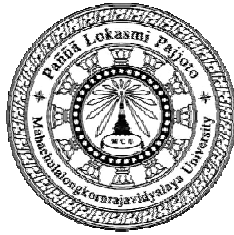


AN ASSESSMENT OF ENGLISH READING SKILLS OF
MASTER OF ARTS STUDENTS IN
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Mr. Rupam Chakma

A Thesis Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2018



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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of “An Assessment of English Reading Skills of Master of Arts Students in Mahachulalongkornrajavidyalaya University” in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

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Abstract

The purposes of this research study are 1) to study the problems of English Reading Skills of Master of Arts students at Department of Foreign Languages, Faculty of Humanities, and IBSC students, Mahachulalongkornrajavidyalaya University. 2) to analyze the problems of English Reading Skills of Master of Arts students at Department of Foreign Languages, Faculty of Humanities, and IBSC students, Mahachulalongkornrajavidyalaya University. 3) to find the ways to solve the problems of English Reading Skills of Master of Arts students at Department of Foreign languages, Faculty of Humanities, and IBSC students, Mahachulalongkornrajavidyalaya University. This study is to assess the factors that affect students' reading skills and its possible solutions. To achieve this, descriptive research design and mixed research method were employed. The total population of 45 students was selected by random sampling technique. Questionnaires and standardized test were major data collecting instruments and semi-structured interview and classroom observation were supportive tools. To collect the relevant data, standardized test was given for the students to check the difficult level and problem area of students' reading skills and semi-structured interview was conducted with teachers to crosscheck the previous result used by the above tools. The researcher also used classroom observation to make the study more valuable. The data collected from the students and teachers through different instruments were presented in the form of percentages and tables. The data were studied using both quantitative and qualitative procedures. The tools used for collecting data were questionnaire and interview. The major findings were poor foundation of students in reading, moderate teaching reading techniques and

strategies, low students motivation and shortage of reading materials at students' home and library. The main conclusion is that factors related to students, teachers and home tend to be moderated. Based on the major findings and major conclusion, recommendations had been forwarded. Total 5 teachers and 45 M.A. students at Mahachulalongkornrajavidyalaya University were the target of this study, and the data were analyzed by using percentage, means, averages and standard deviation (S.D).

The result of this research has been found that:

1. In conclusion of result from students reading skills of M.A. students at Department of Foreign Languages, Faculty of Humanities, and International Buddhist Studies College (IBSC) students, Mahachulalongkornrajavidyalaya University in Ayutthaya province, it was found that the level of overall of studying English reading skills was at the moderate level.

2. Students' responses on factors related to students used by M.A. students are 1). Reading were more difficult skills than other skills, 2) Afraid of reading in class, 3) Having no interest in learning English, 4) Having possibility to join university is very low, 5) Grammar is more important than reading comprehension, 6) Do not know reading strategies and techniques.

Students' responses on factors related to schools (textbooks, teachers, and library) are 1) Passage has difficult vocabularies, 2) Textbooks are available on time, 3) Passage titles are attractive, 4) Teacher is good in teaching reading skills, 5) Enough books in University library to improve reading, 6) Teacher motivates students to reading equally.

Students' responses on factors related to outside schools are 1) Having enough time to read English books, 2) English books at their home, 3) Have a good foundation of English language at their previous grades.

The final important part of this study was the priceless ideas and invaluable suggestions to solve the problems of English reading skills, and ways to improve an assessment of English reading skills from some English teachers and scholars who were accordingly interviewed in this study.

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Finally, my sincere and unforgettable thanks to my beloved parents for their generous support they provided me throughout my entire life and particularly through the process of pursuing the Master of Arts in English. Because of their unconditional love and prayers, I have the chance to complete this thesis.

Mr. Rupam Chakma

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List of Abbreviations and Symbols

MCU	= Mahachulalongkornrajavidyalaya University
IBSC	= International Buddhist Studies College
e.g.	= Exempli gratia
etc.	= Et cetera
EFL	= English as a foreign Language
ELT	= English language Teaching
s'	= Singular
's	= plural
()	= Bracket
:	= Colon
;	= Semicolon
“”	= Quotation mark
.	= Full stop
,	= Comma
'	= Apostrophe
-	= Hyphen
!	= Exclamation mark
?	= Question mark
&	= Ampersand
/	= Solidus
%	= Percent
\bar{x}	= Average
S. D.	= Standard Deviation
T1, T2, T3, T4, T5.	= Teacher1, Teacher2, Teacher3, Teacher4, Teacher5.

Chapter I

Introduction

1.1 Background and Significance of the Problems

In the Thai educational and professional context, the development of English skills in young students or people is an important component in their preparation for effective roles in 21st century society. “The current educational landscape of Thailand is shaped through several reforms. The most recent educational reform started with the National Education Act in 1999, which includes the National Education Plan 2002 – 2016 in Thailand”.¹

Reading is an important aspect of a language. It is one of the most important skills for everyone, especially for the students.

As stated in “as parents, the most important thing we can do is read to our children early and often. Reading is the path to success in school and life. When children learn to love books, they learn to love learning”-Laura Bush.²

So, it is very important for a student to develop his or her reading skills, which will help him or her to be a proficient reader in the long run. There have been significant developments in the theories of reading skills. A vast body of literature on reading skills now is available. In light of those developments, this present study tries to assess English reading skills of the students of M.A. degree levels in MCU. Communicative approach to teaching and learning English has been a significant development; at present, it is used worldwide in teaching and learning English, especially, in EFL – (English as a Foreign language).

As stated that “To teach English as a foreign language (EFL), several factors have to be taken into consideration such as choices about which language skills to teach and how, where the language will be used, learning environment,

¹ EP-Nuffic, **Education System in Thailand, The Thai Education System Described and Compared with the Dutch System**, 2nd edition on February, 2011, Version 3, (January, 2015), p. 5.

² Margaret Spellings, **Helping Your Child Become a Reader**, Secretary, U.S. Department of Education, Office of Communications and Outreach, (First published in January 2000, Revised 2002, and 2005), p. 7.

selection of appropriate content and materials, and assessment criteria” (Graddol 2006).³

Instead of grammar - based approach, practice-based learning is considered important in recent theoretical approaches. This practice covers training of all four basic skills. Such as: listening, speaking, reading and writing. Success of the teaching of English through communicative approach depends entirely on the practice of these skills. Teaching of reading, therefore, needs special attention from the expert and professionals for a meaningful higher education in the country of MCU. Clearly the students need to develop their language proficiency sufficiently to enable them to undertake studies at university level and to be able to function adequately in the language. This entails an assessment by the tutors of the language skills and study skills necessary and assigning priorities to them. So, graduates should have education of an international standard, which is not at all possible without the reading skills of English.

“In the EFL context, literature suggested that one best way to learn English, other than living among its speakers, is to read extensively in it (Nuttall, 1996:128) and that reading is the most important source of language learning (Alderson, 1984; Grabe, 1993). Dubin and Bycina (1991) stated that “academic reading or reading for the purpose of learning has become one of the most important methodological topics in the field of teaching English to speakers of other languages” (195).⁴

The study is significant because by examining the reading skills in light of the theoretical developments in the field, it will be possible to find out the M.A. students weakness and strengths in English reading skills and the study will make suggestions to overcome the weakness to improve English reading skills of M.A. students.

It is important to examine those developments for insights that can help us bring about significant changes in reading pedagogy in the university of MCU. Standard of education of the country of MCU depends on student’s reading proficiency in English. For meaningful education, it is very important to improve the

³PornapitDasasawang, **English language Teaching and Education in Thailand: A Decade of Change**, (UK: Cambridge Scholars Publishing on October, 2007, Chapter, 9), p. 187.

⁴PatareeyaWisajorn, “Strategy training in the Teaching of Reading Comprehension; Does it work for students first language is Not English?”, **Research Report**, (Graduate School: UbonRajathanee University), p. 2.

reading proficiency of learners in English. It is equally important to examine the present state of student's reading skills in MCU, to identify the problems and address those to improve the overall situation in the interest of the country. It is admitted that higher education of the country suffers a setback because of student's poor level of English reading proficiency.

Identifying particular strengths and weakness of the students English reading skills through the assessment will help the teachers and take decisions about the way of teaching reading skills. This also gives teachers a brief idea about the students reading skills. So, reading is also necessary to know the answers to a particular question or issue for which someone reads. To satisfy one's thirst for knowledge, reading books is necessary, and most of the books are in English. This being the reality of the present world, teaching of the reading skills of English is very important for students of MCU, and it has no alternative

1.2 Objectives of the Study

Assessment measures the suitability of something for a particular purpose. The objective of the study is to assess the reading skill of the students of M.A. class. It helps the teachers to know about the student's strength and weakness about the reading skill. The objective of study seeks to outline the problems students face in reading English. It would recommend measures to overcome the problems of the teaching of reading skill prevailing at the M.A. level. The objectives of the study are too such as:

1.2.1 To study the problems of English Reading Skills of Master of Arts students in English at Department of Foreign Languages, Faculty of Humanities, and IBSC students, Mahachulalongkornrajavidyalaya University.

1.2.2 To analyze the problems of English Reading Skills of Master of Arts students in English at Department of Foreign Languages, Faculty of Humanities, and IBSC students, Mahachulalongkornrajavidyalaya University.

1.2.3 To find the ways to solve the problems of English Reading Skills of Master of Arts students in English at Department of Foreign Languages, Faculty of Humanities, and IBSC students, Mahachulalongkornrajavidyalaya University.

1.3 Statement of the Research Question

This research aims to assess English reading skills problems which are the hindrance for those who want to improve their English reading skills in order to find the effective ways as to create the confidence in several ways of the M.A.

Students. This study attempts to study information to answer some aspects as follows:

1.3.1 What are the English reading problems of the M.A. students of Department of Foreign Languages, Faculty of Humanities, and International Buddhist Studies College, Mahachulalongkornrajavidyalaya University?

1.3.2 What are the categories of English reading skills of M.A. students of Department of Foreign Languages, Faculty of Humanities, and International Buddhist Studies College, Mahachulalongkornrajavidyalaya University during their reading in class?

1.3.3 What are the ways to solve English reading skills of M.A. students of Department of Foreign Languages, Faculty of Humanities, and International Buddhist Studies College, Mahachulalongkornrajavidyalaya University?

1.4. Scope of the Research

The research is aimed to study the problems of English reading skills of the M.A. Students at Department of Foreign Languages, Faculty of Humanities and IBSC students, Mahachulalongkornrajavidyalaya University.

1.4.1. Scope of the Population

The scope of population focuses on 45 M.A. students in the Department of Foreign Languages, Faculty of Humanities, and IBSC students, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya Province.

1.4.2. Scope of the Content of Research Work

The scope of the content of research work, researcher will study from books, documents, journals, and thesis concerned to check the English reading produced by students to determine whether the reading was used correctly.

1.4.3. Scope of Time

The scope of the study period of writing will begin on October 2017 to February 2018.

1.4.4 Scope of Area

The researcher will focus on the M.A. Students who are studying English International Program in the Department of Foreign Languages, Faculty of Humanities, and IBSC students, Mahachulalongkornrajavidyalaya University. It will take place at MCU Wangnoi, Ayutthaya Province.

1.5 Definition of the Terms Used in the Research

1. **M.A. students** refers to students who are studying English International Program, Faculty of Humanities and International Buddhist Studies College (IBSC), Mahachulalongkornrajavidyalaya University.

2. **Faculty of Humanities** refers to a Faculty out of four Faculties of Mahachulalongkornrajavidyalaya University of which are conducted for study of M.A. in English (International Program).

3. **International Buddhist Studies College** refers to a college that manages an education as International Buddhist Studies at Mahachulalongkornrajavidyalaya University, 79 Group 1, Lamsai, Wangnoi, Ayutthaya Province 13170, Thailand.

4. **Mahachulalongkornrajavidyalaya University** is a Buddhist University founded by The King Rama V (H.M. King Chulalongkorn the Great), belonging to Mahanikaya sect which is located at 79 Group 1, Lamsai, Wangnoi, Ayutthaya Province 13170, Thailand.

1.6 Research Methodology

1.6.1 Research Design

The research is both Qualitative Research and Quantitative Research using mixed methods.

1.6.2 Population and Sample

To understand the ability and problems of English Reading Skills, the researcher will collect information from 45 M.A. Students in the Faculty of Humanities, International Program and IBSC at Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya Province, academic year 2017 and 2018.

1.6.3 Research Tools

There are two types of data that will be collected in this study.

1.6.3.1 Primary Data

Primary data is directly collected from the target group of research which is M.A. Students in the Faculty of Humanities, International Program and IBSC at Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya Province by using interviews and 5 levels scale questionnaires.

1.6.3.2 Secondary Data

Secondary data is collected from English texts, documents, thesis books, academic books, academic articles, journals which are related to the contents of English Reading Skills of M.A. students of MCU.

1.6.4 Data Collection

Statistics used in data analysis are percentage, frequency, means (\bar{x}), standard deviation (SD), and Cronbach using a Coefficient.

1.6.5 Data Analysis

The researcher checks the questionnaire that was returned for accuracy and completeness for analyzing data using a computer program.

1.7 Expected Benefits

1.7.1 Knowing the ability of English Reading Skills of M.A. Students at Department of Foreign Languages, Faculty of Humanities, and International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.

1.7.2 Knowing the problems of English Reading Skills of M.A. Students at Department of Foreign Languages, Faculty of Humanities, and International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.

1.7.3 Knowing the ways to solve the problems of English Reading Skills of M.A. Students at Department of Foreign Languages, Faculty of Humanities, and International Buddhist Studies College, Mahachulalongkornrajavidyalaya University.

Chapter II

Literature Review

This chapter presents a review of related literature concerning reading skills. The review first states the meaning of reading for academic purpose. Following this, the importance of reading, the reasons for poor reading skills, as well as factors affecting reading skills, and comprehension strategies are clearly discussed together with their components. Listening, speaking, reading and writing are regarded as the four fundamental skills to acquire/learn a foreign language. The reading skill is a necessary skill for a language acquisition because it has positive effects on vocabulary knowledge, spelling as well as the learners' writings.

It is difficult to define reading in a word. Many thinkers have defined and analyzed it in different ways. The perspective of reading differs from person to person depending on the person's individual attitude and aims towards printed words, from language to language considering the cause of reading and the content of the text or hand out. So, the definition and meaning of reading depend, largely, on the purpose of the reader, on the text or hand out and textual or hand out contents, on the attitude of the readers towards the text or hand out note, on the reading materials and on the experience and schemata of the readers. However, experts have tried to define it differently, in their own way of observation and thought.

This research survey takes to study English reading skill to have the purpose of the section give on overview of studies of the ability, practice and techniques and development in Using English reading skills related theories, ability and development in the form of language's skills assessment types. Reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is the fastest and simplest way to rise people's educational level. Reading is like opening the door of understanding to human's past, where it can serve as a looking glass of our present. Reading also stimulates the development of brain cells, reinforces language skills, enhances organizational abilities, proves one's temperament and poise, and provides strength to endure frustration. Reading is fundamental important for success. For students to have English reading early. How can they be expected to excel in other subjects as Reviewing current literature and research related to the teaching of English reading skill provided students with valuable information. Current

to be able to use this information to design their action research project and to understand the data that emanated from it. In the English reading skills, developed for their students, they used concepts found to be successful in other educators' work and selected appropriated reading skill strategies to teach.

The survey of the theories and research works are divided into seven key points as the following:

- 2.1 History of English
- 2.2 Importance of reading
- 2.3 Definition of English reading skills
- 2.4 The reading problems of English as a foreign language
- 2.5 Vocabulary
- 2.6 Practice and techniques
- 2.7 English magazine

Reading is defined by many scholars in different ways. For example, Ransom (1978: 14) defines reading as “a conversation between the writer and the reader.” Nuttall (1996: 4) regards reading as “the process of getting out of the text as nearly as possible with the message the writer puts into it.” Williams (1996: 2) states reading as “a process through which one looks at and understands a written text.” According to Goodman (1995), reading is a psychologically guessing game. Reading is described as a complicated process of drawing meaning from a text for different purposes in various contexts (Allen and Bruton, 1998). Additionally, in the reading process, readers make use of their background and their linguistic knowledge about the topic to achieve their purpose for reading (Peregoy and Boyle, 2001). Garner (1987) defines reading strategies “as an action or series of actions employed in order to construct meaning”. Readers benefit from some strategies to help them with the acquisition, storage and retrieval of information. Readers can face some comprehension troubles and use strategies to get rid of the difficulties. Using these strategies lead to target in a faster and clearer way (Tercanlioğlu, 2014)⁵.

So, it has been clearly observed that students, specially ESL and EFL learners, confront a variety of difficulties while reading. These difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language

⁵ Ekrem SOLAK and Firat ALTAY, “The Reading strategies used by prospective English Teachers in Turkish ELT Context”, **International Online Journal of Education of Teaching**, Vol. 1, No.3, 2014, (27 April, 2016), p. 79.

inaccessibility, poor reading skills, lack of schemata, and so on. Student's lack of interest is another major cause of their failure in reading.

As stated that "Mitchell (as cited in Dubin et al., 1986), for instance, defines 'reading' as the ability to make sense of written messages. Smith (as cited in Dubin et al., 1986, p. 28), on the other hand, sees reading as 'an anticipatory selective, purposeful, and comprehending process'⁶. On the other hand, according to thesis entitled, "Reading is a process of constructing meaning and there dynamic, the test and the context of the reading situation". (Waxon, Peters, weber and Roeber, 1987, p. 750).

"Reading means not only to read words. Some define reading as a conceptual and thinking process which is interpretive (Dechant, 1982). Ransom (1978, p. 14-15) describes reading as "a conversation between the writer and the reader". According to Williams (1996), reading is a process through which a reader looks at the text and understands what is written. The process of reading is active, not passive (Doff, 1997). By observing other definitions, Urquhart and weir (1998, p.22) emphasizes that reading "is the process of receiving and interpreting information encoded in language from via the medium of print."

Aarnoutse and Scheling, reading strategies are "specific heuristics, methods or procedures which readers more or less apply intentionally to adequately process and understand the information presented in a text (2003, p.391). Oxford (1990) defines reading strategies as actions that make the learning task easier, effective and enjoyable". To emphasize the importance of reading, Pressley and Harries (2008) state that weak readers read word by word whereas more active readers use various reading strategies. One of the characteristics of proficient reader is using reading strategies (Kensian nierstheimer, 2001).⁷

"Decent (1982: 288) gives an elaborate description of the process: First, it requires word identification (visual discrimination of the word, and recording or ability to pronounce the word), which is generally effected by configuration cues, phonic cues, morphemic analysis cues, and sometimes by picture and context

⁶Pinnar Uzuncakmak, **Successful and Unsuccessful Readers Use of Reading Strategies**, Bilkent University Ankara, (July, 2005), p. 11.

⁷Nakia Sultana, "Assessing Reading Difficulties and Reading Strategies in the Context of Bangladesh", **M.A. Thesis**, Tertiary Level, (Dhaka, Bangladesh: Department of English and Humanities, BRAC University, 2016), pp. 2-12.

cues. Second, reading requires comprehension (decoding or associating meaning with the symbols that comprise the words)”

“Nuttall (1996: 41, 62, 78) states that effective reading involves ‘word attack’ skill, ‘sentence attack’ skill and ‘text attack’ skill’.

“Dechant (p. 3350 has summarized the whole thing. He believes that a ‘complete reading’ involves four steps; recognition of the written symbols, understanding the meaning or message of the text, reaction of the reader after completing reading and integration of all whole process”.⁸

However, many experts have worked well on the development of the reading skill and it has made good significant contribution to this field.

2.1 History of English

English is the most widely spoken language in the world; owing to a number of reasons, it has acquired the status of the global lingua franca. It is spoken as a first language by the majority populations of Britain, Ireland, the United States, Canada, Australia, New Zealand, and many Caribbean countries. This makes English the third most common native language in the world, after Mandarin Chinese and Spanish. In addition, English is the official language of almost 60 states, the European Union, and many world organizations, it is also widely learned as a second language.

The story of English in a historical context or, to use the well-known phrase, the history of the English language, is perhaps one of the few topics of linguistic research which has come to have popular appeal. In Britain, for example, the BBC ran ‘The Story of English’ in 1986, and published an accompanying book of the same name in the same year (second edition 1992); Radio Four broadcast ‘The Routes of English’ between 1999 and 2001 with a derivative television series (and of course, book) following in 2003. Robert Claiborne’s *English – Its Life and Times* (1990) continues to be a popular read in its anecdotal approach to linguistic change, and David Crystal’s more recent *The Stories of English* (2004), although a more academic treatment of the subject, promises to engender at the very least a similar amount of interest. For many of us, then, the history of the English language has been narrated, acted and documentaries into somewhat familiar territory: there are few

⁸ Md. Hamidur Rahman, “An Evaluation of the Teaching of Reading Skills of English in Bangladesh”, **M.A. Thesis**,(Rajshahi, Bangladesh: Department of English, University of Rajshahi, (January, 2007), pp. 15-18.

who do not have at least some inkling of the rags-to-riches story of the language with humble and savage beginnings which grew to become the medium of literary genius for Chaucer, Shakespeare and Milton and, eventually, to conquer the globe.⁹

Whatever language we speak English, Chinese, Hindi, Swahili, or Arapaho helps to define us personally and identify the community we belong to. But the fact that we can talk at all, the fact that we have a language, is inextricably bound up with our humanity. To be human is to use language, and to talk is to be a person. As the biologist and author Lewis Thomas wrote:

The gift of language is the single human trait that marks us all genetically, setting us apart from the rest of life. Language is, like nest-building or hive-making, the universal and biologically specific activity of human beings. We engage in it communally, compulsively, and automatically. We cannot be human without it; if we were to be separated from it our minds would die, as surely as bees lost from the hive. (*Lives of a Cell* 89).¹⁰

As every student of the language soon discovers, however, this particular narrative represents only one (romanticized) telling of one particular aspect of a constantly unfolding story that is so enormous in its scope that it is impossible to capture. Like every living language, English is far from being (and indeed, has never been) a monolithic entity changing through the centuries in exactly the same ways, and at the same times, for all of its speakers.

2.1.1 Internal and external history

The history of a language can be described from two different points of view: internal and external. Roughly, internal history is the description of changes in the given language: how the pronunciation, the grammar and the vocabulary have changed over time. External history is concerned with the non-linguistic circumstances under which the language has developed: this includes social, cultural or political events that affected the people who speak the language. The example given in the previous section illustrate internal history: the loss of a pronoun, or a change from a diphthong to a monophthong are purely linguistic facts. On the other hand, it is part of the external history of the English language, for instance, that is was

⁹ Ishtla Singh, *The History of English, A Student's Guide*, Hodder Education, part of Hachette Livre UK, (338 Euston Road, London NW1 3BH, 2005), p. 16.

¹⁰ John Algeo, Thomas Pyles, *The Origins and Development of the English Language*, 6th Edition, 2010, 2005, Wadsworth, Cengage Learning, (Boston, M.A. 02210, USA), p. 18.

carried overseas after the discovery of America. The colonization of North America by England was by no means a linguistic event! This does not mean, of course, that external factors – though not linguistic ones by themselves, have no relevance for the internal history of the language. After colonization had begun, the English language gradually started to develop in different ways in England and in America. By the end of the 18th century, the differences became significant enough to enable us to talk about “British” as opposed to “American” English. A note of warning is needed here, however. Non-linguists tend to think that British English is the same as “Shakespeare’s English”, which became “corrupted” in North America. This is far from the truth: language is constantly changing, and Britain is no exception, so present day British English is as different from early 17th century English as present day America is. (Indeed, in terms of pronunciation, for example, American English is in most ways closer to Shakespeare’s pronunciation!) We will have ample occasion to see the details later on.

2.2.2 The periodization of the history of languages

It is customary in all historical sciences, social, political, biological, etc. to divide the history of the studied object into periods. This is called periodization. In political history, for example, we talk about Antiquity (Hungarian *o’kor*) which is usually taken to end in 476 AD, the time when the West Roman Empire collapsed; this period, then, is followed by the Middle Ages, and so on. Of course, as shown by this particular example, periodization is mostly somewhat arbitrary, and the end of one period (and the beginning of the next one) is usually connected to a symbolic date. Things rarely change overnight (except maybe in the case of revolutions), and the social and cultural differences that distinguish Antiquity from the Middle Ages arose quite slowly, taking centuries. The point is that you have to draw the line somewhere, and in this case, 476 AD seems to be a convenient symbolic point.

Similarly, the history of language is divided into periods, and the periodization generally follows important external historical dates or events. The history of the English language is generally divided in to the following periods:¹¹

2.2.2.1 Old English

The history of Old English started with the arrival of Anglo-Saxon tribes in Britain in 446 AD. The Angles and the Saxons were followed by the Jutes and

¹¹Laszlo Kristo, “Introduction to the History of the English Language”, **Textbook**, (Hungary: Pazmany Peter Catholic University of Hungary), pp. 6-7.

Frisians, and possibly a smaller group of the Franks. Since the Angles and the Saxons were most influential in the further development of the country and the language, the term Anglo-Saxon is often used to refer to all the Germanic tribes who settled in Britain after 449 AD. Before their arrival in Britain, these tribes lived in the Germanic coastlands of the North Sea. Their invasion of Britain can be seen as a continuation of their movement to the west during the Migration Period referred to in German as *Volkerwanderung* (migration of peoples). On the Continent, the Anglo-Saxon tribes had traded with the Latin-speaking peoples of the Roman Empire. Before their arrival in Britain, they had adopted a number of words from Latin (e.g. wine, cup, dish, cheese, or linen). When they arrived in Britain, the country was inhabited by Celtic peoples – the Britons, who had lived under the rule of the Roman Empire from 43 to 409 AD. At the beginning of the 5th century, the Roman Empire could no longer retain its domination of the British province and Roman officials had to leave the country. The influence of Roman culture, however, continued for at least two more centuries of what is referred to as the sub-Roman period. The Celtic inhabitants were gradually displaced from most of their original territory and Celtic languages remained in use only in Cornwall, Wales, and in some of Scotland.

During the 5th and the 6th centuries the Anglo-Saxons settled the entire territory of present-day England and by 600 AD, they established seven kingdoms, referred to as the Anglo-Saxon Heptarchy: Kent, Essex, Sussex, Wessex, Mercia, Northumbria, and East Anglia. The 7th century was marked by gradual Christianization of the country, which continued in the 8th century and resulted in the enrichment of Old English by another wave of lexical borrowings from Latin. The Scandinavian invasion started at the end of the 8th century, and during the 9th century, the Vikings (mainly Danes) conquered all the kingdoms of England except Wessex. The king of Wessex, Alfred the Great, withstood the Viking raids and ultimately managed to reconquer and unify the south-western part of England at the end of the 9th century. The Danes retained the north-eastern area referred to as Danelaw. They managed to subjugate England again for a period of time at the end of the 10th and the beginning of the 11th centuries but lost the territory again.

The contacts between Anglo-Saxons and Scandinavians brought about lexical enrichment and accelerated grammatical simplification of the English language. The last two Anglo-Saxon kings ruling in England before the Norman Conquest were Edward the Confessor and Harold II; the latter was killed by the Normans in 1066. The Norman Conquest foreshadowed the end of the Anglo-Saxon

(Old English) period. According to traditional periodization, Old English ends in 1100. Da Rold et al. (2010) suggests a shift of the end of the Old English period to 1150 because according to recent research, manuscripts continued to be written in Old English for at least 50 years after 1100. The period between 1066 and 1150 is referred to as Updated Old English.

The term Old English does not denote one homogeneous language, four different dialects of Old English are usually distinguished: West Saxon, Mercian, Northumbrian, and Kentish. The West Saxon dialect represented the first standardized form of written English, denoted as the Winchester Standard.

Old English grammar was a synthetic language with rich inflectional morphology and relatively flexible word order. Its morphological and syntactic systems were noticeably different from those of Modern English. The Old English inflectional system retained numerous features of the reconstructed Proto-Germanic system. It most closely resembles the inflectional system of Modern Icelandic, which is one of the most conservative Germanic language, and of Modern German.

2.2.2.2 Middle English

The development of the English language was strongly influenced by political changes following the Norman Conquest. In 1066, the Norman army led by William the Conqueror (Duke of Normandy) defeated the Anglo-Saxons at the battle of Hastings and killed the last Anglo-Saxon king, Harold II. This event foreshadowed the end of the Old English and the beginning of the Middle English period. The linguistic effects of the arrival of the Normans became apparent with considerable delay, therefore the beginning of the Middle English period has been set by scholars to the end of the 11th century or even a later date. The traditional periodization distinguishes three sub periods of Middle English: Early Middle English (1100–1250), and late Middle English (1400-1500). However, recent research suggests that Old English was not spoken but also written for almost one hundred years after the Norman Conquest. Da Rold et al. (2010) suggest the following modification of the traditional periodization:

Updated Old English (1066-1150)

Early Middle English (1150-1325)

Late Middle English (1325-1500).

During the Middle English grammar period, the English underwent a number of phonological, morphological, lexical, and syntactic changes. Due to the

reduction of unstressed syllables, the rich inflectional system of Old English was strongly simplified and word order became less flexible. English gradually moved a synthetic language to an analytical language using prepositions and relatively fixed word order patterns to indicate the meaning of the lost inflectional ending. Middle English is closer to Modern English than Old English and resembles modern west Frisian, one of the closest relatives of English.

2.2.2.3 Early modern English

Early Modern English is the stage of development of the English language from the late 15th century to the late 17th century. The period from 1700 (in some sources from 1800) to the present day is denoted as Modern English. The Early Modern English coincides roughly with the reign of the House of Tudor (1485-1603) and House of Stuart (1603-1714). The establishment of the Tudor dynasty under Henry VII in 1485 after the battle of Bosworth, which ended the Wars of the Roses, resulted in a greater centralization of government in England.

The 16th century was a century of the Reformation initiated in the 1530s under the reign of Henry VIII by a series of Parliament acts, which weakened England's religious and political bonds with Catholic Europe. Though Roman Catholicism was restored during the reign of Henry VIII's daughter Mary I (Bloody Mary), who persecuted Protestants, Reformation gradually spread throughout the country and the Church of England strengthened its position.

The 17th century, in which England was governed by the House of Stuart, was a century of learning and discovery. The spread of the new science was promoted by the works of Francis Bacon (1561-1626) and by the Royal Society of London, a scientific society chartered in 1662 by King Charles II. The English colonial empire founded in the late 16th century expanded significantly during the 17th century. The colonization of North America, which started in the early seventeenth century, gave rise to American English.

The Early Modern English period was concluded by the religious and political settlement of the Glorious Revolution (in 1688), the rise of Augustan Literature during the reign of Queen Anne (1702-14), and the adoption of the Act of Union between England and Scotland (1707), which established a political unity within the British Isles.

The Early Modern English period was marked by a rapid growth of the printing industry. The art of printing was introduced into England by William Caxton,

who set up the first printing press at Westminster in 1476. Printing made books cheaper, facilitated dissemination of texts written in English, and supported literacy among the population of England. It was one of the most important factors in the process of the standardization of the English language. Most publishing houses in the 16th and 17th centuries were located in London, therefore Standard English developed from London dialect. The major grammatical changes that started during the Middle English period completed during the 16th century, and in 1604, Robert Cawdery published the first dictionary of the English language entitled *A Table Alphabeticall*. By the late 16th or early 17th century, when William Shakespeare wrote his work, the language had acquired most its Modern English features.¹²

2.2.3 English language in Thailand

English was introduced to Southeast Asia together with the growing of British Colonial Empire in the region. The Straits Settlements including Penang, Singapore, and Malacca were in use as trading centers of the British East India Company in 1786, 1819, and 1824 respectively (Crystal, 2003). After receiving the independence, English language and its culture still remain very dominant in Singapore and Malaysia, and eventually marginalize a great diversity of ethnic languages in these countries (Bautista & Gonzalez, 2006). English has gained its predominance not only in the former colonies, but also throughout Southeast Asian region, namely Cambodia (Chamnan & Cornish, 1997), Laos (Sithirajvogsas & Goh, 2000), Vietnam (Denham, 1992; Goh & Bang, 2000), Myanmar (Bautista & Gonzalez, 2006; Fen, 2005), Indonesia (Renandya, 2000; Smith, 1991), and Thailand (W. Baker, 2008; Foley, 2005; Horey, 1991; Wongsothorn, Hiranburana, & Chinnawongs, 2003).

In Thailand, English was introduced to the country in the 18th century. Despite such evidence of western influence, King Rama V had always been acutely aware that the Kingdom of Siam needed to adopt the western advances and technology with rational, careful and critical examination. King Rama V had foresighted on this issues that Thai citizens would adopt the western ideas and ideologies uncritically in which he had made a powerful claim that “modernization could be achieved without adversely affecting Siamese identity and eventually could serve to strengthen national identity and solidarity in ways responsive to both local traditions and to the challenges presented by the West” (Wyatt as cited in fry, 2002, p. 8). Hence, the fact that Siamese kings embraced the English language and warmly

¹² Jane Chamonikolasova, *A Concise History of English*, (Masarykova Univerzite, Brno, 2014), pp. 24-64.

welcomed English western tutors into the country was simply to let Thai people get acquainted with or have “English as another language with which to interact with the wider world community and to take advantage of what the present-day world has to offer” (Savage, 1997, p. 314).

During the years 1893-1931, many Thai officers and Thai students were sent abroad to receive a higher education, particularly in Europe and America (Sukamolson, 1988). This caused the English language to become more and more important in Thai society and education. In 1921, English served as a mandatory subject in all government schools beyond Grade 4 (Durongphan et al., as cited in Wongsothorn, 2000). However, in recent decades, English has gained a new preeminence in the country.

Soon after King Rama VI issued the Compulsory Education Act of 1921, English became a mandatory subject for students beyond Grade 4 in the national curriculum (Durongphan, et al., 1982). As seen by educational policy marked in Thailand at that time, English Language Teaching (ELT) served two major purpose: to produce modern thinkers for the country and to provide children with a sufficient knowledge of English to be able to function in English –speaking classrooms (Aksornkul, 1980).

The most recent change was part of the 1999 Education Act and National Education Curriculum implemented in 2002 which placed English “at the forefront of national intellectual development” (Waongsothorn, et al., 2003). The English curriculum is based on four orientation or 4 Cs; Communication, Culture, Connection, and Community. Baker (2008) observes that the national ELT has changed from traditional teacher-centered to more learner-centered methods. This new method also needs to be combined with practical experience based on local community needs, together with, independent work, autonomous learning, and self-access.¹³

2.2.4 History of English reading

Reading was founded in the 6th century by Saxon people who had travelled up the Rivers Thames and Kennet until they came to a suitable place for a camp. Here where it was possible to ford the River Kennet a permanent settlement grew, becoming Christian with the first church probably on the site of St Mary’s.

¹³Phongsakorn Methitham and Pisarn Bee Chamcharatsri, “Critiquing ELT in Thailand: A reflection from history to practice”, **Journal of Humanities**, Naresuan University, P. B., (2011), pp. 57-62.

After the Norman Conquest the Domesday Book shows Reading as a typical small town. The founding of the Abbey in 1121 changed the fortunes of the town, and the Abbey and the Wool Trade made the town wealthy. In Tudor times, the dissolution of the abbey and the decline of wool made the town poorer, despite the efforts of John Kendrick and the building of the first Oracle. The Civil War in the 1640's sealed the fate of the wool trade.

In Georgian times, the town became richer once more as a market town on good routes. The roads were improved and the Kennet was linked by canal to Bristol. Transport became even more important in Victorian times, with the Great Western Railway passing through the town. The good transport links helped companies such as Huntley and Palmers and Sutton Seeds to grow and need more workers, making the town become larger.

The 20th Century saw a gradual change from a landscape of factories where things were made to a town with a large number of headquarter office blocks and high tech industries. The M4 motorway was built passing the town, making more good transport links. 'Reading' is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/or constructing meaning. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).¹⁴

¹⁴ A Brief History of Reading (Online), **Wikipedia**, the free encyclopedia, <https://www.scribd.com/doc/53182560/A-brief-History-of-Reading>

2.2 The Importance of Reading

Reading is an important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written words is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Reading helps children and adults focus on what someone else is communicating.

Reading is defined by many scholars in different ways. For example, Brumfit (1996) defines: like the other language arts, reading too, is one form of communication. The exchange of ideas between the writer and the reader is the ultimate goal of reading. A writer puts his ideas into writing so that readers share his view. For Nuttall (1996) and Ur (1996) reading means getting the message out of the text, as much as possible that the writer puts into it or simply comprehending the meaning or the general picture of what the writer intends to convey. For instance, Grellet (1981) defines reading as a process of extracting and understanding the required information from a text.

Pressley (2000) states reading as a hierarchy of skills, from processing of individual letters and their associated sounds to word recognition and to text processing competencies. According to this definition, reading begins as the first day of identifying a single letter. Similarly, Williams (1984) states reading as a process of decoding symbols: looking at words and understanding what has been written. Both the definitions stated above indicate that reading begins at the primary level where children are made to acquaint themselves with letters and combination of letters to form words. Reading could also be seen beyond this level. With regard to this level of reading, Davis (1955) states reading as a mental process in which a reader endeavors to interact with the message in a text. Wallace (2003) explicitly deals with the definition of reading as reacting to a written text by which the reader communicates with understanding of the specific and general messages. For Harmer (1983) reading involves both the eyes and the brain where the eyes receive messages received.

Out of the four major language skills, reading is one of the instruments for communication of thoughts from one person to another, and it is a mean to gain several things. For instance, by reading newspaper, magazines and other sources one can learn about the current social, economic and political situation of the world. With regard to this, Cross (1950:338) has the following to say, "Much of the success of the students in school and in later life depends up on how well they can read,

and how well they can use the meanings which they have gained from their reading situation.” The ability to read in English has more importance for students in such a way that it meets the everyday reading needs later in life (Thompson, 2001).

Reading is needed in both classroom and real life situation. According to Bright and Mc Gregory (1972), the major language skill that enables learners to understand ideas, facts, concepts and thoughts is reading.¹⁵ Another scholar Sesnan (2003) refers to the importance of reading by saying “reading is one of the basic skills which everyone accepts is essential for survival in the modern world”. In strengthening this idea, Irwin (1967) in N’Namid (2005), says skills in reading are most important to enable students to understand the social and economic situation of the world and their environment.

Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 50% of the national final examination items consists of reading skill. Therefore, the students should be trained in order to have good reading skill. Harmer states, that, reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure. Reading and understanding are the important things that we need to use in our daily life. Hudson explains that.¹⁶

Only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves the school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read. In other word, reading skill is very crucial to be mastered by language learners, especially for the junior high school students because it will be useful for them when they decide to continue their study.¹⁷

¹⁵McGregor, K. K, Developmental dependencies between lexical semantics and reading, In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel (Eds), Handbook of language and literacy New York: (The Guilford Press, 2004), pp. 302-317.

¹⁶Jeremy Harmer, “How to Teach English”, England Paper Pearson, Vol. 9, No. 15, (January, 1988): 68.

¹⁷ M. Luthfi Ariyanto, “The Effect of Lexical Simplification in Reading Texts on Reading Ability of the Second Years students”, M.A. Thesis, (English Department of SMA, Sunan, 2011), p. 82.

2.2.1 Reading strategies

Reading is an essential skill in human life. People are trained to learn how to at very early age they read with many purposes such as reading for pleasure or reading to learn experience or simply to know what is happening around them. In academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanations. Reading also provides people with the foundation for synthesis and critical evaluation skill.

In addition, reading is the primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities (Grabe and Stoller, as cited in Celce-Murcia, 2001). English second language students need to learn reading strategies because their comprehension breaks easily. They need different ways to approach reading to help facilitate the reading process and provide them with a better sense of what they are reading (Reading Strategies for ELS Students, n. d.). Reading strategies are the most effective means to help them deal with obstacles in reading and become a better reader. Furthermore, with practice, the strategies lead to skills that become automatic and quick over time (McNamara and Danielle, 2009).¹⁸

Literature on reading strategies has been abundant in recent years though different people have addressed the issue from different perspectives. Some researchers attempted to identify reading strategies available to various groups of readers. Others based on their theoretical and empirical research, recommended strategies and techniques that can be used to facilitate reading comprehension. Still other has investigated the effects of various reading strategies to develop into proficient readers in the junior grades to indicate that many students who were good readers in the primary grades will nonetheless struggle to read in the junior grades if they don't learn the comprehension skills to deal with the more complex text formats, text features and genres they experience.¹⁹ The skill of reading becomes a more sophisticated process as students move through the junior grades. To improve reading comprehension, students must learn to apply a variety of reading strategies. The following subsections describe each of six strategies prediction, think-aloud, using text structure, using visual cues, summarization, and answering and questioning.

¹⁸ Reading Strategies, Mr. ENG 17 October 2016 (Online), **Wikipedia**, the free encyclopaedia, <https://studymoose.com/reading-strategies-essay>

¹⁹ Mckenna, "An Evaluation of the Teaching of Reading Skills of English in Bangladesh" **M.A. Thesis**, Faculty of Science, (Bangladesh: Bangladesh University, 2002), pp. 3-8.

There is evidence to suggest that these skills are important and necessary reading comprehension skills describe the same reading strategies in their publication.²⁰

2.2.1.1 Predicting

It is general technique used in the reading process also argues that prediction was viewed as the core and the basis of reading comprehension, explained that if a reader understands a text, he could predict with a fair chance of success what is likely to come next and what is not. It requires the readers to use schemata about the way stories work; the way texts are constructed, and the way people tend to think. Therefore, making prediction is effective to promoting readers' activation of their background knowledge, which is an important part in process of reading. Readers need to ask questions about what they are about to read, and to relate what they read to their prior knowledge. Using prediction skills, such as looking at the illustrated cover or discussing the title of a work, can help readers to make a link to related works. This is important, as prior knowledge helps readers to make sense of new readings. By activating prior knowledge, students can make connections about the new information as they read it. This helps readers to organize the content into a logical framework for learning.²¹

2.2.1.2 Think-aloud

Think-aloud helps readers to understand the thought process of a competent reader. Proficient readers think aloud as they read to show how they make meaning of a text. For example, a teacher might say, "I think the author wanted me to see a picture in my mind when I read that paragraph." This is an excellent way to teach students to make inferences as they read. Thinking about how one reads is an example of using met cognition skills to improve one's learning. Think-aloud provide examples of an effective reader using met cognition strategies to solve problems. It helps the struggling reader see that proficient readers are actively engaged in the text and are not simply reading the words. It also helps the struggling reader see that proficient readers are actively engaged in the text and are not simply reading the words. Using text structure: Most readers understand the components of fiction better than the elements of a non-fictional text only because

²⁰ Duke & Pearson, "Effective Practices for developing reading comprehension", In **English Education Study Program**, (Faculty of Teacher Training and Education, Mahasaraswati Denpasar University, 2002), p. 89.

²¹ Grille. Nuttall, "Improve reading about practice skill teaching comprehension", **Journal Techniques English Reading**, Vol. 3, No.2 (April, 1997): 37-40.

they have more experience reading fictional texts. Reading must be familiar with a variety of text forms and features to aid their comprehension of that genre of text. Understanding the components of a narrative form provides the framework for global understanding. For example, a student knows what to expect when reading a fairytale. There will be a clash between good and evil, and the plot will have a happy conclusion. Providing students with opportunities to work with adventures, mysteries, science fiction and other genres helps readers recognize the components of various genres, which aids in comprehension. Students must also know how the features of variety of text forms can be utilized to improve their understanding of the material. For example, students who can effectively use the index and glossary of a non-fiction text will complete a more thorough research project; students who know how to notice headings and skim read for pertinent information, are better able to focus on specific questions. Being familiar with the structure of a text helps the readers to organize the information and improves their level of comprehension.²²

Using visual cues: using a visual to facilitate understanding is another reading strategy that improves the reader's understanding of a text. Graphic organizer as a Venn diagram (used for comparing and contrasting) or story webs (where ideas are placed in boxes or bubbles), all help a reader to 'see' what he/she has learned. It helps a reader a reader to relate to the text and improves comprehension levels. Visualization cues may also be used to self-monitor for understanding. For example, a fluent reader should see a 'movie' running through his or her mind when reading. If the movie or mind pictures stop, then the text is too difficult or the reader in not engaged. Seeing an image when reading is a useful self-check for readers to gauge the speed with they read. Fluent readers are able to visualize as they reading it.²³

Reading is the silent understanding, at a reasonable speed, of the written forms of a language. Perhaps the most important element of this definition is the word "silent": silence here means the complete absence of any kind of vocalization, audible or inaudible, whatsoever of the written symbols. There are two reasons for this: first, the student's ability to read will always depend on his ability to

²² Michael H. Flynn, *Electronic Dictionaries, Printed Dictionaries and No Dictionaries: The Effects on Vocabulary Knowledge and Reading Comprehension*, **Degree of Master of Arts Teaching English**, (Center of English Language Studies Department of English, University of Birmingham, Edgbaston, Birmingham United Kingdom, 2007), p. 10.

²³ Harada, V., & Hughes-Hassell, "Teaching Reading in the Early Greades", **A Teacher Handbook**, Vol. 3, No.5, (January, 2008): 8-13.

pronounce (that is, if a student cannot pronounce a word, he really believes that he cannot “read” it); second, the student’s speed in reading will always depend on his speed in speaking. Reading involves only the eyes (and the mind, of course) and has nothing whatsoever to do with a vocal cord. The word “understanding” means that no translation whatsoever is included interpreting the written symbols of language. When Myanmar read Myanmar, into what language do they translate what they read before ‘understanding” it? None of course. The students should learn to read English is same way.

The Phrase, ‘reasonable speed’ refers to the fact that the speed of reading depends on what is being read and why it is being read: that is, a novel or newspaper can be read pleasure or for information a novel can be read for its story alone or as part of research done for a term paper or a doctor dissertation: the speed with which one reads is quite different, depending on the situation.

Finally, the phrase “written form’ includes the vocabulary and structure of a language. Vocabulary is easily understood, but the structures may be a little more difficult to understand. Everyone is aware that sentence, paragraph and essays have structures and the students must understand these structures if they are read well.²⁴

2.2.2 Categories of readers

Bruke (as cited in Birmingham 2006:23) clarifies that there are three categories of readers: “powerful, proficient, and reluctant”. Powerful readers are the ideal type of readers we would like to have in our classrooms. They ask questions about the literature, characterization and the author’s message. These readers also look beyond the literature in order to understand the historical importance of the piece. Literature, from a powerful reader’s perspective, requires much more than reading words on the page; it is an act that requires more in-depth attention.

Proficient readers at any level know what and when they are comprehending and when they do not comprehend. They can identify their purposes for reading and identify the demands placed on them by a particular text. (New Hampshire, 2007:12) Proficient readers are they typical readers. They are described as students who have mastered the requisite skills, but these readers

²⁴ Samorn setsom, Ph.D. “Language Learning activities and English reading skills”, *Teaching English*, Vol. 1, No.2, (December, 2005), p. 1.

have stumbling points that the powerful readers do not. For example, vocabulary or contextual information may be lacking, and so a solid understanding evades them. These students who often can do the reading and usually will do the required reading, but they tend never to surpass the basic reading expectations as a powerful reader would. They lack of guidance and motivation to move to the next level. (Birmingham, 2006:13).

In a pre-conference in North Carolina (2008:1), it is stated that Proficient readers pose questions to themselves as they read, because they are curious and they realize that self-questioning helps them sort through information and make sense of it. Such as:

1. Proficient readers visualize while they read, using their imagination to help them picture in their minds what an author represents in prose. They can “see” what an author is describing.

2. Proficient readers are able to determine what is most important in a text. They differentiate key ideas and information from details, so that they are not overwhelmed by a mass of facts. Instead they target main themes and salient details.

3. Proficient readers make influences, they “read between the lines” which enables them to discern implicit meaning as well as explicitly stated messages.

4. Proficient readers are adept at summarizing the essence of what they read into a personal synthesis of meaning. As a result, they are able to make evaluations, construct generalizations, and draw conclusions a text.

5. Proficient readers monitor their while reading. They make extensive use of fix-up strategies as they read. If they encounter breakdowns in their comprehension difficult vocabulary perhaps, or references to unfamiliar information – they pause to make a determination whether to adjust their reading, or to kick-in additional strategies to make sense of the unclear passage.

6. Proficient readers are comfortable choosing from a variety of problem solving option to guarantee that they understand a text and that they achieve their purpose for reading it.

Birmingham (2006) adds that the reluctant or reluctant readers, however, have a far more complex and frustrating journey. What unifies all these readers is the anxiety that their reading limitations will make them appear dumb or otherwise embarrass them in front of their peers. Struggling readers, however, have found

strategies to avoid reading and understanding whenever possible. In the same context, Gill (2008:12) states that many average or reluctant readers do not actively create meaning or go beyond the text. These readers are often bored by reading because they are unable to engage and play with the text; the reading is on the surface and does not deepen or explore possibilities or different perspectives from within the story.²⁵

2.2.3 Understanding the reading text

Textbook are considered at the heart of educational activities, as they provide students “a rich array of new and potentially interesting facts, and open the door to a world fantastic experience” (Chambliss and Calfee, 1988. p.7). The textbooks have significant role as they are considered as “primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class” (Hummel, 1988). But “a majority of teachers consider textbooks as the only teaching resource” (Maffia, Dias, Brauna and Cruz, 2003). So, “Textbook are considered as the sole and legitimate source of knowledge both for students and teachers” (Bano, 2002, p.5).²⁶

Stated that “understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would serve no purpose. It means that understanding the text is very important to be achieved by the students because reading is not simply about mechanical skill. It helps the readers to understand the world, learn about the past and plan for the future.

In order to understand text, Westwood argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He thinks that efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicts. Therefore,

²⁵ Alaa Ali Al Udaini, “The Effective of a Computerized Program on Developing 9th Graders’ Reading Comprehension Skills and their Attitudes towards Reading in Palestine”, **M.A. Thesis**, College of Education Curricula & English Teaching Methods Department, Deanery of Graduate Studies, (Gaza: The Islamic University, 2011), pp. 18-20.

²⁶ K. Mahmood, “Conformity to Quality Characteristics of Textbook: The Illusion of Textbook Evaluation in Pakistan”, **Journal of Research and Reflections in Education**, Vol. 5, No.2, (December, 2011), p. 171.

understanding the text is not an easy thing, so that is why there are many students find difficulties in understanding the text. That “someone’s understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions, since the common questions of the next are primarily about the main ideas.”²⁷ Finding reference, understanding the structure and an inference that can be drawn from the passages, the researcher considers that those questions are basic difficulties faced by the students in understanding the text.

2.2.4 Oral reading

When students find a textbook difficult to read, teachers often ask that those students find a textbook aloud. This is not only an observed classroom practice, but one to which teachers readily admit. Research on oral reading is sparse and equivocal, although there exists a slight edge in favor of oral reading over silent reading for purposes of comprehension. Poulton and Brown (1967) and Rogers (1937) found no differences between learning from text after oral reading as compared with silent reading, while Collins (1961), Elgart (1978), Graham (1979), and Rowell (1976), all found comprehension and retention to be superior after oral reading for students at several different age levels. There were no studies found which examined the differential effects oral reading might have had upon recall of explicit and I likely to be inferred information across texts read for different purposes by students of varying abilities. Nor were any found to address the long term effects of oral versus silent reading in classrooms where boredom, inattention, and other factors might mediate the apparent superiority of oral reading.²⁸

Heckelman described that the purpose of echo reading is to increase the reading fluency of students who have had difficulty in reading. Heckelman hypothesized that current reading methods allow a student to commit many mistakes, which become very deeply imprinted and are not easily corrected. Because of the time and difficulty involved in correcting these mistakes, students don’t make any progress in reading.

²⁷ Kuswidyastutik, “The difficulty in understanding while working on the questions”, **English Labor Book**, Vol. 8, No.12, (October, 1997), p. 67.

²⁸ Robert J. Tierney, and James W. Cunningham, “Center for the Study of Reading”, Technical Report No. 187, **Research on Teaching Reading Comprehension**, (University of Illinois, Urbana Campaign and University of North Carolina, Chapel Hill, November, 1980), pp. 31-32.

In addition, Heckelman believed that implementing a new learning procedure could suppress the order methods of learning and thus enable children to read. As a result of this thinking, the impress or echo method was used. Its intent was to expose readers only to accurate, fluid reading patterns. After a certain length of time for instruction, the correct reading patterns would become deeply impressed and would replace previously learned patterns.

In the beginning sessions, the goal is to establish a fluent reading pattern. Therefore, it is often necessary for the teacher and student to repeat sentences and paragraphs several times until that goal is reached. Once this is accomplished, the teacher and student may move on to more difficult materials. Usually no more than two or three minutes of repetitive reading is required before a fluent pattern is established. It is recommended that the teacher regularly reinforce any success the student meets.

However, echo reading seems to place an undue emphasis on the psychomotor skills involved in reading, rather than upon the reading- thinking processes that direct those skills. If reading-thinking processes direct the use of aural and visual skills, then, logically, reading improvement should begin with these reading-thinking processes. In other words, the emphasis given psychomotor skills within echo reading seems misplaced and in danger of detracting from meaningful reading experiences by which the student might acquire visual and aural skill both naturally and incidentally.²⁹

Herber stated that reading and writing should be taught as thinking process rather than in the mechanic manner advocated by the behaviorists, who had preceded the cognitivists. As a content area teacher you take pride, and rightfully so, in knowing are about the subject matter you teach and how best to engage students in learning. You also recognize that you are responsible for monitoring students' learning and pacing their instruction accordingly. If there were the only one factors, you had to take into consideration when making instructional twenty-nine decisions, would be a relatively simple task to decide what to teach, and when.³⁰

In conclusion from the theories and research works concerned, it can confidently say that reading processes are very significant to those who need to

²⁹ Heckelman, R.G., "A Neurological-impress method of remedial-reading Instruction", *Academic Therapy*, 4th edition, (New York: Lothrop press, 1969), p. 275-282.

³⁰ Harber, H.L., "Teaching reading in content areas", *Englewood Cliffs*, (New York, Harper and Brothers Press, 1970), p. 212-220.

develop English skills such as reading comprehension, vocabulary comprehension used in the English magazine, magazine structure comprehension, comparing and contrasting, categorizing, pointing out the main idea, sequencing, establishing a purpose for reading, cause and effect understanding, making conclusion, predicting outcomes, critical reading, interpretative reading and dictionary skills. It is a systematic method of quick improving English skills from reading English magazine and other materials. It is not just only reading but it is training the function of the brain as well. Therefore, good readers must be able to think of what they read try to make sense with that until they can clearly have understood it. Therefore, good reading comes from good practicing. When readers practice this process every day, they will automatically be developed reading skills.

2.2.5 Reading aloud

Reading aloud is a planned oral reading of a text or book, usually related to an idea or topic of study (Franmcveigh, 2013). Reading aloud can be used to involve students during development of knowledge, increase comprehension skills, and foster critical thinking. Reading aloud is an important strategy for students because it aids the students in building foundational skills and understanding new vocabulary. According to Anderson, Hiebert, and Wilkinson (1985), “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” (P. 23). Williamson (1988), emphasized that teachers should read aloud to their students. When teachers are reading to their students, the students get a better feel for the language and its structure. Teachers ought to encourage their students by reading aloud to them to improve their reading skills and increase their interest in reading achievement. Also, reading aloud can build background knowledge and reading comprehension skills (Beck and McKeown, 2001, Bolos, 2012; Wiseman, 2011). In order to improve the students’ reading abilities and enhance their skills, teachers need to use the reading aloud strategy (McNamara, 2007).³¹

Reading aloud is another approach that can have a positive effect on the development of reading skill read-aloud times should be a well-planned activity and not impromptu. The teacher should be well-prepared, read to the whole class or to a small group, using material that is at the listening comprehension level of the

³¹ M. Alshehri, “Improving Reading Comprehension for Saudi students by Using the Reading Aloud strategy”, **M.A. Thesis**, Department of Curriculum and Instruction, State University of New York, Fredonia, (December, 2014), pp. 12-13.

learners. Reading aloud is regarded as the best motivator for instilling the desire to read in learners. In read-aloud sessions, the teacher reads to the whole class or to a small group using material that is at listening comprehension level of the learners. The benefit of this approach to the learners is that it helps them to develop a love of literature, motivates them to read various kinds of texts on their own and increases their vocabulary the speaking skills of the learners are enhanced by hearing good pronunciation and language use, as well as their thinking skills through their comprehension of the text and experience with cause and effect including logical sequencing.³²

According to the reading aloud should occur every day to stimulate learners interest in the written text. Several key activities take place before, during and after reading. With regard to the teaching of reading comprehension, the emphasized that teachers should keep a close check on learners to ensure that they are not barking at print, but reading with understanding. They must also be able to interpret what they read in various situations. Involving learners interactively while reading aloud help to improve comprehensions. The after-reading discussions encourage learners to link the story events to their personal experiences. The teacher's handbook, teaching reading in early grades, briefly explains to the teacher how to develop skills, but does not explain how skills should be taught and which strategies to use before, during and after reading in a Home-Language classroom. Therefore, there are no clear guidelines in the teacher's handbook about the teaching of reading skills to Tshivenda-speaking learners, concurs, stating that "while the teacher's handbook for teaching reading in English has been develop and widely distributed across Myanmar University, has still not published one handbook for teaching reading in any other English languages." Therefore, there is a need for guidelines to be developed to assist the English languages teachers in the language they understand and with examples that they can use in their teaching.³³

2.2.6 Intensive reading

Intensive reading, it implies a procedure in which learners approach the text under teachers' guidance or task that requires learners' focus on the text so that

³² Lane&Wright, "Improving reading thought thinking aloud. Learning and Instruction", **Ways improve Reading Skills**, Vol. 1, No.2, (September, 2007): 79-87.

³³ Carrell, P., "Second Language reading: reading ability or language proficiency, Applied Linguistics", **Degree of M.A. In English**, (Department of English: Rajshahi University, 2007), pp. 59-79.

they can understand what the text means as well as how the meaning is conveyed. Firstly, intensive reading will be defined. It is also called “reading for accuracy” and is described as a detailed study of text designed to train students in reading strategies (Nuttall, 1982, p.23). Scrivener defines intensive reading as “reading texts closely and carefully with the intention of gaining an understanding of as much detail as possible”. The intensive reading approach is important for pupils, because it teaches reading strategies and techniques such as skimming or scanning. Nuttall lists goals of intensive reading. Amongst those, she mentions the use of skimming to ensure that a student reads only relevant information and helping subsequent comprehension. Moreover, a pupil will be able to respond to the text fully after intensive reading programme. The next point she makes is the need to be aware of the fact that a student may not understand the text and being able to tackle the problem by finding the source of misunderstanding (1982, p. 146). These goals should be achieved with the appropriate help of a teacher and by using suitable texts and exercises. However, Nuttall points out that if the methods of intensive reading are used in a wrong way, they may devalue a concrete text and thus be harmful (1982, p. 147).³⁴

The present study defines intensive reading as reading the minimum number of texts required by the syllabus with a focus on the details, and these details included the analysis of vocabulary, word choice, syntax, structure, and how these elements and other literacy and rhetorical devices contribute to the layers of meaning that make up the text. With this in mind, the best definition for the purposes of this discussion is the following:

‘Close reading of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. (Brown & Kappes, 2012, p. 2)’.³⁵

³⁴ Magdalena Novakova, “Extensive reading in English Language Teaching”, **Ph.D. Thesis 2011**, (Faculty of Arts and Philosophy: University of Pardubice, 2010/2011), pp. 11-12.

³⁵ Matthew McConn, “An Evaluation of Extensive and Intensive Teaching of Literature: One Teacher’s Experiment in the 11th Grade”, **Research in the Teaching of English**, (New York: Binghamton University, (Vol. 51, November 2, 2016), p. 164.

The intensive reading approach is a valuable way of teaching reading. However, students have to be aware of the fact that they have to follow the principles of reading for accuracy, otherwise they may read language subskills such as pronunciation or vocabulary, rather than the required language skill of reading.

2.2.7 Extensive reading

Extensive reading is a feeling of pleasure reading. It involves approaching a longer piece of text to gain an overall understanding of it. Therefore, reading extensively is a fluency-oriented activity whose focus is mainly on the informational content rather than worrying too much about individual words and sentences.

“The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way to read extensively in it” (Nuttall, 1968). Extensive reading is a language teaching procedure where learners are supposed to read quantities of material or long text for global understanding, the principle goal being obtaining pleasure from the text (Bamford, *Extensive Reading Activities 1*). Bamford states that students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer (Bamford, *Extensive Reading Activities 1*).³⁶

Extensive reading has been widely advocated for language learning throughout the world (e. g. Belgar and Hunt; 2014; Day and Bamford, 2002; Fernandez de Morgado, 2009; McQuillan, 2006; Waring, 2006; Yamashita, 2013). Susser and Robb (1990) defined ER as: 1) reading large quantities for material or long texts for global or general understanding with the intention of obtaining pleasure from the texts, 2) individualized reading with students selecting the texts they want to read, and 3) not being required to discuss the book in class. Therefore, Extensive Reading (ER) in this study is reading as much as possible within the learner’s peak acquisition zone, for the purpose of gaining reading experience.

Day and Bamford (2002) offered the following ten top principles of Extensive Reading (ER) to help clarify the common characteristics of successful ER programs. Such as:

1. Students read as much as possible.

³⁶ Maria Kredatusova, *The Benefits of Extending Reading in EFL*, Pedagogical Faculty, PEDAGOGICAL DEPARTMENT: English Language and Literature Department, (The Czech Republic: Masaryk University, 2007), pp. 6-9.

2. A variety of materials on a wide range of topics are available.
3. Students select what they want to read.
4. The purpose of reading is usually related to pleasure, information, and general understanding.
5. Reading is its own reward.
6. Reading materials are well within the linguistic competence of the students.
7. Reading is individual and silent.
8. Reading speed is usually faster rather than slower.
9. Teachers orient students to the goals of the program.
10. The teacher is a role model of a reader for students.

Extensive reading can make a positive contribution to the development of competence in a second language (Tudor & Hasiz, 1989). ER provides learners several encounters with unknown and previously unlearned words. It expands the learners' interaction with the language by placing different words in different contexts, so that learners can receive a more complete understanding of their meaning and use (Simensen, 1987).³⁷

2.2.8 Group guided reading

Group guided reading is a teaching approach used by educators to support or scaffold the reading development of learners at all stages along the reading development continuum (Ministry of Education of New Zealand, 1996a). In group guided sessions, the learners can be grouped according to their reading abilities. The benefits are that it gives the teacher the opportunity to observe reading behaviors, identify areas of need and allow learners to develop more independence and confidence as they practice and consolidate reading behaviors and skills. During the process, the role of the teacher is to bring learners to a higher level by demonstrating. Guided reading provides a supportive instructional context to build students' knowledge of the reading process, apply familiar reading strategies, and learn and practice new explicitly taught processing and comprehension strategies while reading manageable text (Fountas & Pinnell, 2001; Ministry of Education of New

³⁷Aaron David Mermelstein, "Improving EFL Learners' Reading Levels through Extensive Reading", Ming Chuan University, **The Reading Matrix @ 2014**, (Vol. 14. No.2, September, 2014), pp. 230-231.

Zealand, 2003: Opitiz and Ford, 2001) for enjoyment and to access information (Routman, 2000:140).³⁸

During reading explaining and encouraging learners, the steps of the guided reading can be linked to the theory of scaffolding process leading to independence. Teachers prepare ahead of time. Before reading starts, the teacher has to spend some time talking about comprehension strategies, introducing difficult words that are contained in the text and assisting individual learners to practice strategies for comprehending the text provides opportunities for the teacher to integrate learners growing knowledge of the conventions or print, letter-sound relationships and other foundational skills in context. During guided reading, learners are exposed to reading aloud and shared reading. Simultaneously, the teacher is able to teach learners how to construct meaning from the text by using strategies to self-pace, self-direct and self-monitor under the teacher guidance. This kind of supports is linked to view that learners learn more as they get support from knowledgeable others.

2.3 Definition of English Reading Skills

Reading skills is the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material. The possession of a good reading skill will enable the individual to be able to assimilate a written work within a short period while reading. If an individual develops a reading skill, it is a lifelong activity. And while reading at any given time the individual is expected to also think critically on the particular topic or subject to understand the point of the writer. Reading skill can only be developed through constant reading. Inculcating reading culture or habit is a hobby. However, the term 'reading' has been understood in various ways by different linguistics, historical studies on how to define reading can be summarized into two main periods.

The first period started in the 1940s, when structural linguistics like Bloomfield (1942) and Fries (1962) regarded reading as the action of identifying language signs, i.e. matching sound images with their corresponding visual images. They highly emphasized the importance of teaching students how to spell and pronounce language symbols, which was to as 'oral reading' (Taylor and Nosbush, 1983:234) or 'reading aloud' (Nuttall, 1996:2).

³⁸ Patricia Ciuffetelli, **A Guided reading research review**, ISBN: 9780170327350, NELSON, (Cengage Learning Australia Pty. Ltd., 2008), p. 13.

The second period began in the 1960s, when many psycholinguistics stressed the importance of 'silent reading' (Saenger, 1997:2). Despite some minor differences between various concepts of silent in this period, Stauffer (1969) established that many of those definitions regarded 'comprehension' as an invariably central purpose of reading. For instance, Artley (1961:1) described reading as 'the art of reconstructing from the printed page the writer's ideas, feeling, moods and sensory expression'. Likewise, Carroll (1970:3) expressed a similar perspective by regarding 'the essential skill in reading as getting meaning from a printed or written message.' In fact, it is 'the transfer of a message from writer to reader' (Nuttall, 1996:3).³⁹

Other definition by Collins English Learner's Dictionary is that reading is an act of looking at and understanding print. This is very true because reading entails the use of vision to understand several words in a sentence and make them meaningful. According to William (1984), he defines reading as a process whereby one looks at and understands what has been written. Rohani Ariffin (1992:1) in her book entitled *Anthropology of Poetry for Young People* defines reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud.

Reading is an interactive process between the reader and the writer. Brunan W.K (1989) for instance defines reading as a two-way interaction in which information is exchanged between the reader and the author". Smith (1973) also shares the same attitude. This is proved by his line: "Reading is an act of communication in which information is transferred from a transmitter to a receiver" (Smith 1973:2).

Despite all the definitions given, there is also definition of reading given by teachers as well as by students. According to Stallfer (1969), teachers define reading as: "A complicated procedure. Readers read to get information from the printed pages. They should be able to pronounce and comprehend the printed words, signs, letters, and symbols by assigning meaning to them." As for students, they define reading which cited from Jensen and Petty (1918) as: "where words go into your eyes and out of your mouth. They said that books are written with many adventures and

³⁹ Ngan Mai Hoang, "The relationship between reading strategy use and reading proficiency of Vietnamese students in the UK", **British Council ELT Master's Dissertation Awards: Commendation**, (Newcastle: Northumbria University in England, 2016), p. 7.

time and time again there are spots where they say 'I know it!' it is interesting to them as they open the book, words flow out and float across the mind”.⁴⁰

The development reading skills document focuses on development and considers the language skills and cognitive resources that play a part in developing reading skill, including the important roles of inference and deduction (reasoning). It also examines how explicit teaching of certain strategies such as recognizing degrees of importance can support the development reading skill.

Linking to Olson, suggested three major principles that have become the foundation of individualized development reading: seeking, self-selection, and self-pacing. Olson explained that readers or students are continually exploring their own environment for reading growth would be one in which readers or students are surrounded by materials to explore and select from and read at their own space. Such exploration is done in accordance with readers or students’ own needs and interests.⁴¹

Reading skills is a highly interactive process that take place between a reader and a text. Individual readers will bring variable levels of skills and experiences to these interactions. These include language skills, cognitive resources and world knowledge. Any act of reading occurs within a particular society culture and emotional context. This consists of elements such as the students home culture, their previous experiences of reading skill and being read to, their expectations that reading skill should carry meaning, their motivation, their view of themselves as a reader, the purpose of reading skills the text, the culture value placed on development reading skill and reading environments the reader experiences. While the purpose of this document is to concentration on looking closely at the development of development reading skills. This view of reading skill is the product of word recognition skills and development reading skills the words on the page is vital to reading skill if a student cannot read the words, then they will quite obviously be unable to extract meaning from the read word. Once read words are recognized they can be understood as long as they are in the students’ oral words that are not already in the students should have oral read start to acquire aspects of

⁴⁰Definition of Reading (Online), **Wikipedia**, the free encyclopaedia <https://www.ukessays.com/essays/languages/definition-of-reading.php> Published: 23rd March, 2015, Last Edited: 19th June, 2017.

⁴¹ Goodman, K, and Y. Goodman., “**A whole language comprehension centered view of reading Development**”, Basic skills: Issues and choices, vol. 2, No. 2: 15-20.

their meaning from the context within which they have been read; that is, reading gradually becomes a major source of vocabulary development. Once the words are recognized, they can be input to the language comprehension systems to understand what a read conveys. It is well recognized that students vary in the ease with which they can decode. They also vary in their developing, and consequently in their reading skills. An effective reader has good word reading and good language skills.⁴²

Early described four patterns of organization in which textual information is frequently found: cause and effect, comparison and contrast, sequence or time order, and simple listing. Dealing with particular way in which information is organized in a text, it aids students in mastering the content. So, the teacher must ascertain the pattern of organization for the information in a given text. Together with levels of comprehension, the identification of patterns of organization provides students with the necessary structure to study the assigned material. Evaluating the level of reading comprehension skill of student or reader will be useful to them in developing reading skills to be better.⁴³

2.3.1 Models of reading

Reading models explain what happened in the process of reading, they describe how reader processes printed texts to construct meaning that means these models are concerned with how readers could be able to translate given printed words into meaning from the level of perception of the text by the eyes into analysis by brain. This led us to shed a light on three main theoretical models of reading process that has been researched by many cognitive and behavioral scientists: Bottom-up, top-down and interactive models (Marto Redondo, 1997. P, 140).⁴⁴

The models of reading there are total three methods schema theory, an interactive view of reading and views of met cognition in reading. Schema theory was the most prominent representational theory for reading researchers background

⁴² Hildur Egilsdottir, "English Reading Comprehension of 9th Grade Students in Iceland", **How reading comprehension in English**, Vol. 2, No. 3, (May, 2012): 90-120.

⁴³ Early R. A., "Development and using Study Guides", **Research in reading in the content areas: First year report**, edited by H. L. Herber and P. L. Sanders, (Reading and Language Arts center, Syracuse University, 1969), pp. 71-92.

⁴⁴ Rouai Souhila, "The Use of Reading Strategies in Improving Reading Comprehension", **Dissertation Academic Master**, Faculty of letters and languages, Department of Foreign Languages, English Section, (Kasdi Merbah Ouargla Univeristy, 2013/2014), p. 5.

knowledge in language comprehension. It refers to the knowledge, background, and conceptual framework that a reader brings to a text. Schema theory is viewed as a psychological framework that converts both top-down and bottom-up processing. The text only offers guidance to readers to find out meanings. Comprehension occurs when reader's background knowledge, interacts with texts. Schema theory stresses much more on top-down processing than on bottom-up one in the comprehension process. Top-down processing is approach for background knowledge makes predictions, and searches the text to confirm or reject the reductions that are made. On the other hand, bottom-up processing is an approach for processing a text in which the reader builds up a meaning from the black mark on the page: recognizing letters and words, sentence, longer text, and finally meaning is the order of bottom-up model for achieving comprehension.⁴⁵ Researchers have proposed an interactive review of reading which argues that lower-level and high-level processes altogether interactively as parts of the reading process. An interactive view of reading holds that reading in both "top-down" and "bottom-up". Indicated that part of the reading process involves interpreting graphic information from the page (bottom-up), and part of it entails using knowledge already present in the mind (top-down).

Met cognition in the context of reading consists of (1) a read's knowledge of strategies for learning from texts, and (2) the control readers have of their own actions while reading for different purposes. In brief, met cognition refers to awareness of one's own reading process. It means awareness of monitoring comprehension during reading. Learners need to understand how texts worked and what they did while reading. Meanwhile, they must be able to motion their own comprehension. For example, students are able to recognize that they don't understand a text, and then adopt a strategy that will improve matters. Teacher is one of school environment factors who has important role to increase students learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students.⁴⁶

A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. Teacher also will become source of learning difficulties if

⁴⁵Damrong Attaprechakul1, "Inference Strategies to Improve Reading Comprehension of Challenging Texts", **English Language Teaching**, Vol. 6, No.3, (January, 31, 2013): 77.

⁴⁶Emohammed& Sathi Veeraghava Reddy, "Developing English Reading Skills among the Young Arab (Libyan) Learners", **International Journal of Education and Training**, Vol. 4, No.5, (May, 2015): 20.

he/she does not choose the right technique to teach the material. Wang argued that although teachers are very knowledgeable about the subject they are teaching; they often rely on one teaching technique to impart this information. They sometimes do not realize that the techniques they use are not in accordance with the subject matter they convey. Therefore, the teacher should be careful in choosing the technique to teach because it related to the student's understanding of the material.

2.3.2 Making inference

The ability to make inference from given information in a text and from background information has been described as the heart of the reading process (Anderson & Pearson, 1984). In fact, it has been shown that students significantly improve their ability to get meaning from reading when they are taught directly how to draw conclusions and make inferences (Hansen & Pearson, 1983; Raphael & Wonnacott, 1985). Indeed, research strongly supports the value of providing even young students with such instruction (Pearson, Roehler, Dole, & Duffy, 1990). A more recent literature review by Kispal (2008) also supports making inferences as a critical comprehension skill, one that is done automatically while reading. Regardless of whether inferencing is called a strategy or a skill, making inferences plays a key role in comprehension (McNamara and Kendeou, 2011). Making inferences involves creating a meaning that is not explicitly stated by the author. Readers use clues in the text plus their own personal insights and experiences to make meaning of the text. It forces the reader to engage in building meaning when reader infer, they are interacting personally with the text. Skilled readers make inferences almost subconsciously by filling in the blanks with logical assumptions based on text clues and prior knowledge. This allows for some creativity and leads to a wider variety of interpretations of most fictional genres. When it comes to non-fiction, when texts deal with facts, interpretations are more limited. Regardless of whether readers are making inferences with fiction or nonfiction, they must be able to defend their inferences by explaining what prior knowledge and text information they are using (Keene & Zimmerman, 1997).⁴⁷

Self-monitoring: in order to check the student's awareness of reading strategies, an approach known as met cognitive theory was developed in the met

⁴⁷Marsha L. Roit EdD, **Effecting Teaching strategies for Improving Reading Comprehension in K-3 Students**, SRA Open Court Reading, (McGraw Hill Education, In 15 M, 04718, 4/15). p. 4.

cognition is knowledge about cognition met cognition in reading refer to readers' background knowledge go to the text, their awareness of using strategies and of in the importance of particular strategies. Researchers in second language education also pointed out that proficient reader showed more awareness of their use of strategies in reading English than less proficient readers. According to the oxford (1990). Met cognitive strategies include three strategy sets: (1) centering your learning, (2) arranging and planning your learning, (3) evaluating your learning. In 'evaluating your learning' set are two related strategies: self-monitoring and self-evaluating, both aiding learner in checking their language performance. One strategy involves noticing and learning from errors, and the other concerns evaluating overall process. The research adapted the definition of self-monitoring due to students' psychology of intelligent development. It important of reading where goals are not well defined, parts of a text may be skipped fairly randomly, and there is a little attempt to integrate the information into a macrostructure have observed that there are some people who read loosely structured texts and they have 'no clear goals in mind' the outcome of which, as far as the resulting macrostructure is concerned, 'is indeterminate'.

Learning to read: As children learn to read continues text, they use their intuitive knowledge of spoken language and their knowledge of the topic to figure out print words in text. For example, if a more experienced reader reads Catch me, if you can, to young children while pointing to the print, children use their memory of what read to them to help them to figure out which in the sentence represent catch and me.

Readers to continue to grow in their ability to make sense of an increasing variety of texts on an increasing variety of topics throughout their lives as they learn more spoken and written language, acquire more knowledge on an ever-expanding variety of topics, and have more and more life experiences.

Learning to read in one language accelerates learning to read in other languages. When readers learn to read, text written in a language they understand, they transfer an intuitive understanding of what reading is and how to read whey reading in other language.⁴⁸

⁴⁸Smith, "Using Literature Circles to Improve Literacy Skills of English Language Learners", **M.A. Thesis**, (Faculty of Societies Publications at London University, 1995), p. 28.

Readers continue to grow in their ability to make sense of an increasing variety of texts on an increasing variety of topics throughout their lives as they learn more spoken and written language, acquire more knowledge on an ever-expanding variety of topics, and have more and more life experiences.

2.3.3 Bottom up reading models

This reading model is developed by Gough (1972) who claims that reading is a process of decoding letter-by-letter. After readers begin to decode the letters of word level and syntactic features of text, they can build their textual meaning. They read texts by ways of focusing on linguistic forms at the level of word and sentences. As familiarities with the words increase, the readers will automatically recognize the words. This helps them to read fluently.

According to Day and Bamford (1998), if a reader cannot keep a sentence long enough in the short-term memory, comprehension will be less satisfactory. Therefore, readers may remember only isolated facts but cannot integrate them into a cohesive understanding. Another limitation of this model is that the information contained at this level cannot interact with the higher level information (Rumelhart, 1977).⁴⁹

Comprehension implies deriving meaning from the decoded material is indicated that reading and listening comprehension can be connecting together with the term 'raiding'. Reading refers to the frequency occurring language comprehension situations where most of thoughts being presented in the form of sentences are being comprehended. The primary purpose of most reading and listening is to comprehend the thoughts of the writer or speaker. In conclusion, the bottom-up models emphasize lower-level processes. The lower level processes represent the more automatic linguistic processes and are typically as more skills oriented.

The reader begins with the written text, and constructs meaning from the letters, words, phrase, and sentences found within and the processes the text in series of discrete stages in a linear some argue that reading is a 'bottom-up' reading graphemes are perceived as forming words, words as forming sentences, and sentences as forming paragraphs and so on others argue that the process is a 'top

⁴⁹ Dentisak Dorkchandra, "Enhancing English Reading Comprehension through a Text Structure Reading Strategy Call program", **M.A. Thesis**, (English language Studies, Suranaree University of Technology, 2010), pp. 9-10.

down' one: the reader starts with a general idea, or schema, of what should be in the text this being derived from the previously acquired knowledge and uses this schema in perceiving and interpreting is most important.⁵⁰

2.3.4 Top-down reading models

Goodman (1982) is closely related to top-down approaches of reading. He argues that readers bring a great deal of knowledge, expectations, assumptions and questions to the text and, given a basic understanding of the vocabulary, they continue reading as long as the text confirms their expectations. As a complement, some other authors mention that the top-down model comprehends reading not as the bottom-up processing of words, and that the meaning is not entirely residing in the text. The knowledge, experience and concepts that the reader brings to the text, in other words, his/her schemata, are a very important part in the process (Dechant, 1991, p. 25).

In Urquhart and Weir's words (1998), the reader brings expectations to the text and continue making predictions as he/she samples the text, while he/she omits parts of the text which he considers to be unimportant. If the predictions made seem to be incorrect, the reader will return to read the text created between the reader and the text while the reader tries to make sense of it. In this process of meaning building the reader is totally involved in an active process where he combines information from the text and his/her previous knowledge and experiences. In Hedge's (200) words "reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author" (p. 188).⁵¹

The higher-level processes are employed in top-down models. The higher-level processes generally represent comprehension process that make much more use of the reader's background knowledge and differencing skills, refers to reading as a psycholinguistics guessing game in which readers use four processes in reading that are predicting, sampling, confirming, and correcting. This psycholinguistic process is driven by reader's mind at work on the text to reconstruct the message

⁵⁰ Barnett, "A development of. English reading comprehension", **Journal General English Reading**, Vol. 1, No.3, (July, 2004), p. 08.

⁵¹ Angela Maria Gamboa Gonzalex, **Reading Comprehension is an English as a Foreign Language Settings: Teaching Strategies for Sixth Graders Based on the Interactive Model of Reading**, Universidad Uniminuto, Bogota, Colombia, (October 30, 2015, and August 5, 2016), pp. 162-163.

from the writer. Also, support the idea that the readers connect their knowledge and experiences of the language of their purpose, selection, comprehension. In addition, the reading according to the theory is a goal oriented where the goal is meaning of in conclusion, the works on top-down reading theory indicate their influence of cognitive psychology. It's emphasizes the concept of schemata which enable readers to make sense of the word and the text is important of Top-down on our own intelligence and experience the predictions we can make, based on the schemata we have acquired to understand the text. We make conscious use of it when we try to see the overall purpose of the text, or get a rough idea of the pattern the writer's argument, in order to make a reasoned guess at next step.

2.3.5 Interactive reading models

The interactive reading model combines both surface structure systems, such as the sensory, bottom-up portion of reading with deep structure systems, such as the thinking, or top-down, aspects of reading to build meaning and memory for all learners.

An interactive model is recently the popular model in analysis of the reading process, and can be seen as the most comprehensive description. It combines two model of reading: bottom-up and top-up models. Stanovich (1980), advocated "that a pattern is synthesized based on information provided simultaneously from several knowledge sources" (p. 35). The interactive theories argue "that both top-down and bottom-up processes are occurring, either alternatively or at the same time, 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" (Aebersold & Field, 1997, p. 18). Nuttall (2005, p. 17) agreed that readers continually shift from one approach to another, and adopting a top-down approach to predict the possible meaning, then moving to the bottom-up approach to make sure if it is really what the writer intended.

Moreover, Carrell, Devine, and Eskey (1998) stated that good readers should be able to decode and interpret texts automatically by recognizing words and bringing their background knowledge to construct the meaning of texts. Thus, the bottom-up model helps readers to decode and recognize words and grammatical

forms while the top-down model helps readers to draw on prior knowledge to predict and confirm meaning.⁵²

In the past, lots of reading specialists defended bottom-up processing as being the best way to teach reading. However, more recent research has shown that a reading lesson should make use of both bottom-up and top-down processing, called as “interactive reading”. Since both of the processes are equally important in reading, a combination of them would be the best solution. In both modes of processing, students will need different strategies to improve their reading skills.

2.3.6 Schema theory

What has been referred as the students’ background about the world around them in top-down processing is called as their ‘schemata’. A text does not carry meaning on its own. The reader brings his experiences, emotions and cultural knowledge, that is, schemata, to the text and refers back to these to make sense of the written word. According to schematheory, comprehending a text is an interactive process between the readers’ background knowledge and the text itself (Saricoban, 2002).

There are three different kinds of schemata that used in the reading process. One of them is the content schema. “It provides readers with a foundation, a basis for comparison” (Aebersold and Field, 1997, p. 16). By using their content schema, readers can compare an event in the text with an event they have experienced before or with similar events in their culture. The other one is formal schema, “which refers directly to the organizational forms and rhetorical structures of written texts” (Aebersold and Field, 1997, p. 17). Before they start actual reading, readers know that a newspaper article is different from a personal note or a letter. The knowledge readers bring to a text about structure, vocabulary, grammar, and level of formality constitutes formal schema. The last schema type is linguistic schema, which includes the decoding features readers need to recognize words and see how they fit together in a sentence.

As Brown (2001) says, “Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world” (p. 300). Therefore, teachers must pay attention to students’ schemata and never underestimate it. By

⁵² Sajeerat Wutthisingchai, “A Survey of English Reading Comprehension Problems in Academic Text as Perceived by Mathayom 5 Students in the English Program at Thai Christian School”, **M.A. Thesis**, (Bangkok:Thammasat University, 2011), p. 9.

predicting or brainstorming at the beginning of the lesson, learners' schemata should be activated to make reading easier and more enjoyable for them.⁵³

2.3.7 Purpose in reading

Having a purpose in reading helps to create a focus on what students are reading and enhances reading comprehension. A successful reader needs to understand whether they are reading for enjoyment, to retell, to answer questions or to gain information; each purpose calling for a different combination of skills.

Reading literacy is directly related to the reasons why people reading. These reasons include reading for personal interest and pleasure, reading to participate in society, and reading to learn. For young readers' emphasis is placed on reading for interest or pleasure and reading to learn. The student's elementary assessment of reading literacy will focus on the two purposes that account for most of the reading done by young,

Students both in and out of university:

Reading for Literary experience

Reading to acquire and use information

Because both types of reading are important at this age, the assessment contains as equal proportion of material assessing each purpose. Although the assessment distinguishes between purposes for reading, the processes and strategies readers use for both purposes are perhaps more similar than different. Each of these purposes for reading is often associated with certain types of texts.⁵⁴ For example, reading for literary experience is often accomplished through reading fiction, while reading to acquire and use information is generally associated with informative articles and instructional texts. However, purposes for reading do not align strictly with types of texts. For example, biographies or autobiographies can be primarily informational or literary, but include characteristics of both purposes. Because people's tastes and interests are so varied, almost any text could meet either purposes. The content, organization, and style that may be typical of a particular text

⁵³ Gokce Erkan, "Development Reading Skills in English Through Strategy Training at Upper Intermediate Level in Bilkent University School of English Language", **M.A. Thesis**,(Graduate School of Social Sciences of Middle East Technical University, 2005), pp. 10-11.

⁵⁴ Purcell & Gates, "Learning written storybook language in School", **Journal Reading comparison of language classroom American Educational Research**, Vol. 4, No. 1, (September, 2001): 32.

genre have implications for the reader's approach to understanding it is in the interaction between reader and text that meanings are made and purposes are achieved. For the assessment, passages will be classified by their primary purposes and by the kinds of questions asked. That is, passages classified as informational will be accompanied by questions about the information contained in the passages and those classified as literary will have questions addressing theme, plot events, characters, and setting. The early reading of most young children centers on literary and narrative text types.⁵⁵ This kind of reading becomes more important as students develop their literacy abilities and are increasingly required to read in order to learn across the curriculum. Within each of the two purposes for reading, many different text forms can be identified. Texts differ in the way in which ideas student reading purposes and processes of reading comprehension are organized and presented and elicit varying ways of constructing meaning text organization and format can vary to a great degree, ranging from sequential ordering or written material to snippets of words and phrases arranged with pictorial and tabular data. In selecting texts for the students' assessment, the aim is to present a wide range of text types within each purpose for reading. Texts will be selected only from sources typical of those available to students in and out of school. The goal is to create a reading experience for students participating in the assessment that, as much as possible, is similar to authentic reading experiences they may have in other contexts. The two purposes for reading and the different types of texts included within each are described in the following sections.⁵⁶

2.3.8 Reading for literary experience

To understand and appreciate literature, the reader must bring to the text his or her own experiences, feelings, appreciation of language and knowledge of literary forms. For young readers, literature offers the opportunity to explore situations and feelings they have not yet encountered. The main form of literary

⁵⁵ Milligan, and Berg, "The effect of whole language on the comprehending ability of first grade children Reading Improvement", **Master of Science in Education Curriculum**, (Fredonia: New York University, 1999), p. 54.

⁵⁶ Sacks, and Mergendoller, "The Relationship between Teachers' Theoretical Orientation Toward Reading" **Journal Reading Abilities American**, Vol. 1, No.6. (May, 2004): 34-39.

texts used in the students' assessment is narrative fiction.⁵⁷ In literary reading, the reader engages with the text to become involved in imagined events, settings, actions, consequences, characters, atmosphere, feelings, and ideas, and to enjoy language itself. To understand and appreciate literature, the reader must bring to the text his or her own experiences, feelings, appreciation of language and knowledge of literary forms.

Events, actions, and consequences depicted in narrative fiction allow the reader to experience vicariously and reflect upon situations that, although they may be fantasy, illuminate those of real life. The text may present the perspective of the narrator or a principal character, or there may be several such viewpoints in a more complex text. Information and ideas may be described directly or through dialogue and events. Short stories or novels sometimes narrate events chronologically, or sometimes make more complex use of time with flashbacks or time shifts.

2.3.9 Reading to acquire and use information

In reading for information, the reader engages not with imagined worlds, but with aspects of the real universe. Though informational texts, one can understand how the world is and has been, and why things work as they do. Readers can go beyond the acquisition of information and use it in reasoning and in action. Informational texts need to be read from beginning to end; readers may select the parts they need. Different organizations make different demands on the reader, although there are no hard and fast distinctions. It also can be noted that despite their organization, informational texts may or may not have headings or other types of textual organizers.⁵⁸

Informational texts ordered chronologically present their ideas as a sequence ordered in time. Such texts may recount events, for example, as historical facts or as diary entries, personal accounts, or letters. Biographies and autobiographies, detailing the events of real lives, are a major group of texts of this type. Other chronologically organized texts are procedural, for example, recipes and instructions. Here, the imperative form is often used and the reader is expected not

⁵⁷ Elley, and Mangubhai, "The impact of reading on second language learning, Reading Research" **English Teaching American English Reading Oxford University**, Vol. 1, No. 4, (July, 2002): 53-67.

⁵⁸ Champman, and Anne Making Sense, "Successful and Unsuccessful Reader use of Reading Strategies", The Institute of Economics and Social Sciences, **Degree of Master of Arts**, (Turkish: Bilkent University, 2003), p. 45.

just to understand but also to act in accordance with what is read.⁵⁹ Sometimes information and ideas are organized logically rather than chronologically. For example, a research paper may describe cause and effect, articles can compare and contrast such things as societies or the weather, and editorials may present arguments and counter arguments or put forth a viewpoint with supporting evidence. Persuasive texts aim directly at influencing the reader's students reading purposes and processes of reading view, as in the presentation of a problem and recommended solution. In discussion and persuasion, the reader must follow the development of ideas and bring to the text a critical mind in forming his or her own opinion.⁶⁰

Sometimes informational texts are expository, presenting explanations or describing people, events, or things. In a thematic organization, aspects of a topic are clustered and described together in the text. Finally, it should be observed that presentation of information need not be in the form of continuous text. Such forms include brochures, lists, diagrams, charts, graphs, and those that call for actions on the part of the reader like advertisements or announcements. It should be emphasized that a single informational text often uses one or more ways of presenting information. Even informational pieces that are primarily text often are documented with tables or illustrated with pictures and diagrams.⁶¹

2.3.10 Reading for comprehension

Reading skills comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading skills comprehension instruction. Most of what we knowledge has been reading since. Why have been able to make English reading skills much progress so fast we believe that part of the language skills behind this steep learning reading skill has been that lack of controversy about teaching

⁵⁹ Klinger, Janette and Vaughn, "Promoting Reading Comprehension, Content Learning, and English Acquisition through Collaborative Strategic Reading", **The Reading Research Quarterly**, Vol. 1, No.3, (December, 2001): 34.

⁶⁰ Kucan, L.& Beck, "Thinking Aloud and Reading Comprehension Research", **M.A. Thesis**, (Faculty of Graduate Studies, Department of Foreign Languages, New York University, 1997), p. 27.

⁶¹ Loyd, C.V., "How Teachers Teach Reading Comprehension An Examination of Four of Reading Comprehension Cambridge University", **English Speaking of other language Cambridge**, Vol. 3, No.5, (March, 1999): 85.

comprehension. Unlike decoding, oral reading, and reading skills readiness, those who study English reading skills comprehension instruction have avoided much of the acrimony characteristic of English reading skills in other aspects or reading. As it should be, much reading on the process of reading comprehension has been grounded in studies of good readers. We know a great deal about is reading skills good readers do when they read. To can a term from the decoding debate reading skills, comprehension instruction should be balanced. By this we mean that good comprehension instruction includes both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text.⁶²

Reading is a complicated skill that demands considerable time and practice to develop (Lundhal 1998:175). The ability “to read” involves more than merely decoding a text. In addition to the practical skill of putting letters together, turning them into words, one is also supposed to understand what is read: one has to combine decoding; the ability of putting words together, with comprehension; the result of interpreting linguistic elements (ibid).⁶³

Reading comprehension can be understood as the process through which the recognized words are transformed into a meaningful idea it is a complex process that requires the activation of numerous cognitive skills. There are also different depths of understanding of most the basis level, reading comprehension may involve the picture that comes to mind when reading the word cat. It may be as in-depth as the symbolic representation of a cat as having good-like qualities, as is sometimes associated with Ancient Egyptians. Comprehension is the reason for reading: it encompasses the learning, growing and evolution of ideas that occur as one reads.

Describes that English reading skills can be used to enhance and improve reading skills and writing skills of readers. Using the very good for the readers, supporting the enhancement of comprehension, improving critical thinking increasing reading creating writing opportunities, increasing new knowledge, and extending activities. Reading comprehension is a much less natural act than reading skills comprehension. Moreover, language use differs between oral and written language with a tendency for more complex forms to occur in reading. Therefore, while

⁶²Tovani, “Really Have to Teach Reading, Content Comprehension Grade 6”, **Journal of English Writing and Reading Skill**, Vol. 2, No.4, (July, 2004): 6-12.

⁶³Elin Jorde Hansen, **Reading Comprehension**, Master fremmedsprak i skolen, Masteroppgave, (Hogskolen i Ostfold, 24/5, 2016), p. 09.

reading comprehension depends on reading skills comprehension ability, it is also requiring that additional strategies be brought to bear in formal terms, successful reading skills comprehension depends on the construction of a rich and elaborate mental model of the text that is read. This is often referred to the situation model can be thought of as an integrated summary of the contents of the text, which can be understanding of reading.⁶⁴

English reading comprehension: Reading is defined as an act to comprehend or understand the meaning of the text in the dictionary. Reading is a process for a reader to acquire information and to understand the message from the material. Pointed out that reading is a process that readers transferred the message from materials, and absorbed by the readers. In pointed out that reading word by word was not necessary. Readers could skip some paragraph or sentences which were not important, and just read the essential part of the articles. According to Neil proficiency of English reading is a significant and basic skill for the students who study English as the second language. In American Declaration, there are two education objectives one is 'reading first' and the other is 'read to read, ready to learn'. Besides, former U.S. president, President Bush took child's reading comprehension seriously.

However, by reading comprehension researchers believe that students have basic quantity of vocabulary and the fundamental of grammar. Although students do not understand every vocabulary, they are able to use some skills such as guessing the meaning of the words by the context to understand the sentences, story, and article, essay and so on.⁶⁵

2.3.11 Factors affecting reading comprehension

Teacher related factors: Teacher related factors are more of professional matters. For example, teachers' failure to activate learners' schemata leads to students reading difficulty (Grabe, 1991). This strengthens the idea that most teachers are uncertain about helping about with language preparation (Williams, 1984). According to him, they also lack knowledge for selecting or devising reading comprehension tasks. Besides, their excess help inhibits students from developing the necessary reading skills. Over simplification increases students' dependency

⁶⁴Hulme, eda M., "Snowing 'Children's reading comprehension difficulties in The Science of Reading", *Journal English Book*, Vol. 1, No.5, (November, 2005): 48-49.

⁶⁵Peter Westood. "What teachers need to know about Reading and writing difficulties", *Handbook of Tourist*, Vol. 21, No.21, (July, 2001): 31.

rather than independency (Nuttall, 1982). Briefly, teachers' little idea about how to teach reading comprehension yields students reading comprehension (Dean, 2000).

In order to comprehend, readers must be able to read the words. Some level of automatic decoding must be present so that short-term memory can work on comprehending, not on decoding, words. Teachers help students get to this level of automatic decoding by providing instruction in phonemic awareness and phonics at all grade levels. If students put too much mental energy into sounding out the words, they will have less mental energy left to think about the meaning. By using information books, students build world knowledge so that they will have the appropriate information to activate at a reading time. Teachers also support students' acquisition of world knowledge by establishing and maintaining a rich, literate environment, full of texts that provide students with numerous opportunities to learn content in a wide variety of topics. Another way teachers help students build background knowledge is to create visual or graphic organizers that help students to see not only new concepts but also how previously known concepts are related and connected to the new ones (Keene & Zimmermann, 1997; Miller, 2002). Teachers should teach students how to make text-to-text, text-to-self, and text-to-world connections so that readers can more easily comprehend the texts they read.

Students related factors: Although it varies for each student, a number of factors can interfere with reading comprehension. Beside school and home related factors for poor reading comprehension, the learners are a factor for the effectiveness of reading comprehension outcomes. According to different researchers of the field: example, Linda Balsiger (www.bendlanguageandlearning.com), and Gough and Tunmer (1986) the following points can be categorized.

Text related factors: What makes a reading text difficult? To throw some light on the question Nuttall (1982) examines some text that many people would find difficult and suggests three situations in which the difficulty of the text can be revealed: (1) a text is difficult if a reader is not familiar with the code in which it has been expressed; (2) the difficulty can be related to the amount of previous knowledge that readers bring to the text; and (3) the difficulty can be seen in the complexity of the concepts expressed.

Harmer (2001) reflects that comprehension difficulty comes from the words used in texts. For instance, long words will have contributions to reading difficulty. Nuttall (1982) has strengthened the above idea by supporting that idioms, words with several meanings, metaphors, irony and jargons also make texts

ambiguous. Similarly, sentences may cause reading difficulty. As Nuttal (1996) and Harmer (2001) said that long sentences could be difficult to understand while reading. Meanwhile, like long sentences, complex sentences may also hinder the ability to understand what they read even if the words in a text are easily understandable (Ellis and Tomlinson, 1980: Nuttal 1996). These writers add on that this complexity will be prevalent with subordinate and coordinate structures. Therefore, texts which are overloaded with these structures may not be clear and easily understandable to the reader.

On the other hand, (Uljin and Storther, 1999: Allderson, 2000) say texts which are in over unfamiliar topics in a text hinder comprehension. In addition, these texts, the texts with abstract or obscured information may be vague and caused difficulty to the reader. Lastly, the quality of the comprehension questions, in this regard is a factor that brings difficulty in reading. The problem occurs when the questions emphasize testing and if they are inappropriately set, then the quality of the quality of the question will be 'questionable' (Grant, 1987)

2.4 The Reading Problems of English as a Foreign Language

In Goodman's view, reading is a selective process in which the reader, guided by his knowledge of his native language, picks up graphic cues and relates them to syntactic and phonological cues; these choices are then decoded and stored in short term memory, to be subsequently tested and associated with future decoded choices.

When reading in a foreign language, these factors are somehow modified and new elements appear: (1) the reader's knowledge of the foreign language is not like that of the native speaker; (2) the guessing or predicting ability necessary to pick up the correct cues is hindered by the imperfect knowledge of the language; (3) the wrong choice of cues or the uncertainty of the choice makes associations more difficult; (4) due to unfamiliarity with the material and the lack of training, the memory span in a foreign language in the early stages of its acquisition is usually shorter than in our native language; recollection of previous cues then, is more difficult in a foreign than in the mother tongue; (5) at all levels, and at all times, there is interference of the native language.

Knowledge of the language depends largely on the degree of proficiency of the reader. An adult reader very seldom or never has any difficulty with the grammatical structures of his own language, particularly at the recognition level. In

this respect, the main difficulty of the native reader is vocabulary, since there may be words that he does not know, simply because he has never encountered them, or because he has forgotten them. Lexical items are not acquired as part of the system of the language in the same way that grammatical structures are. The acquisition of vocabulary depends very much on the education and to a certain extent on the degree of sophistication and the personal experiences of the speaker. With the foreign speaker, the situation is similar. Depending on his degree of proficiency, he will at least recognize a certain number of grammatical structures. The situation is by no means identical, but it shares some essential features. His acquisition vocabulary may, however, be a more difficult process, because of differences in the nature of the lexical and grammatical systems. This is the reason why it is always necessary to teach vocabulary in meaningful situations or in relation to other words grammatically or semantically related to them. Furthermore, phonological interference from the native language may pose vocabulary-learning problems.

As Goodman says: At any point in time, of course, the reader has available to him and brings to his reading the sum total of his experience and his language thought and development. This self-evident fact needs to be stated because what appears to be intuitive in any guessing is actually the result of knowledge so well learned that the process of its application requires little conscious effort; most language use has reached this automatic, intuitive level. (1967 :130)

In a foreign language the situation is more complex. In the first place, language use has not reached this “automatic, intuitive level.” It is depending on the level of proficiency, a conscious process, full of doubt and interference. The anticipatory process which, according to Goodman, constitutes such an important part in the process of reading is then hindered by the fact that the foreign-language reader has not yet reached the level at which choices are made automatically and intuitively.⁶⁶

2.4.1 Problems in reading skills

There are 5 problems are identified from the student’s reading. Such as:

2.4.1.1 Word attack

Some of the students had obvious word-attack problems; either the examiner had to supply words or the children mispronounced words or sometimes

⁶⁶ Carlos Alfredo Yorrio2, Some Sources of Reading Problems for Foreign-Language Learners, (University of Michigan), **Language Learning**, Vol. 21, No. 1), pp. 108-110.

they sounded them out. The wrong kind of phonics instruction may be characterized as follows:

1. It is too abstract, requiring sophisticated prerequisite abilities
2. It spends time on tasks that do not contribute to reading
3. It omits components needed for successful decoding

2.4.1.2 Fluency

Most of children read haltingly, in a monotone, and with many hesitations. The comprehension of students is weak when texts are read too slowly. Some researchers indicate that slow word recognition is related to poor sentence processing and that fast word recognition is correlated with better comprehension.

2.4.1.3 Syntactic structure

The third reading problem that the children have is syntactic structure. The problems with syntactic structures can arise in two ways. First, children's ability to understand syntactic structures when they are spoken does not guarantee that these same structures will be understood when they are read. Second, some syntactic structures are more frequent in speech than in print and are unfamiliar when encountered in print.

2.4.1.4 Word meanings

Many children had difficulty with the meaning of some words. Here, the number and difficulty of words are increase. The vocabulary becomes more sophisticated, and word meaning becomes more of a problem.

2.4.1.5 Problems in teaching and learning reading skill

Some problems in teaching and learning reading skills that are faced by the teachers are language, topic and genre, comprehension tasks, and negative experience. Such as:

2.4.1.5.1 Language

In the case of written text some researchers look at word and sentence length (Wallace 1992:77), on the premise that texts with longer words will be more difficult to understand than those with shorter ones. It means that if students faced the situation, they will get difficult in absorbing what the meaning of the text is.

2.4.1.5.2 Topic and genre

The teaching of receptive skill sometimes will not go as want it to be because of the inappropriate topic or unfamiliar genre they are dealing with and will not interest to learn.

2.4.1.5.3 Comprehension task

When the teacher wants to give the task and chooses the comprehension tasks to do it, sometimes that the kind of tasks is not helping the students to more understand the skill. It is more likely to be testing them. By tasting they will not be appropriate way to accomplishing the student's improvement in this skill.

2.4.1.5.4 Negative expectations

Before the students were starting to learn the skill, they already have negative expectations. They have feeling that they are not going to understand the passage because it is bound to be too difficult and they will be frustrating and be-motivating.⁶⁷

2.4.2 Cause of reading difficulties

Learner (2000, p. 389) reports that “children who get off to a poor start in reading rarely catch up; poor first grade readers are likely to continue to be poor readers.”⁶⁸ This research's concern was that most, if not all, learners in the Mahachulalongkornrajavidyalaya University might have gone through various sequential reading stages which have the potential to develop inaccuracy in reading habits among learners.

Thai students are not successful in reading, and their reading ability is unsatisfactory (Pumirat, 1992). In addition, Champaruang (1999), Purisodom, (1999), Thani (1999), and Yongsathien, (1999) carried out research studies to investigate the English achievement of Mathayomsuksa 6 students. They all came to the same conclusion and found that the students' reading ability was at a low level.

⁶⁷Ikah Atikah, “Analysis on The Students' Linguistic Problems in Reading Comprehension”, **Bachelor of Arts Degree**, English language Education, (State Islamic University, Syarif Hidayatullh, Jakarta, June 2, 2009), pp. 21-23.

⁶⁸Kleopas Mule, “Types and Cause of Reading Difficulties Affecting the Reading of English language: A Case of Grade 4 Learners in Selected Schools in Ogong Circuit of Namibia”, **M.A. Thesis**, (University of Namibia), pp. 9-10.

Additionally, it was found that Thai students have problems with vocabulary and sentence structure when reading texts, so they could not comprehend what they have read. The following research indicated that Thai students' reading ability is at a low level. A study by Songsiri (1999) involving 12th – grade students found that English reading ability was very disappointing. Students had poor skills in vocabulary, syntax and grammar, and they lacked the ability to guess meaning from the context which was considered as the cause of the problems in skimming for main ideas, scanning for details, making inferences, finding the reference, restating, sequencing facts from opinions, and determining the author's mood and tone.

Wongsuwan (1992), found that reading of science students and arts in sentence structure, vocabulary in context, and paragraph organization was as an average level. It was also found that there was no significant difference between mean scores gained by science and arts students in vocabulary in context, but in sentence structure and paragraph organization there was significant deference between achievements of the two groups. Reanjarosuk (1999), studied English vocabulary proficiency of 615 first-year university students from the faculty of medical science, the Faculty of Arts, and the Faculty of Science. It was found that the three groups of the participants had vocabulary problems.

In conclusion, science students and arts students had similar problems in reading. They had problems in sentence structure; that is, they could not understand the sentence clearly. Moreover, limited vocabulary knowledge also effects comprehension in reading.⁶⁹

2.5 Vocabulary

Additionally, Gay Fawcett said that a vocabulary is a heard of reading and it is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.⁷⁰

⁶⁹ Nongnat Chawwang, "An Investigation of English Reading Problems of Thai 12th-Grade Students in Nakhonratchasima Educational Regions 1, 2, 3, and 7", **M.A. Thesis**, (Graduate School: Srinakharinwirot University, May, 2008), pp. 3-6.

⁷⁰ Gay Fawcett, **Vocabulary in Action: lesson from Great Literacy Teachers**, (10 Thornbury Road, Plymouth PL6 7PP, UK, 2012), pp. 3-4.

Christine Dugan (2005) also gave the definition of vocabulary that vocabulary is all about words – the words in a language or a special set of words you are trying to use for getting to understand with each other. Vocabulary may be presented orally or printed. So learning new words often means considering both oral and printed contexts. It means that vocabulary is used in two ways: in printed style; for reading or writing. And for oral us; it is used with speaking and listening.⁷¹

2.5.1 Vocabulary instruction

Pearson, P.D., & Gallagher, say is important for vocabulary instruction has been identified as an essential element of reading instruction, like comprehension instruction for children in primary grades, vocabulary instruction has not received attention the way other reading instructional methods have despite its influence on reading comprehension. Readers must understand words in order to comprehend text. Some intervention with children in both primary and elementary grades have shown that vocabulary instruction increases word knowledge traditional methods of instruction, such as copying definitions from a dictionary or attempting to use a new word in a meaningful sentence have been demonstrated to be ineffective in promoting vocabulary growth superficial learning of word meanings also contributes little to text comprehension several effective methods have been developed for teaching word meanings and, more importantly, for promoting deeper understanding of words. Direct instruction of word meanings and word learning from storybooks will be discussed in the following sections.⁷²

There are several groups of students for whom vocabulary development should be a priority. These include students with language-based learning disabilities, those from underprivileged backgrounds, and those learning English as a second language. Students with language impairments or learning disabilities usually have a more difficult time acquiring new vocabulary than their normally achieving peers (McGregor, 2004). On entering school, children from different socioeconomic backgrounds differ widely in their exposure to language in the home, in the size of their vocabularies, (Hart & Risely, 1995; Snow *et al.*, 1998), and in the extent of their world knowledge (Neuman, 2001).

⁷¹ Christian Dugan, **Strategies for Building Academic Vocabulary in Social Studies**, (Hongtinton, CA 92649, UK, 2004), pp. 4-5.

⁷² Pearson, Gallagher, “The instruction of reading comprehension Contemporary educational psychology”, **Journal Improving Reading Comprehension**, Vol. 6, No. 2, (August, 2001): 31-34.

It is typical for students who are in the process of learning English to have limited second- language vocabulary (Calderón *et al.*, 2005), an obstacle that adversely affects their reading comprehension. It is estimated that, on average, children learn about 3,000 new words per year during their school years (Nagy & Anderson, 1984). Because this number is far more words than can possibly be taught directly, it is assumed that children learn most new words incidentally through exposure to oral and written language; therefore, direct teaching of vocabulary is unnecessary. Teachers can foster incidental word learning by ensuring that students have frequent encounters with words, especially words that they are likely to encounter in a variety of contexts (Beck *et al.*, 2002). Vocabulary in Making Connections Beck et al. (2002), suggest that words can be categorized into three groups. On one extreme are high-frequency words that most children of a given age probably already know. On the other extreme are low-frequency words. The above scholars suggested that vocabulary instruction is most productive when teachers select what Stahl and Stahl (2004) have termed “Goldilocks words”—those that fall between the two extremes and are likely to be encountered in many different contexts. The texts created for Making Connections contain a rich assortment of such words and sufficient context clues for children to infer their meanings. The texts represent a variety of genres and content areas to help children expand their fund of general knowledge and related vocabulary.

A strategic approach to vocabulary development is encouraged at every level of Making Connections. Fluency in Making Connections Lessons for Making Connections includes the rereading of texts for two key purposes. The first purpose requires that students reread to identify/ underline the key ideas for the target skill. The second recommends that students reread a text with the specific goal of increasing speed and reading with appropriate phrasing and expression. The Teacher’s Edition contains ideas for using teacher modeling and peer-mediated activities to help children build both fluency and automatic word recognition.⁷³

2.5.2 The importance of reading vocabulary

Vocabulary is the fuel that ignites the fire of reading and comprehending what one reads. Therefore, learners should study vocabulary consistently in order to improve their reading skill. This will enable constant growth to the better goal of

⁷³ Purcell & Gates, “Learning written storybook language in School”, **Journal Reading comparison of language classroom American Educational Research**, Vol. 4, No.1, (September, 2001): 32.

uses of vocabulary items and. Vocabulary plays an important role in learner's language learning because most of learners learn through reading. Moreover, reading comprehension requires an understanding of vocabulary; learners will gain more knowledge if they are rich with vocabulary. In return, learners enhance their vocabulary acquisition through reading as well.

Additionally, reading is the most successful method for learners to gain a larger vocabulary. Extensive reading implies reading varies kinds of texts, and vocabulary learning cannot be done all at once but it can be integrated all through reading process. It is not an activity that can be done separately from reading.⁷⁴

Kellie Buis also stated about the solid strength of knowing the vocabulary that, the research on vocabulary comprehension has found that it is clear that there is a strong correlation between vocabulary knowledge and reading comprehension. When the words stick in the minds of readers, the readers will be better with reading and understanding the texts. More than ever, teachers need to practice the knowledge of vocabulary instruction in order to help students learn vocabulary successfully.⁷⁵

Additionally, Patrick Ackert, made his suggestions about how to learn vocabularies and how to remember them for long that after we learn new words, we should practice spelling them again and again. Learn them more than we need to. This process is called 'overlearning'. For example, when we learn new words, practice using them in sentences. Do not try to memorize words from a list only. Moreover, make sure that understand those vocabularies clearly. It is very difficult to remember something that you do not understand. Therefore, ask yourself to make sure if you understand it undoubtedly.

One more important thing is that do not listen to music, watch television or use Facebook, and so forth when you study. You will learn better if you can concentrate on one thing. You should have divided those vocabularies into parts (five or six part) learn one part at one time and stop for a few minutes. Do not sit down and learn a very amount of those words all at once. When you learn a new

⁷⁴ Ms. Ganpaphat Soypethwong, "English Vocabulary Learning Strategies Utilized by Reservation and Ticketing Agents of an Airline Company", **M.A. Thesis**, (Faculty of Education: Thammasat University, Thailand, 2014), pp. 5-7.

⁷⁵ Kellie Buis, **Making Words Stick: Strategies that Build Vocabulary and Reading**, (538 Hood Road, Ontario, Canada, 2014), p. 5.

word, you should try to make a picture in your mind. This is called ‘Mental Picture’, it will help you remember that words when you see them again.⁷⁶

2.5.3 Vocabulary comprehension

Moore and Moore described the procedure of enhancing vocabulary when reading sentence which is can be divided into five parts as the follows:

- 2.5.3.1 List key vocabulary
- 2.5.3.2 Elicit sentences
- 2.5.3.3 Read and verify sentences
- 2.5.3.4 Evaluate sentences
- 2.5.3.5 Generate new sentences

2.5.3.1 List key vocabulary

To begin a possible sentence lesson, the teacher lists the essential vocabulary of a text selection on the board and pronounces the words for the students. The teacher has determined beforehand that words are central to the major concepts to be encountered in the text and that they can be adequately defined by their content. For instance, from a text on skin disorders, the following terms might be listed.

2.5.3.2 Elicit sentences

Students are then asked to use at least two words from the list and make a sentence, one they might possibly be in the text. The sentences are recorded. One at a time, on the board, and the word used from the list should be underlined. It is important that sentences be recorded exactly as given, even if students provide incorrect information. This is necessary for the evaluation phase that follows. Students may use words already in previous sentences as long as a new context is created. Continue eliciting sentences until students can produce no more or until a specific length of time has elapsed.

2.5.3.3 Read and verify sentences

Students are asked to read the text to check the accuracy of the sentences generated.

2.5.3.4 Evaluate sentences

⁷⁶ Patricia Ackert, **Concept and Comments: A Reader for Students of English as a Second Language**, (Boston, Massachusetts - 02116, USA, 1999), pp. 11-12.

With the text available for reference, a discussion ensues as each sentence is evaluated. Sentences that are not accurate are either omitted or refined, according to what the text status. The discussion of the sentences must be defined by students.

2.5.3.5 Generate new sentences

After the original sentences have been evaluated, the teacher asks for additional sentences. This step is taken to further extend students' understanding of the meanings and relationships of the vocabulary terms. As a new sentences are generated, they are checked against the text for accuracy. All final sentences should be recorded in their notebooks by the students.⁷⁷

2.6 Practice and Techniques

The teacher's role in the extensive reading procedure is to encourage and help the students with their reading, by conference (the "reader interview" is described in Hedge, 1985, p. 95) during or after class time, and by checking and commenting on written summaries that students do of their reading (see Susser & Robb, 1989). Oral or written summaries give students an opportunity to demonstrate that they are, in fact, doing their reading. They also allow the teacher to determine if students are understanding their books at an acceptable level. If not, the teacher's task is to guide them to more appropriate books.

Frequent, albeit cursory, review of students' summaries is important particularly at the beginning of the course because many student writings have not had training in summary writing. This review can be done by the teacher circulating among the students while they are engaged in independent activities, or by periodic collection of notebooks for inspection at the instructor's leisure. Additionally, record sheets maintained by the students allow both teacher and students to keep track of reading progress.

2.6.1 Exercise and practice activities

The students' main task is reading, but writing summaries is valuable not only to provide a means for teachers to check comprehension, but because the writing of summaries improve comprehension (Champeau de Lopez, 1989; Smith,

⁷⁷ Moore, D.W., and S.A. Moore, **Possible sentences in Reading in the content areas: Improving classroom instruction**, Edited by E. K. Dishner, T. W. Bean, J. E. Readence, 2nd edition, (Dubuque, IA: Kendall/Hunt, 1986), pp. 174-179.

1988, p. 277). In addition, this practice helps students improve their writing ability (Robb & Susser, 1989). Another task that can be adapted for extensive reading is the “standard exercise,” a set of open-ended question that can be designed to suit most books available to students in a course (Scott et al., 1984).

Students also have some responsibility for determining the appropriateness and comprehensibility for the books they are reading. One means of doing this is checking dictionary use: too much necessary use shows that the book is too difficult. Too much unnecessary use shows that the student’s approach is not appropriate for global reading.⁷⁸

2.6.2 Techniques of reading

Different readers may have their own ways and technics in reading in accordance with their favor and purpose. Some linguists have proposed many ways of reading, which the mainly used in Francoise Grellet (1998: 40) summarized as follows:

2.6.2.1 Skimming

Quickly running one’s eyes across a whole text (an essay, article, or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text.

2.6.2.2 Scanning

Reading quickly going to a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1996: 100). The purpose of scanning is to extract certain specific information without reading the whole text (Brown, 1994: 293).

2.6.2.3 Extensive reading

Reading longer text usually for someone’s pleasure. This is a fluency activity, mainly involving global understanding.

⁷⁸ Bernard Susser, Thomas N. Robb, “EFL Extensive Reading Instruction: Research and Procedure”, *JALT Journal*, Vol. 12, No. 2, (November, 1990): 172-173

2.6.2.4 Intensive reading

Reading short text to extract specific information. This is more on accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

2.6.3 Strategies for improving comprehension skill

Many strategies can be used effectively to develop comprehension skill. Some are important to building background; others are useful for teaching the technical comprehension skills and overcoming specific difficulties. Although the teacher's manual supplied with basal reading text suggest many approaches for developing reading ability, teachers should understand the process well enough to develop their methods and techniques.

There are general principles of instruction which can be used as guide in implementing programs to develop the abilities which make the specific skills of comprehension. According to Kennedy (1984: 197-198), those named bellow are representative and could be used profitably is most classroom.

2.6.3.1 Encouraging the use of oral language

Any activity that increase facility in speaking and understanding spoken language will aid in developing a background for compression and other should be ample time for classroom discussion, conversation, and oral reporting.

2.6.3.2 Motivating pupils

Pupils must want to read if they are to develop comprehension. Each class period can provide opportunities for enlisting their interest in the materials and exercises being used, planning objective to be attained, and doing independent reading. If a pupil can be convinced of a personal need to read, instruction will be much less difficult.

2.6.3.3 Providing practice in reading easy material

Nothing will facilitate the development of comprehension more than relevant practice. Systematic exercise should involve reading that are within the experience and achievement range of a reader. Unsuitable materials not only keep the though process intact, they develop increased speed of recognition, which goes hand with comprehension.

2.6.3.4 Encouraging purposeful reading

A major reason young readers fail to comprehend is that do not have specific purpose in mind when they scan or read material. Unless they have a reason for reading, they have no incentive to remember the content.

2.6.3.5 Stressing vocabulary development

Meager sight and recognition vocabularies make comprehension difficult. A sight vocabulary extensive include 90 percent of the words contained in reading matter usually is required for adequate understanding. One of the surest ways to increase comprehension is to plan a program of vocabulary development that will stress sight and independent word recognition, as well as understanding of words.⁷⁹

2.7 English Magazine

English magazine is an important media that can be obviously imparted current information to people who need to keep in touch with up-to-date daily, weekly. In fact, English magazine is not only serving daily news to people but it is as an educational tool and a powerful personal empowerment for students. English magazines enhance knowledge for the development of reading skills for readers who need to develop their reading skills through English magazine.

In general, English magazine provide an application of the wide information reading, critical thinking, analytical skills, and synthesis skills needed for comprehension. It is a kind of positive effectiveness for English learning. English magazines can improve readers or students to make the connections among different fields, subjects, topics, issues, and events, and hence help them ask the correct question. It is useful of students or reader for the text reading of important speeches, press release, statements, and reports so they can get the main points and make conclusion by self, which is a kind of quick development of reading ability.

Richard and Linda state the development of critical thinking by the art of close reading and focuses on fundamental skills must develop to read sentences and paragraphs well. Moreover, readers or students must point out at reading skills by reading certain kinds of texts such as magazines articles, journals, textbooks and

⁷⁹ Nur Hikmah Laila, "Improving Students' Reading Ability by Using printed Mass Media". **Undergraduate Thesis**, English Department, Teacher training and Education, K2204041, (Sebelas Maret University, Surakarta, 2009), pp. 10-29.

editorials.⁸⁰ This can be supportive to reads or students in terms of discussing structural reading. It makes readers develop some basic points about the art of reading sentences and paragraphs as well.

Barbara informed in the magazines usage of teaching including improving the analytical reading, writing, and reasoning that magazine editorials are the best sources of argument and information for class study. Reading magazine makes students or readers active, living a genuine understanding of written material and require thinking while reading. Commonly, readers or students have less basic reading skills even though they have little understanding about what they read but it is not good enough for the reading development.⁸¹ Understanding about what they read but it is not good enough the reading development. Good reading development of them must get started with reading English magazine in order to be able to identify and reconstruct an argument and to evaluate it. In addition, readers or students can apply the intellectual skills and abilities which they will eventually require to use on their own. After that they will be improved on the English reading skills as much as they can.

Donald D describes that magazine can be used to enhance and improve reading and writing skills of readers. Using the magazine is good for the readers, supporting the enhancement of comprehension, improving critical thinking skills, increasing vocabularies, creating writing opportunities, increasing new knowledge, and extending activities. All these things are the best in helping develop English reading via English magazine. If students practice reading skill through the magazine in everyday life, they can be good at reading ability. There are some interesting methods to help students succeed in reading ability as follows: first, you must read the articles to know what has happened. Secondly, you can select interesting articles that attract you. Then you must read them and try to understand what you read at all. Last but not least, if you need to read more, you can change other columns such as crime, opinion, events, hot issues, environment, politics or whatever you want to read.⁸²

⁸⁰ Paul Richard, and Elder Linda, "Critical Thinking and the Art of Close Reading Part three", *Journal of Development Education*, (vol. 28, No. 2.): 35-37.

⁸¹ Barbara, "The Use of Newspapers and Other Print Media To Teach Analytic Reading Writing and Reasoning", Paper Presented at the 13th Annual International Conference on Critical Thinking and Educational Reform, (California: August 1-4, 1993): (Mimeographed).

⁸² Donal D, "Using Newspapers with Secondary Students to Improve Reading and writing", (*Literacy Reading Horizons*, Vol. 33, No. 1): 41-46.

Similarly, Theresa wrote in her letter from Trenton, and described about magazine article, diaries, journal in learning performance. Students can develop critical thinking and reading skills because they comprehend historical events or other events accurately and in a way meaningful to them. They improve through their investigations and reconstructions of what they read. Actually, reading magazine is not only improving reading and critical skills, but help readers to know what is going on in the world. It of course makes us knowledgeable about current hot issues.

Good reading development of then must get started with reading English magazine in order to be able to identify and reconstruct an argument and to evaluate it. In addition, readers or students can apply the intellectual skills and abilities which they will eventually require to use their own. After they will be improved on the English reading skills as much as they can.

By magazine, readers can learn a lot of things that are happening in the country and in other foreign countries around the world. Magazine can help readers grow with our understanding without using the dictionary. Certainly, when they read something in the magazine, they encounter a lot of advanced vocabularies they don't know what the meanings of those vocabularies are, but they can guess the meaning through the article in the magazine skillfully and logically. That is a great one of the magazine that helps reader good at reading ability.⁸³

Some teachers have developed their instructional techniques by using the supplementary magazine. Therefore, magazines can also be considered as a very useful tool for teaching students to be good at all skills especially thinking skill and reading skill. Therefore, the magazine can also be considered as an educational tool in attaining useful and interesting information for readers at all levels.

In conclusion, from the theories and research works concerned, it can confidently say that reading processes are very significant to those who need to develop English reading skills such as reading comprehension, vocabulary comprehension used in the English magazine, magazine structure comprehension, comparing and contrasting, categorizing, pointing out the main idea, sequencing, establishing a purpose for reading, cause and effect understanding, making conclusions, predicting outcomes, critical reading, interpretative reading, and dictionary skills. It is a systematic method of quick improving English skills from

⁸³ McCormick, Theresa M, "Letters from Trenton 1776", **Teaching with Primary Sources Social Studies and Young Learner**, (5-12), Vol. 17, No.2: 5-12,13.

reading English magazine and other materials. It is not just only reading but it is training the function of the brain as well. Therefore, Good readers must be able to think of what they read and try to make sense with that until they can clearly understand it. Therefore, good reading comes from good practicing. When readers practice this process every day, they will automatically be developed reading skills.

Chapter III

Research Methodology

This study is aimed to investigate the effectiveness of the observation in studying the reading skills of M.A. students of Faculty of Humanities and International Buddhist Studies College at Mahachulalongkornrajavidyalaya University, which describes the methodology of data collection methods and analyses for discussion on the use of multiple data sources to gain a proper understanding knowledge and more complete picture of the issue being investigated. Researcher studies the previous problems based on English reading problems from academic books, thesis books, documentary surveys, Wikipedia and journals. After that the research methodology has been finalized. One of the main steps in conducting a research is to collect data that enable the researcher to reach suggested solutions for the problems identified. This research methodology presented can be divided into five major parts as follows: such as

- 3.1 Research design
- 3.2 Participants of the student
- 3.3 Research tools
- 3.4 Data collection
- 3.5 Data analysis

3.1 Research Design

The research is both qualitative research and quantitative research methods to answer the research questions as required. It helped the researcher to crosscheck the responses and get reading skills information in studying the proposed problems rather than using any one method by itself.

The researcher used quantitative method because the tools were questionnaires and model skills test, and at the same time interview was used as a means of data collecting method. Scholars like, Webb et al (1996) state that triangulation has special relevance where a complex phenomenon requires elucidation. Multiple methods are suitable where some aspects of education need to be evaluated more fully.

Quantitative data to determine the improvement of the participants English reading skill, the scores were obtained from the English reading skill questionnaire before and after practicing English reading skill by checking improvement of knowledge reading skill. Then, the scores were analyzed by mean, standard deviation, and questionnaire.

Qualitative data to provide the participants' attitudes towards the English reading skills, the information obtained from the questionnaire was analyzed by mean and standard deviation (SD), and then it was interpreted. The data obtained from the questionnaire was tallied for frequency and calculated for the mean. This mean showed how about reading sills-aloud. Every stage of date collection is performed step by step to make things easier and useful to value the study. Percentages, average mean, and standard deviation are employed to provide the level and extend in studying English reading skills of the students in the areas of the language syllabus, textbooks, teaching aids, and teaching techniques. Therefore, research design is the most important part of data collection methods that benefit the study and help the study succeed in terms of data collection.

3.2 Participants of the Student

To perform this study, the researcher used M.A. students of Faculty of Humanities and International Buddhist Studies College. The reason for focusing on this class was that they were the higher grade for the university and academic reading is meaningfully high in their matrices result. The population sizes were M.A. classes with about 45 students. Total population 45 students (10%) of the total population was selected, because the larger the sample the more accurate the results (Henry, 1990). The selected students participated in answering questionnaires and took the reading test, adapted by the researcher for this purpose to answer the first and third research questions.

Again the researcher purposefully used English teachers (5 in numbers) to get their opinion in order to get a tangible evidence for the study. The reason for using English teachers was, because they probably were familiar with the students' skills.

Sample techniques: Since this research used mixed research method, the researcher needed to use different sampling techniques. For the quantitative research, 45 students were selected from the population of 100 students by random sampling. This random sampling helped the researcher to give equal chance for the

targeted population and to get relevant information for the research by the selected students answering the closed ended questionnaires and doing model reading skills test, which was prepared for this purpose. For the quantitative research method, the researcher used all 5 teachers who were teaching M.A. students at both Faculty of Humanities and International Buddhist Studies College to give their opinion through semi-structured interview. These helped the researcher to answer the research questions raised in this study.

3.3 Research Tools

Data collecting tools as researching and examining tangible evidence requires intensive involvement of the researcher and the researched (Valerie and Magdalena, 2008), this study employed English reading skills test which was prepared for this purpose to check students' reading ability for academic purpose, and the result of the test was analyzed. Again questionnaire for students based on the result of reading test and English teachers' interview as supporting tools to get a direct insight into real practices concerning the assessment of students' reading for academic purpose. Thus, according to their relevance to this study, the four major principal tools such as reading skills test, questionnaire and interview were used and each of them is discussed in detail.

3.3.1 Reading skills test

The first major data collecting method used for this study was reading skills test. In the process the researcher adapted a standard test from the internet (*englishforeveryone.org*), which had general knowledge passage, as prepared for M.A. students (a passage which contained 10 questions 8 of them with four multiple choices for each and the last 2 questions based on inferential understanding. The questions were designed to find the main idea, recognize specific details, and recognize inference and conclusion, and understanding vocabulary from context. As a result, it was important to examine the effectiveness of the students' reading with understanding. After the test, the researcher analyzed the result for the finding of the study.

3.3.2 Questionnaires

Questionnaire was planned as major data collecting tool for this study because it helped the researcher to get necessary information on students' feeling about their reading skill, their opinion and how it affected their academic results. It answered the research questions partially. The questionnaires were self-administered

and close ended questions with amount of 15 questions. The researcher chose to set closed ended questions to maintain uniformity of response and there was space for them to give their own free opinions too. The questionnaire was answered by all students (who were 45 in number). The questionnaire consisted of cross check questions, with four choices for each. In this way the quantitative data were collected.

3.3.3 Interview

Interview was not planned as a major data collecting tool for this study because the researcher thought the necessary information would be got, through reading skill test and questionnaires. However, as an additional or supportive tool, the researcher needed to validate English teachers' responses through interview. Therefore, 5 teachers participated in the interview. It was conducted on the basis of checklist and open- ended questions. It was used to determine the attitude of the teachers towards the teaching practice of teaching reading in English classroom, how the problem was important enough to determine students' general academic result, what they felt to be done to improve students' reading skill and to find out what suggestions they had that would help solve the problem.

3.3.4 Classroom observation

Classroom observation was planned as supportive data collecting tool for this study because it helped the researcher to cross check the result which were collected by the above tools. Participant classroom observation was used. And the researcher had a chance to observe two times for each teacher by arranging the program when they taught reading passage. It was focused on how the teachers applied the methodology and usage of reading skills and students' interaction with the text in *situ* rather than as second hand (Patton, 1990). In the class observation, the researcher used the chance also to check their exercise books and activities related to reading skill.

The researcher prepared checklist with 8 questions focusing on whether teachers motivate their students and help them reading strategies while they read in the class, and the overall activities performed by the teachers. The checklist also used to check students' class activity, participation to answer questions from the teacher and their group activities. In the meantime, it helped the researcher to cross check the response given by teachers and students.

3.4 Data Collection

Collecting data of the research study is consisted of two methods namely; primary data and secondary data.

3.4.1 Primary data

The data collection was carried out in a significant way. Firstly, the sample students took the standardized skill test and the result was collected and the students' reading ability for understanding was identified. Secondly, the questionnaire was administered to the same students after taking the standardized test and was collected next day. Then class observation was made and after the observation, teachers' interview was conducted. The purpose of delaying Teachers' interview was to minimize artificial classroom interaction that would emanate from the interview. Besides the ideas from student's questionnaire and class observation were found pre requisite for teacher's interview. At the end, the data was analyzed using percentage that helps to show the general picture of the data.

3.4.2 Secondary data

Secondary data is collecting information from documentary survey like thesis books, academic books, academic articles and journals. These things are used for supporting information and study. Documentary survey could be good guidelines to progress the research as well because it can make the research a new version and also different from the previous study.

3.5 Data Analysis

Data analysis of the research study is in form of content analysis based on data procedures and research tools. This following procedures were used in analyzing the data through standardized test and questionnaire. The students' standardized test result and students' response to each item in the questionnaires were tallied. Then the tallied were counted and registered as frequency which showed the number of respondents. The percentage was computed on the basis of the responses of respondents to each item. The data was then analyzed using quantitative method of data analysis. The collected data was tabulated and simple statistical technique which is percentage was used for the numerical interpretation.

Response on the interview was transcribed and discussed qualitatively on the basis of common themes. Responses were given by teachers and the classroom observation checklist was filled by the researcher to get additional information and

validate the research. Following this, analysis and interpretation of the data was provided. Finally, based on the findings obtained, conclusion, discussion and suggestion were given.

In conclusion, this study describes the research methodology all above in investigation both of the M.A. students of Faculty of Humanities and International Buddhist Studies College at Mahachulalongkornrajavidyalaya University.

Chapter IV

Results of the Data Analysis

According to the results, based on the objective of the study and the nature of the methodology employed in the study, findings of the research instruments are presented and discussed. As already have been mentioned under the method of data collection in chapter three, each of the data collection instrument was used to address the leading research questions raised under the objectives of the study in different ways. For example, the standardized test and the questionnaires were answered by students, the interview questions were answered by teachers and classroom observation was completed by the researcher to address the broad question, that is, “An assessment of English reading skills of Master of Arts students in Mahachulalongkornrajavidyalaya University”.

The results of the data analysis are presented by collecting data from questionnaire to obtain information of the varied data form the M.A. students between Faculty of Humanities and International Buddhist Studies College in MCU.

The silent points of presenting and discussing the results of data analysis, researcher uses statistical table features accompanying with descriptive statistics as the following:

Part 1. General background information

Part 2. Factors related to students

Part 3. Factors related to schools (textbook, teachers and library)

Part 4. Factors related to outside schools

Part 5. Data from classroom observation

Part 6: Interviewing English teachers and scholars relating problems with factor affect students’ reading skills and ways to deal with reading.

4.1 General Background Information

This part indicates the general background information of the students. Especially including gender, age, information on experience in studying English, faculties of study of participants, information on students’ purposes in studying English, and information on the most wanted data about English language skill of the

M.A. students. The results were shown on the questionnaire and interview data as follows:

Table 1: The Number of Populations on Gender Status

Gender of Students	Frequency	Percentage
Monks	34	75.5
Nuns	6	13.3
Laymen	5	11.1
Total	45	100%

As show in the table 1, as indicated in this study focusing at the Faculty between Humanities and International Buddhist Studies College (IBSC) in Mahachulalongkornrajavidyalaya University (Main Campus), Lamsai Sub-district, Wangnoi District, Ayutthaya Province, Thailand. The tables 1 above shows, the population of gender consisting of 34 monks with 75.6%, while 6 nuns with 13.3%, and 5 laymen with 11.1%. Thus the researcher uses frequency and percentage to analyze the data in the following.

Table 2: The Number of Age

Age	Number	Percentage
18-20	4	8.9
25-30	17	37.8
30-35	13	28.9
More than 35 years	11	24.4
Total	45	100

According to table 2 above showing the participants population aged 18-20 years old, equal to 4 and 8.9 percentages which is lower than in the all 45 students. The participants who are 25-30 years old with 17 persons or 37.8 percent, 30-35 years old with 13 persons or 28.9 percent and last 35 years old up 11 persons or 24.4 percent.

Table 3: Information on Experience in Studying English

Experiences	Number	Percentage
1-5 years	20	44.4
6-10 years	15	33.3
11-12 years	2	4.4

More than 12 years	8	17.8
Total	45	100

It mainly represents the information on experiences, referring to the students about the English studying experience of students who are studying M.A. students between Faculty of Humanities and International Buddhist Studies College at Mahachulalongkornrajavidyalaya University (Main Campus), it is clearly explained in Table 3 that, there are 20 students, equal to 44.4% with more experience in studying English between 1-5 years, 15 students with 33.3% have experienced in English studying between 6-10 years, 2 students with 4.4% between 11-12 years and 8 students with 17.8 have experienced in studying English more than 12 years. There are no students without English studying experiences less than 1 year. So, they have been learning and reading English for at least 12 years up.

Table 4. Faculties of Study of Participants

Faculties	Number	Percentage
Humanities (Int.) Program	25	55.6
International Buddhist Studies College (IBSC)	20	44.4
Total	45	100

It shows that the number of participants in both Faculty; Humanities and International Buddhist Studies College (IBSC). Faculty of Humanities has 25 participants and equal to 55.6 percent. International Buddhist Studies College has 20 participants and equal to 44.4 percent.

Table 5: Information of Students Purposes Studying English

Purposes studying English	Number of students	Percentage
Educational purposes	16	35.6
Communication purposes	11	24.4
Knowledge purposes	15	33.3
Traveling purposes	3	6.7
Total	45	100

According to table 5 it shows that the information of students purposes studying English about student's purposes studying English. There are 16 students who want to study in English for educational purposes with 35.6%, 11 students want to study for knowledge of communication purposes with 24.4%, 15 students want to learn for knowledge purposes with 33.3% and only 3 students want to study in English for travelling purposes with 6.7%. All above mansions are explained well respectively.

Table 6: The Number of the Most Wanted Data about English Language Skills

English language skills	Number of students	Percentage
Listening skill	7	15.6
Speaking skill	20	44.4
Reading skill	12	26.7
Writing skill	6	13.3
Total	45	100

According to table 6, it shows that the number of the most wanted data about English language skill students want to learn for knowledge. There are 20 students want to study English for speaking skill with 44.4%, 7 students who want to study English for listening skill with 15.6%, 12 students want to study for reading skill with 26.7% and, only 6 students want to study English for writing skill with 13.3%. It is explained well respectively.

4.2 Factors Related to Students

This section in bellow, one of the students related to factors and the possible components is interested to learn the language, fears of reading in the class and others that affect reading skill are presented and discussed.

Table 7. Students' response on Factors Related to Students.

No	Student's response on factors related to students	\bar{x}	S.D	Frequency (Percentages)				Level
				4	3	2	1	
1	Reading is more difficult skills than other skills.	2.71	.727	6 (13.3)	21 (46.7)	17 (37.8)	1 (2.2)	Moderate
	I am afraid to read	2.24	.883	4	12	20	9	Moderate

2	passage in the class.			(8.9)	(26.7)	(44.4)	(20.0)	
3	I don't have interest in learning English.	1.84	.952	4 (8.9)	5 (11.1)	16 (35.6)	20 (44.4)	Low
4	The possibility I have to join university is very low.	2.36	.981	5 (11.1)	17 (37.8)	12 (26.7)	11 (24.4)	Moderate
5	Grammar is more important than reading comprehension.	3.11	.885	17 (37.8)	19 (42.2)	6 (13.3)	3 (6.7)	High
6	I don't know reading strategies and techniques.	2.29	.815	2 (4.4)	17 (37.8)	18 (40.0)	8 (17.8)	Moderate
	Total	2.42	.547					Moderate

Note: The results are classified into 6 levels:

5) Very high=4.50-5.00, 4) High=3.50-4.49, 3) Moderate=2.50-3.49, 2) Low=1.50-2.49, 1) Very low=1.00-1.49

Regarding to reading, 27 students (59.10%) answered that they think reading skill was more difficult skills than other skills, and 18 students (39.10%) responded that they disagreed that reading skill was more difficult skills than other skills. When students were asked whether they were afraid of reading text in the class, 16 students (34.16%), responded that they were afraid of reading in the class. The other 29 students (64.4%) disagreed. Concerning that students do not had an interest in learning English skill 9 (19.10%) of the students responded that, students had an interest to study learning English. But 36 students, (79.10%) of the total students responded that, do not have interest to study in learning English. Belief of the students if grammar is more important than reading comprehension skill 36 (80.10%) of the students responded that they think that the knowledge of grammar is more important than reading comprehension skill and another 9 students (19.10%) disagreed. Regarding whether students know reading strategies and reading technique, 26 students (57.8%) responded that they did not have the knowledge of the reading strategies and reading techniques to understand the reading passages. On the other hand, only 19 students (41.12%) responded that they had the knowledge

about how to read the text by using different reading strategies and reading techniques.

4.3 Factors Related to Schools (textbooks, teachers and library)

In this subtopic the factors related to schools, such as student's English textbooks, English teachers and library are presented. It is also presented and analyzed by students and teachers' responses.

Table 8. Students' response to Factors Related to Schools (textbooks, teachers and library)

No	Factors related to schools (textbooks, teachers and library)	\bar{x}	SD	Frequency (Percentages)				level
				4	3	2	1	
1	The passage have difficult vocabularies.	2.78	.670	6 (13.3)	23 (51.1)	16 (35.6)		Moderate
2	Textbooks are available on time.	2.82	.777	8 (17.8)	23 (51.1)	12 (26.7)	2 (4.4)	Moderate
3	The titles of the passages are attractive.	2.78	.735	7 (15.6)	22 (48.9)	15 (33.3)	1 (2.2)	Moderate
4	English teacher is good in teaching reading skills.	2.96	.928	14 (31.1)	19 (42.2)	8 (17.8)	4 (8.9)	Moderate
5	There are enough books in the university library to improve reading.	2.73	.986	12 (26.7)	14 (31.1)	14 (31.1)	5 (11.1)	Moderate
6	Teachers are motivating us to reading equally as other skills.	3.00	.707	11 (24.4)	23 (51.1)	11 (24.4)		Moderate
	Total	2.84	.584					Moderate

From the above table 8, concerning the difficulty of vocabulary in the passage 29 (64.4%) students responded that the passage in the textbook had difficult vocabularies, and 16 (35.6%) students responded that the passage had no difficult vocabulary. The availability of textbook for students on time, 31 (68.9%) of the students replied 'agree' and the rest 14 students (30.11%) responded 'disagree'. On the other hand, for the title attractiveness of the passage 16 (35.5%) disagreed and the rest of 29 (63.15%) students agreed. When students were asked if teachers are good in teaching reading skills, 33 students (73.3%) answered positively, but 12 students (25.17%) responded negatively.

Regarding to the storage of reading books in the library, 26 students (57.8%) responded that there were enough books, but the rest 19 students (42.2%) responded that improving reading books found in the library are not enough. According to the response obtained from the participant, there were factors that were found affecting students' reading ability. These are the difficulty of vocabulary and the relevance of the title in the textbooks. If there were many new words found in the text students' understanding of the passage will be limited.

When teachers were interviewed about their using the strategies that should be used in the reading skills, these were the responses given by Teacher 1, T2, T3, T4 and T5. From the five teacher respondents, only one teacher replied, according to the level of understanding of the students it was very difficult to go through all the strategy and techniques, so even if he tries but, he cannot get good accomplishment- (T3). But the only one teacher answered this question positively and said; Yes, I usually used all stages of reading during reading and teaching lesson. These are pre-reading, while reading and post-reading. In addition, I teach all reading techniques like skimming, scanning, intensive and sometimes extensive reading. In each passage, I encourage students to read the passage by using different techniques and guess the meaning of words from the context-(T5). The other three teachers replied "no", and their reasons were, the classroom was not comfortable because of large number of students in one section or class and there was no access to apply all techniques at once-(T4). The other reasons given by the teachers for not teaching reading technique and reading strategies was that the students were not interested while they were teaching reading comprehension- (T1 and T2) and there was shortage of time to complete the 'large volume' of textbook in the given time- (T1).

Teachers' responses reflected that they did not concern to apply reading the strategies and techniques and the problem become difficult. One of the reasons

students do not cope with the book is that, majority students' ability and average knowledge to understand the book is not balanced. In addition to this when teachers were interviewed according to appendix, all teachers (Five) replied that shortage of vocabulary was a great factor that affects their students' reading.

4.4 Factors Related to Outside Schools

In this subcategory factors related to outside schools like students' availability of time to read books, the accessibility of additional books at home to improve their reading and good foundation of English language at lower grade and students' family help to develop their reading are presented and analyzed.

Table 9. Students' response for Factors Related to Outside Schools.

No	Student's response for factors related to outside schools.	\bar{x}	SD	Frequency (Percentages)				Level
				4	3	2	1	
1	I have enough time to read English books.	2.98	.723	10 (22.2)	25 (55.6)	9 (20.0)	1 (2.2)	Moderate
2	There are other materials, English books in my home and I read them.	2.93	.654	8 (17.8)	26 (57.8)	11 (24.4)		Moderate
3	I have good foundation of English language in my pervious grades.	2.87	.786	10 (22.2)	20 (44.4)	14 (31.1)	1 (2.2)	Moderate
	Total	2.92	.526					Moderate

From the above table 9, having enough time to read books, 35 students (77.8%) responded that they had enough time to read books and 10 students (22.2%) of the respondent answered that they did not have enough time to read English books. Next to the time factor, students were asked if there were books written by English language and whether they read these materials or not, only 34 students (74.16%) agreed for the accessibility for extra books found in their home and they read them. But only 11 number of respondents, (24.4%) replied there were no books to read in their home. Lastly, when students were asked if they had good

foundation of English language in previous grades, 30 students (66.6%) responded “agree” and 15 students (33.3%) responded “disagree” respectively.

From the students’ response of factors related to outside schools, the shortage of time is the one that affect students reading ability, it is very clear that students need time to do their homework and to study, but most students in our area (which is almost rural) spend their time by helping their family especially girls, they are expected to do more. The reading process requires continuous practice, development and refinement. Reading is a highly interactive phenomenon (Carrel, et al.1997). This interaction takes place through the activity of reading. The second point of the students’ response was the availability of other material which is written by English. The result was not good. In order to improve someone’s reading ability, the variety of the material is very important to motivate reading, and to arouse the interest of readers knowing more in different fields.

The other important issue revealed by the above table was the students’ reply about their English language foundation in their previous grade. As the data shows the majority of students believed that they had not foundation in English language at their previous grades. Some teachers stated in their interview that, students’ problem in reading comprehension was students’ poor foundation in lower grades. A cumulative understanding and knowledge of the reading skills will make students to read more and be successful in their academic result. But unfortunately this could not happen. When we see students’ response in case of family help, again there is a problem. As we can understand one problem is directly or indirectly bound with another problem. If the students’ families help by guiding how to read and understand passage, giving advice to overcome challenges that come through English language and support by providing different English language written materials, the problem can be reduced. Findings suggest that one of the best ways to help students to increase their ability in other language skills is through giving them appropriate time to practice reading. However, most parents are not aware this and students are left alone with their problem. Finally, we can conclude that outside school related factors are one of the major factors that hinder students from reading the passage with understanding.

The effect of such activity becomes apparent when the reading interest of those who grow up in literate family is compared with that of students who grow up in illiterate family. A student with literate family has a lot of opportunities to get in developing reading interest. Some of the advantages such students may get are that

literate parents may assist their children to read different materials; they may themselves read in front of their children and tell stories. Such practices may inspire these students to develop reading interest. Moreover, because of the awareness of the importance of reading parents may put different reading materials to be read at home. As a result, there may be found different reading materials. But in the above table we cannot get this.

Table 10. Teachers' responses about their Students' Reading Skills.

No	Teacher's responses about their students' reading skills	Very Greatly	Some times	Rarely	Never
1	Students unable to read words correctly.	1 (20)	3 (60)		1 (20)
2	Students have a shortage of vocabulary.	1 (20)	3 (60)		1 (20)
3	Students have a lack of the knowledge of English grammar.	1 (20)	3 (60)		1 (20)
4	Students lack of interest to go further in their education.	1 (20)	2 (40)	1 (20)	1 (20)
5	Students' lack of motivation for English language.	1 (20)	3 (60)		1 (20)
6	Shortage of books in the university to promote reading.	1 (20)	1 (20)		3 (60)
7	Students' fewer attitudes for reading skill than grammar.	2 (40)	3 (60)		
8	Students' have poor foundation of reading comprehension in their lower grade.	1 (20)	3 (60)		1 (20)
9	Lack of parental help in providing English books for students.	1 (20)	3 (60)		1 (20)

When teachers were asked if students are unable to read words (passages) correctly, two teachers answered "very greatly", two teachers responded "sometimes" and one teacher answered "no". Regarding to students' shortage of vocabulary, all five teachers responded that the problem was seen "very greatly". Concerning students' lack of the knowledge of English grammar, four teachers responded that the problem was seen "very greatly" and one teacher said

“sometimes”. Regarding to lack of student’s interest to go further in their education, three teachers responded that “very greatly” and only two teachers answered “sometimes”. For students have a lack of motivation for English language, one teacher answered, “Very greatly” two teachers answered “sometimes” and the rest two teachers answered “no”. Concerning shortage of books in the school library to promote reading, two teachers responded very greatly and three teachers answered “never”. When teachers were asked if students’ have fewer attitudes for reading skill than grammar, three teachers answered “very greatly” and the other two teachers answered “sometimes”. In other question, when teachers were asked if they believed students had poor foundation of reading comprehension in their lower grade, two teachers answered “very greatly”, two teachers answered “sometimes” and the other one teacher answered “never”. Finally, if there is a lack of parental help in providing English books, one teacher answered for “very greatly”, three teachers answered “sometimes” and the rest one teacher responded ‘rarely’.

When teachers were interviewed about if there are other factors for students reading comprehension, the teachers’ response was; yes, there are different hindrances, such as students’ lack of interest towards the reading skill and lack of motivation (T1 and T2). Another teacher stated that the other major factor for this problem was students’ mother tongue interference which causes pronunciation problems and lack of background knowledge to what they read- (T4). Shyness, fear of mistake, burden of home work to help their family especially for female students, unfavorable reading condition at home and financial problem to buy extra books- (T5 and T3).

From the above teachers’ response one can understand that students reading problem was deep up to unable to read words correctly and shortage of vocabularies. Furthermore, students’ lack of interest in reading may made worse the situation. Since motivation of the learner is very crucial for learning by itself. According to Grellet (1981), being motivated means that students start reading the text prepared to find a number of things in it, expecting to find answers to a number of question and specific information or idea. Another thing raised by the teachers was students’ poor foundation of reading comprehension which greatly affected students not to cope with the students’ present textbook and the exercises found in it. Finally, teachers’ response and the data found from the students were almost similar.

4.5 Data from Classroom Observation

In this subtopic the researcher's classroom observation is presented. All students and five teachers were observed twice when they taught reading skills in class. The checklist points were prepared in order to crosscheck the data given by the students and teachers. The points were mainly focused on how students and five teachers were using reading skill strategies and techniques in terms of teaching reading comprehension and students' participation.

Table 11. Classroom Observation

4= Very good, 3= Good, 2= Fair, 1= Poor

No	Check list points	\bar{x}	SD	Frequency (Percentages)				level
				4	3	2	1	
1	The teacher motivated students to read the passage.	3.07	.654	11 (24.4)	26 (57.8)	8 (17.8)		High
2	The teacher helped students to use reading strategies.	2.98	.839	13 (28.9)	20 (44.4)	10 (22.2)	2 (4.4)	Moderate
3	There are enough student textbooks in the classroom.	2.60	.863	5 (11.1)	23 (51.1)	11 (24.4)	6 (13.3)	Moderate
4	Comprehension questions are done as class work or given as a home work.	3.02	.753	13 (28.9)	20 (44.4)	12 (26.7)		High
5	Most students are tried to participate in reading or answering questions.	2.82	.716	7 (15.6)	24 (53.3)	13 (28.9)	1 (2.2)	Moderate
6	Students exercise books are checked by the teacher for the answer of skill questions.	2.93	.618	6 (13.3)	31 (68.9)	7 (15.6)	1 (2.2)	Moderate

7	Students showed interested in learning new vocabulary.	3.07	.751	13 (28.9)	23 (51.1)	8 (17.8)	1 (2.2)	High
8	Students have gotten chance to read the passage.	3.04	.638	10 (22.2)	27 (60.0)	8 (17.8)		High
9	The teacher wrote the meaning of new word on the blackboard.	2.96	.796	12 (26.7)	20 (44.4)	12 (26.7)	1 (2.2)	Moderate
10	The teacher checked students' work.	3.18	.806	17 (37.8)	21 (46.7)	5 (11.1)	2 (4.4)	High
	Total	2.96	.462					Moderate

The researcher observed the class twice very well for all students and 5 teachers while they had class for reading skill. From the above data regarding teachers' motivation for students, 11 students' (24.4%) responded teachers' way of motivating was very good, 26 students' (57.8%) answered teachers motivating were good, and only 8 students (17.8%) answered teacher was fair. In helping students to use reading strategies, 13 students (28.9%) answered teachers were very good, 20 students (44.4%) replied teachers were good, 10 students (22.2%) and 2 students (17.8%) answered teachers were fair and poor in applying the usage of reading strategies. When we come to whether 5 students (11.1%) answered there were enough students' textbook in the class, teacher was very good, 23 students (51.1%) replied were good, 11 students ((24.4%) and 6 students (13.3%) answered there were no enough students' textbook in the class and textbooks in class, were poor. "Two teachers were very good, in that, the teacher made sure that all students bring their textbooks to the class and there was at least one textbook on each desk. The other two teachers were good, in that, there were a few students who brought their textbooks. But one teacher's class was poor because there were less than ten textbooks for more than students. Now this time also students copied textbooks from teacher's textbooks for study in classroom. Regarding to the participation of students in reading the passage or answering comprehension questions, class of the participation of the students were very good, 7 students' (15.6%), 24 students (53.3%) were good participation in class, 13 students (28.9%) were fair and 1 student (2.2%) was poor participation in class. On the other hand, students' exercise books were checked by the teacher for the answer of skill questions, 6 students (13.3%)

were agreed very good, 31 students (68.9%) were agreed good, 7 students (15.65%) were fair and 1 student (2.2%) was agreed, poor students' exercise books were checked by the teacher for the answer of skill questions. In the class students showed their interest in learning new vocabularies by asking the meaning of new words and wrote in their exercise books when they are told, 13 students (28.9%) were very good in learning vocabularies, 23 students (51.1%) were good, 8 students (17.8%) were fair and 1 student (2.2%) was poor. So, the researcher observed very well in class. Regarding to the chance students got to read the passage, 10 students (22.2%) were very good, 27 students (60.0%) were good and 8 students (17.8%) were fair but in this time three teachers were very good in giving chance for those who raised their hands and equally for students. The other teacher was good and another was fair. About writing the meaning of new words on the blackboard, 12 students (26.7%) were very good, 20 students (44.4%) were good, 12 students (26.7%) were fair and only one student (2.2%) was poor. On this time two teachers were very good, two were good, but one teacher was poor. For classroom observation, the last point was whether teachers check students' work in the class. Two teachers were very good, the other two were good, but the other teacher was poor. In the same time, teacher checked students' work, 17 students (37.8%) were agreed very well, 21 students (46.7%) replied well, 5 students (11.1%) answered fair and 2 students (4.4%) replied poor. From the above teachers' responses and class observations, it was found that most teachers did give much attention for the students to use reading techniques and reading strategies. If teachers are wisely activated these important skills, students also will have the same understanding about the necessity of using strategies and techniques. The other main points that the researcher observed was that students did not give much teacher attention in reading classroom while teacher did teach in class and also students had the problem of reading words with their correct pronunciations and tones. This may show the interference of their mother tongue and lack of continuous correction from the teachers.

4.6 Interviewing people concerning problems with Factors that Affect Students' Reading Skills and Ways to Deal with Them.

4.6.1 Results got from interviewing five Thai teachers teaching at Mahachulalongkornrajavidyalaya University concerning problems with factors that affect students' reading skills and ways to deal with them.

In according to Assoc. Prof. Dr. Preecha Kanetnok, the Director of Ph.D. Program in Linguistics, Faculty of Humanities in MCU, he said, "Affect students'

reading skills the factor is concerned with lack of reading skill. Reading a lot of books understanding teaching grammar and ideas. It may be helpful for reading skills. I cannot teach all strategies and techniques about reading comprehension since the time right. But students must help themselves by getting some helps from educated and experienced persons. Using high technology of machine to help correct grammar as well as get some helps from English scholars, I am sure that correction for English language will be solved reading problem”.⁸⁴

Asst. Prof. Praphan Kulwinitchai states about affect students’ reading skills “He is an Assamese monk and finishes B.A. between India and Myanmar. His English is quite good. But his pronunciation is an Indian pronunciation as well. English reading comprehension teaches. Yes, I believe because the languages are so difficult to those who are not English native people, we have to teach and do more and more all the links. I think, about English study reading in present no problem to learn, because we have E-learning in internet, we can prove in English reading, translation, about pronunciation and vocabularies in all the moment”.⁸⁵

Assoc. Prof. Nilratana Klinchan said, “Students lack vocals and grammar. No paying attention to study. Playing a lot. Qualified teachers are needed to help students. As a teacher I cannot teach all strategies and techniques since the short period of time. For these case, spending more think to fulfil the goal. The measure is to find qualified teachers to help students. Reading a lot of books is also essential”.⁸⁶

Phra Wichian Parichano, Dr. states, “Students should build their spirit in study. They may be distracted by new high technology. In the class, students should pay more attention to the lecture of teacher. Nothing is better than doing again and again meaning that paying attention to studying, trying to internet the passage, story to make it more clear and then we will be able to understand it clearly. To correct the reading problem is to get some helps from educated persons who understand

⁸⁴ Interview with Assoc. Prof. Dr. Preecha Kanetnok, The Director of Ph.D. Program in Linguistics, Faculty of Humanities in MCU, 21st, August, 2018

⁸⁵ Interview with Asst. Prof. Praphan Kulwinitchai, lecturer, Department of Linguistics, Faculty of Humanities in MCU, 15th, August, 2018

⁸⁶ Interview with Assoc. Prof. Nilratana Klinchan, Lecturer, English International Program, Department of Foreign Languages, Faculty of Humanities in MCU, 24th, July, 2017

the language clearly or reading a lot of books that are related to the reading skills. So, it will be the way in solving reading skills”.⁸⁷

Asst. Prof. Dr. Phramaha PhuenKittisopano said that, “Affect students reading skills all above is corrected. Teach all the strategies and techniques of reading comprehension, I think No. Because normally I just assign the reading books. I think, subjective test is a good way to check pronunciation of reading skills of students because, good comprehension is from good reading skills”.⁸⁸

⁸⁷ Interview with Dr. Phra Wichian Parichano, Lecturer, English International Program, Department of Foreign Languages, Faculty of Humanities in MCU, 21st, August 2018

⁸⁸ Interview with Asst. Prof. Dr. Phramaha Phuen Kittisopano, Lecturer, Department of Psychology, Faculty of Humanities in MCU, 10th August, 2018

Chapter V

Conclusion, Discussion, and Suggestion

Chapter five which is the final chapter presents the summary of the research, which research questions used to guide the study; the following discussion is based on the results of the survey, which were provided in chapter four. Moreover, the summary and discussion of the findings, implications of the findings, and suggestions for the further studies this chapter presents discussion on the findings, conclusion of the study, general recommendations and suggestion for future research.

This chapter consists of the summary, conclusion, discussion, and suggestion. In this chapter it can be divided into three major points which its part is explained respectively as the following:

5.1 Conclusion

5.2 Discussion

5.3 Suggestion

5.1 Conclusion

The research was designed to assess English reading skills for the case of M.A. students between Faculty of Humanities and International Buddhist Studies College in Mahachulalongkornrajavidyalaya University. It was necessary to assess English reading comprehension, to identify the factors that affect students' reading skills at large and to provide conclusions on how to improve the teaching of reading skills.

The study was descriptive one that used qualitative and quantitative methods and data to explore, analyze, interpret and understand the complex reality of the situations that have been studied for the students' and teachers' perspective. Random sampling strategy was used to select student respondents in the standardized test and questionnaires. Researcher take five teachers for an interview and classroom observation was observed twice for all students and five teachers in data gathering processes. These research instruments were helpful in providing significant information about the factors related to students, factors related to schools (text books, teachers and library), and factors related to outside schools. The study, employed the skills and questionnaire as major data gathering tools, interview

and classroom observation were used to supplement the major data. According to the data obtained from these tools it was processed in order to answer the research question of this study.

The data collected from standard test questionnaires and quantitative by using simple statistical techniques, percentage and numerical interpretation. Whereas from teachers' interview and classroom observation discussed qualitatively by using a thematic system, based on inductive data analysis process, developed by the researcher used to code, classify and sort out actual words from the respondents. The results of the study showed that teaching reading techniques and strategies were good almost exercised by the teachers, student's motivation was low, shortage of reading materials at home and library were the most major factors that affect students' reading skills.

The data shows that among 45 M.A. students who are studying at Mahachulalongkornrajavidyalaya University, there are 34 monk students with 75.5%, 6 nun students with 13.3%, and 5 laymen students with 11.1%. Therefore, about gender, most of students who are studying English at Mahachulalongkornrajavidyalaya University they are all monks. About age of students, among the total 45 numbers of M.A. students, most of them are in the rank of age of 25-30 years, 17 students with 37.8%, rank of age 30-35 years, 13 students with 28.9%. And, there is 4 students who is in rank of age of 18-20 years with 8.9%, and other 11 students are in the rank of age of 35- up years with 24.4%.

Information on experience in studying English of M.A. students of Mahachulalongkornrajavidyalaya University who have experienced in studying English. 1-5 years, there are 20 students have been experienced in English with 44.4%, 6-10 years of 15 students with 33.3%, 11-12 years of 2 students with 4.4%, and 8 students have experienced in studying English more than 12 years.

The level of purposes in studying English of M.A. students who had studied from different purposes of education. There were 16 students studied for educational purpose with 35.6%, 11 students with 24.4% have studied for communication purposes, 15 students studied for knowledge purposes with 33.3% and others 3 students studied for traveling purposes with 6.7%.

The level of the number of the most wanted data about English language skills, most of 20 students have experienced in speaking skill with 44.4%, 12 students have experienced in reading skill with 26.7%, 7 students in listening skill with 15.6% and other 6 students have experienced in writing skill with 13.3%.

The level of agreement with students' responses about factors related to M.A. students at Mahachulalongkornrajavidyalaya University are at moderate, low and high level: question 1 with 2.71%, question 2 with 2.24%, question 3 with 1.84%, question 4 with 2.36%, question 5 with 3.11%, and question 6 with 2.29%.

The level of agreement with students' responses about factors related to schools (textbooks, teachers and library) are at all moderate level: question 1 with 2.78%, question 2 with 2.82%, question 3 with 2.78%, question 4 with 2.96%, question 5 with 2.73% and question 6 with 3.00%.

The level of agreement with students' responses about factors related to outside schools are at all moderate level: question 1 with 2.98%, question 2 with 2.93%, question 3 with 2.87%.

The level of agreement with students' and teacher's about data from classroom observation are at high and moderate level: question 1 with 3.07%, question 2 with 2.98%, question 3 with 2.60%, question 4 with 3.02%, question 5 with 2.82%, question 6 with 2.93%, question 7 with 3.07%, question 8 with 3.04%, question 9 with 2.96%, and question 10 with 3.18%.

In order to find more about ways to learn and develop English reading, researcher had interviewed five Thai English teachers, and found that most of them gave different answers to the ways of enhancing English reading. They love reading as it is the best way to meet new words also to review vocabulary they have already read. Reading to gain more new words is to read story in English since there are many new vocabularies used in daily life.

5.2 Discussion

5.2.1 General Background of Information

Among 45 M.A. students who are studying at Mahachulalongkornrajavidyalaya University both Faculty of Humanities, International program and IBSC, there are 34 monk students with 75.5%, 6 nun students with 13.3%, and 5 laymen students with 11.1%. about age of students, among the total 45 numbers of M.A. students, most of them are in the rank of age of 25-30 years, 17 students with 37.8%, rank of age 30-35 years, 13 students with 28.9%. And, there is 4 students who is in rank of age of 18-20 years with 8.9%, and other 11 students are in the rank of age of 35- up years with 24.4%. Information of students purposes studying English, 16 students have been studied an educational purpose with 35.6%, 11 students with 24.4% have been studied in communication purposes, 15 students

studied in knowledge purposes with 33.3% and others 3 students studied in traveling purposes with 6.7%. The number of the most wanted English language skills, most of the high 20 students have been experienced speaking skill with 44.46%, 12 students have experienced reading skill with 26.7%, 7 students in listening skill with 15.6% and other 6 students have been experience writing skill with 13.3%. Therefore; most of students have a good experience about English language skills well.

5.2.2 Students' response on Factors Related to Students

Students response on factors related that M.A. students at Mahachulalongkornrajavidyalaya University commonly read to are giving example sentences when passage reading is difficult skills that other skills which is equal to 2.71%, afraid to read passage in the class when reading which is equal to 2.24%, do not have interest in learning English when reading a new passage which is equal to 1.84%, have possible to join university is very low which is equal to 2.36%, grammar is more important than reading comprehension which is equal to 3.11%, and not knowing reading strategies and techniques when reading a passage.

Besides doing research about the factors related to schools (textbooks, teachers and library) used by M.A. students at Mahachulalongkornrajavidyalaya University,

Regarding to the storage of reading books in the library that improving reading books found in the library are not enough. According to the response obtained from the participant, there were factors that were found affecting students' reading ability. These are the difficulty of vocabulary and the relevance of the title in the textbook. If there were many new words found in the text students' understanding of the passage will be limited. Teachers' responses reflected that they did not concern to apply reading the strategies and techniques and the problem become difficult. One of the reasons students do not cope with the book is that, majority students' ability and average knowledge to understand the book is not balanced that shortage of vocabulary was a great factor that affects their students' reading.

Having studied the method of English reading and learning of M.A. students at Mahachulalongkornrajavidyalaya University, and found some useful techniques of reading and difficulties learning English and reading. Researcher found that most difficult thing that almost M.A. students is English pronunciation. And, most of them do not know English Phonetic Symbols which are very helpful for sharpening

their English pronunciation. As some techniques and problems of M.A. students have during reading English, some helpful ideas are given in 'suggestion'.

5.3 Suggestion

To improve students' reading skills, the researcher would like to make some suggestions both for the teachers and the students to overcome the weakness in reading. The suggestions are the following:

1. Teachers should select more sufficient reading materials in a way, which focus on all the major reading skills, if needed teachers can adapt the materials by adding up different reading activities to build students' reading skills.

2. Teachers should motivate students about significances of English reading. Sometimes, if you only teach English and focus only on your subjects or lessons, students might not care much or do not feel strong in developing their English reading. But, if teachers urge them, encourage them and inspire them about necessities of English reading, they will be alert and have strong determination to increase their English reading.

3. In order to teach English pronunciation to students correctly and confidently, teachers do not need to worry much about how they can teach English pronunciation correctly because nowadays we are living in a modern digital area. Teachers can get some short videos related with teaching English reading taught by native- English speakers. Then, play those sentences and ask students to repeat after loudly. Doing so, teachers do not use much voice and energy, and students also get used to native English pronunciation.

4. Reading among students should not be confined to reading academic materials. They should read a wide variety of reading materials like novels, magazines etc. to allow them as much exposure to reading as possible.

5. Students should be trained by teachers to predict unfamiliar words through the given context. It helps them to improve their vocabulary analyzing capacity.

6. Students should be made aware of the purpose of reading a text by their teacher.

7. To develop scanning skill, students should avoid reading every words or line in a passage. Teachers will facilitate the students by designing question exercises for the students.

8. For understanding the multiple layers of meaning and the writers'' writing style, students should read good literary works.

9. To motivate students for reading, teacher should develop authentic reading materials.

10. Students should help themselves for improving their reading skills. They have to find out their weakness and try to overcome them with the help of their teachers and peers.

5.3.1 Suggestion for Further Studies

This study has been conducted with some limitations in scope and procedure, the further study needs to be continued on the following:

Since the researcher is focused on the attitude of M.A. students between Faculty of Humanities and International Buddhist Studies College (IBSC) in Mahachulalongkornrajavidyalaya University towards the difficulties in learning English reading skills, there are several aspects concerned with the scope of this research that is not yet covered. For instance, further research should be undertaken on the student in other university, on other subject groups of different educational levels such as university students who have already experienced the teaching and learning of English reading skills, or on the students at university level who have just started learning English. The research's result may reveal different aspects that most affect the problems in teachings and studying English pronunciation of different groups of subjects.

Since the explicit reading skills strategy provided in this study does appear to have been successful in encouraging participants to use a wider range of reading strategies and to improve aspects of their reading abilities in English, further research could explore variations on the approach to reading instruction adopted and, as suggested above, applications of explicit reading strategy instruction to other contexts.

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Assoc. Prof. Dr. Preecha Kanetnok. The Director of Ph.D. Program in Linguistics, Faculty of Humanities in MCU, 21st, August, 2018.

Asst. Prof. Praphan Kulwinitchai, lecturer, Department of Linguistics, Faculty of Humanities in MCU, 15th, August, 2018.

Assoc. Prof. Nilratana Klinchan. Lecturer and Instructor of English Language and Linguistics Subject, Department of Foreign Languages, Faculty of Humanities, MCU, 24th, July, 2017.

Dr. Phra Wichian Parichano. lecturer of Dhamma Talk and Meditation Subjects, Departments of Foreign Languages, Faculty of Humanities, MCU, 21st, August, 2018.

Asst. Prof. Dr. Phramaha Phuen Kittisopano, Lecturer, Department of Psychology, Faculty of Humanities in MCU, 10th August, 2018.

Appendices

Appendix A

A letter to the Dean Faculty of Humanities in MCU
Asking for Doing Research



บันทึกข้อความ

แผนกสารบรรณ
สำนักงานคณบดีคณะมนุษยศาสตร์
รับที่ <u>๕๓๗</u>
วันที่ <u>๒๕, ก.ค., ๖๑</u>
เวลา <u>๑๐.๕๕</u> น.
มหาวิทยาลัยมหจุฬาลงกรณ์ราชวิทยาลัย

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๗/๕๓๗ วันที่ ๒๕ กรกฎาคม พ.ศ. ๒๕๖๑

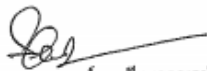
เรื่อง ขออนุญาตเก็บรวบรวมข้อมูลวิจัยจากนิสิตคณะมนุษยศาสตร์

กราบหม้สการ คณบดีคณะมนุษยศาสตร์

ตามที่ ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ ร่วมกับบัณฑิตวิทยาลัย มหาวิทยาลัยมหจุฬาลงกรณ์ราชวิทยาลัย ดำเนินการเรียนการสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (International Program) มีนิตตอยู่ในระหว่างการศึกษาคณะศึกษานิพนธ์ที่จำเป็นต้องเก็บรวบรวมข้อมูลเพื่อทำการวิเคราะห์ข้อมูลตามระเบียบวิธีการวิจัย ความทราบแล้วนั้น

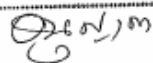
ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ จึงอนุญาตให้ Ven. Rupam Chakma ทำวิทยานิพนธ์เรื่อง An Assessment of English Reading Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University เก็บรวบรวมข้อมูลจากนิสิตคณะมนุษยศาสตร์ ระหว่างวันที่ ๒๕ กรกฎาคม ถึง ๓๐ สิงหาคม พ.ศ. ๒๕๖๑ ดังมีรายละเอียดตามเอกสารแบบสอบถามที่แนบมาพร้อมนี้

จึงกราบหม้สการมาเพื่ออนุญาตเก็บรวบรวมข้อมูล


(ผู้ช่วยศาสตราจารย์ ดร. วีระกาญจน์ กนกมแลศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

ทราบ.....

มอบหมายให้.....



(พระครูสังฆรักษ์เอกภัทร อภินุโท, ผศ.ดร.)

คณบดีคณะมนุษยศาสตร์



Appendix B

A letter to the Director of International Buddhist Studies College (IBSC)
in MCU Asking Permission for Doing Research



บันทึกข้อความ

งานสารบรรณ
วิทยาลัยพุทธศาสตร์นานาชาติ
รับที่ ๒๒๐
รับวันที่ ๒๕ ก.ค. ๖๑
เวลา ๑๑.๕๕ น.
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๓๐๔.๓/ ๕๖

วันที่ ๒๓ กรกฎาคม พ.ศ. ๒๕๖๓

เรื่อง ขออนุญาตเก็บรวบรวมข้อมูลวิจัยจากนิสิตวิทยาลัยพุทธศาสตร์นานาชาติ IBSC

กราบหมัสการ ผู้อำนวยการวิทยาลัยพุทธศาสตร์นานาชาติ

ตามที่ ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ ร่วมกับบัณฑิตวิทยาลัย มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ดำเนินการเรียนการสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (International Program) มีนิตยอยู่ในระหว่างการศึกษาภาควิชาบัณฑิตที่จำเป็นต้องเก็บรวบรวมข้อมูลเพื่อทำการวิเคราะห์ข้อมูลตามระเบียบวิธีการวิจัย ความทราบแล้วนั้น

ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ จึงอนุญาตให้ Ven. Rupam Chakma ทำวิทยานิพนธ์เรื่อง An Assessment of English Reading Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University เก็บรวบรวมข้อมูลจากนิสิตวิทยาลัยพุทธศาสตร์นานาชาติ IBSC ระหว่างวันที่ ๒๕ กรกฎาคม ถึง ๓๐ สิงหาคม พ.ศ. ๒๕๖๓ โดยมีรายละเอียดตามเอกสารแบบสอบถามที่แนบมาพร้อมนี้

จึงกราบหมัสการมาเพื่อขออนุญาตเก็บรวบรวมข้อมูล

(ผู้ช่วยศาสตราจารย์ ดร. วีระกาญจน์ กนกมแลศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

(พระมหาธรรษา ธมฺมหาโส, รศ.ดร.)
ผู้อำนวยการวิทยาลัยพุทธศาสตร์นานาชาติ

๒๕ ก.ค. ๖๑

Appendix C

Letter of invitation for interview with Five English Scholars



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๓๐๔.๓/ ๑๑๕ วันที่ ๒๑ กุมภาพันธ์ ๒๕๖๑

เรื่อง ขอความอนุเคราะห์ให้จัดส่งสัมภาษณ์เก็บข้อมูลเพื่อการวิจัย

เรียน Assoc.Prof.Dr. Preecha Kanetnog

ด้วย Ven. Rupam Chakma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาานิพนธ์ เรื่อง "An Assessment of English Reading Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกกมล และ ดร.นรงค์ชัย ปิ่นทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์

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หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบคุณมา ณ โอกาสนี้

เรียนมาด้วยความนับถือ

(ผศ.ดร.วีระกาญจน์ กนกกมล)

ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

(พระครูสังฆรักษ์เอกภัทร อภิจตุโร, ผศ.ดร.)

คณบดีคณะมนุษยศาสตร์
พธ./...ก.พ./๒๑

๒๑ Aug. 18



บันทึกข้อความ

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ที่ ศธ ๖๓๐๔.๓/ ๑๑๓ วันที่ ๒๖ กุมภาพันธ์ ๒๕๖๓

เรื่อง ขอความอนุเคราะห์ให้นิสิตสัมพันธ์เก็บข้อมูลเพื่อการวิจัย

เขียน Asst.Prof. Praphan Kulwinitchai


ด้วย Ven. Rupam Chakma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "An Assessment of English Reading Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของ การศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกมลเสศ และ ดร.นรงค์ชัย ปิ่นทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอ ความอนุเคราะห์ Ven. Rupam Chakma สัมภาษณ์เก็บข้อมูลเพื่อการวิจัย ดังกล่าว

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เรียนมาด้วยความนับถือ


 (พระครูสังฆรักษ์เอกภัทร อภินุโท, ผศ.ดร.)
 คณบดีคณะมนุษยศาสตร์
 ศธ. / ม.จ.ร. / ๒๐


 (ผศ.ดร.วีระกาญจน์ กนกมลเสศ)
 ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต
 สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)
 มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย


 Asst. Prof. Praphan Kulwinitchai
 10 August 18



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

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เรื่อง ขอความอนุเคราะห์ให้จัดส่งสัมภาษณ์เก็บข้อมูลเพื่อการวิจัย

เรียน Assoc.Prof. Nilratana Klinchan


ด้วย Ven. Rupam Chakma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาโท เรื่อง "An Assessment of English Reading Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาค้นคว้าหลักสูตรศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกกมล และ ดร.นรงค์ชัย ปันทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์


ในการนี้ โครงการเปิดสอนหลักสูตรศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอความอนุเคราะห์ Ven. Rupam Chakma สัมภาษณ์เก็บข้อมูลเพื่อการวิจัย ดังกล่าว

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบคุณมา ณ โอกาสนี้

เรียนมาด้วยความนับถือ


(พระครูสังฆรักษ์เอกภัทร อภิจนฺโท, ผศ.ดร.)
คณบดีคณะมนุษยศาสตร์
ศษค./อ.พ./๒๒


(ผศ.ดร.วีระกาญจน์ กนกกมล)
ผู้อำนวยการหลักสูตรศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย


Assoc. Prof. Nilratana Klinchan

24 July 2017



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๕๒

ที่ ศธ ๖๑๐๔.๓/ ๖๑๕ วันที่ ๒๖ กรกฎาคม ๒๕๖๑

เรื่อง ขอความอนุเคราะห์ให้นิสิตสัมภาษณ์เก็บข้อมูลเพื่อการวิจัย

เรียน Phra Wichian Parichano, Dr.


ด้วย Ven. Rupam Chakma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาโท เรื่อง "An Assessment of English Reading Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกกมล และ ดร.ณรงค์ชัย ปิ่นทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์


ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอความอนุเคราะห์ Ven. Rupam Chakma สัมภาษณ์เก็บข้อมูลเพื่อการวิจัย ดังกล่าว

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบคุณมา ณ โอกาสนี้

เรียนมาด้วยความนับถือ


 (พระครูสังฆรักษ์เอกภัทร อภิภูโย, ผศ.ดร.)
 คณบดีคณะมนุษยศาสตร์
 ศธ/ กอ./ ๒๐


 (ผศ.ดร.วีระกาญจน์ กนกกมล)
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 ผศ.ดร.วีระกาญจน์ กนกกมล



บันทึกข้อความ

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เรียน Phramaha Phuen Kittisopano, Asst.Prof.Dr.

ด้วย Ven. Rupam Chakma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง "An Assessment of English Reading Skill of Master of Arts Students in Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกกรมเลิศ และ ดร.นรงค์ชัย ปิ่นทรายมูล เป็นคณะกรรมการควบคุมวิทยานิพนธ์

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เรียนมาด้วยความนับถือ

(ผศ.ดร.วีระกาญจน์ กนกกรมเลิศ)

ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

(พระครูสังฆรักษ์เอกภัทร อภินุโท, ผศ.ดร.)
คณบดีคณะมนุษยศาสตร์

๑๐ ก.พ. ๒๕๖๓

Appendix D
Questionnaire

Questionnaires

An Assessment of English Reading Skills of Master of Arts Students in Mahachulalongkornrajavidyalaya University

Instruction:

The purpose of questionnaire is to survey 'An Assessment of English Reading Skills of Master of Arts Students in Mahachulalongkornrajavidyalaya University'.

Questionnaire has 5 sections:

Part 1 General Background Information

Part 2 Factors related to students

Part 3 Factors related to schools (textbooks, teachers and library)

Part 4 Factors related to outside schools

Part 5 Data from classroom observation

*Please answer the following questions honestly, and the researcher gratefully thank you all for your kind cooperation.

Part 1. General Background Information

Instruction: Please mark the boxes defined by the fact of you.

1. Gender

Male Female

Buddhist Monk Buddhist Nun

2. Age

18-20 years 25-30 years

30-35 years Over 35 years

3. Experience in learning English

1-5 years 6-10 years

11-12 years More than 12 years

4. Students' purposes in studying English

Educational purposes Communication purposes

Knowledge purposes Traveling purposes

5. The most wanted English language skill (Please choose one)

Listening skill Speaking skill

Reading skill Writing skill

6. Your level of education

High School Bachelor's Degree

Master's Degree Doctorate Degree

Instruction: Please mark the boxes defined by the fact of you.

4 = I strongly agree

3 = I agree

2 = I disagree

1 = I strongly disagree

Part 2 Factors related to students

No	Factors related to students	Strongly agree	Agree	Disagree	Strongly disagree
1.	Reading is more difficult skills than other skills				
2.	I am afraid to read passage in the class				
3.	I don't have interest in learning English				
4.	The possibility I have to join university is very low.				
5.	Grammar is more important than reading comprehension.				
6.	I don't know reading strategies and techniques.				

Part 3 Factors related to schools (textbooks, teachers and library)

No	Factors related to schools (text books, teachers and library)	Strongly agree	Agree	Disagree	Strongly disagree
1.	The passages have difficult vocabularies.				
2.	Textbooks are available on time.				
3.	The titles of the passage are attractive.				
4.	English teacher is good in teaching reading skills.				
5.	There are enough books in the university library to improve reading.				

6.	Teachers are motivating us to reading equally as other skills.				
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Part 4 Factors related to outside schools

No	Factors related to outside schools	Strongly agree	Agree	Disagree	Strongly disagree
1.	I have enough time to read English books				
2.	There are other materials, English books in my home and I read them.				
3.	I have good foundation of English language in my pervious grades.				

Part 5 Data from classroom observation

Instruction:Please mark the boxes defined by the fact of you.

4= Very good

3= Good

2= Fair

1= Poor

No	Check list points	Very good	Good	Fair	Poor
1.	The teacher motivated students to read the passage.				
2.	The teacher helped students to use reading strategies.				
3.	There are enough student textbooks in the class room.				
4.	Comprehension questions are done as class work or given as a home work.				
5.	Most students are tried to participate in reading or answering questions.				
6.	Students exercise books are checked by the teacher for the answer of skill questions.				
7.	Students showed interested in learning new vocabulary.				

8.	Students have gotten chance to read the passage.				
9.	The teacher wrote the meaning of new word on the blackboard.				
10.	The teacher checked students' work				

The Research interview
An Assessment of English Reading Skills of Master of Arts
Students in Mahachulalongkornrajavidyalaya University

I would like to inform you that I am conducting a Research in the Title “An Assessment of English Reading Skills of Master of Arts Students in Mahachulalongkornrajavidyalaya University”, in case of M.A. Students between Faculty of Humanities and IBSC in MCU. Your sincere response to my interview questions is of great help to the success of the study. Therefore, I am pleased Sir, kindly request you to respond to the questions genuinely.

***Question for Interviewing Five teachers of MCU.**

Interviewee's name:

Position:

Date:

1. Do your students find reading difficult or easy? _____.
2. If it is difficult, how many of them have this problem? All most / some / few of them? _____
3. Look at each factors and say: -
A. Vary greatly B. Sometimes
C. Rarely D. Never

***To tell the extent that affects your students' reading skills.**

- 3.1 Are students unable to read words correctly? _____
- 3.2 Do students have a shortage of vocabulary? _____
- 3.3 Do students have a lack of the Knowledge of English grammar?

- 3.4 Is it true? Students lack interest to go further in their education.

3.5 Is it real? Students have a lack of motivation for English language.

3.6 Have a student's shortage of books in the school library to promote reading? _____

3.7 Do students' have fewer attitudes for reading skill than grammar?

3.8 Do students' have poor foundation of reading comprehension in their lower grade? _____

3.9 Is there a lack of parental help in providing English books for students?

4. What other factors do you want to mention that affect students' reading skills? _____

5. Do you believe you teach all the strategies and techniques of reading comprehension? Please explain them.

What measure do you think should be taken to correct this problem?

Thank you in advance Sir, for your kind cooperation.

Appendix E
Assessors of the Research Questionnaire

Assessors of the Research Questionnaire

- 1). Assoc. Prof. Dr. Preecha Kanetnok, Lecturer, The Director of Ph.D. Program in Linguistics, Department of Foreign Languages, Faculty of Humanities in MCU.
- 2). Asst. Prof. Praphan Kulwinitchai, lecturer, Department of Linguistics, Department of Foreign Languages, Faculty of Humanities in MCU.
- 3). Assoc. Prof. Nilratana Klinchan. Lecturer and Instructor of English Language and Linguistics Subject, Department of Foreign Languages, Faculty of Humanities, MCU.
- 4). Dr. Phra Wichian Parichano. Lecturer of Dhamma Talk and Meditation Subjects, Departments of Foreign Languages, Faculty of Humanities, MCU.
- 5). Asst. Prof. Dr. Phramaha Phuen Kittisopano, Lecturer, Department of Psychology, Faculty of Humanities in MCU.

Appendix F
Result of the Index Objective Congruence (IOC)

Result of index of item objective congruence(IOC)

No.	Statement	The Committee of Research Tools Evaluation						Remark
		1	2	3	4	5	IOC	
Table 1	Teacher interviews Questions In-depth interview							Remark
1	Do your students find reading difficulty or easy?	+1	+1	+1	+1	+1	1	
2	If it is difficult, how many of them have this problem? All most, some or few of them?	+1	+1	+1	+1	+1	1	
3	What other factors do you want to mention that affect students' reading skills?	+1	+1	+1	+1	+1	1	
4	Do you believe you teach all the strategies and techniques of reading comprehension? Please explain them.	+1	+1	+1	+1	+1	1	
5	What measure do you think should be taken to correct this problem?	+1	+1	+1	+1	+1	1	
Table 2	Factors related to students	1	2	3	4	5	IOC	Remark
1	Reading is more difficult skills than other skills.	+1	+1	+1	+1	+1	1	
2	I am afraid to read passage in the class.	+1	+1	+1	+1	+1	1	
3	I don't have interest in learning English	+1	+1	+1	+1	+1	1	
4	The possibility I have to join university is very low	+1	+1	+1	+1	+1	1	
5	Grammar is more important than reading comprehension.	+1	+1	+1	+1	+1	1	

6	I don't know reading strategies and techniques.	+1	+1	+1	+1	+1	1	
Table 3	Factors related to schools (textbooks, teachers and library)	1	2	3	4	5	IOC	Remark
1	The passages have difficult vocabularies.	+1	+1	+1	+1	+1	1	
2	Textbooks are available on time.	+1	+1	+1	+1	+1	1	
3	The titles of the passage are attractive.	+1	+1	+1	+1	+1	1	
4	English teacher is good in teaching reading skills.	+1	+1	+1	+1	+1	1	
5	There are enough books in the university library to improve reading.	+1	+1	+1	+1	+1	1	
6	Teachers are motivating us to reading equally as other skills	+1	+1	+1	+1	+1	1	
Table 4	Factors related to outside schools	1	2	3	4	5	IOC	Remark
1	I have enough time to read English books.	+1	+1	+1	+1	+1	1	
2	There are other materials, English books in my home and I read them.	+1	+1	+1	+1	+1	1	
3	I have good foundation of English language in my previous grades	+1	+1	+1	+1	+1	1	
Table 5	Data from classroom observation	1	2	3	4	5	IOC	Remark
1	The teacher motivated students to read the passage	+1	+1	+1	+1	+1	1	
2	The teacher helped students to use reading strategies	+1	+1	+1	+1	+1	1	
3	There are enough students	+1	+1	+1	+1	+1	1	

	textbooks in the class room							
4	Comprehension questions are done as class work or given as a home work.	+1	+1	+1	+1	+1	1	
5	Most students are tried to participate in reading or answering questions.	+1	+1	+1	+1	+1	1	
6	Students exercise books are checked by the teacher for the answer of skill question.	+1	+1	+1	+1	+1	1	
7	Students showed interested in learning new vocabulary.	+1	+1	+1	+1	+1	1	
8	Students have gotten chance to read the passage.	+1	+1	+1	+1	+1	1	
9	The teacher wrote the meaning of new word on the blackboard.	+1	+1	+1	+1	+1	1	
10	The teacher checked students' work.	+1	+1	+1	+1	+1	1	

Biography of Researcher

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