

PROPOSED METHODS FOR TEACHING READING
COMPREHENSION TO THAI UNIVERSITY
STUDENTS

By

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This study deals with the methods of teaching reading comprehension to Thai university students. The objective is to study the problems of Thai college students regarding their English reading ability. A survey questionnaire and the review of literature are utilized as instruments to develop the method of teaching reading English to Thai students.

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CHAPTER I

THE RESEARCH PROBLEMS

Introduction

Reading English as a Second Language

Carroll (1970) stated that the essential skill in reading is getting meaning from a printed or written message. Reading and its associated behaviors have received more attention than any other aspect of education, primarily because the ability to read well is important to academic success.

Reading is a process that involves perception. Ronald Wardhaugh's description of reading is an expansion of the dichotomized definition of reading as the visual recognition of graphic symbols and an understanding of their meaning. Wardhaugh (1969) describes reading this way:

... when a person reads a text, he is attempting to discover the meaning of what he is reading by using the visual clues of spelling, his knowledge of probabilities of occurrence, his contextual-pragmatic knowledge, and his syntactic and semantic competence to give a meaningful interpretation of the text. Reading is not a passive process, in which a reader takes something out of the text without any effort or merely recognizes what is on the page and then interprets it, a process in which a stage of decoding precedes a stage of involvement with meaning. There is little reason to suppose that there are two such discrete, non-overlapping stages. Reading is instead an active process, in which the reader must make an active contribution by drawing upon and using concurrently various abilities that he has acquired (p. 133).

For many advanced students of English as a second language (ESL), reading is regarded as a skill of great importance to the learner, because it provides him with access to a great quantity of information. Robinett (1975) surveyed literature in the field of teaching reading to non-natives, within the framework offered by Wardhaugh, and concluded that the ESL readers must have some competence in the following areas.

Meaning

The question of how to extract meaning from writing is complex. There is some evidence to show that the more rapidly a person reads, the better his comprehension (McNamara, 1970 and Smith, 1971). Short-term memory is a factor in reading, and the more slowly a person reads, the greater may be the strain on his memory. Gorman (1979) supported the premise that readers who read too slowly did not comprehend what they had read. On the whole, ESL students needed to speed up their reading rates. In certain instances, they could read more slowly, looking for specific details. The key seemed to be flexibility in the rate of reading. The ESL students needed to change their reading rates to improve their reading comprehension.

Eye movements in the physical act of reading have been thought to play a part in extracting meaning from the printed page. Research done by Oller (1972) and Oller and Tullius (1972) using Eye Movement Photography shows that it is neither regressions nor fixations that slow the reading rate of foreign students but the length of fixation. This suggests that the longer fixation is needed to process the semantic and syntactic information with which the reader is being bombarded. These

findings tend to dispel the belief that foreign students need practice in developing the habit of making fixations per line of writing.

Visual Clues of Spelling

One of the most obvious difficulties in using spelling clues for reading appears when the student's native language is not alphabetically represented.

English spelling patterns do not conform to the one-to-one relationship between symbol and sound. Spelling clues in English are more complex: consider for example, word pairs such as bit-bite, mad-made, and not-note in which the so called "silent" e signals contrasts.

Klima (1972) discussed the levels of linguistic structure signaled by English orthography. He used the word "rediscover" as an illustration of an aggregate of the following levels: (1) a complex phonetic combination of a string of distinct sound segments; (2) a composite of morphological units (re-dis-cover) which can also be viewed as a prefix (re-) and a verbal stem (discover); and (3) a verb meaning "to obtain knowledge of, once again." In search of an optimal orthography he stresses the fact that what may be easiest for reading may not always be the most useful for retaining linguistic information. Chomsky and Halle (1968) contended that English spelling reflects the linguistic deep structure of words. Klima pointed out that what he suggested is useful only for the first language speaker and reader. However, the fact that these levels of linguistic structure exist in words and are revealed in spelling should perhaps be pursued with more vigor and deeper than through the visual lists of prefixes and word formation exercises as found in presentday reading texts.

Probabilities of Occurrence

The importance of vocabulary has always been emphasized in teaching reading to ESL students. The "probabilities of occurrence" which Wardhaugh speaks of may include syntactic signals of subject-verb word order, nouns following prepositions, noun following determiners, and the like.

This feature of the reading process is similar to the idea of "expectancy," described by Allen (1973) as the student's ability to guess what should come next in connected discourse. Syntactic items such as sequence signals (conjunctive adverbs, pronouns, etc.) play an important part in providing such "expectancy" clues.

The effective use of cloze procedure is dependent upon the concept of "probabilities of occurrence" or "expectancy." It seems to be one of the most active kinds of exercises for teaching reading because it forces the student to utilize his total linguistic competence.

Frank Smith (1971) proposed what he refers to as an unconventional reading model which described readers as "'predicting' their way through a passage of text, eliminating some alternatives in advance on the basis of their knowledge of the redundancy of language, and acquiring just enough visual information to eliminate the alternatives remaining."

Pierce (1973) described syntactic "expectancy" in this way:

... A major need of students in advanced reading is recognition of the unchanging relationships among sentence parts, regardless of their form or their relative positioning . . . Awareness of these relationships is the prime concern of expectancy study (p. 270).

Contextual - Pragmatic Knowledge

The fact that a student can read something orally does not mean

that he understands what he has read. To make sense of it he must have some practical knowledge of the context of what he is reading.

Morris (1968) says that students must be made ready for what they are asked to read. This means explaining cultural concepts which are different from those with which they are familiar - a kind of cultural reading readiness.

The hypothesis that presenting cultural information beforehand would improve reading comprehension was tested by Gatlinton and Tucker (1971). They found that providing the student with cultural concepts, which were implicit in the reading but which ESL students did not possess, significantly altered their performance on texts of reading comprehension.

Syntactic and Semantic Competence

It is believed that if a reader is familiar with the major syntactic and semantic components of the spoken language, and he has "cracked the code" of the writing system, he should not have trouble in reading. A major source of difficulty seems to stem from differences between the spoken and written forms of a given language.

Commenting on the difference between speech and writing, Allen (1973) mentioned transposed elements, prepositional phrases in initial position (often with inverted subject and verb), participial constructions, and passives (whether "true" or "stative"). She provided as examples the following sentences:

Although most people deplore it, graffiti is widespread.
Of special interest to teachers is the Language Methodology Center.
Funded by the Office of Education, the project will begin on March 1.

The wells are located near the perimeter.
The heat is recirculated in the fuel-vapor zone (p. 33).

Allen stressed the need for specific teaching of such structures which do not appear frequently in the spoken language. She commented on the fact that most of the efforts in ESL teaching have, until recently, been expended on teaching oral English. Now that there appears to be a more balanced approach to teaching ESL skills, including more emphasis upon reading, there is a great need for discovering exactly what differences do exist both syntactically and semantically in spoken and written English.

Having looked at Wardhaugh's description of the reading process, the question is what techniques should be used in teaching reading in ESL? It is certain that there are no short cuts to the goal of efficient reading; the solutions to the problems of teaching reading will be found by inquiring more deeply into the process involved and by accepting the statement made by Jarvis (1972, p. 399) that "reading may well be the most complex of all human skills which are learned in institutionalized education."

Educational System in Thailand

In Thailand, the current educational system plan provides 6 years for primary school and 3 plus 3 years for secondary school. The structure of the educational system can be described as follows:

1. The elementary school is made up of Prathom 1 through Prathom 6 (equivalent to Grade 1 through Grade 6 of the American School System).
2. The secondary school consists of Matayom 1 through Matayom 6 (equivalent to Grade 7 through Grade 12 of the American School System).

The first three years of the secondary school, Matayom 1 to 3, are considered to be lower secondary school, Matayom 4 to 6 are the higher secondary level.

English instruction does not begin until the secondary level, and it is an elective subject. The instructional plan is for a 4 hour per week Core Course which emphasizes the four skills of language learning: listening, speaking, reading and writing. There is a choice of an additional elective 2 hours per week: Activating English or Basic Reading (Ministry of Education, 1978).

English courses offered at the higher secondary school level can be divided into three categories: (1) a general English course dealing with four basic communication skills - listening, speaking, reading and writing; (2) an advanced English course emphasizing specific skills - reading and writing; and (3) technical English.

3. Higher education includes teacher colleges, technical institutes, private colleges, and universities. Students who have completed the secondary school level are eligible for the entrance examination to colleges and universities.

English Teaching in Thai Universities

There are fourteen universities in Thailand. Two of them are open universities, Ramkhamhaeng and Sukhothai Universities. In addition, there are a number of private degree awarding colleges offering mainly business and commercial courses. Each university sets its own entrance examination, of which English is an obligatory component. Students qualify to sit for these examinations by passing the final secondary school examination (Matayom 6). The open university, which accepts

students unable to find places in other universities, has a larger enrollment than all the state and private colleges combined, and is expected to continue its rapid growth. The number of enrollments should not be taken at face value, because many students enroll with no serious intention of following courses, and the dropout rate is high.

All Thai Universities now operate on a semester and credit/grade system; a four-year degree requires that a student study a course that totals 130-140 credits. Of these, the government has decreed that 36 credits be used for "general education," and that six of these be used for a foreign language. Most of the universities provide first-year students with a 5-6 hours a week English course through both semesters, for a course length of roughly 130-140 class periods. English is compulsory in the first year of all universities and in many it is compulsory in the second year and beyond also depending on the subject area studied. Those students who elect to major or minor in English will read some literature in English. At present, many universities give the major emphasis to reading skills, with separate listening and speaking classes. Since English is not the medium of instruction in the universities, therefore, relatively few will need to speak or listen to English, but a reading knowledge of the language will always be essential, not only for all educated persons but for almost anyone who goes beyond the secondary-school stage of education.

Students arrive at the university after twelve years of schooling. A foreign language is an optional subject in the primary school and is an elective in the secondary school. In fact, because of social and parental pressures, and because of a lack of teachers of foreign

languages other than English, many Thai school children learn English from the primary through to the final year of secondary school. Thus, most freshman students have studied English for up to ten years; unfortunately, the standards of teaching are generally unsatisfactory, and the levels of English achieved by the students are very disappointing. In this light, the aims of teaching English in the universities are as follows (Krishanamara, 1980).

First, to raise the level of achievement for all the students so that it is at least sufficient for minimally meaningful communication in English to be possible.

Secondly, to give the students a solid basis of achievement such that they can build upon it with self-confidence if, after graduating, they find themselves needing to improve their English further.

Thirdly, to cater to the needs of the many students who may be required to refer to academic textbooks and journals as a part of their undergraduate studies.

Finally, to give advanced studies to that substantial number of students who need, especially after graduating, to study, to make contacts, to interchange ideas, and to operate on the international scene, through the medium of English.

The main purpose of teaching English in Thai universities is for international communication. However, for many Thai students, both before and after graduating, the hard fact is that for them the most important type of communication is by the process of reading. Thus, most of the universities in Thailand tend to give the major emphasis to the reading skill.

English Instruction in a Specific University

At Silpakorn University, English teaching is not under a centralized control system. There are two campuses in this university. In the campus located in Bangkok, most of the Faculty get help from the English department of the Faculty of Archaeology for planning and teaching the general English required of the students. The Nakhon Pathom campus is composed of three Faculties: the Faculty of Arts, the Faculty of Education and the Faculty of Science. The Faculty of Arts and the Faculty of Education are given full control over their own English programs and provide the teachers of such courses. The Faculty of Science needs help from the English department of the Faculty of Arts for providing materials and teaching staffs. In the first two undergraduate years, students are required to take English courses administered by the English departments. Practically, in the first semester, the English program is a revision of general English.

Students in Silpakorn University, which is a state institution, have the same difficulties in learning English as students elsewhere in the country. The major problem is the lack of student motivation to learn English. Before entering the university, most of the students have already had up to six years of English. But the standards of teaching in the lower levels are unsatisfactory, therefore, the students virtually have to begin learning English again when they enter higher institutions.

Statement of the Problem

The most relevant study regarding the English skills that Thai students desire to develop was found in an unpublished paper by

Lyle Bachman (1975). He reported the results of a study done with college administrators, teachers, and students in Thailand. When rating a number of skills as objectives for learning English at the college level, students assigned the highest importance to:

1. Conducting independent study in their area of specialty.
2. Understanding lectures in English.
3. Reading textbooks and journals in their fields.
4. Reading and understanding general English.
5. Continuing their education in English speaking countries.

Bachman's study showed that many Thai college students need to read English for academic purposes. Most freshmen students have studied English up to six years, especially reading; unfortunately, the standards of teaching are generally low, and their English reading ability may not be satisfactory when compared to the amount of time spent in study. Therefore, a study concerning the learning and teaching of reading in English for Thai students is needed. This study should assist in finding and describing the most appropriate method of teaching reading to Thai students in Thailand.

Purpose of the Study

The problem of Thai students at Silpakorn University is that their English reading ability is unsatisfactory. Thammongkol (1970) stated in her study that Thai students had underdeveloped skills in reading for details, implications, inferences, conclusions, and in understanding organizational patterns of a study. The purpose of this study was to develop a method of teaching reading comprehension to university students in Thailand. With this as the objective, the

current literature in teaching reading was examined, especially the strategies of teaching reading English as a foreign language. The results from the study and the questionnaire were organized into a model program of teaching reading English to the university students in Thailand.

The purpose of the study was to carry out these three operations:

1. Analyze what needs to be done in teaching and learning reading.
2. Design how it is to be done.
3. Manage the model program for teaching reading to university students in Thailand.

Limitations of the Study

This study is limited to the method of teaching reading comprehension at a discourse level to Thai students who are studying English as a foreign language. Some of the suggestions obtained from the questionnaire data were utilized as part of the remedial instructional program. Only the major problems identified by the students in the questionnaire were taken into consideration and utilized in constructing the model reading program.

Definition of the Terms

Primary School: A six year compulsory school that accepts boys and girls 7 years of age.

Secondary School: A six year compulsory school after primary school that accepts boys and girls from the primary schools.

College and University: A school after the secondary school (Mathayom 6), especially for students who want to select a particular course of study and will receive the bachelors degree after finishing the requirements in the period of four years.

Foreign Language: A nonnative language taught or learned for international communication.

Reading Comprehension: The ability to derive meaning from text by relating them to one's own fund of experiences (Gibson and Levin, 1975).

The Model Reading Program: The reading program which is subdivided into an intensive program, comprising in-class instruction, and an extensive program, which mainly consists of outside reading.

Discourse: A connected speech or writing consisting of more than one sentence. Discourse analysis is structural analysis of texts larger than one sentence.

A Lattice: A lattice is the invention of structure. A structure is a set of discovered relations — a joining of combinations. Piaget (1959) pictures this process as a lattice.

Four Logical Operations: Four logical operations include uniting (coordinating), separating (contrasting), selecting (omitting), and involving (predicting, causing). Each one leads into all the others.

Concept Development: Reading for concept development is the exercise of joining, excluding, selecting, and implying within written symbols — that is, within syntax, rhetoric, and literary form.

Organization of the Study

The organization of the study is as follows:

Chapter I introduces the study, the general background of teaching reading English as a second language is presented. The educational system in Thailand, the learning of English language in Thai schools and universities, and the English instruction in a specific university are discussed. The situation of teaching English in the university leads to the discussion of the statement of problems, purpose of the study, limitations of the study, and definition of terms. Chapter II includes a review of literature focusing on the areas of (1) results of college reading program, (2) reading ability of college and university students, (3) components of comprehension, (4) research in reading English as a foreign language, and (5) research study of teaching English in Thailand. Chapter III reports the description of the instrument, data collection and statistical procedures. Chapter IV details the interpretations and analysis of data which were computed and presented in tables. The findings from the questionnaire are tabulated and discussed. Chapter V deals with the proposed method of teaching reading comprehension; various activities in teaching reading to stimulate student's motivation in language learning; and finally, the model reading program is proposed. Chapter VI includes a summary of the study, conclusion and implications, and recommendation for future studies.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The status of college reading varies among schools. Formal course work has been offered in institutions of higher learning under the auspices of many departments: psychology, English, education, educational psychology and personal services. In each of these, different approaches or combinations of approaches have been used so that no one college reading program can be considered universal. They are modified from time to time to suit new circumstances or to adapt specific teaching materials to individual needs and local demands. Colvin (1962) set forth what he considered significant in the reading program,

. . . reading is only one, but a very important, factor in the total adjustment in which students need specialized assistance. Specialized attention to reading is desirable because of the wide range in reading ability which entering freshmen demonstrate on standardized tests (p. 77).

Results of College Reading Program

Most reading achievement evaluations have the same general purpose: To determine how well - or how much better than previously - readers can perform when confronted with the sort of reading tasks which have been defined as important to them. William (1964) said evaluation of reading

achievement in colleges may be for such purposes as:

1. To estimate the prospects of success for individual students in certain colleges or curriculums or the improvement of these prospects.
2. To demonstrate that students have increased their abilities and inclinations to read effectively in nonacademic as well as academic reading situations.
3. To reveal the "worthwhileness" of the reading program to administrative officers.
4. To convince the students that they have improved in reading power.
5. To identify aspects of the program which need to be improved.
6. To reveal to individual student areas of their weakness.
7. To determine how reading improvements have been retained over a period of time.

Several surveys dealing with college reading programs have been reported. Dare (1970), based on results obtained with questionnaires sent to 559 two-year colleges, concluded that nearly all public two-year colleges provided some type of remedial instruction, English and mathematics as well as reading. However, most colleges refrained from using the term remedial and used such terms as developmental or guided study instead. Dare also pointed out that the purposes for remedial programs were considered by most colleges to be salvage, second-chance and redirection.

Kerstiens (1970) reported that in the El Cabino College program point-percentile gains on standardized tests were substantial and that the measurable progress could be reported on low percentage of attrition,

a diminishing failing rate, and higher passing grade. Garofalo (1970) did not present any evaluation data in his report of a college program at the University of Maryland, Eastern Shore; but he commented that evaluation was difficult and that the worth of a college program should be measured in the same way that a library's worth is determined: by the number of students using the program and by the breadth of resources made available to the college community. This method of measurement is far more useful than standardized test scores, or the feelings of the instructor or the students.

Payne (1971) made a research study. The results obtained from 126 students, out of an original 160, who had participated in the Northwest State University of Louisiana reading program showed the following:

1. Participants had retained and improved reading rate after 5 semesters.
2. A control group lost in rate the first semester but showed improvement after 5 semesters.
3. Both experimental and control groups retained and improved in vocabulary and total reading score gains.
4. Participants successfully pursued more credit hours than did non-participating students.

Tillman (1972-73) reported on the literature between 1945 and 1971. He reviewed 31 four-year college reading programs which emphasized reading improvement and used grade point average as a criterion. Although 23 of the 31 studies found statistically significant gains in grade point average for the participants, grade gains tended to be small. It was recommended that grades be viewed as only one factor in the

evaluation of reading programs.

Viewing the increased number of "open door" admissions of community junior colleges in the past 25 years, Evans and Dubois (1972) were concerned about the implied promise that the remedial courses they offered would prepare the low achiever for success. They believed that more attention must be paid to guidance and counseling, diagnosis, individualization of instruction, evaluation of programs, and demonstration of program effectiveness.

Much has been written in the field of college reading on curriculum and programs for readers in the college population. Seldom is the administration of such programs discussed. Haase, DeShields and Lynch (1977) studied the management analysis of a reading skills program in a large Northeastern university during the 1975-76 academic year. The value of administration in this study appears to lie in its service and management function in relation to its constituents. Administration, in this reading program, emphasized organization and maintenance so that the staff could perform effectively, without disturbance. They found that the competency of the administrator to perform his duties provided a sense of protection for the staff as well as determined the morale of the group.

Grant and Hoerber (1978) provided a very comprehensive study of college basic skills programs and reported that college reading programs were not working very well. The researchers questioned whether it was realistic to expect a one- or two-semester remedial program to make up for 12 years of unsuccessful education. Staley and Smyth (1979) evaluated the effectiveness of a college reading program in terms of selected criteria. The subjects were first year college

students at a small four-year regional campus which was part of a large university system in the Southeast. The results showed that the students who completed a reading course did not read significantly better or earn higher grade point averages than the students who did not take them. Students who took a reading course were more likely to get a satisfactory grade in English. They also found that students who completed reading courses had a lower attrition rate than those who did not.

Additional research is needed to identify criteria that contribute to a successful reading program. Factors such as classroom climates for learning, methods of presentation of reading and study skills and provision for individual differences should be investigated to determine their effects on the achievement of students.

Reading Ability of College and University Students

Reading specialists have been measuring and evaluating reading abilities ever since William S. Gray first published *The Gray Standardized Oral Reading Paragraphs* in 1915. The idea of separate, definable skills of reading grew so rapidly that by 1945 Burkart (p. 431) reported that her survey of the literature on reading instruction indicated that "Reading is not a single act but a complex activity made up of at least 214 separate abilities. These abilities are motor, sensory, or intellectual in nature."

The purpose behind testing and evaluation is not simply to list the reading abilities of the single student or groups of readers. Through testing, remedial reading techniques developed and individualized

instruction came into being. The overall improvement in the teaching of reading was promoted by this evaluation movement.

In 1944, a factorial study of reading abilities was made by Davis (1944). Of the nine variables hypothesized by Davis, five were found to meet his criteria for stability and order. These factors were (1) knowledge of word meanings, (2) verbal reasoning, (3) sensitivity to implications, (4) following the structure of a passage, and (5) recognition of the literary techniques of the writer. In 1959, Stolurow and Newman identified only semantic difficulty (words) and syntactical difficulty (sentences) as factors determining the reading difficulty level of passages.

Lennon (1962) suggested that only four factors could be measured reliably: (1) a general verbal factor, (2) comprehension of explicitly stated material, (3) comprehension of implicit or latent meaning, and (4) an element that might be termed "appreciation." Lennon did not neglect to point out that the overlap between these numerous reading skills should not be interpreted as an indication that the teaching and testing of these detailed skills was a waste of time, for, inasmuch as these skills were applied in highly specialized reading situations, it was probably worthwhile to teach and test the precise reading skills that seem important.

Denne (1975) examined problems of admission and academic success of medical students using McGraw-Hill Basic Skills System Reading Test data for 85 students at the University of Utah. No correlation was found between reading test scores and achievement in the first two quarters of work in medical school, and the decision was made not to include a reading test as part of the admission procedure.

In order to provide suitable instruction in all academic areas, teachers need a quick and reliable way to determine their students' reading grade levels. Lazdowski (1977) used writing samples of students as means of assessing their reading ability levels. Subjects were from grades seven through thirteen (college freshman). The writing samples were categorized according to reading levels without regard to academic grade levels or ages of the subjects. The results showed that word count measures were the most appropriate devices for determining complexity. The average length of words in terms of letters and syllables contrasted greatly at the two extremes (high and low reading ability). Only slight length changes were found between adjacent grade levels. An increase in the use of difficult words (those having three or more syllables) was obvious as the reading ability levels increased even though this did not occur sequentially. Lazdowski concluded that determining the reading ability of an individual through an analysis of his writing capacity was significantly novel. Both were internally self-generated skills whose relationship was not derived nor based upon some externally devised norms, but rather on the language and experience of the individual.

Components of Comprehension

Goodman (1968) stated that reading is not really reading unless there is some degree of comprehension. Wardhaugh (1969, p. 52) described reading as "the process of information." Goodman also (1968, p. 25) used the phrase "reconstruction of a message from print." Smith (1971, p. 13) used "reduction of uncertainty" as his key phrase for reading comprehension, saying that the process of meaning identification is

significantly dependent on the information about both the content and language from a reader already possesses and which he relies on in the reading situation. Reading involves the transmission of a message from an author to a reader. The transmission process implies meaning. Otto, McMenemy, and Smith (1973, p. 65) stated that "... reading is not a symbol system, but rather the operation of that system to get meaning." In comprehending, a reader must process the written language to reconstruct an author's message, and in so doing, must draw upon his knowledge of conceptual, semantic, and syntactic background.

The full complexity of the reading process is revealed by the great difficulties involved in trying to analyze the nature of comprehension. Davis (1944, 1968) found eight different skills in his examination of the nature of reading comprehension in mature readers, the four skills having the largest amount of unique nonchance variance were found to be: (a) recall of the word meanings; (b) recognizing a writer's purpose, attitude, tone and mood; (c) following the structure of a passage; (d) drawing inferences about word meaning from the context.

Covington and Mountain (1978) studied to determine what chairpersons of junior college reading and study skills programs in Texas considered to be the competencies expected from reading course graduates. Questionnaires were mailed to the chairpersons. Each was asked to rate items according to the importance of the item in the developmental reading program. Significantly, the skills deemed most important by chairpersons illustrated their feeling that the major course components (and ultimately, the competencies of the remedial graduate) were, in the main, the mastery of basic reading skills. These skills were (a) basic

comprehension, main idea, details, etc.; (b) following directions; (c) vocabulary in context; (d) syntactic understandings.

The process of comprehending is one in which a reader searches for meaning, selects cues from the printed message, and makes predictions about the content. Many factors other than linguistic ones operate in comprehension. Information about cognitive processing and the interrelationships of thought and language are of immense importance in understanding in reading. According to Carroll (1972), problems of reading comprehension appears to arise mainly when texts contain lexical, grammatical, or ideational materials which happened to be outside the reader's repertory.

Smith (1971) acknowledged that the greater the familiarity of a reader with the content of the material being read, the less the dependency of the reader on the visual information. However, in addition to experiential and conceptual background and individual interests, abilities, and attitudes, a reader also brought to the task the sum total of his linguistic performance and competence.

Goodman and Burke (1980) said the significant strategies in the reading process involve predicting, confirming, and integrating. Focusing on the process of comprehension must be understood to improve the teaching of reading. Wardhaugh (1969) noted that grammarians have long been concerned with how sentences make sense but unable to describe the "sense-making process."

Comprehension requires far more than the understanding of the meaning of individual words and then fusing these meanings by some mysterious process so that sense will result. It is this process, this fusion itself, that requires a close examination, about which the linguist provides important information (p. 63).

Research in Reading English as a Foreign Language

In the recent past much attention has been given to the audio-lingual method of teaching English as a foreign language, with the idea that by learning listening and speaking, reading and writing would develop naturally. Linguists and reading specialists more recently have concluded that the written and spoken languages are not the same. Eskey (1970) perceived that the syntax of unsimplified written English typically exhibits a degree of complexity much greater than that of the spoken language.

The major teaching problem, Eskey observed, seems to be that most foreign students are word-by-word readers, whereas good comprehension entails reading by structures. Another problem is the ability of the student to distinguish between certain words which tend to reverse or largely modify the meaning of the whole sentence or the paragraph itself. These words are: however, on the contrary, and nevertheless.

Most of the research on reading English as a second language is grouped under these subject headings.

The Complication of Reading a Foreign Language

Tullius (1971) suggested that one reason the English as a Second Language (ESL) students take longer to read a passage is that they make more eye fixations per line, and they frequently regress to check on information when they do not understand what they read. To test this, he conducted an eye movement study with university ESL students. He found that they did neither. Instead, the difference in their eye

movements when compared to that of monolingual students was in the duration of each fixation. But what accounts for the longer fixation period was not determined.

One of the suggestions most frequently made has been articulation difficulty. Some students have motor problems with the less familiar language. Serpell (1968) claimed that pronunciation, if not articulation, was important in silent reading. He found students who did not hear the distinction between r and l (Bantu speakers in this case) misread and misinterpreted light as right, cloud as crown, lip as rip, etc. The results showed that phonological interference does occur even in silent reading.

Goodman (1970), Hochberg (1970), and others have suggested that the native speaker approaches reading like a "psycholinguistic guessing game." He scans a line and fixes at a point to permit eye focus. He picks up graphic cues and makes a guess - a prediction about what appears on the printed page. If his guess makes semantic and syntactic sense, he continues to read. If it does not, he rechecks and makes an amended guess. Neisser (1967) suggested that at each focus point, the reader must be able to recognize which features seen in peripheral vision are uninformative in order to move to the next fixation point. ESL students obviously are unable to match such predictions, rapidly. They are unable to recognize the uninformative features because to them all features are informative. The study shows that native speakers of English use their knowledge of English syntax and stress and that ESL students either do not have that information or are unable to use it.

In a pilot study, Johnston (1972) found that university ESL students do not consistently attend to graphic cues which signal stress

and intonation information. This allowed them to misinterpret phrases in a variety of ways. For example, having read about the children's zoo, where one can pet friendly little deer, camels, and backyard animals, they responded that you could pet dear little camels.

What complicates reading in a second language? If students (1) have difficulty with articulation, (2) do not recognize words, (3) cannot predict syntax, (4) ignore graphic cues, they will read slowly and with lowered comprehension. Hatch (1970) suggested that phonology, vocabulary, and syntax must be taught in order to "grasp the language."

Classroom Application of the Research Findings

The research suggests that some reading improvement materials for advanced ESL students are more valuable than others. Tullius' work showed that we can discard those exercises that emphasize widening eye span. However, it is found that university ESL students are very good at recognition tasks such as the following (Harris, 1966): sing/ sink sins sang sing sign; cheese/ crease choose chess cheats cheese, where the student matches the test word with the identical word in the list. They are also good at word-pair tasks such as: poor day, poor pay S D; new chair, new chair S D, where they must check S if the pair is identical and D if they are different. They do not excel when asked to find a synonym: shut/ watch close sleep need; speak/ point talk hope see. Nor are they able to perform a same-different S D task for synonyms: (stop go S D; speak talk S D) with any speed. While word recognition is important, one should not waste time on visual perception since this is a skill students already possess at this level. Instead,

once basic skills in reading are acquired, readers should relax their emphasis on recognition of small units and concentrate on the larger process.

Good readers are able to create a grammatical structure out of the series of images their eye fixations give them. Plaister (1968) has suggested giving ESL students practice in reading by phrases. His system requires rewriting passages so that each column is one phrase wide. This does not mean that students read a column per eye fixation: instead it gives students information on what words should be grouped together. In a sense, it teaches the syntax of the passage.

Good readers are able to predict what they will read on the basis of their knowledge of English syntax and the previously read material in a passage. Plaister (1968) suggested using cloze passages where every fifth word is omitted or when selected content words are omitted to force ESL students to make predictions about what might be "seen" in the blank.

Simplified texts have also been suggested as a bridge to more difficult reading. Rosenweig (1973) ran a pilot study on the effect of simplified vs original texts with university ESL students. His findings showed that students not only did better on comprehension questions covering simplified versions but that they also enjoyed the simplified short stories more than the originals. Simplified stories supposedly are written with controlled vocabulary and simple syntax. The simple syntax frequently turns out to be more difficult than imagined since the control is usually in terms of sentence length only.

Kennedy (1973) has argued against most ESL reading materials. She suggested that ESL students use the Language Experience Approach.

With this approach, ESL students record anecdotes, short stories, or talk about themselves and their personal problems. These are typed and distributed either to individual students or to the whole class to be used as reading material.

It is believed that there is transferability of reading skills from one language to another. Al-Rufai (1976) concluded that reading skills and habits can be improved by training. If students' reading skills have been developed, through efficient guidance and sufficient training, there is strong indication that they will be transferred to the reading act of the other language known.

The Most Effective Methods for Teaching Reading

Bhatia (1972) suggested that the teaching of reading should stress larger patterns than the single word even when individual words are being taught. He noted that intonation, function order in sentence patterns, structure words, and word form changes are of greater significance than individual words in English.

A teaching strategy suggested by Ulibarri (1971) calls for the student to (1) formulate patterns from the longer sentences in the story, (2) have oral prereading practice of the short patterns, (3) establish a purpose for silent reading, (4) do silent reading, (5) check on comprehension through conversational or directed written composition, and (6) do oral reading for a purpose only. In addition, she suggested that a word should be done with idiomatic expressions, words with multiple meanings, and analogies.

In "Teaching Syntactic Meaning for Reading," Wilson (1972) suggested a teaching technique based on theoretical assumptions

that syntactic meaning is important in the reading process and, therefore, students can benefit from specific instruction in the syntactic meaning of the written language; and that certain aspects of the transformational model of describing syntax are useful for teaching reading. Wilson's technique for teaching structural meaning is based on the following model: (1) review of known pattern ("Ten students are in this room."); (2) presentation of the new pattern ("There are ten students in this room."); and (3) generalization (the teacher asks the students to identify what is "new" in the second sentence, later pointing out that There has no meaning by itself in the second sentence.)

Eskey's model follows similar steps. He suggested that the teacher begin by reading a sentence containing an example of the construction to be examined. To insure the students' understanding of the sentence, the teacher then reads another sentence or two roughly the same in meaning but simpler in form. The next task would be to relate the two in some step-by-step way the students could follow. Eskey provided a model for the teacher in which the teacher takes the matrix sentence through a number of frames until the original sentence reappears. During each step the teacher always proceeds by asking (1) What is the difference in form between this structure and the last one? and (2) What difference, if any, does this make in the meaning?

Reading Speed and Comprehension

Seliger (1972) assumed that reading comprehension and reading speed are interrelated. Faster readers comprehend more than slower readers because they can focus on the message and not on the mechanics

of the reading selection.

Herbert (1978) suggested that speed development is important for the foreign student both for the sake of efficient reading and as an aid to reading for concepts. Speed drills can provide incentive for modifying reading behavior, and yield profound results in comprehension.

The speeded reading exercises should include reflective comprehension questions. To be able to recall the name of a character in reading can be easily programmed into student behavior, but to determine whether the character reacted either violently or humorously is not an easy task for the students who limit their reading comprehension skills to recalling details. Pure recall questions associated with reading exercises can inhibit the development of the thought process in the second language and allow the bilingual reader to develop a set of clues for details, rather than develop a conceptual reading strategy necessary for mature reading.

Research Study of Teaching English in Thailand

Thammongkol (1970) investigated some aspects of the reading performance of Thai undergraduate students to find out:

1. Their reading ability in English and in Thai.
2. Their strengths and weaknesses in reading English.
3. The relationship between Thai undergraduate students' skill in English usage and effectiveness of expression and ability to read.

This study was undertaken at Chulalongkorn University, Bangkok, Thailand. The population was 20 randomly selected second-year students

from the Faculty of Arts and 20 second-year students from the Faculty of Engineering.

The data from each test were considered individually and results of the tests were compared wherever possible with norms of twelfth grade American students as well as within the population under the investigation.

As measured by the Cooperative Reading Comprehension Tests and Diagnostic Reading Tests, Thai students in this study had varied difficulty in reading English. Chiefly, their problems in reading were limited vocabulary, underdeveloped skills in interpretation, and critical reading. The students in this study also showed a lack of English language proficiency as measured by the Cooperative English Expression. The writer also stated that lack of speed might affect the reading success of Thai students, but it was not a major factor. Although Thai students in this research read better and faster in Thai, the analysis showed that they lacked adequate critical reading skills in reading Thai as well as English.

There was a rather high relationship between Thai students' skill in English usage and effectiveness of expression and ability to read. The Thai students in this study were strongest in reading for main ideas, but they showed underdeveloped skills in reading for details, implications, inferences, conclusions, and in understanding organizational patterns of a story, or the tone and intent of the writer, or cause-effect relationships.

The comparison of Arts and Engineering students who made up the population in this study showed that, except for IQ, Arts students were superior to Engineering students in all aspects of English language

proficiency as measured by their performance in reading comprehension, vocabulary, usage, and listening comprehension.

Angwatanakul (1975) tried to delineate the errors found in English composition of freshmen of the department of Education at Chulalongkorn University, Bangkok, Thailand, in an effort to establish the error patterns which form the basic premises for an effective remedial program.

In this study, error analysis is used as the criterion for determining the potential areas of difficulties encountered by Thai students in learning English since it can provide information on the actual performance of the learners. The researcher analyzed the English compositions which were written by 30 percent of freshmen students of the department of Education at Chulalongkorn University. Fifty percent of the sample were students who had passed the screening test given by the department and were considered eligible to choose English as their major; the other 50 percent of the sample are the students who did not take English as their major. The study concentrated on the errors of the first group since they were preparing to become English teachers. The analysis of the second group was used as a check of the first group's results.

The errors were grouped and divided into two categories: grammar and lexicon. These were subdivided into other categories such as determiners, prepositions, etc., and subsequently arranged in terms of their frequency of occurrence. The results of analysis showed that the most common grammatical errors were found in verb forms, especially in the use of tenses; determiners, especially in the use of articles; noun forms, especially in the use of number; and in the use of prepositions.

In lexicon, the most frequent errors seemed to be wrong word selection due to imperfect knowledge and the confusion between words in English that are closely related in meaning. As an outcome of the analysis, a remedial classroom procedure was suggested. The author advised the purpose of the program; methods and techniques of teaching; the adaptation of materials; supplementary aids, and the testing process.

Wangsotorn (1975) studied two factors which are recognized as important categories of variables affecting students' English achievement: language aptitude and attitude.

The study consisted of two phases. In Phase I of the study, constructed language aptitude tests, attitudinal-motivational inventories, and personal inventories together with constructed English proficiency tests were administered to a random sample of 120 first-year college students. The subjects' mid-year college English scores were obtained from each institution in the study. In Phase II which was carried out three months after Phase I, the same test, inventories, and procedures were again administered to the same subjects (N = 112). The subjects' final English scores were also obtained.

The results were that linguistic aptitude and attitude as well as student background were related to and may be used to predict achievement in English as a foreign language of Thai first-year college students.

Nilagupta (1975) investigated the relationship of the reading ability of Thai students enrolled in a course in which reading is taught as a foreign language and the readability of the subjects' textbooks. The study was conducted at Kasetsart University, Bangkok, Thailand. The subjects were 273 freshmen enrolled in English III.

Four textbooks used in English classes were selected for the study. The Flesch Reading Ease Formula was applied to determine the readability level of each book. Three selections were taken from each book to make up four subtests of the Informal Silent Reading Text. The four questions following each selection were multiple choice with four choices each. Each subject was exposed to the comprehension subtest of the Nelson Reading Test and the Informal Silent Reading Test.

The overall conclusion was that the four textbooks were too difficult to be effectively read by the freshmen at Kasetsart University.

Nilagupta (1977) conducted a pilot study to determine if there was a significant relationship between Thai students' ability to interpret syntactic structure and their ability to comprehend English written materials. For this, student scores on tests of structure comprehension and reading comprehension were compared.

Analysis of Thai college students' performance on individual test items revealed an accordance with earlier research studies that had used native speakers of English: The syntactic factors contributing to readability difficulty for the native speakers seemed to cause difficulty for Thai students too. Those factors are: (1) Negative words, (2) Passive-Voice, (3) Embedding, (4) Deletion, and (5) Nominalization.

In general, Thai students' reading comprehension appears to depend upon the type of syntactic structure of the printed language. Specific implications of this study include the following:

1. Reading instruction of Thai students (and possibly of other non-native speakers) will be more effective if the students are taught

to analyze the various English structures and to understand the relationship of the various lexical items in such structures.

2. Students should be made aware of the redundancy of language structure.

3. Students should be taught to predict what they will read on the basis of their knowledge of English syntax. Cloze passages might be a promising tool to force students to make predictions about what might be "seen" in the blank.

4. Careful consideration of the relative syntactical difficulty of the textbooks is needed.

5. Simplified texts should be used as a bridge to more difficult reading materials because simplified texts are written with controlled vocabulary and simple syntax.

Siripol (1979) studied the ability of Thai engineering students in reading technical texts, students meet with many linguistic factors that hinder their full comprehension. Besides the existing problem in the reading process, the problem can occur on a lexical, structural and discourse level. The semi-technical vocabulary, compound words, some grammatical structures, e.g., the passive voice, embedding sentences, anticipatory "it" construction, and contracted relative passive construction remain a problem for foreign readers. The presupposition, and its references, connectives, along with the rhetorical structure of the technical paragraph are the student's main problem at the discourse level. Some extra-linguistic factors also limit the success of technical English instruction for Thai engineering students. The majority of the students do not see the importance of technical English. The author concluded that the current objective of the course is not

specific enough and is not communicated to the students. The students lack motivation in the course. The teachers' training is usually literature-biased, and some teachers do not have English as a foreign language or English for special purpose training.

The author suggested a strategy for reading comprehension for Thai engineering students. The rhetorical approach is recommended. She commented that students should be made aware of rhetorical functions and the developmental patterns of rhetorical techniques while reading. Students should read by "conceptual paragraphing" and not by the physical appearance of the paragraph. Students should learn to recognize textual cohesion features, e.g. lexical and grammatical cohesion, connectives. Finally, an outline design of a technical English syllabus that may be used effectively with Thai engineering students, is put forward.

Summary

Many researches have been reported which attempt to study the value of various methods of learning and teaching comprehension. The findings of a number of these studies indicate that a combination of techniques and approaches has been found to be more effective than the use of a single method to the exclusion of all others.

Reading instruction must build upon the learners' language and experiential background by helping student learn how to draw upon the language and experience in order to arrive at a meaningful interpretation of written language. There is promise for improved learning and teaching of reading through future research on the language-processing nature of reading.

CHAPTER III

METHODOLOGY AND DESIGN

Introduction

The purpose of this chapter is to present a description of the measuring instrument and the methods and procedures used in this study. Since the writer could not find an available questionnaire to survey current teaching methods and practices in English reading for Thai university students, it was necessary to construct a questionnaire that would produce data suitable for this study.

Sources of Data

Primary data for this study were obtained by means of a questionnaire that was based on structured interviews with Thai students of the Oklahoma State University. The interview concerned general ideas about the experience in learning reading English in the university in Thailand.

Structured Interview

The first step in collecting data was a series of structured interviews with Thai students at Oklahoma State University. These students had graduated from universities in Thailand. The information obtained from these interviews provided an objective outline for use in

constructing the questionnaire.

The Questionnaire

The questionnaire was formed from the information of the interview. Some sections were also adapted from the questionnaire used by Siripol (1979). The questionnaire was developed to get an estimate of the Thai students' English reading ability and opinions regarding the teaching and learning of English reading.

Instruments Developed and Used

For the purpose of collecting and for convenience to both the respondents and the researcher, the questionnaire was divided into two parts: Part A and Part B.

Part A requested biographical information of the respondents in order to obtain an overall picture of their backgrounds. There were fourteen items which supplied background information of the participants concerning the variables of age, sex, major area of study, learning experience in English, especially English reading, and factors that influenced the learning of English.

Part B contained four sections. The items selected for use in this section were adapted from the questionnaire used by Siripol (1979).

Section 1 was designed to obtain general information from the students about how much time they devoted to studying English beyond the classroom, how they felt about studying English reading and its applicability to the study of English textbooks and materials, how frequently they attended English class, how often they took part in the classroom, and reasons why they did not regularly attend the English

class. The students were asked to indicate the method of the teacher in teaching reading and the focus of the lesson taught in English class.

Section II was designed to measure attitudes toward reading in order to determine how the respondents felt about reading English. The respondents were also asked to specify the major obstacle in reading an English passage, the problems in reading for comprehension, and the major obstacle in learning vocabulary. They were asked to identify the English reading passages to be taught for reading comprehension and whether the excerpts from English magazines, textbooks, newspapers or journals and a short cartoon series would be appropriate for teaching reading comprehension.

Section III was concerned with the questions measuring the respondent's familiarity with the English grammatical features. Students rated themselves on their performance with particular grammatical features that frequently occur in reading passages. This section consisted of 17 items. In item number 17, students were asked to pick out five items that they thought deserved more practice in learning to read English in class. The other 17 items allowed the respondents to check one of five options for each statement.

- 1 - you have complete control
- 2 - you have mastered them to a certain extent
- 3 - you begin to have some difficulties
- 4 - you have lots of difficulties
- 5 - no opinion

Section IV was left optional. It was an essay or free-response type question that asked respondents to write in the space if they

needed to include any further information dealing with the problems in learning English reading comprehension. In the last items, students were asked to present some suggestion or recommendation to help improve the English reading course.

Pilot Study

Tuckman (1972) wrote that it is usually desirable to run a pilot test on a questionnaire and to revise it based on the results of the test. A pilot test, which uses a group of respondents who are part of the intended test population but will not be part of the sample, attempts to determine whether questionnaire items possess the desired qualities of measurement and discrimination. Wiersma (1980) suggested that the members of the group for the pilot study should be familiar with the variables under study and should be in a position to make valid judgments about the items. A class of students, possibly graduate students, can often serve effectively as a pilot-run group.

In an attempt to obtain content validity, before the final questionnaire was revised and sent to the specified subjects, the pilot study was made. The questionnaire was administered to twelve Thai students who graduated from the universities in Thailand. These twelve students have had experience in taking a general English and English reading course in Thai universities. All of them were studying for Master's and Doctoral degrees at the Oklahoma State University. This pilot study was conducted through questionnaires which were translated into the Thai language in order to eliminate misinterpretation.

The purposes of the pilot study were the following:

1. To test whether there were difficulties with the directions for completing the questionnaires. Since the writer could not go back to Thailand, the administration of the questionnaires was performed by the instructors who teach English in Silpakorn University, Thailand. Therefore, the directions and questionnaire items were reviewed for clarity.

2. To eliminate misunderstandings, ambiguities or inadequacy in multiple choice items. If the choices in the questionnaire were not appropriate, additional items could be implied and mechanical difficulties in matters such as data tabulation may be identified.

3. To have some comments and suggestions from evaluators so that the final questionnaire could be improved. In addition to eliminating ambiguities of the items and clarifying directions, a pilot run can avoid results that provide little or no information.

The pilot questionnaire was divided into two main sections: Part A was the background information of the respondents. The item construction was open-ended and multiple choice. Part B was divided into four sections. Section I was multiple choice where students could put a check mark in front of the item that reflected their experience with the English class. Section II was also multiple choice which measured students' opinion toward reading English. In Section III, students were asked to rank themselves to the performance of the English grammatical features. The respondents had to rate themselves on a five-point scale basis. Section IV contained open-ended items which allowed the individual more freedom of response because certain ideas or information may be revealed that would not be forthcoming with forced-response items. However, it was optional and students were

invited to make further comments and suggestions.

Sample Population

The subjects of the study were Thai students randomly selected from Sikpakorn University, Thailand. The selection of samples was restricted to the second year students of the university. The two hundred students had one year's experience learning general English and English reading. Consequently, the students can answer the questionnaire items from their own previous experience in learning English language.

Data Collection

When the questionnaire had been developed and translated into the Thai language, the revised Thai language copy was sent to Silpakorn University, Thailand, in order to be printed and distributed to the randomly selected population. The initial letter explained the purpose and the value of the survey. All responses were confidential.

The instructors of English language in Silpakorn University were responsible for the administration and collection of the questionnaires in the English class. An instructor in the Faculty of Education at Silpakorn University compiled all the answered questionnaires and returned them to the writer.

Two hundred questionnaires were distributed to the second year students in Silpakorn University in July, 1983. One hundred and eighty six questionnaires which represented 93 percent of the samples were mailed back to the writer in September, 1983.

Data Analysis

The data obtained from the returned responses of the questionnaires were summarized and organized according to the purpose of the questionnaire construction. The responses under each category were presented in frequency and transformed to percentages in order to facilitate statistical manipulation and interpretation. The results of these tests were presented in the following chapter.

The data from the questionnaires were used as the following:

1. To find descriptions of subjects under study and factors that influence the learning of English.
2. To perceive Thai students' opinions concerning the teaching method of English reading by which they were taught.
3. To find out the focus of the lesson taught in English class.
4. To survey students' opinions about reading English in class.
5. To discover the major obstacle and problems for reading English passages.
6. To specify the students' difficulties in learning vocabulary.
7. To learn whether the materials used in the reading class, for example, English magazines, textbooks, daily newspaper column, journal and a short cartoon series will be appropriate for practice of reading comprehension.
8. To see students' performance with grammatical features frequently used in English passages.
9. To identify the grammatical features that students needed practice in learning English reading comprehension in class.
10. To collect suggestions and recommendations from the respondents

to the writer's proposed solution in a method of teaching reading comprehension.

Summary

This chapter has presented the methods and procedures used in the study. It has included the description of the sample population, a description of the pilot study, instruments developed and used, the collection of data, the procedures used in administering the instruments, and finally a description of how the data will be analyzed.

CHAPTER IV

INTERPRETATION AND ANALYSIS OF DATA

Chapter IV presents data dealing with the purposes of the study. The data presented were composed of responses to questionnaires in Part A and Part B. Part A is the information concerning the background of the students. Part B deals with the problem of teaching reading English at Silpakorn University. The responses to the questionnaire items are reported by frequency and percentage. Tables are used for the presentation of data.

The Background of the Respondents

The one hundred and eighty six respondents in this study were second year Thai students at Silpakorn University. The questionnaire Part A was used to report the background of the respondents in these areas:

1. Sex and age of students.
2. The major field of study.
3. Number of years students study English.
4. Time students study English and reading English in class.
5. Students and intensive courses.
6. Students and their traveling to English speaking countries.
7. Students and their experience of living in English speaking countries.
8. How often students practice listening to English from radio

and television.

The information concerning the background of the students obtained from the questionnaire Part A are discussed and tabulated as follows.

Sex and Age of Students

The subjects for this study were one hundred and eighty six Thai students. Twenty percent were male, and eighty percent were female. The age of the students varied from eighteen to twenty-six years old. The majority of them were from eighteen to nineteen (57.53%), thirty-five percent were from twenty to twenty-two, and only three percent were from twenty-three to twenty-six years old. The sex and age of the students are tabulated in Table I.

TABLE I
SEX AND AGE OF STUDENTS

Sex and Age	Frequency of Response	Percent
Sex		
Male	38	20.43
Female	148	79.57
Age		
18-19	107	57.53
20-22	66	35.48
23-26	5	2.69
did not answer	8	4.30

The Major Field of Study

In Table II, the students' major areas of study were presented via frequency and percentage. Thirty-two percent of the students majored in Math and Science, twenty-one percent were in Education, and twelve percent came from Arts major. The rest majored in Archaeology, Painting and Sculpture, Architecture and Decoration.

TABLE II
THE MAJOR FIELD OF STUDY

Major Area	Frequency of Response	Percent
Students' major area of study		
Math and Science	60	32.26
Education	40	21.51
Arts	22	11.83
Archaeology	18	9.68
Painting and Sculpture	12	6.45
Architecture	12	6.45
Decoration	9	4.84
Did not answer	13	6.99

Number of Years Students Study English

Table III presents the frequency and percentage by number of years of students who have studied English. Fifty-one percent had studied English for nine to twelve years. Thirty-two percent had studied for

thirteen to sixteen years, and twelve percent had spent five to eight years.

TABLE III
NUMBER OF YEARS STUDENTS HAVE STUDIED ENGLISH

Number of Years	Frequency of Response	Percent
Number of years students have studied English		
5-8 years	22	11.83
9-12 years	94	50.54
13-16 years	59	31.72
Did not answer	11	5.91

Time Students Study English and Reading

English in Class

Table IV located the number of hours per week students studied English by frequency and percentage. Forty-two percent reported that they studied English for three to four hours per week in class. Thirty-six percent studied from five to six hours, while seventeen percent spent more than six hours in their class. Yet, only four percent said they studied only one to two hours per week.

When students were asked how many hours per week they studied reading English, sixty-eight percent stated that they studied one to

two hours, twenty-six percent said they spent three to four hours, and two percent studied five to six hours. Nobody studied reading English in class more than six hours.

TABLE IV

NUMBER OF HOURS STUDENTS STUDY ENGLISH AND READING ENGLISH IN CLASS

Number of Hours	Frequency of Response	Percent
Number of hours per week students studied English		
1-2 hours	8	4.30
3-4 hours	79	42.47
5-6 hours	67	36.02
More than 6 hours	31	16.67
Did not answer	1	0.54
Number of hours per week students studied reading English		
1-2 hours	126	67.74
3-4 hours	49	26.34
5-6 hours	3	1.61
More than 6 hours	—	—
Did not answer	8	4.30

Students and Intensive Courses

When students were asked whether they have had any intensive English courses before studying in the university, seventy-six percent said they had not, twenty-two percent said they had taken the

intensive courses before. The majority of the students who used to have the intensive course reported that they have had from one to three months (53.66%), twenty-two percent studied from four to six months, and ten percent had seven to nine months. Table V presents the frequency and percentage of the students' answer to the questionnaire item.

TABLE V
STUDENTS AND INTENSIVE COURSES

Statements	Frequency of Response	Percent
Whether students used to take intensive English courses .		
Yes	41	22.04
No	142	76.34
Did not answer	3	1.61
If yes, how many months of all courses they have had		
1-3 months	22	53.66
4-6 months	9	21.95
7-9 months	4	9.76
10-12 months	6	14.63

Students and Their Travelling to
English Speaking Countries

Table VI presents the response of the students when asked whether they

had ever traveled to any English speaking countries. Eighty-seven percent have never taken a trip to English speaking countries, while nine percent answered yes. Those students who have traveled to all those places reported that they went there for one to two months, twelve percent spent three to four months, only one person traveled more than 10 months.

TABLE VI
STUDENTS AND THEIR TRAVELLING TO ENGLISH SPEAKING COUNTRIES

Statements	Frequency of Response	Percent
Whether students have ever traveled to any English speaking countries		
Yes	17	9.14
No	162	87.10
Did not answer	7	3.76
If yes, how many months they have traveled to all those places		
1-2 months	14	82.35
3-4 months	2	11.76
More than 10	1	5.88

Students and Their Experience of Living
in English Speaking Countries

Table VII presents the frequency and percentage of students who had the experience of living in English speaking countries before. Ninety

percent never lived in those countries, five percent of the students indicated that they used to live in English speaking countries. For those who had lived in English speaking countries, sixty percent stated that they lived there for one to two months, thirty percent stayed there for three to four months, and only one person used to be in those countries for ten months.

TABLE VII

STUDENTS AND THEIR EXPERIENCE TO LIVE IN ENGLISH SPEAKING COUNTRIES

Statements	Frequency of Response	Percent
Whether students have lived in English speaking countries before		
Yes	10	5.38
No	167	89.78
Did not answer	9	4.84
If yes, how many months they have lived in those places		
1-2 months	6	60.00
3-4 months	3	30.00
10 months	1	10.00

How Often Students Practice Listening To
English from Radio and Television

Table VIII is the frequency and percentage of students who reported how often they listened to English on radio programs and television.

Seventy-nine percent said they did not frequently listen to the radio programs, four percent listened frequently, and sixteen percent never listened to English radio programs at all.

When students were asked how often they watched television programs in English, sixty percent stated that they did not listen very often to the English version when they watched television. Three percent listened to the English sound, and thirty-six percent never listened to the English version at all.

TABLE VIII

STUDENTS AND THEIR LISTENING TO ENGLISH FROM RADIO AND TELEVISION

Statements	Frequency of Response	Percent
How often students listened to radio program in English		
Frequently	8	4.30
Not very often	147	79.03
Never	30	16.13
Did not answer	1	0.54
How often students watched television programs in English		
Frequently	6	3.23
Not very often	112	60.22
Never	67	36.02
Did not answer	1	0.54

Summary of the Students' Background

1. Most of the students who answered the questionnaire were female, from age eighteen to nineteen.
2. Students' major areas of study were: Math and Science, Education, Arts, Archaeology, Painting and Sculpture, Architecture and Decoration, most of them have studied English from nine to twelve years.
3. At present, students spent three to four hours in studying general English in class, and one to two hours in studying reading English in class.
4. The majority of students had neither taken intensive English courses, taken a trip to an English speaking country, nor lived in an English speaking country.
5. Most of the students at Silpakorn University had neither very often listened to radio programs in English, nor watched television programs in English.

The Problem of Teaching Reading English at Silpakorn University

The questionnaire Part B is concerned with the problem of teaching reading English at Silpakorn University. This part of the questionnaire was used to:

1. Indicate the students' awareness of the importance of reading English.
2. Identify the method of teaching and the emphasis of the lesson taught in English class.

3. Perceive the attitude of students toward reading English.
4. Specify linguistic factors that hindered comprehension in reading English passage.
5. See students' performance in English language and grammatical features.
6. Determine statements concerning the improvement of the reading English course.
7. Compile students' problems of learning to read English.
8. Collect students' recommendations for improving the reading English course.

The population for the study were composed of one hundred and eighty-six Thai students at Silpakorn University. The results of the questionnaires were tabulated and presented as follows.

Students' Awareness of the Importance
of Reading English

In the second section of the questionnaire, the students were asked many questions; the answers to these questions revealed whether they were aware of the importance of reading English. The questions were concerned with (1) how much time they spent in studying English beyond the classroom; (2) how frequently they attended English class; (3) the reason why they did not attend the English class regularly; and (4) how frequently they participated in the class by asking questions or discussing their opinions. The majority of the students reported that they spent less than 5 hours per week in studying English beyond the classroom. Twenty-one percent of the students spent no time studying English beyond the classroom. Five percent devoted about 6-10 hours per week, and only

four percent devoted above 10 hours per week. Sixty-one percent of the students always attended English class, while twenty-eight percent missed less than 5 times during the semester, and eleven percent missed more than 5 times during the semester. No one missed all of the classes. For students who did not regularly attend the English class, forty-five percent gave the reason that the teacher's way of presenting the lesson was boring, and thirty percent said the content was not interesting. Forty percent of the students reported that they participated in the class by asking questions or giving their opinion once a week. Yet, twenty-seven percent never asked questions or gave any opinions, they stated the reason that their foundation of English was not good enough, so they had no idea what to ask. Twenty percent asked a few questions, and twelve percent asked questions and gave opinions every class hour. Table IX presents the frequency of response and the percent of the respondents locating their awareness of the importance of reading English.

From the question that asked how much English reading learned from the class helped students with the reading of English texts, journals and magazines, fifty-nine percent of the students reported that it was quite helpful. About thirty percent of the students indicated that reading English helped a great deal in their reading of English texts, journals and magazines. Only ten percent said it helped a little bit, and less than one percent reported that it did not help at all. Table X presents the frequency number and the percent of the respondents.

TABLE IX
STUDENTS' AWARENESS OF THE IMPORTANCE OF READING ENGLISH

Statements	Frequency of Response	Percent
Students spend time in studying English beyond the classroom for...		
less than 5 hours	129	69.35
about 6-10 hours	10	5.38
above 10 hours	8	4.30
never	39	20.97
How frequently students attend English class		
always	113	60.75
missed less than 5 times during the semester	53	28.49
missed more than 5 times during the semester	20	10.75
never attended the class	—	—
The reason why students do not regularly attend the English class		
the content is not interesting	6	30.00
the instructor's lack of experience	1	5.00
do not see any importance or the use of English	1	5.00
the teacher's way of presenting the lesson is boring	9	45.00
there is no quiz or grade accumulated while attending the class	3	15.00
During English reading lessons, how frequently students ask questions or discuss their opinion		
every class hour	22	11.83
once per week	74	39.78
3-10 times per week	38	20.43
never	50	26.88
did not answer	2	1.08

TABLE X
THE APPLICATION OF READING ENGLISH IN CLASS TO THE READING OF
ENGLISH TEXTS, JOURNALS AND MAGAZINES

Statements	Frequency of Response	Percent
How much English reading learned from the class helps students with the reading of English texts, journals and magazines		
a great deal	56	30.11
quite helpful	109	58.60
a little bit	18	9.68
not at all	1	0.54
did not answer	2	1.08

Identify the Method of Teaching and the Emphasis
of the Lesson Taught in English Class

Students were asked about the method used by teachers in teaching reading and the focus of the lesson taught in English class. Forty-eight percent of the students indicated that the instructor taught English by allowing students to read first, then the teachers explained vocabulary, idioms or grammar that was new to them. After that, the teacher asked questions and students answered the questions. Thirteen percent reported that teachers alone gave the lecture without being aware whether the students understood or not. Only three percent said the teacher explained in detail vocabulary, idioms or grammatical structures in every sentence.

Concerning the emphasis of the lesson taught in English class,

about sixty percent of the students reported that they studied reading comprehension. Sixteen percent learned grammatical structures: writing and combining sentences, and conversation in English. Five percent practiced writing paragraphs and compositions; only a few students reported that they practiced the new vocabulary and vocabulary of frequent use. Table XI presents the frequency number and percent of the students indicating the choices they selected for the questions asked.

TABLE XI

THE METHOD OF TEACHING AND THE EMPHASIS OF THE LESSON TAUGHT IN CLASS

Statements	Frequency of Response	Percent
The presentation method of the teacher in teaching reading is by means of question and answer between teachers and students	34	18.28
teacher alone gives the lecture without being aware whether the students understand or not	25	13.44
teacher explains in detail, vocabulary, idiom or grammatical structures in every sentence	6	3.23
let students read first, then teacher explains vocabulary, idiom or grammar that are new to student	37	19.89
combination of 1 and 4	77	48.40
did not answer	7	3.76

TABLE XI (Continued)

Statements	Frequency of Response	Percent
The lesson taught in English focuses on		
reading comprehension	111	59.68
grammatical structures: writing and combining sentences	29	15.59
conversation in English	29	15.59
practice of new vocabulary and vocabulary of frequent use	3	1.61
practice of writing paragraph and English composition	10	5.38
did not answer	4	2.15

The Attitude of Students Toward

Reading English

Students were asked to rank their opinion on a five-point scale concerning their feelings toward reading English. Most of the students (51%) agreed that reading English materials and books helped them keep up to date with the progress in their field. Table XII shows the total frequency responses to this questionnaire item. Figures in parentheses are percentages.

Identifying Linguistic Factors That Hinder

Comprehension in Reading English Passage

In this section, students were asked to rank their opinion on a

TABLE XII

THE ATTITUDE OF STUDENTS TOWARD READING ENGLISH

Statements	Frequency of Response by Rank Order of Importance					
	SA	A	D	SD	NO	Do Not Answer
How students feel about reading English						
reading English is for learning only	3 (1.61)	20 (10.75)	88 (47.31)	72 (38.71)	1 (0.54)	2 (1.08)
reading English materials or books is only for good grades	1 (0.54)	10 (5.38)	95 (51.08)	74 (39.78)	3 (1.61)	3 (1.61)
most English books and/or reading materials in class are boring	6 (3.23)	25 (13.44)	91 (48.92)	42 (22.58)	20 (10.75)	2 (1.08)
most English books and/or reading materials in class are too long	7 (3.76)	55 (29.57)	88 (47.31)	18 (9.68)	16 (8.60)	2 (1.08)
reading English materials and books will help you keep up to date with the progress in your field	63 (33.87)	94 (50.54)	17 (9.14)	6 (3.23)	4 (2.15)	2 (1.08)

five-point scale of the linguistic factors that hindered their comprehension while reading passages. The students checked "strongly agree" when they thought the item hindered their comprehension the most, "agree" when the item hindered their comprehension to some degree, "disagree" when that item did not hinder their comprehension at all, and check "no opinion" when the item did not apply to them.

The results show the major obstacle in reading English passages to be: vocabulary, grammatical structure and lack of concentration. Table XIII presents the total frequency responses to this questionnaire item. Figures in parentheses are percentages.

Table XIV shows the frequency responses and percentages when students were asked to specify the types of vocabulary which were their main problems. Most students stated that technical terms were the major obstacles; other problems were compound words, basic English vocabulary and connectives.

In the questionnaire item that asked about the factors which hindered reading for comprehension, the majority of the students (48.93%) reported that the connectives were their main problem. They did not know immediately the relationship between sentences that were joined with connectives. Forty-six percent of the total responses stated that they thought there was only one main idea in a paragraph. The relative pronoun and the anaphoric were not really difficult for them. Table XV shows the frequency of response and the percentage is presented in parentheses.

Students' Performance in English Language

In the third section of the questionnaire, students were asked to rate themselves on the performance of the English grammatical features.

TABLE XIII

FACTORS THAT HINDER COMPREHENSION IN ENGLISH PASSAGE

Statements of Obstacles	Frequency of Response by Rank Order of Importance					
	SA	A	D	SD	NO	Do Not Answer
The major obstacle in reading English passage is						
vocabulary	91 (48.92)	83 (44.62)	6 (3.23)	4 (2.15)	1 (0.54)	1 (0.54)
grammatical structure	31 (16.67)	111 (59.68)	30 (16.13)	5 (2.69)	5 (2.69)	4 (2.15)
to read every word in the sentence in order to grasp the meaning	21 (11.29)	62 (33.33)	77 (48.40)	16 (8.60)	6 (3.23)	4 (2.15)
lack concentration while reading	14 (7.53)	96 (51.61)	45 (24.19)	18 (9.68)	8 (4.30)	5 (2.69)

TABLE XIV

TYPES OF VOCABULARY THAT HINDER COMPREHENSION IN READING ENGLISH

Statements of Obstacles	Frequency of Response by Rank Order of Importance					
	SA	A	D	SD	NO	Do Not Answer
If vocabulary is the major obstacle, specify which area						
technical terms	79 (42.47)	75 (40.32)	16 (8.60)	5 (2.69)	2 (1.08)	9 (4.84)
basic English vocabulary	20 (10.75)	89 (47.85)	49 (26.34)	9 (4.84)	8 (4.30)	11 (5.91)
compound words	24 (12.90)	100 (58.76)	31 (16.67)	9 (4.84)	6 (3.23)	16 (13.98)
connectives	19 (10.22)	87 (46.77)	39 (20.97)	16 (8.60)	8 (4.30)	17 (9.24)

TABLE XV

OTHER FACTORS THAT HINDER COMPREHENSION IN ENGLISH PASSAGE

Statements of Obstacles	Frequency of Response by Rank Order of Importance					
	SA	A	D	SD	NO	Do Not Answer
In reading for comprehension, students have problems with						
relative pronoun: students have to go back and read from the beginning of the sentence in order to know which word the relative pronoun refers to	11 (5.91)	67 (36.02)	70 (37.63)	24 (12.90)	8 (4.30)	6 (3.23)
the anaphoric: students do not know immediately which words (phrase or sentence) these words refer to	11 (5.91)	61 (32.82)	83 (44.62)	17 (9.14)	7 (3.76)	8 (4.30)
connectives: students do not know immediately the relationship between sentences that are joined with connectives	10 (5.38)	81 (43.55)	60 (32.26)	19 (10.22)	13 (6.90)	3 (1.61)
students think that one paragraph contains only one main idea	17 (9.14)	69 (37.10)	68 (36.56)	18 (9.68)	8 (3.76)	6 (3.23)

on a five-point scale. Students checked the figure number one if they had complete control over the item, checked the figure number two if they had moderate control over the item, checked the figure number three if they began to have some difficulties, and checked number five if they had no opinion.

Table XVI presents the frequency and percentage of the respondents who reported that they had a lot of difficulty in the following areas which are ranked according to the frequency of responses given by the students.

TABLE XVI
STUDENTS' PERFORMANCE IN LANGUAGE SKILLS BY FREQUENCY AND PERCENTAGE

Description of Problems	Frequency of Response	Percent
Conversation, pronunciation in English	45	24.19
Use of complex sentences with subordinate clause and relative pronoun	43	23.12
Listening comprehension from dialogues, short stories and the like	43	23.12
Short composition or a paragraph writing	39	20.94
Interpretation from graph, chart, table, diagram	38	20.43
Uses of tenses	36	19.35
Guessing the meaning of unknown vocabulary with the help of affixes	35	18.82

TABLE XVII
STUDENTS' PERFORMANCE IN LANGUAGE FEATURES AND SKILLS

Description	Frequency of Response by Rank Order					
	1	2	3	4	5	Do Not Answer
Use of passive construction	60 (32.26)	107 (57.53)	8 (3.76)	9 (4.84)	-	2 (1.08)
Use of "impersonal it"	45 (24.19)	104 (55.91)	26 (13.98)	9 (4.84)	-	2 (1.08)
Use of past participle	21 (11.29)	94 (56.54)	54 (29.03)	16 (8.60)	1 (0.54)	-
Use of present participle	24 (12.90)	79 (42.47)	61 (32.80)	20 (10.75)	2 (1.08)	4 (2.15)
Use of tenses	14 (7.53)	77 (41.40)	54 (29.03)	36 (19.35)	1 (0.54)	4 (2.15)
Use of articles	30 (16.13)	104 (55.91)	35 (18.82)	9 (4.84)	2 (1.08)	6 (3.23)
Use of prepositions	7 (3.76)	81 (43.55)	69 (37.10)	22 (11.83)	2 (1.08)	5 (2.69)
Use of conditionals	26 (13.98)	78 (41.44)	53 (28.49)	22 (11.83)	2 (1.08)	5 (2.69)

TABLE XVII (Continued)

Description	Frequency of Response by Rank Order					
	1	2	3	4	5	Do Not Answer
Use of complex sentences with subordinate clause and relative pronoun	10 (5.38)	60 (32.26)	66 (35.48)	43 (23.12)	2 (1.08)	5 (2.69)
Use of model	27 (14.52)	105 (56.45)	35 (18.82)	15 (8.06)	-	4 (2.15)
Guessing the meaning of unknown vocabulary with the help of affixes	9 (4.84)	78 (41.94)	59 (31.72)	35 (18.82)	1 (0.54)	4 (2.15)
Interpretation from graph, chart, table, diagram	5 (2.69)	65 (34.95)	62 (33.33)	38 (20.43)	11 (5.91)	5 (2.69)
Short composition or a paragraph writing	3 (1.61)	72 (38.71)	67 (36.02)	39 (20.94)	-	5 (2.69)
Conversation, pronunciation in English	7 (3.76)	64 (34.41)	63 (33.87)	45 (24.19)	1 (0.54)	6 (3.23)
Reading passages for comprehension	2 (1.08)	81 (43.55)	67 (36.02)	29 (15.59)	2 (1.08)	5 (2.69)
Listening comprehension from dialogues, short stories and the like	6 (3.23)	66 (35.48)	65 (34.95)	43 (23.12)	1 (0.54)	5 (2.69)

Table XVII, pages 68 and 69, detailed the responses of students to the items that indicated the students' performance in language features and skills.

Students were then asked to choose five among these language skills and grammatical features that they thought deserve much practice in English reading comprehension in the classroom. The results are summarized in Table XVIII in order of importance.

TABLE XVIII
LANGUAGE ELEMENTS THAT STUDENTS NEED FURTHER PRACTICE

Description of Language Elements	Frequency of Response	Percent
Conversation, pronunciation in English	49	26.34
Listening comprehension from dialogues, short stories and the like	33	17.74
Reading passages for comprehension	29	15.59
Short composition or a paragraph writing	30	16.13
Guessing the meaning of unknown vocabulary with the help of affixes	23	12.37

Statements Concerning the Improvement
of Reading English Course

In order to find solutions to the problems of learning and teaching English in Silpakorn University, to provide some guidelines for selecting

materials for reading comprehension in the classroom, students were asked to rank their opinion of the proposed items. The results are as follows.

Students gave their opinion that the English reading passages to be taught for comprehension should deal with daily life, students' specific field of study and novel. Some students suggested to excerpt and adapt materials from journals, newspapers and cartoons. About eighty-eight percent of the students were in favor of reading materials adapted from English magazines. Seventy percent of the respondents supported the idea of taking out some parts of the textbooks to serve as reading passages. Eighty-eight percent agreed that an excerpt from a daily newspaper column or any journal should be used. Ninety percent of the students were in favor of using a short series of cartoons to accompany the lesson. Table XIX pages 71 and 72, details the students' opinions about the statements that they read concerning the improvement of the English reading course. They had to rank a five-point scale ranging from strongly agree, agree, disagree, strongly disagree to no opinion.

Problems and Recommendations of Improving the Reading English Course

At the end of the questionnaire, students were asked to express their idea to the open-ended questions. They were encouraged to explain problems in learning English reading comprehension and discuss suggestions or recommendations to help improve the English reading course. The responses obtained were summarized as follows.

TABLE XIX

PROPOSED STATEMENTS CONCERNING THE IMPROVEMENT OF READING ENGLISH COURSE

Statements	Frequency of Agreement					
	SA	A	D	SD	NO	Do Not Answer
The English reading passages to be taught for reading comprehension should be						
students' specific field of study	53 (28.49)	89 (47.85)	25 (12.37)	6 (3.23)	6 (3.23)	7 (3.76)
daily life	78 (41.94)	98 (52.69)	4 (2.15)	1 (0.54)	2 (1.08)	3 (1.61)
novel	12 (6.45)	118 (63.44)	32 (17.20)	5 (2.69)	10 (5.38)	8 (3.76)
To what extent do you agree that excerpts from English magazines should be adapted for use in reading comprehension?	54 (29.03)	109 (58.60)	10 (5.38)	3 (1.61)	7 (3.96)	3 (1.61)
To what extent do you agree that some parts from English textbooks should be taken out to serve as reading passage?	30 (16.13)	101 (54.30)	33 (17.74)	9 (4.84)	11 (5.91)	2 (1.08)
To what extent do you agree that an excerpt from a daily newspaper column or any journal should be used for practice of reading comprehension?	79 (42.47)	85 (45.70)	14 (7.53)	1 (0.54)	5 (2.69)	2 (1.08)

TABLE XIX (Continued)

Statements	Frequency of Agreement					
	SA	A	D	SD	NO	Do Not Answer
To what extent do you agree that sometimes a short cartoon series should accompany the lesson for practice comprehension or other skills?	76 (40.86)	91 (48.92)	9 (4.84)	7 (3.76)	1 (0.54)	2 (1.08)

Summary of Problems by Students

1. Students did not know the meaning of vocabulary terms. When they used dictionaries, they were unable to select the actual meaning for that context.

2. Students were unfamiliar with some idioms.

3. Complex sentences were difficult for many students who could not interpret the meaning and found them hard to understand.

4. Students had problems with grammatical features. Many of them stated that the use of tenses, articles and prepositions were obstacles.

5. Sometimes students recognized the vocabulary terms and grammatical structure, but they could not find the main idea and theme of the story. Interpretation and critical thinking skills were the most problematic.

6. Students lacked interest and concentration because they did not know the objectives of the English course. Besides, teachers did not explain the objectives to them, so the students did not know the purpose of teaching.

7. The method of teaching was not interesting. The atmosphere in the classroom seemed to be very formal, and students were not encouraged to participate in the class.

8. Students needed to practice more reading beyond the classroom. They wanted to learn how to read effectively.

9. The content of the material read in class was not interesting, sometimes students did not see the practical use when they read the passages.

Summary of Suggestions by Students

1. They needed to have an English club to discuss their problems in learning English and exchange ideas. They expected to develop their conversation skills through these activities: discussion, debate, song and music.

2. The objective of reading English should be identified. Teachers should be clear about the purpose of teaching vocabulary, grammar and paragraph.

3. Materials for teaching reading should be provided to meet the students' need. Students suggested excerpting and adapting materials from magazines, journals, newspapers and comic strips.

4. Students needed to read texts and materials that were relevant to their major subjects. This implies that technical English is favored.

5. Most of the students were not in favor of the translation method. They needed to read for the main idea and find the theme of the story. Teachers and students should discuss the story before asking the questions.

6. Teachers should give advice on the technique of reading effectively. Students complained that they could not analyze and synthesize the English passages they had read. Interpretation skill should be emphasized.

7. The atmosphere in the class should be less formal. Teachers should be less serious and had a sense of humor.

8. Motivation in the English class was recommended. Teachers should provide various activities in reading English.

9. Language games, such as twenty questions, Bingo, crossword puzzles could be used in the class.

10. Cartoons and songs would be fun for students. Many of them wanted to learn vocabulary and idiom from songs.

11. More practice of vocabulary and idioms. Students should be taught how to use an English to English dictionary, not an English to Thai version.

12. A language lab was needed for pronunciation and listening comprehension practice. A tape of native speakers should be provided.

13. Students needed not only reading skills. Listening, speaking and writing skills should be integrated also.

14. Students needed more assignments of reading out of class in order to further practice their reading skill.

15. Audio-visual aids were recommended: movies, slides, filmstrip and pictures should be incorporated within the lesson.

Summary

The result of the questionnaire concerning the purposes of the study were summarized as follows:

1. A majority of Thai students at Silpakorn University had a positive attitude toward reading English. They thought reading English materials and books would help them keep up to date with the progress in their field. Nevertheless, they devoted more time and interest to study the subjects in their major field rather than to English.

2. Reading English learned from the class helped students with the reading of English texts, magazines and journals.

3. The lesson taught in English emphasized reading comprehension.

Students also needed to learn more about vocabulary, grammar and how to use the dictionary.

4. The objective of the reading English course should be more specific. Teachers should inform students of these objectives, so they knew what was expected of them.

5. The atmosphere in the English class should be less formal. Teachers should have humor and be less serious.

6. Motivation in the English class was required. Teachers should provide a variety of activities, word games, reading games and comics to arouse students' interest.

7. Students needed more than reading skills. They also wanted to practice these skills: listening, writing and conversation in every day life.

8. In reading English materials, the factors that hinder comprehension in English passages were: vocabulary (technical terms, compound words, basic vocabulary and connectives); grammatical structure (connectives: students do not know immediately the relationship between sentences that were joined with connectives; main idea: students could not find the main idea or the theme of the story; relative pronoun and the anaphoric: they did not know immediately to what particular things they referred).

9. Another problem of the reading comprehension was that sometimes students recognized the vocabulary and grammar, but they did not comprehend the passages read. They could not analyze and synthesize the materials they had read. The levels of reading skill that they lacked were critical thinking and interpretation.

10. The reading passages to be taught in class should concern

daily life, students' specific field of study, novels and short stories. They could be excerpted from cartoon series, columns from daily newspapers, journals, magazines and English textbooks.

11. Language elements that students needed further practice in were: conversation, pronunciation in English, listening comprehension, reading comprehension, short composition and paragraph writing, and guessing the meaning of unknown vocabulary with the help of affixes.

12. There should be a language lab to help students in these areas: listening comprehension, pronunciation and note-taking.

The discussion of the method of teaching reading English to Thai students at Silpakorn University; the motivation in reading English classroom; using audio-visual aid, reading activities, games and comic strips in reading class; finally, the model program for teaching reading to Thai college students will be presented in the next chapter.

CHAPTER V

THE PROPOSED METHOD OF TEACHING READING

Findings from the questionnaire data revealed the situation of English instruction in Silpakorn University. Most of the students stated that they learned to read English by the Explanation of the Text Approach. Instructors allowed students to read first, then the teacher explained vocabulary, idioms and grammar that was new to them. After that, the teacher asked questions and students answered the questions. Students mentioned that they needed to learn reading for the main idea, critical thinking and interpretation in reading. Students also needed motivation in the English classroom. On the basis of the information from the study, the Conceptual Approach in teaching reading was recommended, and the ways to raise motivation in the English classroom was suggested. Finally, the model program of teaching reading English to Thai college students was formed.

The model program of teaching reading English to Thai college students will be discussed in three parts. The first part will deal with teaching reading as a Conceptual Approach. The second part will concern itself with ways to raise motivation in the reading English classroom, using audiovisual aids, reading activities, learning with language games and comics. The third section is a model program for teaching reading English to Thai college students at Silpakorn University.

Teaching Reading as a Conceptual Approach

Reading is the use of the analysis and synthesis within the medium of written or printed language. Although analysis of the work has been the most prevalent form of reading in schools today, it is recommended to teach reading as synthesis. The purpose of this chapter is to show what kind of reading instruction is entailed within the idea of reading as an act of concept development. Henry (1974) defined reading for concept development as making one's way through printed and written language in such a manner as to seek out a number of relations and to put this growing set of relations into a tentative structure. In all synthesis, of which concept development is part, there is some interpretation, which is the relating of two sets of relations. The pedagogical task is this: How can we teach a student to relate a set of relations within the medium of printed and written language? The purpose here is to demonstrate what this kind of reading entails.

The Theory of Concept Development

Analysis Approach

In analysis, the aim is to break up a passage into parts. We may separate form from content; and in turn form may be subdivided into the story form: setting, plot, characters, theme, style; or plot may be cut into interrelated episodes, such as introduction, rising action, climax, conclusion; or rhetoric may be broken into image, figure, symbol. In short, analysis is mostly deductive, in that one cannot separate what is not already given or believed to be already inherent. The deductive process usually terminates in the drawing of a conclusion from the generalization as supplied to the particular case under con-

sideration (Case and Vardaman, 1959).

Harker (1977) suggested the task analysis approach to teaching comprehension which may be used in the classroom with reading material from different content areas.

Literal Understanding. The simplest kind of comprehension task requires literal understanding. Here students are expected to comprehend what is stated explicitly in a passage. Such a passage might contain sentences like the following:

Against the back of the shelf stood a row of strange looking bottles - small round bottles of red glass, clear bottles containing a mysterious amber hued liquid, bottles of a peculiar hourglass shape, some bottles squat and opaque, and still others having bright green contents and standing tall and cylindrical on the shelf.

Students might be asked, "How many different shapes do the bottles described have?" In order to answer this question, one must analyze and solve a specific task to provide the particular information required. The process of analysis and solution may be approximated by the following sequence of questions and answers, initially stimulated by the teacher, but later conducted independently in the mind of the comprehending student:

How many bottles are there? (It doesn't say; it says only that there is a row of them.)

How are the bottles described? (They are of different colors and different shapes.)

Is the shape of each bottle described? (No, sometimes only the color of the bottle is described.)

Ignoring the colors, then, what different shapes are described? (Round ones, hourglass shaped ones, squat ones, and tall and cylindrical

ones.)

Solution: There are four different shapes of bottles described.

Implicit Understanding. A second kind of comprehension task involved inferential understanding. Students must grasp what is revealed implicitly rather than what is stated explicitly. An example of an inferential comprehension task can be found in a reading selection containing a sentence such as the following:

His first pitching experience was when he played ball on the rooftops of apartment buildings in New York as a boy.

Students may be asked "Do you think that the person referred to in this sentence grew up in a wealthy family?" The analysis of this task can be approximated by the following sequence of questions and answers.

Does it say whether they were wealthy? (No. Therefore, a literal solution is impossible; the solution must be inferred.)

Where did he play ball? (On the rooftops of apartment buildings.)

Why did he play there? (It doesn't say, but probably because there was nowhere else for him to play.)

Would he have played somewhere else if he was from a wealthy home? (Probably he would have, in his own yard perhaps or in the kind of park that you sometimes see in wealthy neighborhoods.)

Solution: He didn't grow up in a wealthy family.

Assessing Accuracy. Another kind of comprehension task demands critical understanding. Here students must make judgments concerning the material read, based on their backgrounds and experiences. For example, students might read a statement such as the following:

The reason for the outbreak of World War I has never been accounted for accurately.

A critical understanding of this statement demands that students assess its accuracy. Questions which might be asked include:

Is the author of this statement a recognized authority?

What support does the author provide for his statement?

Where is the statement made - in a popular article, in a scholarly journal, in an advertisement for a new book?

Is this a recent statement?

Do other authorities agree with this statement?

Where can I go to gain further information regarding the accuracy of this statement?

Harker (1979) concluded that to assume that students are able to master the process of comprehension on their own is an all too prevalent fallacy. Students must actually be shown how to perform comprehension tasks. When the comprehension process has been illustrated, transfer of learning gained through the solution of particular tasks can be encouraged. In this way, independence in comprehension is developed. To further this independence, teachers can modify their questioning strategies by requiring students to formulate a steadily increasing proportion of their own questions and by demanding solutions to increasingly complex tasks.

Conceptual Approach

Concept development is an act of synthesis. Behaviorally, synthesis is a joining or a relating of things seemingly existing separately; or if they do exist apart, their separate existence depends on a relationship. Synthesis is a discovery of the nature of that relationship. Concept development as a form of synthesis comprises two acts (Henry, 1974).

The Discovery of Relation. Relation entails the many acts of joining. It is always a discovery in seeing something that was not at first seen - a combining that was not thought possible or a pursuit of an anticipated union in spite of differences. To teach these strategies through language is to teach reading as relation. Relating is the first step in concept development, and comparing is one process of relating.

The Invention of Structure. A structure is a set of discovered relations - a joining of combinations. Piaget (1957) pictured this logical process as a lattice. A lattice is invented because what is erected is not in the several relations being joined, each relation being held together by a level of abstraction that we must invent.

The Logical Process of Conceptualization

To conceptualize means to discover relations and to invent a structure of these relations. In the logic of Russell and Whitehead (1910-1913), developing a relation implies four fundamental operations that are constantly being intertwined.

1. The act of joining (bringing together, comparing, generalizing, classifying). Its logical operation is and (moreover, furthermore). Its grammatical form is the coordinating conjunction and the connective adverb.

2. The act of excluding (discriminating, negating, rejecting). Its logical operator is not (this ... not that). Its grammatical form neither ... nor (exclusive, dichotomous).

3. The act of selecting (one or the other or both). Its logical operator is some (part, few). Its grammatical form is either ... or; quantitative pronouns.

4. The act of implying (if not this ... then that; cause-effect, result, necessity, proof, condition). Its logical operator is if ... then. Its grammatical form is the subordinating connective adverb and the subordinating conjunction.

Piaget (1957) puts these operations this way:

1. not (negation)
2. and (conjunction)
3. or (disjunction - either or both)
4. if ... then (implication)

These four operations are used for relating whenever we think. Exercising them is learning, and school is a place to provide experiences which exercise them. It can therefore be concluded that reading for concept development is the exercise of joining, excluding, selecting, and implying within written symbols - that is, within syntax, rhetoric, and literary form.

Henry (1974) illustrated the operations of relating in the act of reading by analyzing the following passage:

The Roar Of A Great City

The electric light, the telephone and telegraph wires have added new music to our city. When the winds blow at night one can hear a somber, melancholy music high up in the air - as mysterious as that of Ariel himself or the undiscovered music of the Pascagoula. If you want to hear it in perfection go some of these windy nights we have lately enjoyed to Delord or Dryades, or some of the streets in the neighborhood of the electric-light works, where the wires are numerous and the houses low, and where there is a clean sweep for the wind from the New Basin to the river. There the music becomes wild and grand indeed. The storm whistling and shrieking around some sharp corner never equaled it. Above, around, in all direction can be heard this music, sighing, mourning like the treetops, with a buzzing metallic sound that almost drowns your conversation. There is something in it weird and melancholy - it is like the last wail of a dying man, or the shriek of the angel of death as he clasps his victim to him.

If such it is today, what have we to hope for in the future? If the city is already a monstrous spiderweb, a great Aeolian harp, what is its destiny with several new telephone and telegraph companies, and thousands of new poles, and millions of new wires promised us. If this aerial music increases, this shrieking and moaning and wailing will reach such a pitch that we will greet the rattle of the floats and tinkle of the streetcars as tending to drown the new noise, and welcome the roar of the city as likely to muffle its meaning.

- Lafacadio Hearn

The logical skeleton of the quoted passage may be analyzed in this way:

1. There is a continuous joining of various specific sounds of a city (other sounds had to be deliberately discarded). The sounds were so selected and joined as to form a class of sounds that together may be called eerie and unnatural. This invented class of sounds is what in common sense terms we call a general impression. In logic, the impression is a generalization.

2. There is an implication (if this ... then that) drawn from the impression or generalization, from this new set of sounds for the future city. Given these peculiar kinds of sounds held together by the more general idea of a roaring city, then something can be predicted for the future city. This is a deduction.

3. This prediction (an implication) takes the form of a prophecy. The prophecy is intuitively implied from the general condition or impression created in paragraph one. The implication is not here subject to proof. It comes as a warning of what might happen.

The reading is not really finished. A critical reading relooks at the act of joining and the act of implication. For the student to state only the conceptual relation between roar and city - to pick it out - is

not fully to conceptualize the passage.

4. The students ought first to attempt to interpret the logical skeleton: Is it true? How well is the implication grounded in the generalization? Is the generalization adequate in light of the selected details? Is the selection of the details accurate; that is, were too many other details discarded or overlooked in order to gain the generalization?

5. Next there ought to be an interpretation (a move to a higher abstraction) of its substance: Is technology an unmixed blessing? Is technology making city life more and more meaningless?

The process of reading that has been described here is analysis. Only number five moves toward synthesis, after the analysis. The purpose is to show that reading by analysis can also be improved if the vaguely phrased reading skills are replaced by attention to specific reading behavior (the four operators). Since an investigation into reading is an act of synthesis, it would be a digression to expand and deepen the idea of analysis at this point. However, by an awareness of the process of conceptualization in teaching, the teacher should be able to teach reading better than by the conventional reading skills approach or by merely provoking the good discussion of the all-out experience approach which is very common to English teachers at the present time.

In conclusion, the key to the teaching of reading is to foster in students a sensitivity to the operations that are the logical process. Students should be trained to have maturity in thinking. The reading by the analysis and synthesis approach should be utilized in the classroom. Teachers should specify the objectives of the reading English

course and inform students of these objectives. The content of materials chosen for the class should be interesting. Students recommended the use of excerpts adapted from the texts, magazines, journals, newspapers and comics. The reading passages to be used in class should deal with daily life, students' specific field of study, novels and short stories. The language elements taught in class should not be specific to the reading skills. Students also needed to practice listening and speaking, note-taking, writing composition and effective paragraph. The atmosphere in the classroom should be less formal, students needed to be motivated by various activities, language games and comics which may be utilized effectively in the language classroom.

Motivation in Reading English Classroom

Why do some children learn to read and become efficient readers by the time they enter college while others remain inefficient? All of the reasons why students do or do not become efficient readers are too numerous to be mentioned. But motivation is one of the most important of these reasons. Inasmuch as it plays a leading role in reading and learning, students' motives for reading and the teacher's role in motivating students to read should be considered. Karlin (1972) suggested the following relationship between motivation and learning.

Goals

All too frequently the goals of the teacher are not the goals of the learner. If real learning is to occur, the teacher's goals must be accepted by the student. In other words, the student must understand that he has a need for learning what is being presented, this

need preferably arising from a problem that he seeks to solve. Actually, such a motive would be of a high order, the great value is to use the student's rather than the teacher's felt need to learn.

Purpose

A second major component of motivation is purpose. Experimentation has shown that when the learner knows what is expected of him, better results may be anticipated than when he does not know what he is seeking. Aimless reading assignments suffer from a lack of purpose. Students should know for what major purposes he has to read, and he will be helped somewhat if he has signposts along the way. These could take the form of questions that require answers directly related to the main purpose of the reading.

Recognition of Growth

A student should be able to recognize growth, no matter how small, when it occurs. The student is not competing with other students in his class, but with his own earlier performances. If his results now are superior to what they were, growth has occurred.

When teaching reading to students, the teacher should be certain that each student knows precisely where he stands. Diagnostic evaluations will yield such information. Informal tests are better suited to this purpose (Karlin, 1972).

Intrinsic Versus Extrinsic Motivation

Motivation that comes from within is preferred to motivation that is influenced by extraneous factors. Teachers should use the intrinsic motivation whenever they can.

The pleasure one derives from reading is sufficient in itself. Especially at the college level, a reward for reading a great number of books should not be given. Students will know what good books offer to them. Teachers should not use devices such as prizes and certificates to encourage excellence of performance, because their effects are not of long duration. On the other hand, as the teacher knows, the benefits that may be gained by reading are boundless.

Success

Schools may be conditioning a student for failure if they permit him to fail repeatedly. The student will not strive if the situation appears hopeless. Some expectations of success are necessary.

Reading materials may be too difficult for some students. While the teacher should seek to provide some measure of challenge, he should realize that too many obstacles tend to frustrate the student. Appropriate books must be provided if learning is to take place. Good teachers will provide each student with opportunities to succeed.

The most important immediate influence on the learner's own motivation is the teacher. The learner's motivation and consequent behavior is a product of the influence not only of his own internal and external environment in relation to the target language, but also of the environment in which the target language is studied. The language teacher is the most obvious element in this environment.

Girard (1977) noticed that three types of qualities seem to be emerging from the students' conception of a good language teacher:

1. He must offer a good model in the use of the foreign language, especially the spoken language.

2. He must be a good technician of language teaching in order to be able to:

- make his students understand
- correct their pronunciation and develop their communicative skills
- stimulate activity in the foreign language

3. He must also, and above all, be a good psychologist, well aware of all his students' individual problems, capable of coping with them and of creating at all stages an atmosphere of mutual confidence and sympathy in the teacher-class relationship.

The importance of motivation in learning a foreign language has long been recognized by both teachers and researchers. Creating real motivation is one of the very difficult tasks required of the teacher. Klausmeier (1961) commented:

Motivation is activity by one person designed to stimulate or arouse a state within a second person or group that under appropriate circumstances initiates or regulates activity in relation to goals (p. 14).

Then, the term motivation also refers to the state within the learner which rises as a result of the teachers' activity and the use of audiovisual aids, games and comics.

Using Audiovisual Aids

The term "audiovisual aids" includes a wide variety of items. For many teachers, it refers to machinery. For most foreign language teachers, the language laboratory, tape recorder, filmstrip machine, opaque, overhead, slide projector and film projector are probably the equipment most commonly used.

Besides machinery, the idea of "audiovisual aids" usually encompasses any aural or visual materials brought in by the teacher to enhance learning. Knop (1980) presented the following items which may be considered useful aids for the foreign language teacher:

1. Objects: e.g., currency from the target culture, a loaf of bread typical of that culture, a football or other examples

of sports equipment.

2. Pictures: e.g., advertisements and pictures from newspapers or magazines, photographs, slides.
3. Drawings: e.g., the simple drawings found in coloring books, freehand drawings of a situation or sentence from the dialogue.
4. Diagrams: e.g., time lines to show the sequence of grammatical tenses, different sized musical notes on a scale to show stress and intonation patterns.
5. Cue Cards: for dialogues or pattern practices: e.g., stick figures indicating the persons involved, drawings to represent a word or concept.
6. Flash Cards: e.g., number for drill in counting or doing mathematical problems or for practice in telling times.

Reading Activities

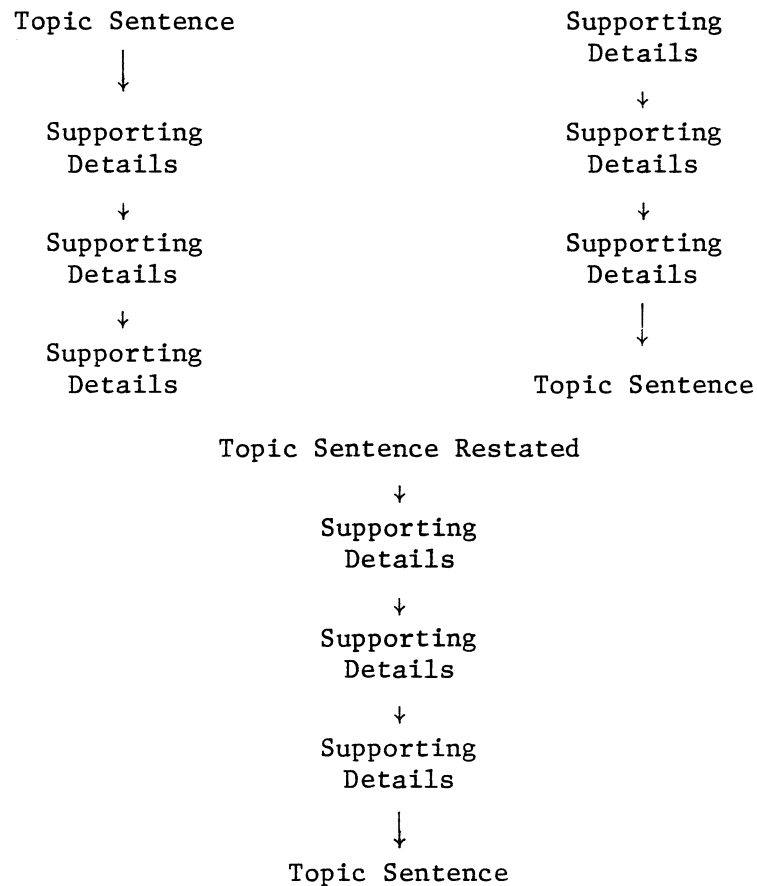
The activity develops or reinforces important instructional objectives. Under desirable circumstances, teachers can use reading activities to good advantage. Such activities can be used not only to introduce interest and excitement into a learning program, but also to help students attain a wide range of competencies. The ESL teachers can increase their students' abilities to comprehend by providing them with many varied experiences designed to build their concepts and meaning vocabularies. Such experiences may include demonstrations, displays, field trip, class discussion, as well as games and practice activities.

The following are some activities that can be used in the ESL classroom for college students (Norton, 1980; Burns and Row, 1979).

The Controlling Idea in a Paragraph

- Purpose:
1. To identify the controlling idea in a paragraph.
 2. To write paragraphs with the controlling idea appearing in different positions in the paragraph.

Materials: Examples of paragraphs written in the following formats:



- Directions:
1. Discuss the fact that topic sentences or the main idea of a paragraph may be found in different positions in the paragraph.
 2. Show examples and discuss the paragraph formations.
 3. Have the students turn the topic sentence into a question - and discover if each of the supporting details answers the topic sentence question.

4. Next, have the students choose a topic sentence and write their own paragraphs illustrating each of the paragraph formations. This activity can be done by first dividing the students into groups and having them write group-suggested paragraphs, and later asking them to develop paragraphs individually.

Organization Using Chronological Order

- Purpose:
1. To identify the chronological organization of a paragraph and a longer selection.
 2. To write a paragraph and a longer selection using chronological organization.

Materials: Examples of paragraphs written in chronological order; examples of multiparagraph selections showing chronological organization (descriptions of historical events, class trips, experiments, and for making things frequently use chronological organization).

- Directions:
1. Display and discuss several paragraphs written in chronological order. Read the paragraphs with the students, and let them determine the organization of the paragraph.
 2. Provide a variety of one-paragraph and multiparagraph selections using chronological order. Ask students what types of subjects use this order.
 3. Give students a variety of experiences, such as performing an experiment, going on a field trip, describing the steps in playing a game, making a recipe, or

researching historical events. Have them write chronologically ordered one-paragraph and multiparagraph reports, depending on the subject matter.

Organization Using Spatial Concepts
or Physical Details

- Purpose:
1. To identify the organizational pattern of a paragraph or multiparagraph selection that uses a spatial concept of direction or physical detail.
 2. To write a paragraph and a longer selection using a spatial concept of direction or physical detail.

Materials: Examples of paragraphs written in spatial ordering (materials that tell about happenings in one location, then in another location; stories or reports that proceed from inside to outside; paragraphs that take the reader on a visual trip from right to left or top to bottom).

- Directions:
1. Show and discuss several paragraphs written in spatial ordering. Read the paragraphs with the students and help them discover the organization.
 2. Provide a variety of one-paragraph and multiparagraph stories or reports using directional organization. Ask students to suggest subjects that might use this organization.
 3. Have students propose topics and write their own paragraphs, using directional organization.

Organization Using a Problem, Cause,
and Solution Format

- Purpose:
1. To identify the organizational pattern of a paragraph or multiparagraph selection using a problem, cause of problem, and solution of problem format.
 2. To brainstorm ideas for problem investigations.
 3. To write a paragraph or multiparagraph selection using a problem, cause of problem, and solution of problem format.

Materials: Examples of paragraphs or multiparagraph selections using this format (social studies, science writing).

- Directions:
1. Show and discuss several paragraphs written in a problem, cause of problem, and solution of problem format. Read the paragraphs with the students and help them discover the organization.
 2. Provide a variety of one paragraph or multiparagraph selections using this form. Encourage students to think of materials that might use this format, including social studies texts and newspaper articles.
 3. Provide opportunities for students to write their own paragraphs on longer articles. Brainstorm with the class, and list a number of problems they could investigate. Some problems might be closely related to the school and community, and would require investigation by observation and interviewing. Other problems may be related to content subjects or national concerns, and

will require library research.

Mix and Match

Purpose: To help students recognize main ideas in an article.

Materials: Newspaper articles with interesting headlines. Cardboard.

Directions: Mount the newspaper articles on the cardboard. Cut the headlines off of the articles. Let individual students match the headlines with the appropriate articles.

Who's Next?

Purpose: To provide practice in detecting sequence.

Materials: Printed story. Cardboard.

Directions: Find a story and cut it into several parts. Cut at logical transition places in the story. Mount the story parts on cardboard.

Distribute the story parts to members of the class. Be careful not to give them out in any particular order. Tell the recipients of the story parts to read their portions of the story silently. When all participants have read their parts silently, read the title of the story and ask the students who has the first part of the study. The student who thinks he or she has the first part stands and reads that part orally. The class decides if the part read seems to be the beginning of the story. If it is, the student who thinks he or she has the next part of the story stands and reads that part, and so on. If a student reads a part at the wrong time, he or she must wait until

the correct time and read it again.

Detecting Bias

Purpose: To give the student practice in recognizing the effect an author's bias may have on his or her writing.

Materials: Two articles on the same subject written by authors who have opposing political, religious, or other beliefs.

Directions: Tell the students that they have two articles written on the same topic. Describe the topic. Then give the students some pertinent background information about each of the authors. Ask the students, "Will these two authors feel the same way about the topic? Do you think the way they feel will influence what they write? In what way? What kinds of things do you expect Author One to say? What kinds of things do you expect Author Two to say?" After these points have been discussed, let the students read them. Follow the reading with a discussion of the accuracy of the student's predictions about what the authors would say. Bring out any evidences of bias in the articles, using concrete examples.

Propaganda Search

Purpose: To provide practice in recognizing common propaganda techniques.

Materials: Eight sheets of poster board. Old magazines and newspapers.

Directions: On one poster board, write the label, "Propaganda Techniques." Cull examples from magazines and newspapers of

these propaganda techniques: name calling, glittering generalities, transfer, plain folks, testimonial, bandwagon, and card stacking. On each of the other sheets of poster board, mount an example of a different technique, and label each one. Display the eight posters on the bulletin board. Discuss the definitions and examples of the various propaganda techniques with the students. Make available a large number of old magazines and newspapers for each student. Direct the students to search through the magazines and newspapers for examples of each of the propaganda techniques. The first student to locate all seven techniques displays his examples on the bulletin board, and the class checks his accuracy. If he is correct, he is declared the Super Searcher. At this point, all class members share the examples that they have found and receive feedback concerning their accuracy.

What Might Have Happened?

Purpose: To provide practice in analyzing cause-and-effect relationships.

Materials: Passage from book containing cause-and-effect relationship.

Directions: Choose a book or story that relates an obvious cause-and-effect situation. Allow the students to read the designated material for themselves. Ask the students what would be the effect on the rest of the story if a certain event had not occurred or if a different event had occurred.

Learning with Games

Maintaining a high level of motivation is crucial for successful English teaching. One way to motivate and to sustain students' interest is to teach English through games. The use of language games is a valuable component of an effective English-as-a-foreign-language program.

A language game is considered to be an activity designed to stimulate and to sustain interest while affording the learner practice in listening and/or speaking for purposes of language acquisition. Such an activity is not necessarily competitive but attempts primarily to associate the language learning process with enjoyment for the student.

A consensus of favorable opinion exists regarding language-teaching games. Dobson (1970) maintains that games provide a break in class routines.

I have found that a good language game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation while remaining very much within the framework of language learning ... (p. 9).

There are games which can be used in the ESL classroom (see appendix).

Comic Strips

Cartoon could be employed to elicit possible captions or descriptions of characters or a story leading up to the situation in the cartoon. Students are usually fond of reading cartoons or comic strips in newspapers and other printed material. Some people might argue that

the language used in these comic strips is full of slang. Nevertheless if their teacher advises them to read those cartoons which use fairly good language, then these drawings might be of some use. Sosothikul (1980) advised possible activities for ESL students.

1. Rearranging Pictures. Cut a comic strip into smaller frames and mix them up. Then students are told to rearrange them into the correct sequence. This activity helps them learn to be logical and meanwhile is fun especially if used as a timed competition between students.

2. Drawings. If the students are capable of drawing pictures, they might be asked to draw a picture of their favorite characters in a story.

3. Familiar cartoon strips could be produced without the captions included. Then the students would be asked to work out and write in their own captions. Comparing the students imaginative ideas in class could be quite humorous, enjoyable, and linguistically helpful to all involved.

In conclusion, providing the motivation to read is a primary task of teachers. Realistically, many students are apathetic, frustrated readers who view reading assignments as something to avoid. Motivating students in a positive manner relies largely on capitalizing on their curiosity. Most students want to explore their environments. When presented with a new stimulus, they want to know what it is. This natural phenomenon drives them to seek information about people, places, things and events. Directing students' basic curiosity to the topics and explanations of the world around them is crucial for motivating students to read. The use of audiovisual aids, reading activities,

word and sentence games, and comics also lead to the motivation to read. Teachers must provide materials at appropriate reading levels so students can read to satisfy their curiosity. In addition, teachers should maintain disciplined classroom organization that is conducive to silent reading which is the main task of reading comprehension.

A Model Program for Teaching Reading English to Thai College Students

For many advanced students of English as a foreign language, reading is the most important skill to master. Eskey (1973) mentioned that for advanced foreign students reading and writing must be considered at least as important as, and largely independent of, listening and speaking. By "largely independent of" he means to underscore the fact that the spoken and written languages differ and that the latter is not a "secondary representation" of the former.

For Eskey, the spoken and written forms of the language are not the same. The kinds of sentences that actually are said and the kinds that actually are written are by no means identical. Therefore, in an ideal language program for advanced foreign students, the reading component should not be an adjunct to the teaching of oral skills, but will instead concentrate on reading for its own sake.

How To Improve the Students' Reading

According to the discussion by Ruddell (1969) the comprehension process involves the two general areas of relational meaning and lexical meaning. With the former, one is concerned with the importance of structural relationships in sentences, and, with the latter, the

denotation and connotation meanings and non-linguistic signs are dealt with. Goodman (1970) delineates three kinds of information involved in the comprehension process: graphophonic, syntactic, and semantic. A series of abilities is necessary to make this process successful.

It can be concluded that the component of the comprehension process is still open to further discussion. When reading is applied for learning, not only the abstractness of the content but also the complexity of the language patterns used in the written texts makes the problems complicated. Specifically, no one can tell how much language competence is sufficient in the comprehension process because language itself grows and changes over time in the midst of development of new knowledge and the exchange of information. For this particular reason, the best reading program would be composed of instruction in the critical skills and plenty of practice in various kinds of reading.

It seems clear that for reading as for all of the higher-level language functions, the human mind must be innately programmed, and that the job of the teacher is to activate, not to create, the program. Teaching a skill as complex as reading is mainly a matter of getting the student moving in the right direction and providing him with feedback as he develops that skill to the best of his innate ability.

What skills should successful readers have? Eskey (1973) suggested two skills remain for the advanced students: "language knowledge," which in functional terms means the ability to decode the syntactical and lexical signals of English, and a much neglected skill, the ability to follow a given line of argument, subdivided by Goodman into "cognitive styles" and any "strategies" the reader has learned to employ. The latter skill is culture-bound which constitutes a major problem for many

ESL students.

The Readers' Problem

In reading comprehension, the readers must confront the three levels of process information. The first level is the printed page itself, the bundles of letters to be deciphered. Then there is the level of abstract form, which in the case of reading includes both rhetorical form, the structure of the text, and linguistic form, the structure of the sentences, phrases, words. The third level is meaning, both the meanings of the separate linguistic forms and the cumulative meaning of the passage as a whole. This is of course the language-typical situation, the simultaneous apprehension and linking of physical signal and abstract message; the reader's eyes read letters, the reader's brain reads forms, the reader's mind reads meanings. The skillful advanced reader works from a different kind of mix than the beginner; he depends much less on the outer layer letter-and-word level clues and much more on higher level syntactic and semantic expectations. The advanced reading teacher must be mainly concerned with rhetorical and complex syntactical structure, with advanced vocabulary in context, and with confusing cultural assumptions.

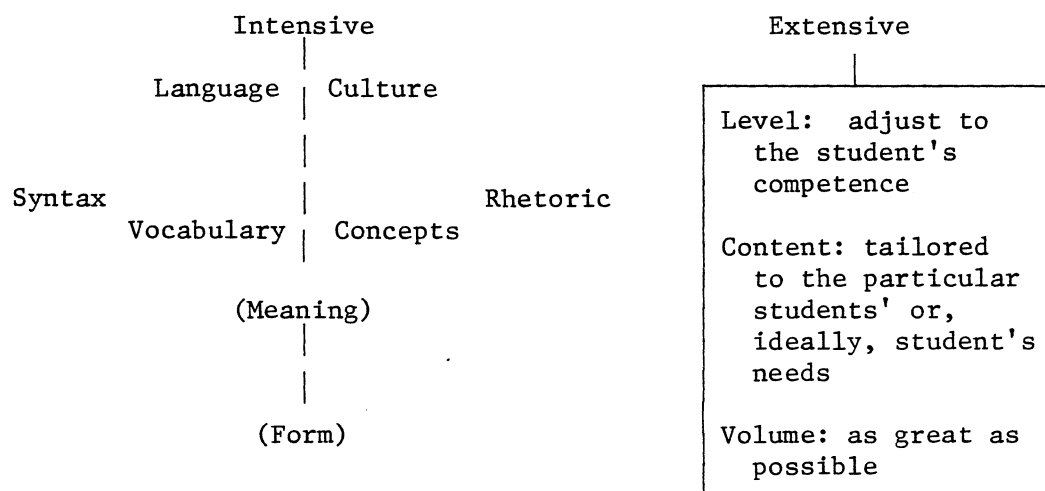
The Reading Program for Thai College Students

Eskey (1973) mentioned that the "Ideal" language program might look like the figure below.

The reading program might be subdivided into two parts: an intensive program which is in-class instruction, and an extensive program of outside reading. Kelley (1969) makes clear the differences

between intensive reading and extensive reading in a foreign language instruction. In intensive reading, the students' attention is focused through instruction on the linguistic features which enable him to decode the message. This requires the student to have knowledge about semantic and syntactic structure of language. In extensive reading, the approach is similar to that of reading in the native tongue. The student reads at his own level and paces directly for meaning.

The Reading Component



The Intensive Program

The part of the course devoted to intensive reading aims at fostering good reading habits. The goal is to develop competent readers in the foreign language. These includes linguistic skills

and cultural techniques. The Intensive Program should be composed of:

Language. At the level of decoding there is first of all the problem of syntactic structure, some more complex, some different in kind, from the syntax of everyday English speech. No reader who translates word-by-word has real chance of learning to read unsimplified English. Every foreign reader must learn to see the various groups of words, the unmarked linguistic forms, of which every English sentence is composed.

A basic linguistic theory in a reading class is that written prose is communication. We read and write and learn ideas rather than single, isolated words, and so students need to concentrate their learning on what the integrity of an individual word is. They need to see why sentences relate as they do to form paragraphs, and how the whole piece of prose is being focused and ordered by the unique relationship between those paragraphs.

Vocabulary. For advanced ESL students, vocabulary is crucial and should not be left to whatever turns up in the readings a particular teacher assigns. Words come in various systems and subsystems which should be directly and systematically taught. Along with teaching lexical meanings of the roots and prefixes and syntactic signals for the parts of speech, more emphasis on context needs to be stressed in a vocabulary class. Non-natives of English need a great deal of practice in learning to make intelligent guesses about new words from clues that surrounding words offer: students can determine part of speech both by affixes and by syntactic environment, by noticing where

a word is in the sentence, and what precedes or follows it. Skill in using context clues can heighten linguistic curiosity as well as speed up reading rate, since students so skilled will be pausing less frequently to consult their dictionaries.

The English dictionary should be introduced early in the class as an invaluable aid. Students should be encouraged to use it and should know the types of information it contains beyond definitions of words: synonyms, antonyms, pronunciation guides, syllable division, part of speech indicators, etc. Another major component of the vocabulary class should be mastery of idioms, cliches, and other colloquial expressions. Nearly any printed matter can be a source for the activities - a school newspaper, the backsides of cereal boxes, an old greeting card. Using idiom properly implies more than knowing the meaning of a given expression; it demands familiarity with how a native speaker would use it in context, and so it is important to provide the students with several example sentences to accompany the definition of each idiom to be studied.

Syntax. The two language skills are (1) the abilities to interpret syntax and lexis, (2) provide the reader with the keys to both the forms and meanings of language per se, obviously a major aspect of reading. Traditionally grammar has concerned itself with forms, vocabulary with meanings. However, each of these studies involves the other since the meaning of any word is partly a function of its syntactical context. This is a formal arrangement of appropriate words which convey meaning.

How can the intensive reading program help learners develop better

reading habits? In order to become a competent reader in the foreign language, the learners may have to overcome a psychological difficulty; often, many individual words will not be familiar to them. Yet, they will be guided to try to grasp the sentence or the passage as a whole. The learners have to be lead to the understanding that when they know how to make use of the context and the other cues available, it is not necessary to "know" every single word in order to read and understand. Special activities should help learners become "good guessers" while reading and, subsequently, more effective readers (Olshtain, 1979).

Culture. If reading is to lead to understanding, the reader must have at least a minimum access to the writer's underlying assumptions about his subject. To provide it, the cultural subcomponent must include the cross-cultural information, more specifically information about the writer's conceptual universe - what he questions, what he values, and what he takes for granted. These things vary widely from culture to culture. The relevant concepts depend on the cultural background of the students themselves and on their interest and needs. The more dissimilar the cultures, the more likely it is that cultural misunderstandings will occur.

Cultural orientation for the foreign students should always be of primary importance in the ESL classroom. Frequently, it is taught as an entity in itself, but with a pre-planning, structural and/or lexical items and culture can be melded into a dynamic blend. A corrolary of this is the fact that since the cultural items are of more immediacy to the student and interest in them is high, the teaching of grammatical sentences should be connected with the cultural item. Plaister (1968)

suggested that a useful technique is to use comparison between or among the cultures represented in the class.

Concept. Whatever the deep structure situation, there are interesting problems at the level of surface structure which is the level at which students must begin, involving both rhetorical and syntactical presuppositions. The writer of English not only assumes a particular world view and a knowledge of certain "logical" ways of organizing a piece of writing which may have syntactic consequences; he also assumes a perfect mastery of the system of ellipsis peculiar to English syntax. A basic transformational principle is that anything which can be deleted must be recoverable (I want to go - I want for me to go). But the non-native speaker may not always share the full set of grammatical presuppositions which account for the native speaker's skill in handling ellipsis, in reading, that is, what is not really there. Such problems suggest that one reader's road to meaning may be another's blind alley.

Rhetoric. There is the largely formal problem of what is coming to be known as contrastive rhetoric. Many a reading teacher has had the experience of the student who appears to understand every sentence and yet cannot answer the simplest question about a passage as a whole - Does the author like it? Is he for or against? Why does he prefer this course of action to that one? Broad comprehension problems like this, and a number of similar smaller problems, usually follow from one of two causes: a straightforward cultural conflict of some kind or the reader is simply missing, and thus failing to respond to the writer's rhetorical orientation. Under normal conditions this last provides an

area of shared expectations. But rhetoric also varies from culture to culture. The foreign reader of English, no matter how advanced, may miss or misinterpret the rhetorical signals which, for example, establish the writer's purpose (to inform, to persuade, to entertain), his attitude toward his subject (committed, scientifically detached, ironic), and the logical strategy (induction, deduction, comparison and contrast) by which he structures his text. For some foreign students, the trickiest job of all is to develop an ability to read critically, to weigh and judge an author's work on the basis of its merits as opposed to preconceptions about the author himself or the alleged infallibility of anything in print. Since the ultimate goal of reading is understanding, some time must be devoted to the study of these things.

Reading Rate

Eskey (1970) commented that most foreign student readers are unsafe at any speed, but the student who cannot read at a reasonable rate will be limited in both the volume of reading he can do and in his overall comprehension, both critical factors in higher level reading, especially at the college level. Two hundred words a minute or better might be a goal for the advanced ESL students.

In practicing the reading rate, Plaister (1968) recommended that a teacher may use a metronome. Each student is provided with a 3 X 5 index card. The metronome is then set at 200 words per minute. Each time the student hears the metronome tick, he moves his card down. During this, the teacher moves around the room watching for lip, head, and finger movement. It takes about two weeks to break the students

of these habits which are conducive to slow reading.

The Extensive Program

Extensive reading is reading done by learners on their own, outside the classroom. Extensive reading has the following objectives (Olshtain, 1979).

1. Help learners develop satisfaction from reading on their own.
2. Expose learners to a variety of language structures used in a natural manner.
3. Improve and promote effective reading habits.

There are three major points to consider for the Extensive Program.

Level. The level of difficulty should be carefully controlled. Ideally the material should be perfect balance between too easy and too hard - challenging but not frustrating the student's reading competence. The reading should progress from the simpler to the more difficult in terms of sentence structure and vocabulary, from tangible and factual, narrative and descriptive early on in the course, to conceptual and analytic, expository and controversial near the end of the course. Gidmark (1982) found the extensive readings are more successful and productive if they are simpler than the intensive reading. Especially, if they are coupled with feedback on assignments of some sort, perhaps taking the form of a paragraph summary or evaluation which the instructor comments on and returns promptly. Having the students read outside of class develops good reading habits. Students learn to transfer to English the reading skills they possess in their first language, that of reading directly and immediately for

meaning.

Content. The content should be tailored to the particular students' needs. The content should interest, should avoid a proliferation of slang or dialect, should not involve an historical perspective outside the experience of the students, and should not conflict with their cultural values.

At the college level, learners are expected to be effective readers who can make good use of the reading habits they have acquired at the beginner and intermediate stages. It is, therefore, the objective of this stage to help students gain experience in a variety of styles of contemporary writing.

Olshtain (1979) suggested that reading material suited for the advanced reading course must contain literary, semiscientific and scientific, descriptive, and journalistic types of reading selections. Thus, students will gain experience with various styles of writing and, at the same time, will become competent in reading for a scientific purpose. The content must allow students to practice reading for various purposes. Ideally, a reading text designed for the advanced level would contain selections of the four different styles mentioned previously, each with suitable activities to follow. The literary selections could be read for the overall content or story, the scientific selections for detailed information, the descriptive passages for quick scanning, and the journalistic passages for speed reading. Such a text would allow students at the advanced stage to train effectively for the various reading skills.

Volume. There must be plenty of books, perhaps a book or a series

of articles a week. The book of readings may be supplemented with other reading materials, for example, maps, menus, television logs, want ads, horoscopes, and a problem-solving task to heighten incentive to read. The theme of the readings need to be universal and general, but the activities or exercises associated with each piece should give students a chance to particularize the themes, synthesizing new knowledge into their experience.

Testing

There is one technique for both teaching and testing which draws on the skills in a way which allows for intensive in-class analysis. This is cloze procedure.

Cloze tests, pioneered by Wilson Taylor (1953), are constructed by simply randomly deleting every n-th word from a prose passage. The subject must then supply an appropriate fill-in by guessing from the remaining context. Pack (1973) suggests an every-fifth-word deletion pattern over a 250 word passage. However any n-th word pattern will do.

Aitken (1974) pointed out that when a subject responds to the items on a cloze test, the subject must guess a word to fill in a blank and complete a sequence, on the basis of incomplete information. This draws on both the productive and receptive skills. The information he has available in the context allows him by analysis to synthesize, or guess, may become part of the next analysis required to produce some future synthesis.

If the above assumptions concerning the reading process and the process of writing a cloze test are valid, then we can say that cloze

tests do, indeed, parallel the reading process.

Summary

The reading program of ESL college students emphasizes (1) the reading component which will not be connected with the teaching of oral skills. Of course anything that can be said can be written, but in practice the English we ordinarily hear and the English we ordinarily read are quite different. Therefore, the reading program should concentrate on reading for its own sake; (2) instruction in the various kinds of skills, reading teachers should not reach the reading skill directly.

Since no one knows exactly what reading is or how readers do it, the teachers should provide instruction in different kinds of skills required at each level of the reading process and plenty of practice in reading itself. An effective program, depends largely on human variables - the talent and dedication of teachers, the ability and motivation of students, and the time both teachers and students will devote to mastering the art of reading.

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the procedures used in the study, a summary of the findings in Chapter IV, and the conclusions of the study. Recommendations for further study are made.

Summary of the Study

The purpose of the study was to examine the situation of learning and teaching reading English at Silpakorn University. Then a method of teaching reading comprehension to university students in Thailand was developed. The sample for the study was the second year students randomly selected from Silpakorn University. A total of one hundred and eighty-six students participated in this study. The instrument was a questionnaire in Thai version which was divided into two parts. Part A was the students' general background information. Part B asked for some information about English reading ability and opinions concerning the learning and teaching of reading English at Silpakorn University. The responses of the questionnaire were presented in frequency and transformed into percentages.

Summary of the Findings

The results of the questionnaire concerning the purposes of the

study were summarized as follows.

Summary of the Students' Background

Most of the students who answered the questionnaire were female, aged eighteen to nineteen. Their major areas of study were: Math and Science, Education, Arts, Archaeology, Painting and Sculpture, Architecture and Decoration, most of them had studied English for nine to twelve years.

The students spent three to four hours in studying general English in class, and one to two hours in studying reading English in class. Those students had neither taken intensive English courses, taken a trip to an English speaking country, nor lived in an English speaking country.

Summary of the Problem of Teaching Reading

English at Silpakorn University

1. The majority of the students spent less than five hours per week in studying English beyond the classroom. Students who did not regularly attend the English class, gave the reason that the teacher's way of presenting the lesson was boring, and the content was not interesting. However, English reading learned from the class was quite helpful for them in the reading of English texts, journals and magazines.

2. The method of teaching reading English in class was the Explanation of the Text Approach; students read the passage first, then the teacher explained vocabulary, idioms, or grammar that was new to them. After that, the teacher asked questions and students

answered the questions.

3. Students had a positive attitude toward reading English. They agreed that reading English materials and books helped them keep up to date with the progress in their field.

4. The major obstacle in reading English passages were: vocabulary, grammatical structure and lack of concentration. The main vocabulary problems were technical terms, compound words, basic English vocabulary and connectives.

5. Students reported that the difficulty in language skills was conversation, pronunciation in English, use of complex sentences with subordinate clause and relative pronoun, listening comprehension from dialogues, and short stories. They also needed to practice their writing skills.

6. Students wanted to read the passages dealing with daily life, their specific field of study and novels. The article for reading should excerpt and adapt materials from journals, newspapers and cartoons.

7. Students mentioned that their problems in reading English were reading for the main idea, interpretation and critical thinking skills. Sometimes they recognized the vocabulary terms and grammatical structure, but they were not able to understand what they read.

8. Students did not know the objectives of the English course. They needed the teachers to explain the objectives to them, so the students realized what was expected of them.

9. Students needed to practice more reading beyond the classroom. They wanted to learn how to read effectively.

Conclusions

The data from the respondents clarified that in reading English passages, students confronted many linguistic factors that hindered their comprehension. A majority of second year Thai college students at Silpakorn University perceived the importance of reading English, but their insufficient knowledge at the lexical, structural and discourse levels discouraged them from reading English. The inability of students to find the theme and the main idea of the story read, the difficulty of students in interpretive and critical reading, were the main problems at the discourse level. Apart from these linguistic factors, there were some extra-linguistic factors that interfered with the success of English instruction for Thai students. Most of the students indicated that they needed motivation in the English class. Some students complained that the content of the materials used in the reading class was not interesting. They needed to read something which was relevant to their major fields and the content should be of practical use in every day life. The atmosphere in the class was very formal, students were passive receivers. On the basis of the information from the study, the Conceptual Approach in teaching reading was recommended, the ways to raise motivation in the English classroom was suggested. The model program of teaching reading English to Thai university students was formed.

Recommendations

As a result of the study the following recommendations are suggested.

1. The strategy of teaching reading in English to Thai students should emphasize the Conceptual Approach, aimed at the discourse level

instead of the Translation Method or Explanation of the Text Approach which is frequently used. Students should be trained to read by the theory of concept development; that is, the analysis and synthesis approach. An implicit and critical understanding level of comprehension should be emphasized; at the same time, the synthesis or conceptual approach should be instructed. Students should further learn how to use the connectives, lexicon, relative pronoun and anaphoric.

2. Teachers should arouse Thai students' motivation by providing variety in the lesson. The reading activities, word games and reading games, cartoons and audio-visual aids, such as movies, slides, filmstrips, colorful pictures and real objects will help to create interest and motivation.

3. Since vocabulary and grammatical structure are obstacles, Thai students should be trained to develop the inductive and deductive strategies of learning grammatical features and lexicon. Learning by rote and translation from the target language to another language should be minimized.

4. Besides the reading skill, Thai students also had difficulty in conversation, listening and writing. In teaching English as a foreign language, the four language skills should be integrated, i.e., listening, conversation, reading and writing. Do not emphasize only reading skills; Thai students also need to learn conversation in every day usage. Thai students need to practice listening and speaking skills in the language lab where the study skills and notetaking in English can also be trained.

Thai students also perceived the importance of writing English. They wanted to learn how to write an effective paragraph, technical

report and term paper. Time should be provided for writing skills.

5. The materials for reading exercises in the English class should be interesting. Since Thai students want to read materials which were concerned with their major fields, probably a technical English course for the second year college students is necessary. The English passages may be taken from these sources: magazines, journals, newspapers, textbooks, novels and short stories. However, such passages should not deal with too complex a content.

6. The objective of the course should be specific and clear. Teachers may explain to the students the purpose of that particular course from the beginning, so students know what is expected of them.

7. Thai students need further practice of reading comprehension outside the classroom. The extensive reading can help to improve and promote effective reading habits. According to Eskey (1973), three major points must be considered: level of difficulty - it should not be too hard or too simple to discourage students; content - it should be tailored to the particular students' need; volume - there must be many books and articles which supplemented the intensive reading.

Recommendations for Further Study

This study utilized data collected from Thai students at Silpakorn University. Therefore, the generalizations for reading English instruction can be used only in Silpakorn University. The results of this study cannot be applied to all Thai students in other universities and colleges. It is recommended that this study regarding instruction in reading English be tried in other institutions. Not only the survey of teaching reading comprehension can be studied,

other skills of English instruction, such as listening, speaking and writing skills might be taken into consideration.

The author proposed the method of teaching reading English by Conceptual Approach at the discourse level. Some problems are left unsolved; for example, the teaching of vocabulary, i.e., learning vocabularies from contexts, guessing the meaning of unknown vocabulary with the help of affixes. Some grammatical features which cause problems for Thai students will be worthy of further investigation, for example, the use of tenses, articles, prepositions, conditionals, use of complex sentences with subordinate clause and relative pronoun.

It is hoped that the proposed method and model program of teaching English to Thai university students in this dissertation will be advantageous and serve as a model of reading instruction in Thai colleges and universities.

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APPENDICES

APPENDIX A

LANGUAGE GAMES

LANGUAGE GAMES

Homograph

Divide students into groups. Give the students in each group a list of homographs and let them write a single sentence to illustrate the different meanings (e.g. "The author was content with the content of the article." "The manager will object to this object being in his office.") Suggested words: wind, conduct, lead, perfect, live, rebel, read, subject, produce, convict, and content (DeHaven, Edna P., 1983).

Crossword Puzzles

Crossword puzzles can be made by students using the words from the reading materials or newspapers. Select a group of words from the reading materials learned in class and type or print them vertically and horizontally on a grid so that where the words cross each other the letters are identical. Block off the crossword puzzles on a duplicator master with definitions at the bottom. The definitions should be checked for accuracy with a dictionary. The puzzle can then be duplicated for the whole class to try (Cheyney, Arnold B., 1971).

Bingo

Bingo can be played with the new vocabulary terms found in the reading materials. Divide a duplicator master into equal squares. Type the words in the squares, duplicate several pages, cut out the squares

for each individual page, scramble the words, and past them on cardboard the size of the original duplicator page. After making several cardboard sheets, the students can then play "Vocabulary Bingo" (Cheyney, Arnold B., 1971).

Dictionary Clues

Teachers make sets of clue cards similar to the four examples given. (The example clues are geared to Webster's New Collegiate Dictionary, Eighth Edition. Clues should be written for the dictionary available in each classroom.) Clues should give a message when unraveled. Place each clue answer card in a separate envelope; it serves as the student's self-check. Also include a set of directions to the student in the file folder (Piercey, Dorothy, 1982).

Divide students into groups. Each group selects a clue card and follows the directions. As students find the answers to the clue, they write them in sequence. When they complete the clue card, the group answers total to a message. They check for accuracy with the answer card.

Examples of clue cards:

Clue Card A

1. It is the word following "goober."
2. It is the plural of the word that is the last entry in the left column on page 1350.
3. It is the word that is directly before "area."
4. It is the word on page 1352-53 that has four meanings, one of which is "of value."
5. It is the word on page 754 that is a synonym for "great."
6. It is the word that is "used as a function word for indicate connection or addition" and is across from "Anemometric."
7. It is the fifth word down from the guide word, "coryza."
8. It is the word on page 672 that is a synonym for "small."

Answer: Good words are worth much and cost little.

Clue Card B

1. It is the word on page 56, right column, that means "unusually fitted or qualified."
2. This word has "Worcestershire sauce" on top of it (plural).
3. It is the word on page 526 that takes up almost half a column of space.
4. It is the seventh entry under the guideword, "powder monkey."
5. You'll find it under TNT.
6. The last word in this sentence is the eleventh entry after "us."

Answer: Appropriate words have power to use.

Clue Card C

1. It is the last entry of the left column on page 1208.
2. It is the only word on page 846 that contains graphite.
3. It comes right after the letters that stand for Internal Revenue Service.
4. It is the shortest whole word on page 1208.
5. It is in the left column across from "tonsil."
6. It rhymes with love and it closes the left column on page 796.
7. It is the same as the first and fourth word in this message.
8. It is the word in the right column on page 731 that rhymes with "kind."

Answer: The pencil is the tongue of the mind.

Clue Card D

1. It is the last word in the column under the guide word, "that."
2. It is the word on page 317 that is an antonym for "sameness."
3. This word is between "better" and "betwixt."
4. It is the same as the answer to number 1.
5. This word on page 997 is a synonym for "correct."
6. This word has "Worcestershire sauce" on top of it.
7. This word on page 43, left column, rhymes with "land."
8. This word follows "thaw."
9. It is the word that is just before "alms."
10. It follows "riggint" and has a hononym, "write."
11. It is the word that is five words after "woozy."
12. This word is the first syllable of the word "Israeli."
13. It is the same as the first word in this message.
14. It is the third last word after the guide word, "dictograph."
15. This word is pronounced "bi-'twēn" and is five words after "better."

16. In the right column, on page 665, this word usually accompanies "thunder."
17. It is a three-letter word that precedes "andalusite."
18. It is the shortest word in the right column on page 1208.
19. It leads the words in right column on page 665.
20. It is the shortest word in the right column, page 144, that rhymes with "hug."

Answer: The difference between the right word and the almost right word is the difference between lightning and the lightning bug.

Wading Through Inferences

Teachers collect brochures of automobile which are used as advertising pieces. For each brochure write a set of questions designed to evaluate students' ability to distinguish between "selling" and "telling" (Piercey, Dorothy, 1982).

The students write answers to the questions that have been attached to the auto manufacturer's brochure. After they share their data with the class, they make a commitment as to whether or not they have been influenced to buy the car. They also give reasons for their decision.

Example of questions:

1. List facts and nonfacts in this brochure.
2. What kinds of words does the manufacturer use to tempt you to buy its product? Usually they are adjectives. List tempting words used in this brochure.
3. Which of two factors is emphasized more - comfort or performance? Give evidence of your answer.
4. Does the brochure include facts you want to know? Miles per gallon? Parts guarantee? Price? Down payment? Financing? Optional features for which you pay extra? Horsepower? Improvements over last year's model? What conclusion can you draw about the manufacturer's objective in printing the brochure?
5. This brochure features _____ (well-known personality). What is the manufacturer's purpose in quoting this person? Do you believe the person was paid for the use of his or her picture, name and quotes?
6. Does the brochure discuss safety features built into the automobile? For how many do you have to pay extra?

Variation: Other manufacturers also print beautiful and expensive-looking brochures, including those who sell recreation vehicles, cosmetics, and lingerie, to name a few. The same activity could be carried out by using newspaper and magazine ads.

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE
THE SURVEY OF TEACHING READING ENGLISH
IN THAI UNIVERSITY

Part A

Please check (✓) or fill in the required information about yourself.

1. Sex () Male () Female
2. Age _____
3. Present major area of study: _____
4. Years of studying English before: _____
5. How many hours a week did you study English in class?
 - a. 1-2 hours
 - b. 3-4 hours
 - c. 5-6 hours
 - d. More than 6 hours
6. How many hours a week did you study reading English in class?
 - a. 1-2 hours
 - b. 3-4 hours
 - c. 5-6 hours
 - d. More than 6 hours
7. Have you had an intensive in English courses (more than 15 hours a week) before studying in the university?
____ a. Yes ____ b. No (If no, go to Question 9)
8. If yes, how many months of all courses have you had? _____
9. Have you ever traveled to any English speaking countries?
____ a. Yes ____ b. No (If no, go to Question 11)
10. If yes, how many months have you traveled to all those places? _____
11. Have you lived in any English speaking countries before?
____ a. Yes ____ b. No (If no, go to Question 13)
12. If yes, how many months have you lived in those places? _____
13. Did you often listen to radio programs in English?
____ a. Frequently ____ b. Not very often ____ c. Never
14. Did you often watch television programs in English?
____ a. Frequently ____ b. Not very often ____ c. Never

Part B

I. Put a check mark (✓) in front of the item that reflects your experience with the English class.

1. You spend time in studying English beyond the class for ____ hours per week.

____ (1) less than 5 hours ____ (3) above 10 hours

____ (2) about 6-10 hours ____ (4) never

2. How frequently do you attend English class?

____ (1) always

____ (2) missed less than 5 times during the semester

____ (3) missed more than 5 times during the semester

____ (4) never attended the class

Answer Question 3 only if you respond with (3) or (4) in Question 2.

3. The reason why you don't regularly attend the English class:

____ (1) the content is not interesting

____ (2) the instructor's lack of experience

____ (3) you do not see any importance or the use of English

____ (4) the teacher's way of presenting the lesson is boring

____ (5) there is no quiz or grade accumulated while attending the class

4. The presentation method of the teacher in teaching reading is by means of:

____ (1) question and answer between teacher and student

____ (2) teacher alone gives the lecture without being aware whether the students understand or not

____ (3) teacher explains in detail, vocabulary, idiom or grammatical structures in every sentence

____ (4) let students read first, then teacher explains vocabulary, idiom or grammar that are new to student

____ (5) combination of 1 and 4

5. The lesson taught in English focuses on

____ (1) reading comprehension

____ (2) grammatical structures: writing and combining sentences

____ (3) conversation in English

____ (4) practice of new vocabulary and vocabulary of frequent use

____ (5) practice of writing paragraph and English composition

6. How much does English reading learned from the class help you with your reading of English texts, journals and magazines?
- ____ (1) helps a great deal ____ (3) helps a little bit
 ____ (2) quite helpful ____ (4) not at all
7. During English reading lessons, how frequently do you ask questions or discuss your opinion?
- ____ (1) every class hour ____ (3) 3-10 times per week
 ____ (2) once per week ____ (4) never
8. If you chose answer number 4, say why _____
-

II. Put a check mark (✓) in the bracket that indicates your opinion to the following statements:

SA - strongly agree
 A - agree
 D - disagree
 SD - strongly disagree
 NO - no opinion

- | <u>SA</u> | <u>A</u> | <u>D</u> | <u>SD</u> | <u>NO</u> | |
|-----------|----------|----------|-----------|-----------|--|
| | | | | | 1. How do you feel about reading English? |
| () | () | () | () | () | (1) Reading English is for learning only. |
| () | () | () | () | () | (2) Reading English materials or books is only for good grades. |
| () | () | () | () | () | (3) Most English books and/or reading materials in class are boring. |
| () | () | () | () | () | (4) Most English books and/or reading materials in class are too long. |
| () | () | () | () | () | (5) Reading English materials and books will help you keep up to date with the progress in your field. |
| | | | | | 2. The major obstacle in reading English is |
| () | () | () | () | () | (1) vocabulary. |
| () | () | () | () | () | (2) grammatical structure. |
| () | () | () | () | () | (3) to read every word in the sentence in order to grasp the meaning. |
| () | () | () | () | () | (4) lack concentration while reading. |
| () | () | () | () | () | (5) other (explain) _____ |
| | | | | | 3. If vocabulary is your major obstacle, specify which area |
| () | () | () | () | () | (1) technical terms. |

- | <u>SD</u> | <u>A</u> | <u>D</u> | <u>SD</u> | <u>NO</u> | |
|-----------|----------|----------|-----------|-----------|---|
| () | () | () | () | () | (2) basic English vocabularies. |
| () | () | () | () | () | (3) compound words. |
| () | () | () | () | () | (4) connectives. |
| () | () | () | () | () | (5) other (explain) _____ |
| <hr/> | | | | | |
| | | | | | 4. In reading for comprehension you have problems with |
| () | () | () | () | () | (1) relative pronoun; you have to go back and read from the beginning of the sentence in order to know which word the relative pronoun refers to. |
| () | () | () | () | () | (2) the anaphoric; you don't know immediately which words (phrase or sentence) these words refer to. |
| () | () | () | () | () | (3) you don't know immediately the relationship between sentences that are joined with connectives. |
| () | () | () | () | () | (4) you think that one paragraph contains only one main idea. |
| | | | | | 5. The English reading passages to be taught for reading comprehension should be |
| () | () | () | () | () | (1) your specific field of study. |
| () | () | () | () | () | (2) daily life. |
| () | () | () | () | () | (3) novel. |
| | | | | | (4) other (explain) _____ |
| <hr/> | | | | | |
| () | () | () | () | () | 6. To what extent do you agree that excerpts from English magazines should be adapted for use in reading comprehension? |
| () | () | () | () | () | 7. To what extent do you agree that some parts from English textbooks should be taken out to serve as reading passage? |
| () | () | () | () | () | 8. To what extent do you agree that an excerpt from a daily newspaper column or any journal should be used for practice of reading comprehension. |
| () | () | () | () | () | 9. To what extent do you agree that sometimes a short cartoon series should accompany the lesson for practice comprehension or other skills? |

III. Rate yourself on the performance of the following English grammatical features. Circle the number that represents your performance.

- 1 = you have completed control
 2 = you have mastered them to a certain extent
 3 = you begin to have some difficulties
 4 = you have lots of difficulties
 5 = no opinion

1	2	3	4	5	
()	()	()	()	()	1. Use of passive construction.
()	()	()	()	()	2. Use of "impersonal it" construction.
()	()	()	()	()	3. Use of past participle form.
()	()	()	()	()	4. Use of present participle form.
()	()	()	()	()	5. Use of tenses.
()	()	()	()	()	6. Use of articles.
()	()	()	()	()	7. Use of prepositions.
()	()	()	()	()	8. Use of conditionals.
()	()	()	()	()	9. Use of complex sentences with subordinate clause and relative pronoun.
()	()	()	()	()	10. Use of modal.
()	()	()	()	()	11. Guessing the meaning of unknown vocabulary with the help of affixes.
()	()	()	()	()	12. Interpretation from graph, chart, table, diagram
()	()	()	()	()	13. Short composition or a paragraph writing.
()	()	()	()	()	14. Conversation, pronunciation in English.
()	()	()	()	()	15. Reading passages for comprehension.
()	()	()	()	()	16. Listening comprehension from dialogues, short stories and the like.
					17. From the sixteen items above, pick out only <u>five</u> items that you think deserve much practice in the learning of English reading comprehension in class by writing the numbers of the statements in order of importance from left to right (the extreme left number indicated the one you think needs to be practiced most in the class decreasing to the extreme right number, which means that item should receive the last practice among the five).

IV. Explain any other problems in learning English reading comprehension.

Discuss any suggestion or recommendation to help improve the English reading course.

(This IV Section is optional.)

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