

## CHAPTER V

### CONCLUSION

This chapter concludes the major findings from the analysis of the data of EFL college students' use of three reading strategies: global reading, problem solving, and support strategies. Some pedagogical implications and limitation of the study are also described. Finally, recommendations for further studies are provided.

#### Summary of the Findings

The aims of the current study were to investigate the use of reading strategies of EFL Thai college readers and to compare the strategy usage between the higher ability readers and the lower ability readers when they read EFL texts. This section concludes the summary of the major findings based on the research questions of the current study.

#### Research Question I

The first research question was “What strategies do EFL college readers in Thailand use when reading EFL texts?”

The results from the analysis revealed that averagely, the participants used global reading, problem solving and support strategies at a medium

degree of usage (M=3.4, 3.3, and 3.1). It is possible that the participants were not aware of some of the strategies that they can use to help increase their comprehension of the texts.

### Research Question II

The second research question was “Is there any difference in the use of reading strategies between higher ability readers and lower ability readers?”

The result of data analysis indicated that the higher and the lower ability readers averagely used all three reading strategies at a similar degree of usage (M=3.4 and 3.2).

Regarding the use of each group of strategies, the higher ability readers used global reading strategies at a high degree of usage (M=3.5), while the lower ability readers used it at a medium degree (M=3.3). Both groups used five sub-strategies at a high degree and six sub-strategies at a medium degree. However, two sub-strategies were used differently. The higher ability readers used “paying closer attention to text when it becomes difficult” and “checking understanding when come across new information” at a high degree, while the lower ability readers used them at a medium degree.

Regarding problem solving strategies, both groups used them at a medium degree (M=3.42 and 3.2). The higher reading ability group used four sub-strategies at a high degree and another four sub-strategies at a medium degree, while the lower reading ability group used one sub-strategy at a high degree and the other seven sub-strategies at a medium degree. Three sub-

strategies were differently used by both groups. The higher ability readers used “paraphrasing”, “checking whether the guesses about text are right or wrong,” and “reviewing the text before reading” at a high degree of usage, whereas the lower ability readers used them at a medium degree.

With regard to support strategies, both the higher ability readers and the lower ability readers also used them at a medium degree ( $M=3.2$  and  $3.0$ ). The higher reading ability group used two sub-strategies at a high degree of usage and seven sub-strategies at a medium degree, while the lower ability readers used one sub-strategy at a high degree, seven sub-strategies at a medium degree, and one sub-strategy at a low degree. Two sub-strategies were used differently. The higher ability readers used “trying to get back on track when losing concentration” at a high degree, and “using tables, figures, and pictures in text” at a medium degree, while the lower ability readers used “trying to get back on track when losing concentration” at a medium degree, and “using tables, figures, and pictures in text” at a low degree.

Averagely, both groups used the three types of reading strategies at the same degree of usage. However, when considering the sub-strategies of the three groups, there was a tendency that the higher ability readers used some sub-strategies at a higher degree than did the lower ability readers.

### Pedagogical Implications

The results of the current study revealed that averagely EFL Thai college readers used reading strategies at a medium degree when they read EFL texts. Readers used the same strategies at the same degree of usage

although they were different in terms of their reading proficiency. Thus, the following pedagogical implications were suggested.

First, the study revealed that the participants used all three types of reading strategies at a medium degree of usage though these strategies are essential for their text comprehension. The study also showed that the readers often used the strategies that they were familiar with, for instance, translating from L2 to L1, underlining or circling information in text, and using reference materials. Teachers should help students to be aware of reading strategies and to realize how useful they are. Additionally, teachers should teach students how to strategically read and embed the strategies so that the students can better comprehend what they read. Since the results showed that there was no difference of strategy usage between the higher and the lower proficiency readers, both groups need to be more aware of reading strategies.

Next, according to Anderson (2003), teaching readers how to use strategies is a prime consideration in the reading classroom. Readers need to learn how to use effective reading strategies to achieve their desired goals when reading. Thus, teachers ought to explicitly show students how to use strategies and apply them in classroom practices. Teachers can discuss the strategies that good readers use to comprehend their texts so that the students can determine what strategies they should use to enhance their comprehension. Eventually, they can cultivate reading strategies as personal tools for constructing meaning when they read.

Moreover, EFL teachers should provide activities and contents, which support the strategies they teach so that students will be able to use the strategies. The activities and contents should be designed to encourage students to practice and use a variety of reading strategies more frequently. According to Anderson (1991), readers must know how to use a strategy appropriately. Readers must also be able to apply them strategically.

Finally, the study found that “translating from L2 to L1” strategy was used at a high degree of usage by the participants from both the higher and the lower proficiency groups. It indicates that students have difficulty in understanding vocabulary. Students used a bottom-up approach when they read the text. These may be one of the causes that block students from using strategies successfully. According to Baker and Brown (1984), poor readers tended to focus on reading as a decoding process rather than as a meaning-getting process. Thus, teachers should help students to overcome their vocabulary problems to increase their L2 competency in order to help improve their reading comprehension. This will help students to use reading strategies that require higher thinking process when they read EFL texts. When reading EFL texts, some students may still have difficulty understanding them. To help them get through this difficulty, teachers ought to teach several strategies and show the students how to apply those strategies in their reading in order to understand texts. For instance, instead of decoding a word and translate it into their native language, teachers need to teach them how to use context clue as a text-level strategy to comprehend the meaning of texts. Thus, students will less focus on any single word meaning because it may block their understanding of the content of text.

### Limitation of the Study

The researcher had tried her best to prevent the flaws. First, the questionnaire that was used to collect data in the current study was taken from a study of Mokhtari and Reichard (2002), who field-tested it with the population of ESL students studying at two universities in the United States. They found consistent results related to the instrument's reliability, indicating a reasonable degree of consistency in measuring awareness and perceived use of reading strategies among non-native learners of English. Second, the questionnaire was pilot-tested with a group of 10 Thai students who did not participate in the current study. Third the number of participants (N=219) was sufficient, according to Leedy and Ormrod (2001). Finally, proficiency level of students was too low to utilize strategies. They had difficulty understand the definition of each strategy. This may caused them to be not aware of the strategy use when reading text.

### Recommendation for Further Studies

The result revealed that though EFL Thai college readers were divided into different levels of reading proficiency, their usage of reading strategies when reading EFL texts were not different. This result pointed to three possibilities for further investigation in the area of reading and reading strategies.

First, there should be studies investigating other levels of learners, for instance, high school level. The current study investigated different groups of college readers who have different abilities of reading and their strategy usage. It did not cover other groups mentioned above. Thus, an investigation on these groups will broaden the line of research in the area of reading strategies.

Another issue to be considered in future research is the method of investigation. Protocol analysis, for instance, has been used to investigate reading strategies as well as reading behaviors of L2 readers (Pressley & Afflerbach, 1995). However, the use of this tool to investigate reading behaviors of Thai readers when they read EFL texts is rare. Thus, using protocol analysis to investigate reading strategies will add to the database of studies in foreign language learning and instruction in Thailand.

Finally, there should be a study investigating teachers' usage of reading strategies. Teachers are one of the important factors that influence students' reading comprehension. However, there are not many studies that investigate reading usage or reading awareness of teachers in Thailand. Most studies focused on the strategy usage of students. They did not investigate teachers' usage of reading strategies.

#### Summary of the Chapter

This chapter concluded the results of the current study, which showed that averagely the participants used all the three strategies: global reading, problem solving, and support strategies, at a medium degree. The result also showed that there were no differences of strategies usage by both higher and lower ability readers. Additionally, there were some suggestions for teachers

to help their students improving their strategies usage. For example, teachers should help students to be aware of how essential strategies are. They should also explicitly teach students how to use strategies appropriately as well as provide courses with varieties of reading activities and contents to encourage students to use strategies when they read texts. Finally, future study should investigate different level of learners, vary the methods of reading investigations, and explore EFL teachers' usage of reading strategies.

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