

A Study of English Reading Strategies and Reading Motivation Used by Thai-Nichi Institute of Technology Students

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Abstract— The purposes of this research were 1) to study English reading strategies and reading motivation of Thai-Nichi Institute of Technology students 2) to compare using English reading strategies and reading motivation of Thai-Nichi Institute of Technology students according to genders, ages, majors and level of academic years and 3) to gather opinions and suggestions about English reading strategies and reading motivation of Thai-Nichi Institute of Technology students.

Research samples were 542 undergraduate students at Thai-Nichi Institute of Technology in 2011 academic year, derived through simple random sampling technique. Instruments used for gathering the data were the rating-scale and open-ended questionnaire. Statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

Research findings were as follows:

1. Students had a high level of English reading strategies using and English reading motivation, when considered in each aspect. It was found that both using English reading strategies and English reading motivation were shown as high level.

2. Students with different genders had no differences in English reading strategies using and motivation in English reading in total and in each aspect.

3. Students with different ages had no differences in English reading strategies using and motivation in English reading in total and in each aspect.

4. Students with different academic majors had statistically significant differences in English reading strategies using and English reading motivation on overall at the level of .05. When considered in each aspect, it was found there were statistically significant differences in using English reading strategies and English reading motivation at the level of .05.

5. Students with different level of academic year had no differences in English reading strategies using and motivation in English reading in total and in each aspect.

6. Students at Thai-Nichi Institute of Technology in academic year 2011 had additional suggestions as following: to teach reading for main ideas; to teach vocabulary; to use English movies and cartoon in teaching-learning; to increase teaching materials in modern form.

Keywords— English Reading Strategies, English Reading Motivation

I. INTRODUCTION

Operating under the philosophy of “disseminating knowledge, building economic base”, Thai Nichi Institute of Technology (TNI)’s main objective is to produce graduates equipped with knowledge in technological advancement and competence in industrial management.

Apart from technological knowledge and management skills, all TNI programs also focus on the development of students’ language skills, particularly skills in communicating in Japanese and English. In order to achieve this objective, students are required to study English for at least 3 core courses [1].

Strategy training in language learning has been topical since 1970s and a large amount of work has been done on identifying the strategies used by both successful and less successful learners. Lately, there is an increasing interest in the role of strategies and motivation on reading instruction. While previous reading research has focused on reading strategy use among good and poor readers, researchers are examining readers’ awareness of strategies during the reading process. Reading strategy knowledge or awareness is knowledge about learners’ themselves, the tasks they face, and the strategies they use [2]. Applying reading strategies in the language learning field, it refers to the action that one uses for planning, organizing, evaluating, and monitoring of his or her language learning [3].

Reading plays an essential role in our lives. It is so much a part of everyday living that one can hardly imagine life without it. Reading is also uniquely individual and flexible. Recently, reading retains its importance as an important skill for learners of any language. For most of them, it is the most significant skill to master in order to ensure success in learning (Alderson, 1984). Furthermore, reading strategies function to monitor and regulate reading strategies [4, 5]. These include “checking the outcome of any attempt to solve a problem, planning one’s next move, monitoring the effectiveness of any attempted action, testing, revising, and evaluating one’s strategies for learning” [2]. For example, skimming any text for key information requires a critical strategy, while evaluating the effectiveness of skimming as a technique involves strategies [4]. Some researchers classify

reading strategies according to the time they are used – before, during, or after reading. Others categorize these strategies as either global or local according to the part of the text on which they focus [6]. Aebersold and Field [7] maintain that while reading, people’s minds constantly engage in different complex processes. They start by processing information at the sentence level by using bottom-up strategies. They focus on identification of a word’s meaning and grammatical category, on sentence structure, on text details, and so forth. During this process, readers constantly check their own schemata to see if the new information fits using top-down strategies such as background knowledge and prediction [8,13].

Teaching-learning English language of TNI students has problem in reading and they also lack of motivation in reading because instructional contents are not interesting. The contents are not suitable to culture and to using in daily life of TNI students. Wanida Duanglit [9] advocated that problem in teaching reading was instructional contents because difficulty of content and it was not suitable to recent situation and the learners were not interested and did not understand culture of language. Thus, instructional management must depend on learner’s interesting and ability that make motivation in reading of the learner.

In conclusion, the researcher created English reading strategies and motivation questionnaire which passed checking from experts for survey English reading strategies and motivation of TNI students in first semester, academic year 2011 and the results derived from research will be guideline in improvement and development instruction and instructional materials in the next occasions.

Research Purposes

The purposes of this research were 1) to study English reading strategies and reading motivation of Thai-Nichi Institute of Technology students, 2) to compare using English reading strategies and reading motivation of Thai-Nichi Institute of Technology students according to genders, ages, majors and level of academic years, and 3) to study opinions and suggestions about English reading strategies and reading motivation of Thai-Nichi Institute of Technology students.

II. RESEARCH METHOD

A. Populations and Samples

This research was a survey method in English reading strategies and reading motivation used by TNI students which consisted of populations and samples as follows:

Populations of this study were 1,200 of the TNI students in the first semester of 2011 academic year.

Samples of this study were 542 TNI students in the first semester of 2011 academic year derived through simple random sampling technique.

B. Variables in study

- 1) English reading strategies of TNI students.
- 2) Motivation in English reading of TNI students.

C. Research Instrument

The questionnaire was divided into three sections. The first section consisted of personal data, such as genders, ages, majors and academic years of studying. The second section consisted of 60 questions in 2 aspects; English reading strategies and motivation in English reading in 2 major areas: thirty items of using English reading strategies and thirty items of motivation in reading English. Respondents used 5 point scale to answer this section, which are 1= “Strongly disagree,” 2= “Disagree,” 3= “Neither agree nor disagree,” 4= “Agree,” 5= “Strongly agree.” The third section was opened questionnaire which consisted of 2 aspects; English reading strategies and motivation in English reading.

D. Data analysis

The collected data was analyzed using SPSS/PC (Statistical Package for Social Sciences/Personal computer). The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

III. RESULT

The result of this research divided into 3 phases.

Phase 1: The results of demographic variables of TNI undergraduate students.

TABLE 1

The results of demographic variables of TNI students

Demographic data of respondents	N	%
1. Gender		
1.1 male	347	64
1.2 female	195	36
Total	542	100
2. Age		
2.1 17 years	23	4.2
2.2 18 years	222	41.0
2.3 19 years	187	34.5
2.4 20 years	77	14.2
2.5 21 years	33	6.1
Total	542	100
3. Majors		
3.1 Automotive Engineering	114	21.0
3.2 Production Engineering	58	10.7
3.3 Computer Engineering	44	8.1
3.4 Information Technology	94	17.3
3.5 Media Technology	96	17.7
3.6 Industrial Management	37	6.8
3.7 Business Japanese	99	18.3
Total	542	100
4. Level of Academic Year		
4.1 First year	307	56.6
4.2 Second year	195	36.0
4.3 Third year	35	6.5
4.4 Fourth year	5	0.9
Total	542	100

Phase 2: The results of using English reading strategies and motivation in English reading of Thai-Nichi Institute of Technology students

TABLE 2
Table of mean and standard deviation of using English reading strategies and reading motivation of TNI students in each aspect and in total

Components	N	\bar{X}	S.D.	Level
1. Using English reading strategies	542	3.55	0.48	high
2. English reading motivation	542	3.56	0.42	high
Total	542	3.56	0.39	high

Phase 3: The results of comparing English reading strategies using and English reading motivation according to genders, ages, majors and level of academic years of Thai-Nichi Institute of Technology students. In case of statistical significance at .05 level was found. Scheffe's method will be tested.

TABLE 3
Table of comparing English reading strategies using and English reading motivation in total and in each aspect according to genders

Components	Genders				t	p
	Male (N=347)		Female (N=195)			
	\bar{X}	S.D.	\bar{X}	S.D.		
1. Using English reading strategies	3.53	0.50	3.59	0.46	-1.193	0.234
2. English reading motivation	3.56	0.44	3.54	0.39	0.429	0.668
Total	3.55	0.40	3.57	0.36	-.509	0.611

*Statistical Significance at .05 level

The table resulted that students with different genders had no differences both English reading strategies using and motivation in English reading in total and in each aspect.

TABLE 4
Table of comparing English reading strategies using and English reading motivation in total and in each aspect according to ages

ANOVA

Components		SS	df	MS	F	p
1. Using English reading strategies	Between Groups	1.684	4	0.421	1.764	0.135
	Within Groups	128.176	537	0.239		
	Total	129.861	541			
2. English reading motivation	Between Groups	0.335	4	0.084	0.458	0.767
	Within Groups	98.329	537	0.183		
	Total	98.664	541			
Total	Between Groups	0.701	4	0.175	1.134	0.340
	Within Groups	83.001	537	0.155		
	Total	83.702	541			

*Statistical Significance at .05 level

The table resulted that students with different ages had no differences in both English reading strategies using and motivation in English reading in total and in each aspect.

TABLE 5

Table of comparing English reading strategies using and English reading motivation in total and in each aspect according to majors

ANOVA

Components		SS	df	MS	F	p
1. Using English reading strategies	Between Groups	8.893	6	1.482	6.555	0.000*
	Within Groups	120.968	535	0.226		
	Total	129.861	541			
2. English reading motivation	Between Groups	6.274	6	1.046	6.055	0.000*
	Within Groups	92.390	535	0.173		
	Total	98.664	541			
Total	Between Groups	7.070	6	1.178	8.227	0.000*
	Within Groups	76.632	535	0.143		
	Total	83.702	541			

*Statistical Significance at .05 level

The table indicated that students with different academic majors had statistically significant differences in English reading strategies using and English reading motivation on overall at the level of .05. When considered in each aspect, it was found there were significant differences on using English reading strategies and English reading motivation at the level of .05.

Moreover, the result was found that students with different academic majors had significant differences in English reading strategies using and motivation in English reading when considered in each aspect it was found that students from Information Technology had difference in English reading strategies using with students from Automotive Engineering, Production Engineering, Industrial Management, and Business Japanese. When considered in English reading motivation, it was found out that students from Information Technology have difference in English reading motivation with students from Automotive Engineering, Production Engineering, and Business Japanese and students from Multimedia Technology also had difference in English reading motivation with students from Production Engineering. In total, it was found out that students from Information Technology had difference in English reading strategies and English reading motivation with students from Automotive Engineering, Production Engineering, Industrial Management, and Business Japanese.

TABLE 6
Table of comparing English reading strategies using and English reading motivation in total and in each aspect according to level of academic year

ANOVA

Components		SS	df	MS	F	p
1. Using English reading strategies	Between Groups	1.398	3	0.466	1.952	0.120
	Within Groups	128.463	538	0.239		
	Total	129.861	541			
2. English reading motivation	Between Groups	0.057	3	0.019	0.104	0.958
	Within Groups	98.607	538	0.183		
	Total	98.664	541			
Total	Between Groups	0.306	3	0.102	0.659	0.578
	Within	83.396	538	0.155		

	Groups				
	Total	83.702	541	0.466	

*Statistical Significance at .05 level

The table showed that students with different level of academic year had no differences in English reading strategies using and motivation in English reading in total and in each aspect.

Phase 4: The results of study opinions and suggestions of TNI undergraduate students in two components; English reading strategies using and English reading motivation. Frequency and content analysis are presented in this phase.

TABLE 7

Table of frequency and percentage of number of opinions and suggestions of TNI undergraduate students in two components namely; English reading strategies using and English reading motivation

Opinions and suggestions	N	Fre.	%
English reading strategies using	205		
Opinions	162		79.02
1. Reading for main ideas makes me understand efficiency		47	22.92
2. Reading is the primary skill to improve.		32	15.60
3. Knowing vocabulary is one of the most important issues.		25	12.19
4. English movies and cartoon will help students to enjoy learning.		19	9.26
5. Slow reading is a trick to get an idea.		14	6.82
6. Being able to read and translate is sufficient.		8	3.90
7. English is important in working placement.		7	3.41
8. English reading articles sometimes make me feel boring.		5	2.43
9. Speaking in real circumstance is better than learning in classroom.		3	1.51
10. Speaking is more important than reading.		2	0.98
Suggestions	43		20.97
1. Teaching materials should be increased		14	6.82
2. Conversation should be more promoted.		11	5.36
3. New English article should be taught regularly.		8	3.90
4. Difficult vocabulary should be taught regularly.		5	2.46
5. Sentence structures should be teaching.		3	1.46
6. Slang vocabulary should be taught in the class.		2	0.97
English reading motivation	212		
Opinions	145		68.40
1. Watching movies makes me motivation in reading English		41	19.33
2. Reading in reader's interesting area is helpful.		33	15.56
3. Starting with easy vocabulary is one of motivations for students to understand.		26	12.26
4. Asking students to translate the article shows positive result.		19	8.96
5. Interpreting English article is preferred.		16	7.54
6. A good grade is strong motivation to learn.		5	2.35
7. Teachers should emphasize on games and chat to make a fun classroom environment.		3	1.46
8. Weak English basic forced the students to be lower level than their friends		2	0.94
Suggestions	67		31.60
1. Teaching materials should be from English novels, history and magazine.		26	12.26
2. Onside activities for practicing communication skill should be promoted.		17	8.01
3. New Technology should be used to support student's learning		10	4.71
4. Teacher should increase and focus on other skills such as grammar to make a specific understanding.		7	3.30

5. Teacher should take songs and pictures to teach in classroom.		5	2.38
6. Each vocabulary should be translated by teacher.		2	0.94

IV. DISCUSSION

According to the study and data analysis, the results of this study could be discussed as follows.

The result of English reading strategies using and English reading motivation of TNI students in two areas was high. In this way, it might concern with reasons as follows.

1. English reading strategies using was high which the TNI undergraduate students were able to analyze content of reading passages including its background knowledge and using mental operations when they approach a text and make sense of what they read which related to view of Barnett [8] who suggests that reading strategies are the mental operations incorporated when readers approach a text and make sense of what they read. These mental operations can include skimming, scanning, reading for meaning, and separating main ideas from supporting details. Likewise, Feng and Mokhtari [10] advocated that readers resort to several strategies in their attempts to make sense of what they read. Achieving reading comprehension involves a number of other cognitive strategies. Readers use these additional cognitive strategies [11].

Furthermore, TNI undergraduate students used the process of reading involves the use of higher-level comprehension strategies, such as inferencing, predicting, and problem-solving. Therefore they were able to use plans, tactics, actions that they implement to facilitate comprehension [12]. From the results of research showed that TNI undergraduate students used interactive strategies and decoding method to help review contents of reading passage because interactive strategies take into account interaction between bottom-up and top-down skills that readers use while reading [13-17]. Moreover, Eskey [18] advocated that successful reading begins with fluent decoding, but this must be accompanied by the reader's construction of a meaning for the text, which goes beyond decoding. Although every text provides information for the reader, the meaning of the text is ultimately determined by readers who can relate that information to their prior knowledge.

2. English reading motivation was high level which might be from TNI undergraduate students set goals in reading and motivated themselves to get a good grade. Hence, they tried very hard to read and decode it which is reliant with notion of Dornyei [19] who advocated that a learner may be highly motivated in reading if he or she thinks that the chance of getting a task properly done is high and regards such a completion of task as meaningful and significant. Receiving recognition or good grades are intrinsic motivation because it is an individual's internal drive to do an activity and intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning [20-22].

Motivation in English reading is one of the most significant factors to enhance students in reading English. In this concern, teachers should prepare the students by considering individual's differences. The theorist, Willis &

Hodson [23], who advocated that different students have different interests and modalities therefore allowing students to read in the ways they prefer by providing a medium for attaining individual pleasure and enlightenment. For example, books with audio cassettes can facilitate audio learners' reading while books with more illustrations and cartoons can increase visual learners' interest in reading. Furthermore, reading very easy material builds confidence and makes it clear to students that this is a different kind of reading practice from what they are probably used to [24].

3. The point of view of the TNI undergraduate students towards English reading strategies using and English reading motivation was ranked as a high level because they understood how to use English reading strategies. This was also caused a high English reading strategies using which related with the statement of the educational theorist, Day and Bamford [24], who reported that a high English reading strategies using tended to keep the meaning of the passage in mind, read in broad phrases, skip words, and possess a positive self-concept. Moreover, reading strategies make the TNI students identify bottom-up, top-down, interactive and schema theory which relates to the opinions of the expert, Gough [25] notes that in the 1950s and 1960s the predominant reading strategies were thought to be "bottom up", based on the smallest meaningful unit of sound. Meaning was derived in a linear manner. First readers decoded letters, then words, phrases and sentences to make sense of the printed symbols. These decoding strategies were carried out automatically and unconsciously. Theorists considered these "bottom up" based strategies to play a great role in comprehending the reading text. Through the 1970s, prominence was given to "top down" models, where the meaning precedes the structure. Readers rely on their background knowledge (schema) and their previous experience to comprehend the meaning of the text and to confirm or correct their understanding [26, 27, 11, 17, 18].

Moreover, motivation and attitudes through reading are very important for achievement in learning which the theorist, Alexander and Filler [28] proposed that learners' attitudes towards reading are their feelings about reading, such as whether they enjoy reading, and they should influence the learners' degree of involvement in reading.

V. CONCLUSION

The TNI students used English reading strategies and English reading motivation at high level (\bar{X} = 3.56) when considered in each aspect. It was found that using English reading strategies at high level (\bar{X} = 3.55) and English reading motivation at high level (\bar{X} = 3.56). Moreover, the results of comparing English reading strategies using and English reading motivation according to genders, ages, majors and level of academic years of Thai-Nichi Institute of Technology students as follows. 1) Students with different genders had no differences in English reading strategies using and motivation in English reading in total and in each aspect. 2) Students with different ages had no differences in English reading strategies

using and motivation in English reading in total and in each aspect. 3) Students with different academic majors had statistically significant differences in English reading strategies using and English reading motivation on overall at the level of .05. When considered in each aspect, it was found there were significant differences on using English reading strategies and English reading motivation at the level of .05.

On the other hand, students with different academic majors had significant differences in English reading strategies using and motivation in English reading when considered in each aspect it was found that students from Information Technology had significant difference in English reading strategies using with students from Automotive Engineering, Production Engineering, Industrial Management, and Business Japanese. When considered in English reading motivation, it was found that students from Information Technology had significant difference in English reading motivation with students from Automotive Engineering, Production Engineering, and Business Japanese and students from Multimedia Technology also had significant difference in English reading motivation with students from Production Engineering. In total, it was found that students from Information Technology had significant difference in English reading strategies and English reading motivation with students from Automotive Engineering, Production Engineering, Industrial Management, and Business Japanese. 4) Students with different level of academic year had no differences in English reading strategies using and motivation in English reading in total and in each aspect. Furthermore, students at Thai-Nichi Institute of Technology in academic year 2011 had additional suggestions as following: to teach reading for main ideas; to teach vocabulary; to use English movies and cartoon in teaching-learning; to increase teaching materials in modern form.

RECOMMENDATIONS

According to the study, the useful suggestions for further development and improvement were demonstrated as follows.

1. Recommendation for this study

1.1 From the results of the study found that TNI undergraduate students used English reading strategies and English reading motivation in high level. So, TNI administrators should support modern reading materials in the library and in the classroom. On the other hand, teachers should teach higher level strategies to students and support TNI undergraduate students in reading and provide supplementary materials both in classroom and outside classroom.

1.2 The results of the study from opinions and suggestions were presented as students have an opportunity to have special or extra advanced class listening, speaking, and writing skills.

2. Recommendation for further study

2.1 A survey of English listening and speaking strategies using and English listening-speaking motivation should be proposed for next study.

2.2 Comparisons of using English reading strategies and listening-speaking strategies of TNI undergraduate students should be tested in the next research.

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