-stated factors affect some students and their reading comprehension, these problems should be studied to find out the causes and create guidelines to help the students in using reading strategies.

1.3 Research Questions

This study aims to answer the following question: What strategies do students use when reading English?

1.4 Purpose of the study:

The goal of the study is to investigate Grade 9 EFL students' use of reading strategies of 30 grade 9 EFL learners at Nonkhor School.

1.5 Significance of the Study

Reading is a complex process that involves many factors: linguistics, psychological social and cultural, etc. In order to improve the methods of teaching English reading skills, it is necessary for teacher to know what reading strategies their students use. The present study is expected to provide information on what strategies the students use to read English.

This information is important for teacher to develop effective methods for teaching English reading skills.

1.6 Definitions of key terms

The following terms were repeatedly used in the study. Thus, they need to be clarified.

1.5.1 Reading Strategies refers techniques that students employed in order to construct meaning from the context.

1.5.2 The bottom up strategy is the decoding of the letter, sound, word, structures and sentence meaning.

      1.5.3 The top down strategy is the use of non-linguistic knowledge to "predict" the meaning of the reading text and understand the text by way of an inferential and constructive reading process

      1.5.4 The interactive strategy refers to the combination between the bottom up and the top down strategy.

      1.5.5 The texts in this study refer to reading passages in students' textbook name "Message 3" which grade 9 students at Nonkhor School use.

      1.5.6 Students refers to the grade 9 students at Nonkhor School.

      1.5.7 The questionnaire refers to the adaptation of "The Survey of Reading Strategies (SORS)," which was developed by Mokhtari and Sheorey (2002).

CHAPTER 2
LITERATURE REVIEW

This chapter discusses the concepts of reading as proposed by SLA. It also discusses important theoretical concepts related to second language reading. The topics discussed includes; reading definition and reading comprehension, reading strategy, classification of reading strategies and previous studies on the students' use of reading are discussed in the final section of the chapter.

2.1 Reading definitions and reading comprehension

Many researchers define reading in many ways, but there is a consensus that reading is a complex cognitive process in which the readers interact with the text to construct the meaning and get comprehension what they have read. Nunan (1991) stated that reading is a fluent process of a reader to comprehend the text by activating their own background to comprehend the text. Anderson (1999) also claimed that reading is an essential skill for ESL learners to master. He also emphasized that reading is an active process, which readers and the text interacted. In addition, Grabe (1991) mentioned that "a description of reading has to account for notion that fluent reading is rapid, purposeful, interactive, comprehension, flexible and gradually developing"

Reading comprehension is a more complex way of reading. As Horowitz (2013) suggests, "The reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. And the reader must apply reading comprehension strategies as ways to be sure that what is being read matches their expectations and builds on their growing body of knowledge that is being stored for immediate or future reference." Likewise, Cohen (1994) defines reading comprehension as a process of ability to predict the consequences in the text. Moreover, reading comprehension is an individual process of each reader with individual background knowledge, motivation and interest (Song, 1998).

In conclusion, reading is the process of construction of the meaning by the interaction between the readers and the text, and reading comprehension is the more

complex process that the readers must also be intentional and thoughtful while reading. The readers have to use the reading comprehension strategies to understand what they are reading.

2.2 Reading Strategies

According to Song (1998), reading strategies are important because they help learners to improve their reading comprehension, and to enhance efficiency in reading. Then, the aim of this section is mainly to study various strategies for reading. The subsequent sections deal with the definitions of reading strategies, and classifications of reading strategies. According to Anderson (2003) the term 'Strategies' is used to refer to conscious attempts by the readers to enhance their reading comprehension. Anderson (2003) also claimed that reading strategies can be observed, for example, teachers can observe their students' reading strategies by looking at their notes they take during listening to academic lecture. The teacher can compare the students' notes with the content in a textbook in order to understand the students' reading strategies. Tercanlioglu (2004) suggested that when readers attempted to understand difficult texts, they would employ, various strategies to help them comprehend the text being read. Brantimeier (2003) has defined reading strategies as "the comprehension processes that readers use in order to make sense of what they read." Based on the definitions of 'reading strategies' proposed by the scholars mentioned in this section, reading strategies can be employed as a tool to help students to be better readers. This is consistent with a set of the sample definitions of reading strategies shown earlier, which has illustrated that researchers have seen reading strategies as useful techniques which readers employ when they face some difficulties in order to understand the text. Consequently, these definitions have also revealed that the goal of using reading strategies is to facilitate the learners' reading, and to improve the learners' comprehension ability.

2.3 Classification of reading strategy

Many experts of reading had classified the strategies of reading into various strategies which are Bottom – up reading strategies, Top – down reading strategies and interactive models (Goodman, 1996, and Anderson 1999). Other strategies were also

classified by Salataci (2002) and Anderson (1999), and they are cognitive reading strategies (thinking) and metacognitive reading strategies (thinking about your thinking or planning). These models described how the readers process and use the strategies when they are reading the texts.

Salataci (2002) has proposed two main categories of the reading strategy classification based on his research work on 'Possible Effects of Strategy Instruction on L1 and L2 Reading'. His reading strategies can be classified as follows: cognitive strategies and metacognitive strategies. Cognitive strategies aid the readers in constructing meaning from the text. Salataci (2002) has provided a binary division of cognitive strategies as Bottom-up and Top-down. Within the sub-category of Bottom-up Strategies, it has three strategies including individual word focus, intra sentential features, and restatement. Within Top-down Strategy subcategory, it includes nine strategies such as predicting, making inferences, and using prior knowledge. The second category is the category of metacognitive strategies which are strategies that function to monitor or regulate cognitive strategies. They include commenting on task and commenting on behavior.

Anderson (1999) develops the reading strategies for reading comprehension to help readers read more successfully. He divides them into two groups which include cognitive reading strategies (thinking) and metacognitive reading strategies (thinking about your thinking or planning).

2.3.1 Cognitive Reading Strategies

Anderson (1999) described "cognitive strategies as mental processes directly concerned with the processing of information in order to learn" which consists of three strategies as follows;

2.3.1.1 Comprehending Strategies consist of several processes which are; "identifying main ideas, author's attitudes or tones, summarizing main information, analyzing author's purposes, guessing the content of a text, translating message into native language, guessing meaning of unknown words using context clues, using dictionary to clarify indirect meaning, and making inferences based on the available information to connecting important ideas in text" Anderson (1999).

2.3.1.2 Memory Strategies are making advantage of typographical features such as bold face, italics, pictures, tables or figures in text. Then, re read the texts and

take note, highlighting important information or underlining main ideas. Moreover, recognizing previous words or information and simplifying or paraphrasing information are also help readers remember what they read.

2.3.1.3 Retrieval Strategies are using background knowledge or experiences related to the topic or texts, connecting some new information in text with previously read text, using grammar structures or rules to comprehend meaning, applying knowledge of word stems, prefixes or suffixes, and recalling reading purposes or task obligation.

2.3.2 Metacognitive Reading Strategies

The strategies that function to monitor the cognitive strategies are called metacognitive strategies. It includes three learning process a) Planning for learning, b) Monitoring of comprehension, and (c) Evaluation of learning of learning after the language activity is completed (Skehan, 1993).

2.3.2.1 Planning for learning is how the readers set the purposes or goals of their reading, and then keep purposes or goals in mind, work out what needs to be done, after that identify the expectations of reading task and plan about steps before reading, and finally overview the passages before reading.

2.3.2.2 Monitoring of comprehension are checking if comprehension need, readers may check their comprehension when receiving across some new information, trying to concentrate or attention during reading, noticing when facing some confusions, and double-checking comprehension when encountering ambiguous information.

2.3.2.3 Evaluation of learning are approaching levels of text difficulty and reading demands, engaging self-questioning while reading, and evaluating accuracy in reading such as via task completion performance. In addition, metacognitive strategies include "checking the outcome of any attempt to solve a problem, planning one's text move, monitoring the effectiveness of any attempted action, testing, revising, and evaluating one's strategies for learning" (Brown, 2001). In other words, metacognitive strategies are used to plan, monitor and regulate the reading as it occurs.

2.3.3 Bottom - up reading strategies

Bottom – up strategies, predominant from about 1950 to 1965 (Alexander & Fox 2008), emphasize skills and explain reading as decoding of individual sounds to derive the meaning of words. These strategies is typically associated with Behaviorism

approaches to the teaching of reading (Alderson 2000; Alexander & Fox 2008). It describes the word by word, sentence by sentence patterning of the text by the reader to create meaning. The bottom-up theory rests on the central notion that reading is basically a matter of decoding a series of written symbols into their aural equivalents; translating from one symbolic representation (letters/graphemes) to another (sounds/phonemes) to derive meaning (Nunan 1991). The readers improve their comprehension ability by acquiring a set of hierarchically sub-skills. Readers are regarded as the passive recipients of content in the text and have to reconstruct meaning. (Dole et al, 1991) According to Nunan (1991), reading is normally a phenomenon of decoding the information of written form into the making sense of the text and called the process as 'bottom-up'. While McCarthy (1999) called the process as 'outside-in' and gives the explanation that the meaning exists in the text and is decoded by the reader who takes it into interpretation. However, this view of reading has been attacked as being insufficient for the reason that it focuses only on mainly words and structures.

The perception attached to this approach is that once a reader has gone through the processing steps and mastered the various skills, meaning would be obtained. Alderson (2000) states that the Bottom - up approach posits that the "reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes meaning". Nunan (2003) also mentioned that there are 5 steps in Bottom - up reading; (1) letter and sound recognition, (2) morpheme and word recognition, (3) identification of grammatical structures, (4) sentence structures and (5) comprehend the full text. He also stated that Bottom - up models typically consist of lower-level reading processes. The readers can increase their ability to comprehend the text by looking at the very "micro-" elements, such as the fact that we tend to insert a "w" sound between certain vowels; or they could be at a more "macro-" level, such as searching for synonyms within a text. The key idea here is decoding. Moreover, Treiman (2014) mentioned that "Bottom-up processes are those that take in stimuli from the outside world -- letters and words, for reading -- and deal with that information with little recourse to higher-level knowledge."

LaBerge and Samuels (1974) explained how information is sent to the brain for processing, and explains that reading fluency is obtained mainly through automaticity in decoding. This has implications for memory and attentional capacity. If

too much cognitive energy and processing time is taken up decoding words, there is too little memory and attentional capacity for comprehension. Automaticity frees up the mind so that attention can then be given to comprehension. Automaticity only develops through practice – hours and hours of reading. Reading is perceived as an individual, skill-oriented, cognitive activity in which certain processing steps are followed. In other words reading is perceived solely as an intrapersonal, problem-solving task that takes place inside the brain. Nunan (1991) provided the step by step processes involved, which is presented as below:

Print > Every letter discriminated > phonemes and graphemes matched > Blending > Pronunciation > Meaning

According to this model the reader processes each letter or grapheme individually and matches letters with the phonemes (units of sound) of the language. The phonemes and the graphemes are blended to form words in order to derive meaning. Meaning is derived by translating one form of symbolic representation to another: from letter to sound and then to meaning (Nunan, 1991).

However, Grabe & Stoller (2001) criticized that bottom up reading strategies rely more on decoding, and the important in reading, reading fluently for meaningful comprehension does not involve in this strategies. In addition, many teachers are influenced in their teaching by this approach to reading. This may also explain why many students become vocalized and subvocalized readers. As argued by Brunfaut (2008) the bottom-up reading strategies do not cover the full picture of the reading process especially, for the meaningful comprehension. Rumelhart (1985) also criticized the bottom-up reading strategies that letters are more often take the important role in reading, while word perception is sometimes influenced by meaning.

In conclusion, Bottom - up reading is the ability to decode the letter, sound, word, and structures until the whole texts in which to comprehend the meaning of the texts and these strategies typically use of lower-level reading processes.

2.3.4 Top - down reading strategies

In view of the inadequacies of the bottom-up reading strategies, the top-down reading strategies to reading became predominant between 1966 and 1975 (Alexander & Fox 2008). The Top-down reading strategies is in the opposite place to the 'Bottom-up reading strategies', Goodman (1967) presented reading in relation to psycholinguistic

guessing game. It is a process in which readers examines the text, make assumptions, confirm or reject them, make new hypotheses, and so on. In other words, the reader rather than the text is the key of the reading process. Moreover, the schema theory of reading also based on the cognitive view of reading. Schemata has been described as "building blocks of cognition," used in the process of comprehending information, retrieving data from memory, organizing text and the flow of the cognitive system. (Rumelhart, 1985) He also stated that if our schemata are incomplete and unsuccessful in providing an understanding of the incoming information from the text, we will not be able to process and understand the text effectively. Therefore, reading strategies emphasizes the interactive view of reading and it needs to construct well until it leads to reading comprehension. The top-down reading strategies posits that reading proceeds through the processing of larger units of language. The reader rather than the text is at the heart of the reading process. In other words, the focus is on the knowledge a reader possesses. These reading strategies explain that readers bring other knowledge sources into the reading process. Rather than perceiving readers as passive decoders of meaning, as in the bottom-up explanation, readers are seen as reconstructing meaning from text. The interaction of the reader and the text is central to the reading process. The reader interacts with the text by forming hypotheses and making predictions. Instead of decoding words, the reader uses goals and expectations to derive meanings from text (Alderson, 2000). The reader formulates hypotheses, and confirms expectations based on background knowledge. Goodman (1971) referred to reading as a Psycholinguistic Guessing Game in which the reader guesses or predicts the texts' meaning on the basis of textual information and existing background knowledge. The more predictable a text is in terms of background knowledge, the easier the text can be processed. In contrast, the bottom-up strategy is called local strategies or problem-solving and support strategies (Mokhtari & Sheorey, 2001) for readers to grasp specific linguistic components. In this vein, readers with common knowledge of the world are able to "predict" the meaning of the reading text, verify or decline the previous guesses, and ultimately, understand the text by way of an inferential and constructive reading process (Aebershold, & Field, 1997).

  The emphasis of the top-down model is on the construction of meaning. In order for the readers to achieve comprehension, readers have to reconstruct and

reorganize a text mentally, linking new information to that already stored in memory, and forming new coherent mental pictures. The reader interacts with the text by bringing his/her background knowledge of the subject, as well as knowledge of and expectations about how language works to the content of the text (Grabe & Stoller 2001; Nunan 1991). Using relevant existing schemata (networks of information stored in the brain, which act as filters for incoming information), readers map incoming information onto existing information. To the extent that these schemata are relevant, reading is successful (Alderson 2000; Rumelhart 1985).

During the top-down era, Schema Theory was used to explain how background knowledge guides comprehension processes. According to Nunan (1991), Schema Theory suggests that the knowledge we carry around in our heads is organized into interrelated patterns, which are constructed from our previous experiences of the experiential world, and this guides us as we make sense of new experiences and enables us to make predictions about what we might expect to experience in a given context. Without the appropriate schemata, comprehension will be difficult and may result in wrong interpretations and poor inference. Anderson (1999) also provides an explanation of how the reader's existing knowledge affects comprehension. They state that "a reader comprehends a message when she is able to activate or construct a schema that gives a good account of the objects and events described" (Anderson 1999).

Aebersold and Filed (2000) stated that readers bring a great deal of their knowledge, expectation, assumptions, and questions to the text, and given a basic understanding of vocabulary, they continue to read as long as the text confirms their expectations. Nuttall (1996) also stated that readers' intelligence and experience based on the schemata they have acquired can make the predictions to understand the text. This model is used when readers interpret assumptions and draw inferences, or when they try to see the overall purpose of the text or get a rough idea of the pattern of the writers' argument in order to make a reasoned guess at the next step. The top-down model gives a sense of perspective and makes use of all that the reader brings to the text: prior knowledge, common sense, etc. In short, this model is the making of predictions about new information in the text based on prior experience or background knowledge that readers already know or possess.

However, the top-down approach and its related Schema Theory lay strong emphasis on background knowledge to the exclusion of decoding skills. Top down reading strategies have been greatly criticized. As Stanovich (1980) explained, the type of hypothesis generation proposed by the proponents of the top down approach will be even more time consuming than the decoding involved in the bottom-up approach. Although the model has been used to support suggestions for reading instruction (e.g whole word and whole language approaches to reading instruction), these instructions have not been particularly beneficial to students' reading development (Grabe & Stoller 2001).

The main bottom-up reading strategies do not adequately explain the reading process, nor does it correctly guide reading instruction. Similarly, a top-down reading strategies that acknowledges the application of prior knowledge to the exclusion of decoding, and automatic processing of words does not give an adequate account of the reading process. In addition, both the bottom-up and top-down reading theories do not distinguish between reading at the beginning stages (learning to read) and reading at a more advanced level (reading to learn). The fact that fluent readers recognize words by sight does not mean that beginning readers should be taught in that way. Such differences between beginning and mature readers need to be accounted for by any theory of reading. Yet the top-down model sometimes fails to distinguish adequately between beginning readers and fluent readers.

2.3.5 Interactive Reading Strategies

The inadequacies of both bottom-up and top-down theories indicate that an appropriate explanation of reading cannot be obtained by any one theory. Instead, an explanation of reading that integrates both approaches seems to be a more plausible approach. Bottom-up processes and top-down processes are both necessary. An interactive approach that integrates both theories posits that readers process texts from several levels. Stanovich (1980) described the interactive Compensatory Model, which is a classic example of an interactive model, posits that deficiencies at one level can be compensated for by drawing on knowledge at other levels. In other words, bottom-up and top-down processes interact to make up for deficiencies at each level. For example, when readers lack the resources at the lower level, higher level processes, such as background knowledge take over. Similarly, lower level processes make up for

deficiencies at higher levels. Second language readers would frequently apply higher level processing to compensate for lack of linguistic resources at lower levels if faced with difficult texts (Alderson 2000; Grabe & Stoller 2001; Stanovich 1980).

Interactive reading strategies assumes that the process of translating printed or written text to meaning involves making use of both prior knowledge and print (Stanovich, 1980). It is the most recent set of reading strategies, in which comprehension is considered the result of bottom-up and top-down elements; these reading strategies theorized an interaction between the reader and the written text (Aebersold and Field, 1997). Interactive reading strategies is also proposed by Aebersold and Field (1997) as the reading strategies which describes a process that moves both bottom up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading. Likewise, Gascoigne (2005) indicates that interactive model places an emphasis on the interaction between the reader and the text. They are reader driven. They are not linear but rather cyclical views of the reading process in which textual information and the reader's mental activities have a simultaneous and equally important impact on comprehension. Nuttal (1996) mentioned that the readers continually shift one focus to another. For example, they used Top - down strategy to predict the meaning and then the readers move to Bottom - up strategy to check what the writer is writing. Cohen (1990) also stated that the successful readers always used the combination of Bottom - up approach and Top - down approach to construct the meaning and comprehend the text.

In summary, interactive model refers to the combination of Bottom - up and Top - down. Readers obtained the information of the text by decoding word by word and sentence by sentence, and provided information by activating the prior knowledge to overcome the texts.

In short, different scholars have classified reading strategies in various ways. . They are (1) Bottom up reading strategies, (2) Top down reading strategies, (3) Interactive reading strategies, (4) Cognitive reading strategies and (5) Metacognitive reading strategies. Although, many experts have classified reading strategies differently, their classification has something in common. For example, some characteristics of bottom up reading strategies (translating message into native language and using

dictionary to clarify indirect meaning) and top down reading strategies (guessing meaning of unknown words using context clues and making inferences based on the available information to connecting important ideas in text.) are contained in cognitive reading strategies. Moreover, many experts believe that reading strategies are very important for   readers in order to enhance their reading skills. Hence, readers who have used reading strategies effectively would be eventually become successful L2 readers. The next part of this chapter will discuss about the previous study of the use of students strategies when they read English.

The next part of this chapter will discuss about the related study of the use of students strategies when they read English.

2.4 Previous study

There are several research studies which have dealt with the students' use of reading strategies. Following is a brief review of the related studies.

Bang and Zhao (2007) examined the reading strategies of Korean and Chinese ESL learners. The participants were 8 students who enrolled in a TESOL program (4 Chinese and 4 Korean). The participants were asked to read 2 different passages. After reading, the semi – structured interview based on reading strategies were used. After the interview, the participants was requested to complete a questionnaire in which strategies they used. The result showed that Korean participants relied on dictionaries and habit of translation in attempt to comprehend the text. While the Chinese participants preferred using contextual clues. Furthermore, Bang and Zhao said that, Korean readers focused on phonological processing strategies, while Chinese readers tended to use visual – orthographic processing strategies.

Wright and Brown (2006) conducted research on reading in a foreign language, exploring the potential benefit of reading strategy instruction used by UK grade 11 and 12 students who studied French and Spanish as the second language. The reading strategy instruction was emphasized on Top down reading strategies. Before the experimental, the initial reading strategies survey was used and the result revealed that the students tended to use strategy which involved bottom – up processing before they were trained to use top – down reading strategy. After the experimental, the same initial reading strategies survey was used again. The result of the study showed that, most of

the subjects reported that they used top down processing strategy when they read and it is very efficient in reading comprehension. The subjects also stated that they will continue to use top down processing strategy in their future reading.

Thampradit (2006) investigated the reading strategies used by Thai University first year engineering students. The participants of this study were 48 Thai first year university students (28 male and 20 female; 24 high level of reading proficiency and 24 low level of reading proficiency). All subjects were asked to produce verbal reports during the process of reading expository text. The subjects' verbal reports were transcribed and coded into idea units. The result showed that subjects appeared to be using the same strategies, but with different frequencies. Cognitive reading strategies were used most frequently while metacognitive reading strategies were used least frequently. Furthermore, there was a statistically significant different in the use of cognitive, metacognitive, and compensating reading strategies between high and low English reading ability students. That is, differing levels of English reading ability influenced the subjects' used of reading strategies. The results suggested that since students with different levels of English proficiencies used strategies not only with different frequencies, but also in different ways. It is necessary to teach low English reading ability students how to use strategies more appropriately and effectively.

Wirotanan (2002) conducted research about reading strategies of university EFL Thai readers used in reading Thai and English texts. The participants were 40 graduate Thai students at the University of Pittsburgh, USA. The purpose of this study was to investigate the differences in strategy use of high and low proficiency Thai EFL university readers when they read expository texts in Thai and English. The data were collected by a checklist reading strategies questionnaires and oral interview. The results indicated that when reading Thai, few differences existed in the number and types of strategies used between high and low proficiency EFL readers. However, when reading English, the high proficiency EFL readers transferred their reading strategies from L1 to L2 only when the texts shared similar linguistic features. Moreover, both the high and low proficiency EFL readers used strategies when reading a foreign language, but differences existed in how the strategies were used.

Rattanamung (2015) conducted a research about reading strategies used by Grade 9 students when taking the English Standard Test at Kasetsart University Laboratory

School, and the reading problems that students encounter when taking the test. The grade 9 students in this school were 120 students. They had grouped into four classes with mixed ability and gender group. The populations of this study were randomly selected 27 of 120 grade 9 students at Kasetsart University Laboratory School. There were 14 female and 13 male students. The subjects had to take The English Standard Test which also contained seven reading comprehension passages. After the test, he interviewed the subjects which reading strategies that the subjects used in the test. The results show that the most frequency strategy usage was using prior knowledge to overcome the passage. In addition, it can be concluded that most of the subjects used top down strategy to comprehend the texts.

Saengsuk (2010) investigated what reading strategies English program students and regular program students at Srivikorn School used for comprehending English texts, and whether there was significant differences in reading strategies used by the two groups. The subjects of the study were 18 sixth grade students at Srivikorn School. Nine of the subjects were studying in the English program where most of the subjects were taught in English. The rest of the subjects were studying in the regular program where all of the subjects were taught in Thai. The research instrument was a survey of reading strategies (SORS), which was developed by Mokhtari and Sheorey (2002). The results of the study revealed that after comparing each individual strategy used by English program students and regular program students, the one most frequently used by both groups is problem solving strategies or it is known as bottom up reading strategies. In addition, the results of this study showed that there were no significant differences in overall usage of the strategies by these two group.

In conclusion, those related studies revealed that reading strategies were essential tools for readers to better understand what they are reading. They can be used to facilitate learning or comprehension. Additionally, many studies pointed out that readers intentionally used varieties of reading strategies to comprehend L2 texts. This included when the readers faced problems in L2 reading, they used various reading strategies such as translating to L1, using dictionary, guessing the meaning of the words, inferring the main idea etc. to overcome their limitations of the language.

In the next chapter, the key elements of the research methodology used in conducting this study will be described.

CHAPTER 3
METHODOLOGY

This chapter describes the methodology of this study. This chapter therefore describes the research methodology including population, research instruments, research design, data collection procedure, and the data analysis.

3.1 Population

The target population of this study was 30 Grade 9 EFL students who were studying English in the second semester of academic year 2017 at Nonkhor School. The participants had studied about reading strategies especially, bottom up and top down strategies. So, they were quite familiar with the strategies in the questionnaire. With respect to the 30 subjects, 17 students are male and 13 students are female. The students were of mixture English language ability and most of them are low proficiency. The English proficiency of the students were judged by their English grade last 5 semesters.

3.2 The research instruments

The research instrument in this study was a questionnaire which was designed to fit the purpose of the study.

The questionnaire used in this study was adapted from "The Survey of Reading Strategies (SORS)," which was developed by Mokhtari and Sheorey (2002). The strategies, which was adapted in this questionnaire, were selected from the participants' familiarity. These all strategies had been taught to the participants when they were at 7 and 8 grade students. The questions were written in both English and Thai. The questionnaire was utilized in this study to examine students' use of reading strategies. The SORS questionnaire consisted of 16 items with a 5-point Likert scale ranging from 1 to 5. The description of the scales was as follows:

Scale	Frequency	Percentage
1	Never/almost never	0 – 20
2	Occasionally	21 – 40

Scale	Frequency	Percentage
3	Sometimes	41 – 60
4	Usually	61 - 80
5	Always/ almost always	81 – 100

3.3 The Questionnaire

There are 2 sub – categories of this questionnaires: Bottom – up reading strategies and Top – down reading strategies. There are eight strategies included in the bottom-up reading strategies. These are item number 3, 4, 6, 7, 10, 11, 13, and 14. While the Top – down reading strategies are also eight strategies included. These are item number 1, 2, 5, 8, 9, 12, 15, and 16.

3.3.1 1st sub category: Bottom – up reading strategies

This sub category was a Bottom – up reading strategy. In this category, it mainly focused on decoding the printed text word by word, sentence by sentence patterning of the text by the reader to create meaning. Otherwise, this sub category was based on the Bottom - up reading strategies

Table 3.1 1st sub category questionnaire

Items	Evaluation details
3	I read aloud to help me understand what I read.
4	I read slowly and carefully to make sure I understand what I am reading.
6	When reading, I read closely and pay attention to every word and sentence.
7	I use reference materials (e.g. a dictionary) to help me understand what I read.
10	When reading, I translate from English into my native language.
11	When I read, I focus on pronunciation, discrimination between sounds, intonation.
13	When I read, I go through a text word-for-word concentrating on unknown words.
14	When I read, I identify the grammatical units to make me more understanding of the passage.

3.3.2 2nd sub category: Top - down reading strategies

This sub category was a Top - down reading strategy. In this category, it mainly emphasized on reconstruct and reorganize a text mentally, linking new information to that already stored in memory, and interacts with the text by bringing background knowledge of the subject. In other words, this sub category was created on the Top – down reading strategies.

Table 3.2 2nd sub category questionnaire

Items	Evaluation details
1	I think about what I knew to help me understand what I read.
2	I take an overall view of the text to see what it is about before reading it.
5	I review the text first by looking at organization of the text such as length and organization.
8	I use context clues to help me better understand what I am reading.
9	When I read, I guess the meaning of unknown words or phrases.
12	I transfer information from a continuous text to some kind of grid or matrix.
15	When I read, I predict the following events.
16	I try to skim the text to looking for the key sentences of a passage.

3.4 Research Design

There was only one instrument in this study. It is the questionnaire. The questionnaire of this study was adapted from the Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002, p. 4), these were 16 items in this questionnaire and it was subdivided into two categories: Bottom – up reading strategies (8 items), and Top – down reading strategies (8 items). After the questionnaire was taken from the subjects, the data from the questionnaire were computed to investigate and analyze their frequency, percentage, and mean score.

The questionnaires were made in two versions: English version and Thai version. The Thai version was made as the author felt that it would be better understood by the students. In order to ensure the understanding of the instructions and statements in the

questionnaire, the pilot study was conducted. Before being used as the main research instrument, the Thai version questionnaire was tried out with 30 Grade 8 students at Nonkhor School for the reliability. The pilot study was conducted 2 weeks before the date of the real data collection. After the pilot study, the subjects were asked to fill their personal information and rate the reading strategies they used on the Thai version of the questionnaire. By doing this, the subjects can ask for some clarifications of each items in the questionnaire. The subjects were asked to submit the questionnaires immediately when they finished.

3.5 Data analysis

This study aimed to examine the students' use of reading strategies. Data from the questionnaire was analyzed using frequency, percentage, mean score, and usage level. The average scores were interpreted using the interpretation key suggested by Oxford and Burry- Stock (as cited in Mokhtari & Sheorey, 2002) for general learning strategy usage: (1) high (mean of 3.5 or higher), (2) moderate (mean of 2.5 to 3.4) and (3) low (mean of 2.4 or lower).

The next chapter presents the study results and their discussion.

CHAPTER 4
RESULTS AND DISCUSSIONS

This chapter reports the results of the current study obtained from the questionnaire, and the discussion of the results. There were 30 subjects in this study. All of them were Grade 3 students at Nonkhor School. This part presents the findings which were obtained from 16 questionnaires concerning the English reading strategies that the students perceived they used while reading English. The questionnaires of this study were adapted from the Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002, p. 4), they are subdivided into two categories: Bottom – up reading strategies (8 items), and Top – down reading strategies (8 items). The findings were computed to investigate and analyze their frequency, percentage, mean, and standard deviation. The average scores were interpreted using the interpretation key suggested by Oxford and Burry- Stock (as cited in Mokhtari & Sheorey, 2002, p. 4) for general learning strategy usage: (1) high (mean of 3.5 or higher), (2) moderate (mean of 2.5 to 3.4) and (3) low (mean of 2.4 or lower). The results are shown in Table 4.1.

Table 4.1 Summary of English Reading Strategies Questionnaire Responses

Items	English Reading Strategies	Always		Often		Sometimes		Rarely		Never		Mean (X)	Standard Deviation (SD)	Usage Level
		N	%	N	%	N	%	N	%	N	%			
1.	I think about what I know to help me understand what I read.	16	16.00	8	26.67	3	10.00	3	10.00	0	0.00	4.23	0.99	high
2.	I take an overall view of the text to see what it is about before reading it.	6	20.00	10	33.33	12	40.00	2	6.67	0	0.00	3.67	0.87	high
3.	I read aloud to help me understand what I read.	15	50.00	8	26.67	4	13.33	3	10.00	0	0.00	4.17	1.00	high
4.	I read slowly and carefully to make sure I understand what I am reading.	18	60.00	10	33.33	2	6.67	0	0.00	0	0.00	4.53	0.62	high
5.	I review the text first by looking at characteristics like length and organization.	2	6.67	4	13.33	11	36.67	7	23.33	6	20.00	2.63	1.14	moderate
6.	When reading, I read closely and pay attention to every words and sentences.	13	43.33	8	26.67	6	20.00	2	6.67	1	3.33	4.00	1.10	high
7.	I use reference materials (e.g. a dictionary) to help me understand what I read.	21	70.00	6	20.00	3	10.00	0	0.00	0	0.00	4.60	0.66	high
8.	I use context clues to help me better understand what I am reading.	2	6.67	5	16.67	11	36.67	6	20.00	6	20.00	2.70	1.16	moderate
9.	When I read, I guess the meaning of unknown words or phrases.	1	3.33	6	20.00	12	40.00	7	23.33	4	13.33	2.77	1.02	moderate
10.	When reading, I translate from English into my native language.	20	66.67	6	20.00	3	10.00	1	3.33	0	0.00	4.50	0.81	high

Table 4.1 Summary of English Reading Strategies Questionnaire Responses (Continued)

Items	English Reading Strategies	Always		Often		Sometimes		Rarely		Never		Mean (X)	Standard Deviation (SD)	Usage Level
		N	%	N	%	N	%	N	%	N	%			
11.	When I read, I focus on pronunciation, discrimination between sounds, intonation.	8	26.67	12	40.00	6	20.00	3	10.00	1	3.33	3.77	1.05	high
12.	I transfer information from a continuous text to some kind of grid or matrix.	2	6.67	3	10.00	5	16.67	12	40.00	8	26.67	2.30	1.16	low
13.	When I read, I go through a text word for word concentrating on unknown words.	12	40.00	10	33.33	8	26.67	0	0.00	0	0.00	4.13	0.81	high
14.	When I read, I identify the grammatical units to make me more understanding.	3	10.00	6	20.00	8	26.67	12	40.00	1	3.33	2.93	1.06	moderate
15.	When I read, I predict the following events.	3	10.00	5	16.67	6	20.00	7	23.33	9	30.00	2.53	1.33	moderate
16.	I try to skim the text to looking for the key sentences of a passage.	6	20.00	9	30.00	9	30.00	4	13.33	2	6.67	3.43	1.15	moderate
total												3.56		

4.1 Results

4.1.1 Results from percentage, mean score and usage level

As can be seen from table 1, most of the students reported using all of the strategies with different frequencies. Given the frequency and percentage figures calculated from 5-point Likert scale ranging on the basis of "always (5)", "often (4)", "sometimes (3)", "rarely (2)" and "never (1)". The result showed that the highest score and percentage derived from each item seemed to fall into three ranges: always, sometimes and rarely. This showed that most of the students always used the strategies of item number: 3; "I read aloud to help me understand what I read." item number 4; "I read slowly and carefully to make sure I understand what I am reading." item number 6; "When reading, I read closely and pay attention to every word and sentence." item number 7; "I use reference materials (e.g. a dictionary) to help me understand what I read.", item number 10; "When reading, I translate from English into my native language." and item number 13; "When I read, I go through a text word-for-word concentrating on unknown words." While most of the students sometimes used the strategies of the items number: 2; "I take an overall view of the text to see what it is about before reading it." and item number 9; "When I read, I guess the meaning of unknown words or phrases." On the other hand, most of the students rarely used the strategies of the items number 12; "I transfer information from a continuous text to some kind of grid or matrix." and item number 14; "When I read, I identify the grammatical units to make me more understanding." Another interesting result was with some strategies that students rarely or never used when they are reading. There were strategies of items number 12; "I transfer information from a continuous text to some kind of grid or matrix." and item number 15; "When I read, I predict the following events."

Overall, the findings demonstrated that each of the 16 items included in the survey were all employed with different frequencies. Based on the interpretation key suggested by Oxford and Burry-Stock (1995) for general learning strategy usage, the overall usage level fell into the level of "high" with the proportion of 9 items which were; item number 1; "I think about what I know to help me understand what I read." item number 2; "I take an overall view of the text to see what it is about before reading it." item number 3; "I read aloud to help me understand what I read." item number 4; "I read slowly and carefully to make sure I understand what I am reading." item number 6; "When reading,

I read closely and pay attention to every words and sentences." item number 7; "I use reference materials (e.g. a dictionary) to help me understand what I read." item number 10; "When reading, I translate from English into my native language." item number 11; "When I read, I focus on pronunciation, discrimination between sounds, intonation." and item number 13; "When I read, I go through a text word-for-word concentrating on unknown words." Whereas, there was only 1 item with had the "low" usage level which was item number 12; "I transfer information from a continuous text to some kind of grid or matrix." In addition, among 5-point Likert scale of all 16 items, "always" was most frequently marked in 6 items and "sometimes" was subsequently marked in the second sequence in 5 items. Considering each of the 16 items, the scale of "always" of the item number 7 was most frequently used of all the rankings; 70% or 21 students always use reference materials (e.g. dictionary) .

Taking the mean into consideration, on average, the highest mean fell in to the strategies of "I use reference materials (e.g. dictionary) to help me understand what I am reading," whereas the strategy of "I transfer information from a continuous text to some kind of grid or matrix." was on average, the least used which is 2.30.

In relation to the results of this questionnaire, it appeared that the highest percentage (70%) of the strategies being used was item number 7 which has 21 of 30 students reported they always used reference materials (e.g. a dictionary) to understand what they read, and the average score derived from this strategy was relatively high, that is: 4.60. In addition, other strategies which was highly used subsequently were items number 3, 4, 6, 10 and 13. In other words, item number 3 has 50.00% or 15 students had to read aloud to help them understand when they were reading. From item number 4, 60.00% or 18 students read slowly and carefully to make sure they understand what they were reading. There was 43.33% or 13 students from item number 6 who read closely and paid attention to every words and sentences. From item number 10. There was 66.67% or 20 students who reported always translated from English into their native language when they read. Another high score is from item number 13. There was 12 students or 40.00% reported they always went through a text word-for-word concentrating on unknown words when they were reading. Moreover, the average score derived from those strategies were relatively high, all of them are upper 4, and these are: 4.17, 4.53, 4.00, 4.50 and 4.13 respectively. Conversely, there were 4 strategies students reported

they were rarely used or never used when they were reading. There were the items number 5, 12, 14 and 15. In detail, item number 5 has 43.33% or 13 students reported that they rarely or never reviewed the text first by looking at characteristics like length and organization. From item number 12, 66.67% or 20 students reported that they rarely or never transferred information from a continuous text to some kind of grid or matrix. There was 43.33% or 13 students from item number 14 rarely or never identified the grammatical units when they were reading. Another low score was from item number 15. There was 16 students or 53.33% reported they rarely or never predicted the following events when they were reading. Moreover, the average score derived from those strategies were relatively low, all of them were below 3, there were: 2.63, 2.30, 2.93, and 2.53 respectively.

With reference to the average of scores, it was found that the highest mean was 4.60 which was computed from the items number 7. This showed that 70% or 21 students always used reference materials (e.g. a dictionary) to help them understand what they read. There were others higher mean scores such as items number 1, 3, 4, 6, 10 and 13. All of them were more than 4. These meant that most of the students always used these strategies "I think about what I know to help me understand what I read.", "I read aloud to help me understand what I read.", "I read slowly and carefully to make sure I understand what I am reading." "When reading, I read closely in every words and sentences." "When reading, I translate from English into my native language." and "When I read, I go through a text word-for-word concentrating on unknown words when they are reading." The mean scores of these strategies were 4.23, 4.17, 4.53, 4.00, 4.50 and 4.13 respectively. On the other hand, the lowest mean score was 2.30 which was scored from the item number 12. This meant that on average the strategy of "I transfer information from a continuous text to some kind of grid or matrix." was reported least being used. Moreover, there were 6 items that the mean derived was lower than 3 which were item number 5, 8, 9, 12, 14 and 15. The mean score of those items were 2.63, 2.70, 2.77, 2.30, 2.93 and 2.53 respectively. This meant that the subjects average or rarely to reviewing the text first by noting its characteristics, using context clue, guessing the meaning of unknown words or phrases, transferring information from a continuous text to some kind of grid or matrix, identifying the grammatical units, and predicting the following events.

With respect to the levels of reading strategies usage according to the interpretation key, an interesting finding from the above table reported that the interpretation of overall score average of each item obtained by the students fell into three usage designations: high, moderate and low. Nine items (number 1, 2, 3, 4, 6, 7, 10, 11 and 13) were reported being used at high level with the highest mean of 4.60 from the items number 7; "I use reference materials (e.g. a dictionary) to help me understand what I read." while six items (number 5, 8, 9, 14, 15 and 16) were reported being used at moderate level with the highest mean of 3.43 from the items number 16; "I try to skim the text to looking for the key sentences of a passage." Moreover, the only one items which was reported being used at low level was item number 12; "I transfer information from a continuous text to some kind of grid or matrix." with the mean score of 2.30.

4.1.2 Results from 1st sub category (Bottom up reading strategy)

The questionnaires of this study which was adapted from the Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002), they were subdivided into two categories: Bottom up reading strategies (8 items), and Top down reading strategies (8 items). Firstly, with reference to the Bottom – up reading strategies in this questionnaires, there were eight strategies included in this category. These were item number 3, 4, 6, 7, 10, 11, 13, and 14. Surprisingly most of the items were reported being used at high level. The highest average score of 4.60 fell into the item number 7: "I use reference materials (e.g. a dictionary) to help me understand what I read", while the item number 14: "When I read, I identify the grammatical units to make me more understanding." was reported least being used with the mean of 2.93. With respect to others items in this Bottom – up strategies category, item number 4 "I read slowly and carefully to make sure I understand what I am reading." reported as the second most frequency usage with the mean score of 4.53. Others results of this category which had been rearranged form the highest to the lowest; there were item number 10 "When reading, I translate from English into my native language.", item number 3 "I read aloud to help me understand what I read.", item number 13 "When I read, I go through a text word-for-word concentrating on unknown words.", item number 6 "When reading, I read closely in every words and sentences.", and item number 11 "When I read, I focus on pronunciation, discrimination between sounds, intonation." Moreover, the average score derived from those strategies were 4.50, 4.17, 4.13, 4.00 and 3.77 respectively. In

addition, a pairs of the items number 4: "I read slowly and carefully to make sure I understand what I am reading." And 10: "When reading I translate form English into my native language." From this category obtained the very high average score which close to the highest mean, which was 4.53 and 4.50 respectively.

4.1.3 Results from 2nd sub category (Top down reading strategy)

According to this questionnaires, the 2nd sub category, with reference to the Top - down reading strategies, there were eight strategies included in this category. These were item number 1, 2, 5, 8, 9, 12, 15, and 16.; two out of these eight were reported being used at high level, including the items number 1; "I think about what I know to help me understand what I read.", and item number 2; "I take an overall view of the text to see what it is about before reading it." which the mean scores were 4.23 and 3.67 respectively. Conversely, item number 12; "I transfer information from a continuous text to some kind of grid or matrix." was reported least being used in this Top – down reading strategies with the mean of 2.30. While the remaining five strategies were reported used at moderate level: these were items number 5, 8, 9, 15 and 16. Moreover, the remaining five strategies were rearranged from the highest to the lowest mean scores, there were; item number 16 "I try to skim the text to looking for the key sentences of a passage." with the mean of 3.43, item number 9 "When I read, I guess the meaning of unknown words or phrases." with the mean of 2.77, item number 8 "I use context clues to help me better understand what I am reading." with the mean of 2.70, item number 5 "I review the text first by noting its characteristics like length and organization." with the mean of 2.63, and item number 15 "When I read, I predict the following events." with the mean of 2.53.

From the results shown in this questionnaires, comparing the total average score of each of the aforementioned two categories (Bottom up reading strategies and Top down reading strategies), it was shown that the higher mean frequency with which the students used a given category of strategies when reading English reading materials was 4.08 which was derived from the category of Bottom – up reading strategies, while the category of Top – down reading strategies was reported being used with the relative mean of 3.03. Comparing the two categories subdivided on the questionnaire, on average, the Bottom – up reading strategies were most frequently employed.

In the next part of this chapter, a discussion about the major results from the study were presented.

4.2 Discussions

This part is a discussion about the major results from the study based on the literature review and relevant research in Chapter Two and from other relevant sources. The research question of this study was "What strategies do students use when reading English?"

The data obtained from the study indicated that the subjects participating in this study were more or less aware of what they were doing while reading as they reported using English reading strategies with different frequencies and with the high and moderate levels of reading strategy usage. Most of the strategies used during the reading comprehension process were particular to each student; in other words, each individual read differently and used different combinations of strategies. In addition, the reading strategies utilized by the reader are unique to each reader.

The findings of the study revealed that on average; most of the subjects always used the category of Bottom up reading strategies when they encountered reading difficulties by reading slowly and carefully to make sure they understood what they are reading, using reference materials (e.g. a dictionary) to help them to understand what they are reading, reading closely in every words and sentences, and translating English to their native language. It seemed that these findings were consistent with Koda's perspective on the above issue. According to Koda (2007), it was believed that when readers encountering comprehension problems, strategic readers continuously adjust their reading behaviors to accommodate or remediate text difficulty, task demands, and other contextual variables. In other words, when the readers monitor their reading process carefully, they take immediate steps to develop an in-depth understanding of what they are reading. In addition, the Bottom – up reading strategies were more automatic and involve linguistic skills, such as vocabulary for lexical access, grammar for syntactic parsing, and the combination of meaning and structural information for semantic proposition formation. Moreover, readers required the application of bottom-up processes (Grabe & Stoller 2001). In this study, the English proficiency of the subjects were low, Most of them may face a difficulty in reading when they read the difficult

text. So, the strategies of Bottom – up will be applied to help them to try to understand the texts. In addition, Matsumoto (2011) further questioned the 95% threshold noting that dictionary use is a reading strategy that some (but not all) learners with low lexical coverage used to achieve comprehension in their study. The possible implication of all this is that, though less proficient learners obviously need to focus on acquiring vocabulary to become better readers, effective reading strategy use also helps. Celce-Murcia and Olshtain (2000) stated that EFL students could guess the meaning of words accurately only when the context provided them with immediate clues for guessing. If the context clues are not recognized by them because of their low level of foreign language proficiency, they might lead to misinterpret the meaning of words and consequently misunderstand the text. These mean that when the students read the difficult texts, with their low proficiency level of English, they can only use the dictionary or other materials to help them understand the text word by word and sentence by sentence.

In addition, the results obtained from the study showed that the most frequency usage of strategies in the questionnaire were very high, this meant the participants employed various reading strategies when they read. It is supported the findings from the relevant study conducted by Anderson (2003), in order to examine the differences in reading strategy usage while reading academic materials between native speakers (US students) and non-native speakers of English (ESL students). The results showed that the ESL students reported using a greater number of support reading strategies such as taking notes while reading, underlining or circling information to help remembering, translating from English into native language. Moreover, it was further explained that this finding should not be surprising because learners of English were expected to need more support strategies to understand L2 texts. On the other hand, the results above can be interpreted that the participants used the interactive reading strategies to comprehend the text. As Cohen (1990) stated that the successful readers always used the combination of Bottom - up approach and Top - down approach to construct the meaning and comprehend the text. It is consistent with Aebersold and Field (1997), they stated that the readers used interactive reading strategies which depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

With reference to the data obtained to the questionnaires, another high mean score was 4.50 that was "When reading, I translate from English into my native language." It indicated that students have difficulty in understanding vocabulary. Students used a Bottom – up reading strategies when they read the texts. According to Baker and Brown (1984), poor readers tended to focus on reading as a decoding process. Thus, teacher should help students to overcome their vocabulary problem to their L2 competency. This will help students to use reading strategies that require higher thinking process when they read the texts.

Regarding the result of the lowest average score obtained from the strategy of "I transfer information from a continuous text to some kind of grid or matrix." It seemed that on average, some students who paid less attention to this strategy may not realize its benefit. This result can be interpreted that the subjects had familiar with the bottom up strategies. The subjects used to translate the texts word by word and sentence by sentence, moreover, they transferred the information into their native language (Thai). Hence, the subjects might not familiar with transferring information from a continuous text to some kind of grid, mind mapping or matrix.

In the next chapter, a summary of the study and the finding is presented, together with a conclusions and recommendations for further studies. The limitation of this study are also given at the end of the chapter.

CHAPTER 5
CONCLUSIONS, LIMITTATIONS AND RECOMMENDATIONS

This chapter presents (1) conclusions, (2) the limitation of the study, and (3) recommendations for further research.

5.1 Conclusions

This study was conducted to investigate the English reading strategies which Grade 9 students at Nonkhor School use while reading English texts. The findings from the study would increase their awareness of reading strategies while reading and could be used as a guideline for developmental reading instructions. The participants of this study were 30 Grade 9 students at Nonkhor School. The data for the study were obtained from the questionnaire that emphasized on type and frequency used of the English reading strategies adapted from the Survey of Reading Strategies (SORS) which was subdivided into two categories: Bottom - up reading strategies and Top – down reading strategies. The questionnaire was directly distributed to all of the subjects and all of them returned. The collected data from the questionnaire responses were then computed and analyzed in term of students' frequency usage of each reading strategy, percentage, mean, standard deviation, and usage level. Based on this study it can be conclude that the overall reading strategies used by Garde 9 students at Nonkhor School were not significantly different, as shown in the results of the overall mean. Although, the bottom – up reading strategies were the highest level of usage, the top – down reading strategies were not quite different. It is mean that the students used variety of strategies when they read English texts. On other words, students used interactive reading strategies to overcome the texts.

5.2 Recommendations and limitations for further research

Recommendations for further studies are this study had a limitation in that there are only 30 grade 9 students at Nonkhor School. In future research, a larger number of subjects should be asked to participate to see if the results are comparable to the one

presented in the current study. The other limitation is that the outcome of the study focuses on just one skill of English, reading strategies. Moreover, the mixed levels of English proficiency of the subjects were limited. It could be better if the further study can investigate the strategies use comparing between two groups; the high proficiency students and the low proficiency student.

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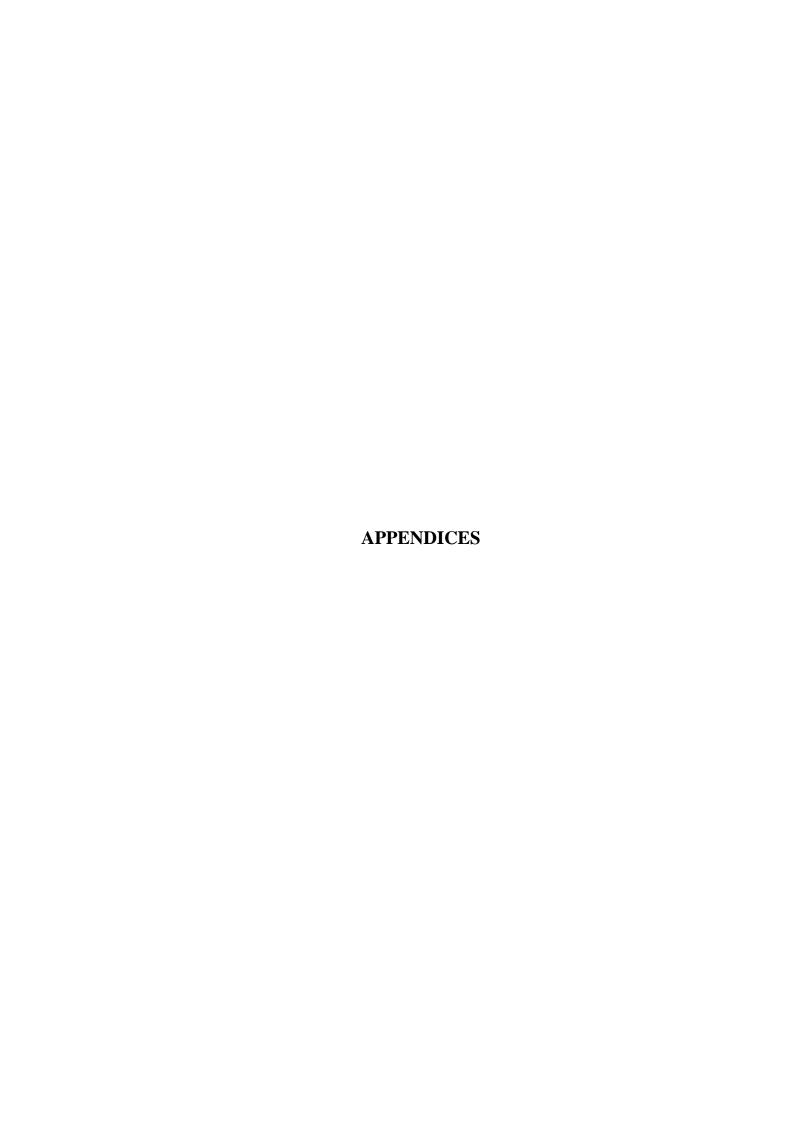
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APPENDICES

APPENDIX A

QUESTIONNAIRE (ENGLISH VERSION)

Questionnaire on Students' use of reading strategies

Adapted from SURVEY OF READING STRATEGIES

By Kouider Mokhtari and Ravi Sheorey, 2002

……………………………………………………………………………………
……

The purpose of this survey is to collect information about the various strategies you use when you read school-related academic materials in ENGLISH (e.g., reading textbooks for homework or examinations; reading journal articles, etc.). Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

Scale	Frequency	Percentage
1	Never/almost never	0 – 20
2	Occasionally	21 – 40
3	Sometimes	41 – 60
4	Usually	61 - 80
5	Always/ almost always	81 – 100

Note that there are no right or wrong responses to any of the items on this survey.

Part I: General information

Gender ……....…….   English Proficiency ………….……….

Part II: Please tick (✓) or fill the details, your provided details would be essential to improve our English courses.

Items	Evaluation details	Frequency				
		5	4	3	2	1
1	I think about what I know to help me understand what I read.					
2	I take an overall view of the text to see what it is about before reading it.					
3	I read aloud to help me understand what I read.					
4	I read slowly and carefully to make sure I understand what I am reading.					
5	I review the text first by looking at characteristics like length and organization.					
6	When reading, I read closely and pay attention to every words and sentences.					
7	I use reference materials (e.g. a dictionary) to help me understand what I read.					
8	I use context clues to help me better understand what I am reading.					
9	When I read, I guess the meaning of unknown words or phrases.					
10	When reading, I translate from English into my native language.					
11	When I read, I focus on pronunciation, discrimination between sounds, intonation.					
12	I transfer information from a continuous text to some kind of grid or matrix.					
13	When I read, I go through a text word-for-word concentrating on unknown words.					
14	When I read, I identify the grammatical units to make me more understanding.					
15	When I read, I predict the following events.					
16	I try to skim the text to looking for the key sentences of a passage.					

APPENDIX B

QUESTIONNAIRE (THAI VERSION)

แบบสำรวจความคิดเห็นของนักเรียนเกี่ยวกับการอ่านภาษาอังกฤษ

Adapted from SURVEY OF READING STRATEGIES by Kouider Mokhtari and Ravi Sheorey, 2002

จุดประสงค์ของแบบสำรวจนี้คือ เพื่อรวบรวมข้อมูลเกี่ยวกับวิธีการต่าง ๆ ที่นักเรียนใช้อ่าน ทำความเข้าใจในภาษาอังกฤษ (เช่น ในหนังสือเรียนภาษาอังกฤษ บทความต่าง ๆ สื่อหรือนิตยสาร ต่าง ๆ ฯลฯ). ซึ่งในแต่ละข้อของแบบสอบถามนี้จะเรียนลำดับจากน้อยไปหามากและความหมายของ แต่ละระดับตัวเลขเป็นดังนี้

ระดับ	ความถี่	เปอร์เซ็นต์
1	ไม่เคยหรือเกือบจะไม่เคย	0 – 20
2	เคยบ้างนาน ๆ ที	21 – 40
3	เป็นบางครั้ง	41 – 60
4	บ่อย ๆ	61 - 80
5	ทุกครั้ง หรือเกือบทุกครั้ง	81 – 100

แบบสอบถามนี้ใช้สอบถามเกี่ยวกับกลวิธีในการอ่านของนักเรียนเท่านั้นซึ่งแบบสอบถามนี้ไม่มีข้อถูก หรือผิด

ส่วนที่ 1 : ข้อมูลทั่วไป

เพศ ....   ระดับภาษาอังกฤษ ....

ส่วนที่ 2 : ให้นักเรียนทำเครื่องหมาย (✓) ใต้ช่องตัวเลข 1 2 3 4 5 ที่นักเรียนคิดว่าตรงกับนักเรียนมากที่สุด

ข้อ	กลวิธีในการอ่าน	ระดับความถี่				
		5	4	3	2	1
1.	ฉันนึกถึงสิ่งที่รู้มาก่อน เพื่อให้เข้าใจเนื้อหาที่กำลังอ่าน					
2.	ก่อนที่จะลงมืออ่าน ฉันสังเกตเนื้อหาคร่าว ๆ ก่อน					
3.	ฉันจะอ่านออกเสียง เพื่อทำความเข้าใจเนื้อหา					
4.	ฉันอ่านช้า ๆ อย่างระมัดระวัง เพื่อให้แน่ใจในสิ่งที่อ่าน					
5	ก่อนที่จะลงมืออ่าน ฉันสังเกตเกี่ยวกับรูปแบบและความยาวของเนื้อหาก่อน					
6.	เมื่อฉันอ่าน ฉันจะเน้นในทุก ๆ คำและทุก ๆ ประโยค					
7.	ฉันใช้พจนานุกรม หรืออุปกรณ์อื่น ๆ เพื่อเพิ่มความเข้าใจในเนื้อหาที่อ่าน					
8.	ฉันใช้บริบท เพื่อช่วยในการเข้าใจเนื้อหาให้ดียิ่งขึ้น					
9.	เมื่อฉันอ่านฉันจะเดาความหมายของคำศัพท์หรือวลีที่ฉันไม่รู้จัก					
10.	เมื่อฉันกำลังอ่าน ฉันจะแปลข้อความให้เป็นภาษาไทยเสมอ					
11.	เมื่อฉันอ่าน ฉันให้ความสำคัญเกี่ยวกับการออกเสียง ความแตกต่างระหว่างเสียงและกระแสเสียง					
12.	ฉันชอบเขียนข้อมูลที่ได้จากการอ่านในรูปแบบ ตาราง					
13.	เมื่อฉันอ่าน ฉันจะอ่านทีละคำอย่างตั้งใจ โดยเฉพาะอย่างยิ่งคำที่ไม่รู้วามหมาย					
14.	เมื่อฉันอ่าน ฉันชอบที่จะวิเคราะห์ไวยากรณ์ของประโยค เพื่อทำให้ฉันเข้าใจความหมายในประโยคมากขึ้น					
15	ในระหว่างที่อ่าน ฉันชอบที่จะคาดเดาเนื้อหาที่อ่านว่าจะเกิดอะไรขึ้น					
16.	เมื่อฉันอ่าน ฉันยายามที่จะอ่านแบบกวาด เพื่อหาประโยคหลักหรือใจความสำคัญของเนื้อเรื่อง					

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