

สำนักหอสมุดกลาง พระจอมเกล้าลาดกระบัง

**The Development of English Reading Materials  
for Undergraduate Students**

**Orasa Roykhaew**

เลขหมู่.....  
ลงทะเบียน.....  
รับเดือนปี.....

077942

29 ก.ย. 2559



E077942

**Faculty of Industrial Education**

**King Mongkut's Institute of Technology Ladkrabang**

**Bangkok Thailand**

b.....	12809901
i.....	

# TABLE OF CONTENTS

Page

<b>Chapter 1</b>	<b>Introduction</b>	1
<b>Chapter 2</b>	<b>Literature Review</b>	5
	What is reading?	5
	Theories of reading	7
	Purposes of reading	7
	Reading comprehension skills	8
	Related research	11
<b>Chapter 3</b>	<b>Research Methodology</b>	15
	1. Population and sampling	15
	2. Contents used in experiment	15
	3. Duration in experiment	15
	4. Variables	15
	5. Research instruments	15
	6. Research instruments development	16
	7. Method of data collection	16
<b>Chapter 4</b>	<b>Results of the study</b>	27
	Results	27
	The results of students' satisfaction questionnaire	28
	Students' satisfaction to English reading supplementary materials	30
<b>Chapter 5</b>	<b>Discussion and Conclusion</b>	33
<b>Bibliography</b>		35

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

# Chapter 1

## Introduction

### Introduction

English language is an international language which people around the world always use as a tool in their daily life. As part of the requirements for an international language, English reading skills are the important tasks of English teachers in many levels. English reading skills have been adapted for supporting the process of teaching and learning English. It allows teachers and students to integrate texts, passages, news, pictures and other media as tools into their classroom.

Of all the four major language skills – speaking, listening, reading and writing – the act of reading English books is probably the most difficult. Even in their foreign language, many people find reading a difficult activity. Reading English is made even more difficult by the English spelling system, a system of few rules and many exceptions.

Reading is also necessary to know the answers to a particular question or issue for which someone reads. To satisfy one's thirst for knowledge, reading books is necessary, and most of the books are in English. This is the reality of the present world. Teaching of the reading skills of English is very important for Thai students and it has no alternative.

Fortunately, with reading, as with most other skills, the more you practice, the easier it becomes. It is important, therefore, to read as often as you can. Any kind of reading will help: shopping ads, phone messages, magazines, newspapers, academic essays, textbooks, essays and so on.

Reading can be an individual activity – one which is done only for the benefit of the readers. More often than not, however, learning to read is a life-long process. People begin developing knowledge that they will use to read during their earliest interactions with families and communities. In their pre-school years, children learn to understand and use spoken language and learn about their word through meaningful interaction with others. Children also learn about written language as more experienced readers provide meaningful demonstrations of reading and writing.

From time to time people have wondered why reading is important. There seems so many other things to do with one's time. Reading is important for a variety of reasons. We will look at some of those fundamental reasons below, but it is important to realize that struggling with vital reading skills is not a sign of a low intelligence. Many highly intelligent people have struggled with reading although, when properly taught, most people can learn to read easily and quickly.

1. Reading is fundamental to function in today's society. There are many Thai adults who cannot read English language well enough to understand the instructions on a medicine bottle. That is a scary thought - especially for their children. Filling out applications becomes impossible without help. Reading road or warning signs is difficult. Even following a map becomes a chore. Day-to-day activities that many people take for granted become a source of frustration, anger and fear.

2. Reading English is a vital skill in finding a good job. Many well-paying jobs require reading as a part of job performance. There are reports and memos which must be read and responded to. Poor reading skills increases the amount of time it takes to absorb and react in the workplace. A person is limited in what they can accomplish without good reading and comprehension skills.

3. Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Lack of listening skills can result in major misunderstandings which can lead to job loss, marriage breakup, and other disasters - small and great. Reading helps children and adults focus on what someone else is communicating.

4. Why is reading important? It is how we discover new things. Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it.

5. Reading develops the imagination. TV and computer games have their place, but they are more like amusement. Amusement comes from two words "a" and "muse". Amusement is non-thinking activities. With reading, a person can go anywhere in the world. They can be a king, or an adventurer, or a princess. The possibilities are endless. Non-readers never experience these joys to the same extent.

6. In line with the above, reading develops the creative side of people. When reading to children, stop every once in a while and ask them what they think is going to happen next. Get them thinking about the story. When it is finished, ask if they could think of a better ending or anything that would have improved it. If they really like the story, encourage them to illustrate it with their own drawings or to make up a different story with the same characters. Get the creative juices flowing.

7. Reading is fundamental in developing a good self image. Nonreaders or poor readers often have low opinions of themselves and their abilities. Many times they feel as if the world is against them. They feel isolated everybody else can read - which isn't true and behavior problems can surface. They can perform poorly in other subjects because they cannot read and understand the material and so tend to "give up."

8. Why is reading important? Let's keep going. Good reading skills, especially in a phonics reading program, improve spelling. As students learn to sound out letters and words, spelling comes easier. Also, reading helps to expand the vocabulary. Reading new words puts them in their mind for later use. Seeing how words are used in different contexts can give a better understanding of the word usage and definitions than the cold facts of a dictionary.

9. There is an old saying, "The pen is mightier than the sword." Ideas written down have changed the destiny of men and nations for better or worse. The flow of ideas cannot be stopped. We need to read and research to build on the good ideas and expose the bad ideas before they bring destruction. Only by reading can we be armed in this never-ending, life-and-death struggle.

10. The fact of the power of written ideas communicated through reading is a foundational reason why some governments oppose free and honest communication. Illiterate people are easier to control and manipulate. They cannot do their own research and thinking. They must rely on what they are told and how their emotions are swayed. There is a good possibility that this is one of the main reasons phonics was removed from the schools about 100 years ago.

11. Finally, why is reading important? Reading is important because words - spoken and written - are the building blocks of life. You are, right now, the result of words that you have heard or read and believed about yourself. What you become in the future will depend on the words you believe about yourself now. People, families, relationships, and even nations are built from words. (Sources : <http://www.learn-to-read-prince-george.com/why-is-reading-important.html>6/12/2012)

## Statement of the problem

Importance of the reading skills of English has reached new heights in the present context of the globalized world.

Students will usually express their frustration and difficulties in a general way, with statements like "I hate reading!". But if they could, this is how students might describe how reading English difficulties in particular affect their reading:

- It takes me so long to read something. It's hard to follow along with everything going on.
- I didn't really get what that book was about.
- Why did that character do that? I just don't get it!
- I'm not sure what the most important parts of the book were.
- I couldn't really create an image in my head of what was going on.

As an English lecturer, most of my students at the undergraduate level cannot access English textbooks prescribed in their syllabus for their lack of required proficiency of reading skills in English.

My students also received substantial reading instruction in either whole word or phonetic reading systems, yet still so many, instructed in either system, simply cannot read. To understand the cause behind this reading disaster, consider that a substantial segment of the population has some form of auditory processing weakness; in many, this weakness is classified as severe.

From my experience, the weak auditory processing skills are the major cause of struggles for the students who read and spell below grade level. Some of my students with severely deficient auditory processing ability simply cannot read fluently or successfully.

I tried many frameworks for thinking about teaching and learning. Then, I found that English reading skills are very useful for my class. Therefore, I started with asking students' reading problems and their need assessment questionnaires. Then, I got their reading problems.

## Research Purposes:

1. To compare the students' English reading achievement before and after using English reading materials
2. To survey the students' satisfaction towards the English supplementary reading materials

## Chapter 2

### Literature Review

This study, conducted at King Monkut's Institute of Technology Ladkrabang, Bangkok, Thailand aims at investigating the students' problems face during their English reading. In order to provide supplementary English reading materials from students' need assessment, this chapter discusses the literature related to this research, and is comprised of the following sections: a summary of the theories and models of reading and an overview of the studies related to using English reading supplementary materials.

The researcher strongly believes that the students at KMITL, who have not studied for a long period of time and need to complete their bachelor degree, can be motivated their English reading performance if the researcher use English reading supplementary materials that match their interests and ask questions that draw out the students' prior knowledge and experience to enable them to understand more.

#### What is reading?

For the right focus in the research, it is important to define it and closely examine what problems students face while reading something in English. It is difficult to define reading in a word. Many researchers defined and analyzed it in many different ways. The perspective of reading differs from person to person depending on the person's individual attitude and aim towards printed words, from language to language considering the cause of reading and the content of the text. Therefore, the definition and meaning of reading depend, largely, on the purpose of the reader, on the text and textual contents, on the attitude of the readers towards the text, on the reading materials and on the experience and schemata of the reader. However, experts have tried to define it differently, in their own way of observation and thought.

Some argued that reading is a conceptual and thinking process through print, and the process is interpretative (Emerald et al. : 1982). Widdowson (1979) was of the same opinion that reading is the "process of getting linguistic information via print". Nuttall ( 1996:4) regarded reading as the process of " getting out of the text as nearly as possible the message the writer put into it." Williams ( 1996 : 2) stated reading as ' a process' through which one looks at and understands a written text. Grellet (1996:8) defined reading as 'an active skill'. Urquhart and Weir ( 1998:22) tried to give a precise, shortcut and acceptable definition of reading after observing and analyzing the definition of others. According to them, reading is the process of receiving and interpreting information encoded in language form via the medium of print.

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

There are different approaches to defining, analyzing and teaching reading as there are different schools of critics. According to new criticism, reading is just a process of recreating in our mind the mental condition of the authors or the writer. ( Eagleton, 1996 : 41)

Reading is not a passive skill. It requires frequent practice and exercise. According to Rauch and Weinstein (1968), "Reading improvement is possible and probable provided you work at it. There are no shortcuts, gimmicks, or panaceas that will cure all reading problems. In short, the more one reads, the better they will read, and the better one reads, the faster they will read (op.cit). To be an effective reader, one should make a logical link between the language of the text and his mental perception. Therefore, the language should suit the level and perception of the reader and, " should enable a student to enter inner worlds which become real to the perceiver." (Rolaff, 1973) The inner worlds of the reader and of the text and their structure play vital role in understanding the text. Students should enable themselves to enter the world of the text without seeking the help from the traditional teaching method of comprehension checks.

(Greenwood, 1998:89)

Reading is not just an act of going through the text. It involves certain attitudes and reactions towards the text a reader is reading. According to Grellet ( 1996:8) , reading " constantly involves guessing, predicting, checking and asking oneself questions." Rauch and Weinstein (1968) commented that reading "involves more than the ability to recognize and pronounce words correctly. It involves knowledge of language, the processing of message the text carries, guessing power of the reader to a certain extent, perception, psychomotor movements and emotional response. In one of the best-known papers on reading. According to Shaw ( 1959:viii), reading involves 're-creating' the thought and experience of the author, 'forming' images produced by the printed letters, and increasing vocabulary. It requires organizing and retaining ideas and impressions gained from the printed page.

Nuttall (1996: 41,62,78) stated that effective reading involves 'word attack' skill, 'sentence attack' skill and 'text attack' skill. To her, reading involves ' word attack' skill, 'sentence attack' skill and 'text attack' skill. To her, reading involves not only looking at sentences and words and going through them at random but also recognizing and understanding them intellectually. It helps students pick up new words, syntax and style of writing.

In short, a complete reading involves four steps: recognition of the written symbols, understanding the meaning or message of the text, reaction of the reader after completing reading and integration of the whole process.

## Theories of reading

Chandavimol said that reading is a skill that a reader uses to search for world knowledge, understanding and entertainment (Chandavimol, 1998). Moreover, reading is a matter of an intersection that involves the reader, the text, and the actual interaction between the reader and text (Aebersold & Field, 1997; Rumelhart, 1997).

There are various of text, and each one has a different style of writing, organization, pattern, grammar, vocabulary, and purpose. It is the readers' responsibility to know the difference between different texts in order to understand what the writer tries to convey them. Different readers may get different meanings from the same text. These differences are due to the differences in the readers' background knowledge, reading ability, aptitude, interest, classroom environment, and so on.

When considering the reading process, readers may use bottom-up, top-down or interactive processes when reading. Bottom-up process emphasizes the written or printed text, and proceeds from part to whole. The top-down process places emphasis on making predictions about a text using their experiential background or schemata they have acquired to understand the text. The interactive model stresses both what is written and what a reader brings to it using both top-down and bottom-up skills. (Cooter, 2010).

## Purpose of reading

When we read, we read for a variety of purposes. We sometimes read to get the main idea but not much more (e.g., skimming a newspaper story), and sometimes we read to locate specific information (e.g., scanning for a name, date, or term). Commonly we read texts to learn information (i.e., reading to learn), and sometimes we expected to synthesize information from multiple texts, or from a longer chapter or book, in order to take a critical position with respect to that information (i.e., reading to integrate and evaluate information. Perhaps most often, we read for general comprehension such as reading to understand main ideas and relevant supporting information. We also read for pleasure, with the intention of being entertained or informed, but not tested.

In academic settings, reading curriculum must account for how students learn to read for multiple purposes, including at least the reading

1. for skimming for general comprehension
2. for scanning for information
3. for learning new information
4. for synthesizing and evaluating information

Although these purposes might give the impression that there are very different ways to read a text, these differing purposes actually depend on a stable set of processes and skills that underlies all reading, though in differing combinations of relative importance. Thus, we can still talk about reading in the singular and define it as such, as long as we recognize that process and skills combine in differing ways depending on the reader's purpose ( Grabe & Stoller, 2001 : 187-188)

People read books and some resources for multifaceted purposes. They read books for a variety of reasons. They read to comprehend a text and answer comprehension to check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to decode message from a printed document and to get idea from inscription from any objects. Doff (1997:170) stated, "We usually have a purpose in reading: there is something we want to find out, some information we want to check or clarify, some opinion we want to match against our own etc." The reasons and purposes of reading a text differ from person to person because of their different opinions, backgrounds and experiences and schemata. Thus, a same text may be a source of diverse interests depending on the person concerned. According to the purposes of and reason for reading. Grellet (1996:4) has divided non-academic reading into two main criteria. They are reading for pleasure and reading for information.

## Reading comprehension skills

When one has read a text with understanding, has to comprehend it. However, comprehension is probably better regarded as a process – rather than a particular outcome or product – through which a reader interacts with a text to construct meaning. This view of comprehension emphasizes the deliberate, strategic, problem-solving process of the reader as he or she engages with a text. Durkin (1993) termed it as “the essence of reading.” The conceptualization of comprehension as a problem-solving process has guided much of the instructional research on the topic during the past 30 years. This research has provided us with a clearer vision of how best to help children acquire and use the strategies and skills that foster good comprehension. Several general characteristics of effective strategy instruction have arisen from this body of work. First, we know that it is important to instruction to be explicit (Duffy, 2002; Palincsar & Brown, 1984). The teacher needs to make covert thought processes obvious to the students through modeling, demonstrations, and guidance. It is also important for the teacher to provide temporary support, or “scaffolding” to help the student move toward independent application of strategies and skills, and the long-term goals of maintenance over time and generalization to related reading situations. (Palincsar & Brown, 1984; Duke & Pearson, 2002). Next, it is important for instruction to be sustained overtime. (Klingner et al., 2004; Pressley & Wharton-McDonald, 1997) Effective strategy instruction needs to be an integral part of reading instruction on an ongoing basis. In addition, instruction should be differentiated (Mosenthal, 1984; Spiro, 2001). Readers approach texts in varying ways that reflect ability, purposes for reading, and the overall context. Teachers need to respond to the learning needs of individual students and provide varied reading experiences that foster students’ abilities to use strategic approaches flexibly.

In spite of the solid research support for comprehension instruction, large-scale studies of classroom practices in elementary schools have indicated that, on the whole, teachers devote very little time to it (Durkin, 1978-79; Taylor et al., 2000). As Kamil (2004) noted that, effective comprehension instruction is far from simple. The problem may stem from a lack of training and a dearth of instructional resources. Making connections, a comprehensive program for improving the reading comprehension ability of students in grades 1 through 6, was developed to respond to this need. The program directly addressed the themes identified above. Strategies for successful reading are initially introduced through explicit, teacher-led instruction. There is a clear procedure for scaffolding instruction as children practice newly learned strategies and skills in a variety of reading situations with increasing independence. The program was designed to help teachers sustain emphasis on comprehension instruction throughout a given school year and across grade levels. Finally, making connections offered teachers a manageable range of options to help them provide differentiated instruction for all learners.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Many educators in the USA believe that students need to learn to analyze text even before they can read it on their own, and comprehension instruction generally begins in pre-Kindergarten or Kindergarten. But other US educators consider this reading approach to be completely backward for very young children, arguing that the children must learn how to decode the words in a story through phonics before they can analyze the story itself.

During the last century comprehension lessons usually consisted of students answering teachers' questions, writing responses to questions on their own, or both. The whole group version of this practice also often included "Round-robin reading", wherein teachers called on individual students to read a portion of the text.

In the last quarter of the 20th century, evidence accumulated that the read-test methods assessed comprehension more than they taught it. The associated practice of "round robin" reading has also been questioned and eliminated by many educators.

Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of "reading strategies," or tools to interpret and analyze text. There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring your reading to make sure it is still making sense, and analyzing the structure of the text. Some programs teach students how to self monitor whether they are understanding and provide students with tools for fixing comprehension problems.

(sources: [http://en.wikipedia.org/wiki/Reading\\_comprehension](http://en.wikipedia.org/wiki/Reading_comprehension))

## Comprehension strategies

Research indicates that good readers of all ages engage in conscious, active comprehension strategies before, during, and after reading (Pressley & Wharton-McDonald, 1997). Before reading, for instance, they may define their goals for reading and consider what they already know about a topic and the structure of a text. During reading, they typically activate relevant prior knowledge, make connections among important ideas, construct and test hypotheses, paraphrases key points, and try to resolve any comprehension difficulties that arise. As they read, they may make notes in the margins or underline portions of a passage. After reading, they may reread or skim the passage, summarize it or take notes. Good readers often continue to reflect on the meaning of a text long after they have read it. Finally, good readers use strategies flexibly depending on the type of text they are reading and their purpose for reading it.

## Related Research

Inspired by Krashen's input hypothesis, researchers have shown renewed interest in extensive reading in recent years. This seen most clearly in various trends adopted by ELT institutions. Students are urged to read independently by using the resources within their reach (Hedge, 2003)

Besides, there has been a growing interest in researching the value of extensive reading. Hafiz and Tudor (1989) conducted a three-month extensive reading programme as an extra activity. The subjects were Pakistani ESL learners in a UK school and their parents were manual workers with limited formal education. The result showed a marked improvement in the performance of the experimental subjects, especially in terms of their writing skills.

Hedge (2003) stated that any reading component of an English language course may include a set of learning goals for

- reading a wide range of texts in English, This is the long range goal more teachers seek to develop through independent readers outside EFL/ESL classroom.
- building a knowledge of language which will facilitate reading ability.
- building schematic knowledge.
- adapting the reading style for reading purpose such as skimming and scanning.
- developing an awareness of the structure of written texts in English.
- taking a critical stance to the contents of the texts.

Most researchers on reading now focus on the effective reading strategies that increase students' comprehension. Guthrie (1996) argued that most researchers study a single cognitive strategy, rather than conduct a long-term study of multiple strategies. Besides, few studies have addressed the issues related to "motivation" and "engagement".

It is the teacher's responsibilities to motivate reading by selecting the appropriate materials and especially for those at the early stages of learning. Guthrie and Humenick performed a meta-analysis of studies that manipulated several aspects of intrinsic motivation support for reading. These findings suggested that meaningful conceptual content in reading instruction increases motivation for reading and text comprehension. The second motivation-supporting practice showed that students who were provided choice of text performed higher on reading tasks than those with no choice. The third practice was using interesting texts. This confirmed Hedge's proposal that in selecting task texts, teachers should seek interesting texts and consider variety of topics.

Readers' interest can be revealed by setting "a reading interest questionnaire" where students check the fields that suit their interest, i.e. short stories, thrillers, science fiction, etc. Since "each learner will have different strengths to build on and different weaknesses to overcome", there is no one defined reading methodology. In her functional approach to reading, Moorman & Ram (1994) focus on science fiction genre since "stories offer many opportunities for creative reading."

Carrell and Eisterhold (1983) argued that for the beginning reader, the Language Experience Approach (LEA) proposed by Rigg in 1981 is an excellent way to control vocabulary, structure, and content. The basic LEA technique uses the students' ideas and the students' own words in the preparation of beginning reading materials. The students decide what they want to say and how to say it, and then dictate to the teacher, who acts as a scribe. LEA works because students tend to be able to read what they have just said. The students, in effect, write their own texts, neutralizing problems of unfamiliar content.

Similarly, Abraham (2002) stated that an interactive approach demands that the teachers activate the students' schema during the pre-reading phase by helping students recognize the knowledge that they already have about the topic of a text i.e. through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. Such activities are called "pre-reading strategies". As Orasanu (1986) explicated the notion of "schema" or background knowledge which can be thought of as a framework containing slots to be filled by incoming text information. For example, if a reader is presented with a text about going on vacation, he or she would likely have a slot in the vacation schema for packing a suitcase. Text statements about folding clothes or carrying bags could then fill the slot. If a reader did not have a vacation schema with a "suitcase-packing slot," the information about clothes and bags might not be readily understood.

Gilani (2012: 78-95) studied Impacts of Learning Reading Strategy on Students' Reading Comprehension Proficiency. His findings indicated that reading strategies had a positive effect on the English reading comprehension proficiency.

Lai, Tung and Lao studied *Theory of Reading Strategies and its Application by EFL Learners: Reflections on Two case studies*. The findings of this study could potentially become a reference for in-service teachers in Taiwan or for similar case studies investigating EFL students' understanding and utilization of reading strategies.

Sookchotirat (2005) suggested that reading skill is the most important skill as it is the basis of all the success in one's life. Good readers can gain more knowledge of any kind from reading. Reading makes the reader more knowledgeable, have wider perspectives and vision. Reading helps the reader get new ideas leading to cognitive development. When the readers transfer what they read to apply with their own idea a new perspective or idea is created.

However, there have been problems in English teaching in all educational levels in Thailand, including elementary, secondary and university level. Graduates of each educational level do not have reading ability they should have. Generally, it can be claimed that the problem was caused by the inadequacy of teaching and learning time. Teaching reading is a continuing process; it should be given continuously from the first to the highest educational level. Teaching reading to learners at very young age is, therefore, the basis for the higher level.

Chandavimol (1988) suggested that in general practice of teaching reading, the learner would be assigned a reading task to read by themselves and do the post-reading exercises. In such reading activity, the teacher did not provide any activities that could motivate the reader or achieve better comprehension. Chatwirote (2003) suggested that the teachers could provide reading promoting activities, such as the activities that interest the learners. The activities should contain the reading objectives that suit the learners and teacher's interest.

Reading is the process of teaching reading, the teacher should have suitable steps of teaching reading. There should be a pre-reading step to prepare the reader before they read the whole material. The instructor should provide them with the pre-reading the learners did not have any background knowledge it would be the teachers' responsibility to provide the background knowledge to the learners in order that they could achieve the most comprehension from the reading. The teachers should provide the learners with various pre-reading activities that help them have certain amount of background knowledge about the reading text because the schema would help the reader get better comprehension.

( Palita Thongyon and Thanyapa Chiramanee, 2011 :3)

## General implications from research for reading instruction

Based on the criteria for fluent reading and findings from reading research, we see ten key implications for reading instruction. Basically, teachers can address the academic reading needs of their students by doing the following:

1. Helping students build a large recognition vocabulary
2. Providing explicit language instruction to help students build a reasonable foundation in English language
3. Addressing the range of skills needed for successful comprehension
4. Introducing students to discourse-organizing principles through the use of graphic representations and other practices
5. Helping students become strategic readers by focusing on metacognitive awareness and strategy learning
6. Giving students the opportunities to read so that they develop reading fluency and automaticity
7. Making extensive reading and broad exposure to English language texts a routine practice, in and out of class
8. Motivating students to read
9. Integrating reading and writing instruction
10. Developing effective content-based instruction for authentic integrated-skills tasks.

Beyond these ten implications is the overarching principle that students become better readers only by doing a lot of reading. There are no short-cuts. All researchers agree on this principle.

( Grabe & Stoller, 2001 : 188)

# Chapter 3

## Research Methodology

This research is a descriptive quantitative research, as findings are based from students' English reading ability. It also examined whether reciprocal teaching enhanced the proficient and less proficient students' English reading ability. It was a pre-experimental research.

The research methodology used in this study consisted of a mixed method approach that combined both the quantitative and qualitative data collection and analysis. This chapter then describes the research design, the participants, and the setting of the study and its variables. It also describes the instruments and the procedure used for collecting the data. The analysis together with the statistical procedure is also discussed at the end of this chapter.

### 1. Population and sampling

1. The population of this study was undergraduate students at King Mongkut's Institute of Technology Ladkrabang, in second semester of 2011 academic year. There were 65 Management students.

2. The sample consisted of 35 students, and they were purposively selected as the experimental group.

### 2. Contents used in experiment

The topics consisted of 8 chapters which was chosen based on students' need assessment questionnaire.

### 3. Duration in experiment

The experiment ran for 16 weeks.

### 4. Variables

Variables in this study were as follows:

The English reading ability of students before and after the class.

The satisfaction of students with English reading supplementary materials.

### 5. Research instruments

5.1 The 8 chapters of English reading supplementary materials.

5.2 60 items of Pre-test and Post-test

5.3 A need assessment questionnaire and need analysis constructed by the researcher.

5.4 A questionnaire constructed by the researcher assessing satisfaction with the English reading supplementary materials.

## 6. Research instrument development

The researcher constructed the English reading supplementary materials, pre-post tests, a need assessment and need analysis questionnaire and a satisfaction questionnaire.

6.1 The researcher purposively selected 35 Management students of King Mongkut's Institute of Technology Ladkrabang. They were undergraduate students, which were studying English for Management II Course in the academic year 2011.

6.2 The researcher required both library research and empirical investigations, that is, suitable research methodology and instrument have to be used by the researcher. The empirical research of this study focused the problems students face during their reading, the reading pedagogy, materials and tests currently in use in the classes, present state of the reading skills of the students at the intermediate level.

6.3 Purpose of the empirical investigation by surveying students who were the third year students. It has already been stated that this research sought to investigate the problems students face during their English reading and their needs assessment, examines the actual state of studying English reading skills at the intermediate levels at King Mongkut's Institute of Technology, Ladkrabang, find out the extent to which newly English reading supplementary materials to develop the English reading skill of the students.

## 7. Methods of data collection

Several types of methods are used to collect data for the research. The important methods include:

- a) Distribute and survey by using questionnaire survey for English reading needs assessment and students' need analysis.
- b) Try out and develop reading English pre-test and post-test examination
- c) Teach reading English by using English reading supplementary materials
- d) Evaluate students' growth by using pre-post tests.
- e) Collect satisfaction questionnaires of students toward English reading supplementary materials.

**a) Distribute and survey by using questionnaire survey for English reading assessment**

It is a popular method of collecting data. In this method a questionnaire containing a set of questions or statements is sent to the respondents with a request to answer those. After answering the questions, the respondents return it to the researcher.

According to students' centre, the researcher did the questionnaire survey for English reading assessment. It was developed from some surveys from many websites and the specialists' suggestions and the criteria of Kothari (op. cit.).

**b) Try out and develop reading English pre-test and post-test examination and English reading supplementary materials**



Table 1 IOC scores for the pretest &amp; post test

Items	Specialist 1	Specialist 2	Specialist 3	Total
1	-1	1	1	0.33
2	0	1	1	0.67
3	1	1	1	1
4	1	1	1	1
5	1	1	0	0.67
6	1	1	1	1
7	1	0	1	0.67
8	1	1	1	1
9	1	-1	1	0.33
10	1	1	1	1
11	1	1	1	1
12	1	1	1	1
13	1	1	1	1
14	1	1	0	0.67
15	1	1	1	1
16	1	1	1	1
17	1	1	1	1
18	1	1	1	1
19	1	1	1	1
20	1	1	1	1
21	1	1	1	1
22	1	1	0	0.67
23	1	1	1	1
24	1	1	1	1
25	1	1	1	1
26	1	1	1	1
27	1	1	1	1
28	1	1	1	1
29	1	1	1	1
30	1	1	0	0.67
31	1	1	1	1
32	1	1	1	1
33	1	1	1	1
34	1	1	1	1
35	1	1	1	1
36	1	1	1	1
37	1	1	1	1
38	1	1	1	1
39	1	1	1	1
40	1	1	1	1

Items	1	2	3	Total
41	1	1	1	1
42	1	1	1	1
43	1	1	1	1
44	1	1	1	1
45	1	1	0	0.67
46	1	1	1	1
47	1	1	0	0.67
48	1	1	1	1
49	1	1	0	0.67
50	1	1	1	1
51	1	1	1	1
52	1	1	1	1
53	1	1	0	0.67
54	1	1	1	1
55	1	1	1	1
56	1	1	1	1
57	1	1	1	1
58	1	1	-1	0.33
59	1	1	1	1
60	1	1	1	1
61	1	1	0	0.67
62	1	1	1	1
63	1	1	1	1
64	1	1	1	1
65	-1	1	1	0.33
66	1	1	1	1
67	1	1	1	1
68	1	1	1	1
69	1	1	1	1
70	1	1	1	1
71	1	1	0	0.67
72	1	1	1	1
73	1	1	1	1
74	1	1	1	1
75	0	1	1	0.67
76	0	1	1	0.67
77	0	1	1	0.67
78	1	1	-1	0.33
79	1	1	1	1
80	1	1	1	1

The test had 80 items and three specialists examined, corrected and improved the accuracy, validity and reliability of the language and contents of the test. Then, the pre-test and post-test had 60 items.

### **c) Teach reading English by using English reading supplementary materials**

After studying the students' language need assessment and their interests, the students need to read faster, they liked to translate from English into Thai language, and they have the purpose to read the passages. Overall, they read slowly, some of them had the purposes to read but they could not understand the details of the passages. They could not guess the topics of the passages or find inferences from the passages very fast. But they tried to guess what the content of the text is about.

The researcher conducted the research as the following steps.

1. The researcher used the chosen topics to do English reading supplementary material. There were 15 chapters. The English reading supplementary material were constructed from the passages from textbooks, the Internet and newspaper. Then, the researcher developed them from IOC scores before using them with the students.

2. The researcher studied some methodologies from the books of language theories. There were three steps for teaching reading.

1. Pre-reading
2. While-reading
3. Post-reading

#### **1. Pre-reading**

During pre-reading:

- Assess students' background knowledge of the topic and linguistic content of the text
- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess
- Clarify any cultural information which may be necessary to comprehend the passage
- Make students aware of the type of text they will be reading and the purpose(s) for reading
- Provide opportunities for group or collaborative work and for class discussion activities

### Sample pre-reading activities:

- Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information
- Looking at pictures, maps, diagrams, or graphs and their captions
- Talking about the author's background, writing style, and usual topics
- Skimming to find the theme or main idea and eliciting related prior knowledge
- Reviewing vocabulary or grammatical structures
- Reading over the comprehension questions to focus attention on finding that information while reading
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Doing guided practice with guessing meaning from context or checking comprehension while reading

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, the researcher will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves.

### 2. While-reading

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

True or False and Yes-No questions quoting the evidence : read the questions first and then read the text once trying to find the answers or scanning and other related reading activities.

Vocabulary: Work on some words that might be new. Try to infer the meaning from the context.

### 3. Post-reading

Post-reading activities were divided into several types.

All of my students agreed that summarizing would help them see the whole picture of reading passages. Additionally, when they did the exercises and could not answer the questions, they went back to the passage that related to the questions to find out the answers. Moreover, they felt relaxed to work with their friends.

### 3. Lesson construction

The researcher followed Willis and Elaine ideas. Then, the researcher composed and compiled from textbooks, the Internet and newspaper columns to develop lesson construction. Then, the researcher constructed the supplementary reading materials and the pre-post tests in the following way:

First, the researcher studied the objectives of EFL supplementary reading materials, and focused on English reading skills and strategies such as reading for main ideas, topic sentences, references, etc.

Secondly, the researcher derived 15 chapters from the needs assessment of 30 students regarding topics required for undergraduate students' interests. They were modified to suit undergraduate KMITL students by giving the students vocabulary guidelines and meanings, simplifying structures of language and applying the contents to English reading instruction. Then, the table of contents specification was designed by determining the objectives, contents, topics, desired reading skills, reading activities, and evaluation.

Finally, the constructed table was examined for IOC by specialists. There were 8 chapters with some reading activities. The researcher developed the lessons from content validity.

$$IOC = \frac{\sum X}{N}$$

IOC replaces index of item-objective congruence  
N replaces number of specialists

**Table 2 IOC scores for the English reading supplementary materials**

Chapters	Specialist1	Specialist 2	Specialist 3	Total
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	0	0	0.33
5	1	1	0	0.67
6	1	1	1	1
7	1	1	0	0.67
8	1	1	1	1
9	1	1	0	0.67
10	1	1	1	1
11	1	1	1	1
12	1	1	1	1
13	1	1	0	0.67
14	1	0	-1	0
15	1	0	1	0.67

Table 3 Percentage of try out scores from chapters testing

Student number	Ch 1 (20)	Ch 2 (20)	Ch 3 (20)	Ch 4 (20)	Ch 5 (20)	Ch 6 (20)	Ch 7 (20)	Ch 8 (20)	Total (160)	The scores after studying (60)
1	13	14	12	15	18	12	12	17	113	58
2	15	15	13	14	17	14	15	18	121	57
3	17	14	12	17	13	12	18	14	117	55
4	15	12	14	18	15	16	15	14	119	59
5	14	14	13	16	17	16	17	18	125	55
6	15	15	17	18	14	14	17	13	123	57
7	12	18	12	19	18	18	14	17	128	52
8	15	18	18	14	15	16	17	15	128	51
9	17	14	18	15	16	17	18	17	132	52
10	18	18	16	17	18	14	14	17	132	50
11	17	18	14	14	17	14	17	18	129	58
12	12	19	18	18	14	16	19	14	130	58
13	17	18	14	14	17	15	14	17	128	59
14	12	19	18	18	14	18	15	16	130	52
15	17	18	14	14	17	17	17	17	131	50
16	12	19	18	18	14	14	14	14	123	51
17	17	18	14	14	17	17	17	17	131	54
18	12	19	18	18	14	14	14	14	123	56
19	17	17	18	14	14	17	17	17	131	56
20	14	12	19	18	18	14	14	14	123	54
21	17	17	18	14	14	17	17	17	131	58
22	14	12	19	18	18	14	14	14	123	52
23	17	17	18	14	14	17	18	18	133	52
24	14	12	19	18	18	14	19	19	133	57
25	17	17	18	14	14	17	18	18	133	57
26	14	12	19	18	18	14	19	19	133	55
27	17	17	17	15	17	18	14	14	129	52
28	14	14	18	14	12	19	18	18	127	51
29	17	17	16	19	17	18	14	14	132	54
30	14	14	14	14	12	19	18	18	123	54
Mean	15.10	15.93	16.20	16.03	15.70	15.73	16.13	16.23	127.07	54.53
Percentage	75.5	79.65	81	80.15	78.5	78.65	80.65	81.15	79.42	90.88

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

According to table 3, shows that the students got 90.88 % from 160 scores. In conclusion, the efficiency of reading English supplementary materials from lesson testing group is 79.42/90.88.

#### 4. Pre-test and post-test

Students were given pre and post tests. The tests had the same format and consisted of 60 items. The duration of each test was 60 minutes. The researcher used the textbook, journal articles and the passages from the Internet and related research as an outline to create the test. The researcher also, created a table of specifications including reading skills and then created one set of pre-test and post-test. The researcher derived the difficulty and discrimination of the tests (P-R value) from standard criteria consisting of 60 items. Three experts examined, corrected and improved the accuracy, validity and reliability of the language and contents of the test. The test had a difficulty level between 0.20-0.80 and a rank of discrimination at 0.20 or over. The calculation of the test reliability was used K-R 20 by Kuder-Richardson. ( Boonriang, 2000). Then , the pre-test and post-test was used to sampling of the research.

Questions rated less than 0.5 by the specialists were considered and improved. The data obtained from a small group experiment was analyzed to find reliability by using  $\alpha$  Coefficient formula stated by Cronbach. (Cronbach, 1974) Coefficient of reliability was 0.90.

#### 5. The satisfaction questionnaire

The researcher created a questionnaire to investigate student satisfaction with this type of EFL supplementary reading materials. The questionnaire was constructed the answer to each question was separated into five rating scales as demonstrated by Likert. The rating scales in the questionnaire were

5	refers to strongly agree
4	refers to agree
3	refers to moderate
2	refers to disagree
1	refers to strongly disagree

There were four components of satisfaction which were content, instructional design, teaching-learning activities, instructor and evaluation. The data from the specialists was applied with the following formula:

$$IOC = \frac{\sum X}{N}$$

IOC replaces index of item-objective congruence  
N replaces Number of specialists

## 6. Data collection

The program was first tested on a single group of students, and then on a small group of students, before being used on an actual class. Therefore, there were three phases of data collection:

### Phase 1

One group of students who were not included in the test group went through the supplementary reading English materials, and took the 80 items pre – post tests. This enabled the researcher to investigate students' behavior and troubleshoot problems and the pre-post tests.

Then the researcher used the experts' comments and the problems from the population to develop the supplementary reading English materials and the pre-post tests. Finally, the researcher chose 60 items for the research .

### Phase 2

Reading English needs assessment questionnaires were used for developing the materials and the pre-post tests before being used with the sample group.

### Phase 3

Pre-test and post-test were given to all 35 students after each of the eight chapters. The statistics used in the data analysis consisted of mean ( $\bar{X}$ ), standard deviation (S.D), percentage and rank order of scores in each chapter. The pre- tests scores got a mean score 33.60 and S.D. 6.05. Then, the post-test scores got a mean score 43.28 and S.D. 5.72. The difference between the pre-test and post-test scores was 9.68.

## 7. Statistic used in data analysis

1. The lesson effectiveness was determined by using percentage of try out scores from chapters testing and the students' growth after using the difference between the pre-test and post test.
2. The comparison between the pretest and posttest was done by using t-test, which was calculated by SPSS / PC Windows XP.
3. The data from the questionnaire were rated to find the mean and standard deviation and then translated based on criteria developed by Likert's scales as follows:

- 5 refers to strongly agree
- 4 refers to agree
- 3 refers to moderate
- 2 refers to disagree
- 1 refers to strongly disagree



## Chapter 4 Results of the Study

This chapter provides a descriptive analysis and meaning analysis of competence development in English reading skills of KMITL undergraduate students. The study was conducted with the purpose of the efficiency of an English reading supplementary materials would develop undergraduate KMITL students' reading skills. The English reading supplementary materials would enhance students' reading skills proficiency.

### Results

The students' growth shown in Table 4. Figure 1 and figure 2 provided descriptive data regarding their age, and education backgrounds.

The means and standard deviations of the pre-test and post-test reading scores for the experimental group are presented in Table 4. The means and standard deviations of pre- and post-test total reading scores suggest strong main effects for them. Compared with the pre-test total scores (Mean = 33.60), students' total scores from the post-test after using the English reading supplementary materials and the reading strategy training were significantly improved (Mean = 43.28). The comparison of the before and after tests for the 35 students were as follows:

**Table 4**

Test	Number of sample	Total score	$\bar{X}$	S.D.	D'	S.D. D'	t	Sig
Pre-test	35	60	33.60	6.05	9.68	0.33	32.83	0.000*
Post-test	35	60	43.28	5.72			44.71	

\*Statistical significance at 0.05 level

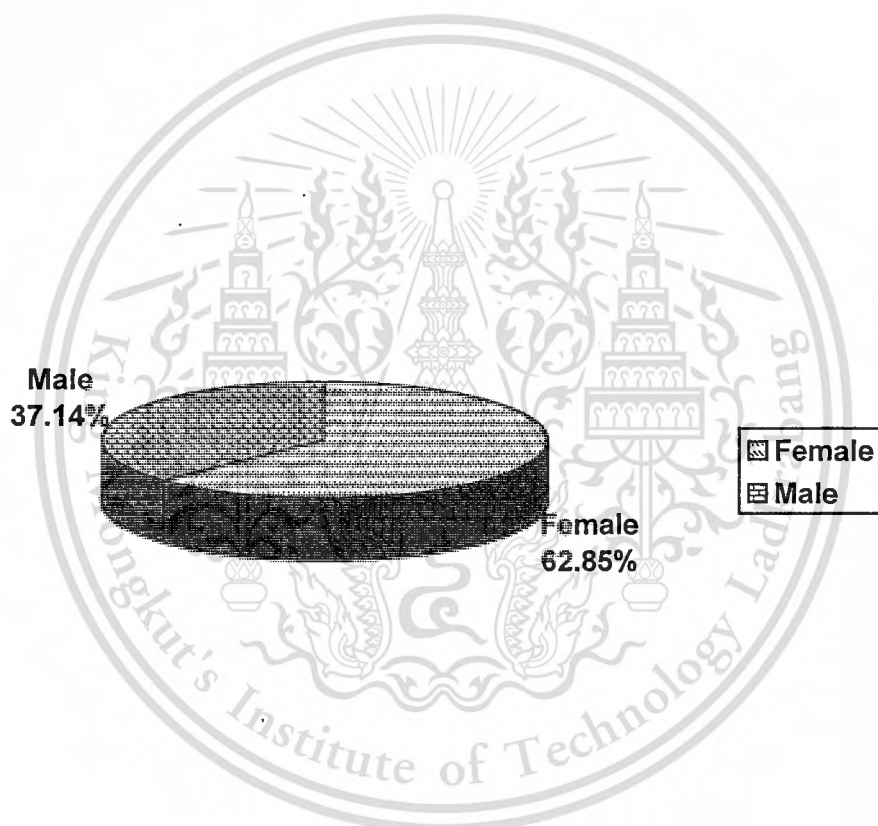
The post-test scores were higher than the pre-test (33.60 out of 60). The difference between the pre-test and post-test scores was 9.68, and for the t-test it was 44.71. Results indicated that students reading ability was improved by the course, affirming objective research and question research.

### The results of the student satisfaction questionnaire were as follows:

Participants in this research study were very satisfied with their experience in English reading supplementary materials. The domain analysis showed that students were overall satisfied with the implementation of English reading supplementary materials.

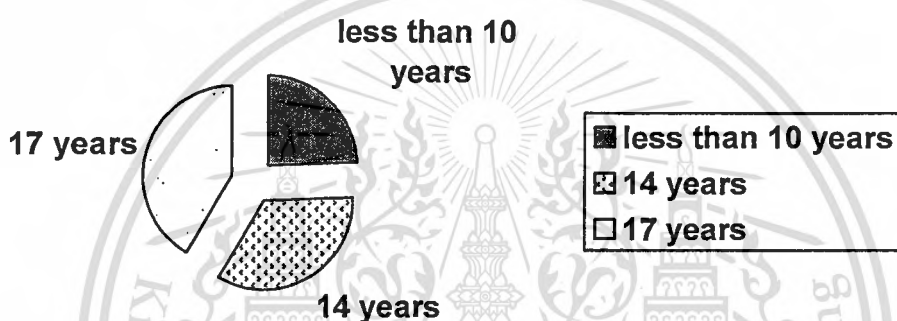
The analysis in the second figure indicated that 62.85% of the participants were female and 37.14 % of the participants were male. Regarding students' years of studying English, 48.57% of the participants have been studying English for 17 years; 40% of the participants have been studying English for 14 years and 28.57% of the participants have been studying English for 10 years or less than 10 years.

Figure 1

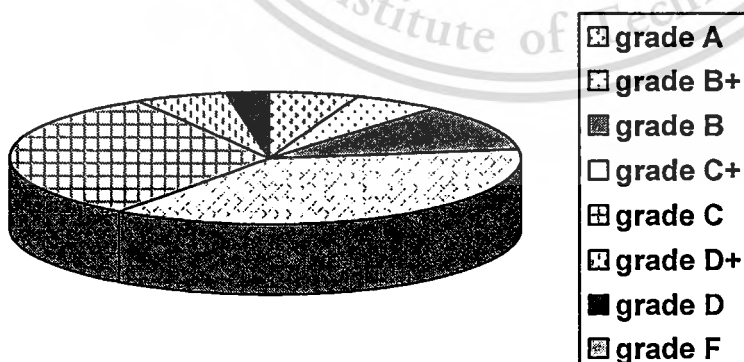


**Figure 2**

Students' experience with English study. The third figure shows the years of students have studied English before using English reading supplementary.



From students' experience, the most average grade of students' recent English subject was C. 69% of students got C.



The domain analysis in the fourth figure indicated that students were overall satisfied with the English reading supplementary materials. Based on Five-Point Likert scale, the degrees of students' satisfaction were as follows:

- (1) The highest mean score was the confidence of the students when they read other English passages 4.6571 (S.D = .72529);
- (2) There were enough necessary exercises for studies and they got supportive feedback from the lecturer 4.6286(S.D=.77024);
- (3) The contents were easy to read and practice, they knew what they were supported to learn during the practical learning period and they could do other English skills more easily after they studied English reading supplementary materials 4.6000 (S.D =.73565).

Results indicated that students' satisfaction for English reading supplementary materials, affirming question research.

**Table 5 Students' satisfaction to the English reading supplementary materials**

Questionnaire	N	Mean	Std. Deviation
QNN1	35	4.6286	.77024
QNN2	35	4.3714	.94202
QNN3	35	4.6000	.65079
QNN4	35	4.4000	.91394
QNN5	35	4.3714	.87735
QNN6	35	4.4571	.85209
QNN7	35	4.5429	.65722
QNN8	35	4.1714	.95442
QNN9	35	4.5714	.73907
QNN10	35	4.4286	.73907
QNN11	35	4.3429	.80231
QNN12	35	4.3143	.79600
QNN13	35	4.2571	.74134
QNN14	35	4.4571	.74134
QNN15	35	4.6286	.54965
QNN16	35	4.6000	.73565
QNN17	35	4.6571	.72529
QNN18	35	4.4000	.73565
QNN19	35	4.5429	.74134
QNN20	35	4.6000	.73565

## The results of the students' scores of all eight chapters

The highest scores after studying English reading supplementary materials derived from chapter 3 which the mean was 15.8857 (S.D = 2.57558). The lowest scores derived from chapter 1 which the mean was 14.7143 (S.D =2.12231).



## **Chapter 5**

### **Discussion and Conclusion**

#### **Results:**

The research samples at KMITL were obtained by purposive method on students in 2012 the academic year. The confidence level of the sampling was 99 percent.

The research instruments consisted of three sets of constructed English skill pre-tests and post-tests based on objectives of the English reading skills at university level of education. The tests were standardized through the classical model of test-item analysis to improve the items, and through the comments from specialists to select only those items that fit the IOC for the research. Statistical analyses used to study and compare the students' English skills were arithmetic means, and t-tests. In addition, the Pearson product-moment correlations were employed to discover the relationships between the skills in the sound modality and the graphic modality, and between the skills of using English and knowledge of the English language components.

The research findings could be summarized as follows:

The means and standard deviations of the pre-test and post-test reading scores for the experimental groups indicated that students reading ability was improved by the course, affirming objective research and question research. The post-test scores were higher than the pre-test (33.60 out of 60). The difference between the pre-test and post-test scores was 9.68, and for the t-test it was 44.71. Statistical significance at 0.05 level.

#### **Discussion and conclusion**

A previously stated, learning to read in the elementary years is an essential stepping stone toward successful educational performance and advancement. In general, English reading skills exhibited higher correlations with the receptive language skills.

The findings of the power of reading skills led to the university studying skills. The findings confirmed the English reading skills into receptive, productive on the one hand and sound and graphic on the other as being entities with classifiable features.

Other outcome of the study: English curriculum for a technology-oriented institution of higher learning should be developed to suit students' levels of English skills, abilities, and their needs for English use.

The outcome of this research will be beneficial for classroom English language. Lecturers who teach undergraduate students may want to teach the students to use reading strategies and bring students' need assessments and their interests to develop their lessons.



## Bibliography

Aebersold, J.A., & Field, M.L. (1997). **From Reader to Reading Teacher**. Cambridge : Cambridge University Press.

Blanchard, Karen and Root, Christine. (2005). **Ready to Read Now**. New York : Pearson Education.

Carrell, P.L. (1988). **Interactive Text Processing: Implications for ESL/second language classrooms**. In Carrell, P. L. et al. (ed), pp. 239-59. op. cit. Carrell, P. L. and Eisterhold. 1983. "Schema theory and ESL reading pedagogy". *TESOL Quarterly*, 18. pp. 553-75.

Chandavimol, M. (1998). **Reading Comprehension : An Active Engagement or a Passive Experience?** *PASSA*, 28, 31- 42

Cooter. (2010). **Reading Benchmark Skills K3 Doc Free Ebook**. Excerpt From [ebookbrowse.com/cooter-reading-benchmark-skills](http://ebookbrowse.com/cooter-reading-benchmark-skills).

Doff, A. (1994). **Trainers Handbook: Teach English: A training course for teachers**. Cambridge: Cambridge University Press.

Eagleton, T. (1996). **Literary Theory: an Introduction**. Oxford: Blackwell Publishers Ltd.

Elder, J. (2004). **Exercise Your College Reading Skills: Developing More Powerful Comprehension**. New York: McGraw-Hill Higher Education.

Faust, Jean., Johnson, Susan and Templin, Elizabeth. (2002). **Steps to Academic Reading 4**. Boston : Thomson / Heinle.

Greenwood, J. (1998). **Class Readers**. Hong Kong: Oxford University Press.

<http://www.aacc.edu/tutoring/file/skimming.pdf>11/802/2013

<http://wps.ablongman.com/wps/grader20/02/2555>

<http://academic.cuesta.edu/acasupp/as/309.HTM>

<http://42explore.com/skim.htm>11/02/2013

<http://www.informatics.sussex.ac.uk/research/groups/nlp/gazdar/teach/nlp/nlpnode153.html>12

<http://www.learn-to-read-prince-george.com/why-is-reading-important.html>6/12/2012

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

<http://www.lhu.edu.tw/m/oa/synthetic/publish/publish/26/11>

<http://www.teachingenglish.org.uk/knowledge-database/cataphoric-reference12/02/2013>

[http://en.wikipedia.org/wiki/Reading\\_comprehension](http://en.wikipedia.org/wiki/Reading_comprehension)

Jeffries, Linda and Mikulecky, Beatrice S. ( 2009) **Basic Reading Power!**.  
New York, Pearson Education, Inc.

Karen, Blanchard and Christine, Root. (2005). **Ready To Read Now.**  
New York : Pearson Education, Inc.

Kothari, C. R. (2006). **Research Methodology: Methods and Technique.**  
New Delhi:

Marshall, B. (2002). **Preparing for success : a guide for teaching adults ESL earners.** Available from <http://calstore.cal.org/store>

Mohan, Bernard. (1986). **Language and Content.** M.A : Addison-Wesley.

Suphawat, Pookcharoen. (2011). **Reading Mastery.** Bangkok : Samladda co. Ltd.

Widdowson, H. (1978). **Teaching Language as Communication.**  
Oxford: Oxford University Press.