

วารสารอิเล็กทรอนิกส์
ทางการศึกษา

ความแตกต่างในการตระหนักเชิงอภิปรายของกลวิธีการอ่านของนักศึกษาชั้นปีที่3ระหว่างนักศึกษา
วิชาเอกภาษาอังกฤษกับนักศึกษาทั่วไปที่ไม่ได้ศึกษาวิชาเอกภาษาอังกฤษ

Differences in Metacognitive Awareness of Reading Strategies of the third year
undergrad students Among English major and non-English major students.

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อหาความแตกต่างในการตระหนักเชิงอภิปรายของกลวิธีการอ่านของนักศึกษาชั้นปีที่3ระหว่างนักศึกษาวิชาเอกภาษาอังกฤษจำนวน 30 คน กับนักศึกษาทั่วไปที่ไม่ได้ศึกษาวิชาเอกภาษาอังกฤษจำนวน 30คน จากคณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา ซึ่งเป็นอาสาสมัครในการเข้าร่วม เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม ซึ่งมีทั้งทั้งภาษาไทยและภาษาอังกฤษ แบบสอบถามที่ใช้มีชื่อว่า การสำรวจกลวิธีการอ่าน ถูกออกแบบโดย มีคหัทธารและซีโอริย์ (2002:2) แบบสอบถามมีจำนวนทั้งหมด 30 ข้อ ซึ่งแบ่งกลวิธีการอ่านออกเป็น 3 กลุ่ม คือ กลวิธีการอ่านแบบองค์รวม ประกอบด้วยกลวิธีย่อย 13 กลวิธี กลวิธีการอ่านที่ใช้การแก้ปัญหา ประกอบด้วยกลวิธีย่อยจำนวน 8 กลวิธี และกลวิธีการอ่านที่ใช้การสนับสนุนประกอบด้วยกลวิธีย่อย 9 กลวิธี การวิเคราะห์ข้อมูลเชิงปริมาณ ใช้สถิติเชิงพรรณนา ความถี่ และค่าเฉลี่ย ผลการวิจัยพบว่านักศึกษาวิชาเอกภาษาอังกฤษและนักศึกษาทั่วไปที่ไม่ได้ศึกษาวิชาเอกภาษาอังกฤษใช้กลวิธีการอ่านบ่อยครั้ง โดยกลวิธีที่นักศึกษาทั้งสองกลุ่มใช้มากที่สุดคือกลวิธีการอ่านที่ใช้การแก้ปัญหา ตามมาด้วยกลวิธีการอ่านแบบองค์รวม ในขณะที่กลวิธีที่นักศึกษาทั้ง 2 กลุ่มใช้น้อยที่สุดคือ กลวิธีการอ่านที่ใช้การสนับสนุน ส่วนรายละเอียดปลีกย่อยในแต่ละข้อมีความแตกต่างกันระหว่างนักศึกษาทั้งสองกลุ่ม

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Abstract

The study was designed to determine 30 third year undergrad students' metacognitive awareness of reading strategies, English major, the faculty of Education, Burapha University and 30 third year undergrad students' metacognitive awareness of reading strategies from several majors, the faculty of Education, Burapha University. They were purposively selected based on voluntarily participation. The instrument for this study was the questionnaires, both Thai and English versions. The Survey of Reading Strategies (SORS), developed by Mokhtari and Sheorey (2002), was used. It consisted of 30 items. The SORS measured three board categories of reading strategies, namely global reading strategies, problem solving strategies, and support strategies. The data was analyzed using computer program to apply descriptive statistical procedures. The result indicated that both English major students and non-English major students often used reading strategies. While that problem solving strategies were mostly used followed by global and the least used was supporting strategy. And the details from both groups of participant in each item are different.

คำสำคัญ: การตระหนักรู้เชิงอภิปราย/ กลวิธีการอ่าน

KEYWORDS: metacognitive awareness, reading strategies METACOGNITIVE AWARENESS/ READING STRATEGIES

Introduction

Proficient reading is a vital element in the life of most members of modern societies. It is not only essential for students' academic achievement in school, but is also a fundamental prerequisite for successful participation in many areas of adult life such as tertiary education, workplace learning, and everyday life.

Reading is defined as an interactive cognitive process in which readers interact with text. During reading process, readers constantly form hypotheses, test prediction and use their knowledge of vocabulary and language to construct meaning (Carrell, 1989; Zhang, 2001)

Learners are considered to be successful readers when they consciously attend to reading strategies at the right moment useful for enhancing their reading comprehension. Reading strategies include three categories of global, problem-solving, and support strategies. Reader's awareness, monitoring and regulating these strategies while reading are called as metacognitive awareness (Anderson, 2002)

Metacognitive strategies surround the learning activity and are often triggered by the success or the failure of a learner's selected or habitual strategies (Roberts & Erdos, 1993). It is considered as the key factor for proficient strategic reading since learners with metacognitive awareness could consciously direct the reasoning process and use strategies effectively while reading and they can assess and apply these strategies and reasoning to future reading tasks easily (Carrell, 1989; Mokhtari & Sheorey, 2001). Many research studies have focused on finding the role of metacognitive awareness in students' learning outcome and achievement

in different school subjects. There is extensive evidence that learners' metacognition can directly affect the process and the outcome of their learning (Mokhtari & Reichard, 2002).

University students have to read a large volume of academic texts in English, but many of those entering university education are unprepared for the reading demands placed on them (Dreyer, C., & Nel, C. (2003). Like other learners in Thailand also face the problem of reading comprehension which is reflected in their poor reading scores. It is important for the learners to improve their reading comprehension. In order to do this, strategies are used to assist them in getting the meaning of what they read. The learners also use various strategies to help them in the acquisition, storage, and retrieval of information (Singhal, 2001, Pratin, 2006)

Unfortunately, Thai learners are unfamiliar with utilizing reading strategies. One possible reason is that they do not read a lot or do not practice reading. They do not experience using such strategies to improve their reading ability. Another reason is that they are not trained how to use such strategies in their previous study. In English classroom, for example, Thai teacher often explain everything by translating it into Thai and tell the students the answers of the comprehension questions and what to write for each question. In fact, the classroom is entirely teacher directed whilst the students are just learning the reason passively. In addition, the students often read slowly, consult a dictionary frequently and rely excessively on translation, causing a high degree of frustration and a lack of comprehension. In other words, they depend heavily on bottom-up or local strategies that focus on understanding word-by-word or sentence-by-sentence, rather than using top-down or global strategies that emphasize constructing the meaning from larger pieces of text such as a paragraph or section. (Songyut Akkakoson & Bubpha Setobol, 2009) concluded from the study that good readers use more reading strategies to improve their levels of comprehension of the passages they have read than the poor ones.

As stated earlier, students need to make use of reading strategies. However, teachers assume that students know how to read English texts as well as they read in Thai. Hence, the aspect of choosing the appropriate reading strategies, which is very important for readers, is ignored. In addition, it is not enough for the readers simply know what reading strategies are; they must also know how to use reading strategies successfully and be able to apply them interchangeably. Most Thai students do not understand reading passages thoroughly because they do not apply the appropriate reading strategies (Kanchana Thearmtanachock, 1999).

Investigating metacognitive awareness with different population at different proficiency levels and with various reading goals, are required to define the metacognitive awareness of reading strategies (Anderson, 2002; Mokhtari & Sheorey, 2002) According to this need, the study is designed to investigate the use of metacognitive awareness of reading

strategies of the third year undergrad university students which are majoring in English, faculty of Education, Burapha University. Those students are going to be English teachers. They should know about their metacognitive awareness of reading strategies. This topic was also identified as being of importance to teachers in providing and helping learners increase their awareness and use of reading strategies in order to develop students' reading abilities, which would lead to better reading comprehension. The information provided in this research would also help to increase the awareness of reading strategies among the learners and to improve their understanding of the reading process, thus helping them to become strategic readers. Moreover, compare among non-English major which are majoring non-English, faculty of Education, Burapha University. Those students are going to be teachers. They should know about their metacognitive awareness of reading strategies also.

Objective

The purpose of this study was to determine the third year undergrad students' metacognitive awareness of reading strategies among English major and non-English major students.

Methodology

Participants

The participants in this study are 30 third year undergrad students, English major, the faculty of Education, Burapha University. All participants have had compulsory reading course. And 30 third year undergrad students from several majors, the faculty of Education, Burapha University. They were purposively selected based on voluntarily participation.

Instruments

Questionnaires

The questionnaires, both Thai and English versions were designed to explore the third year undergrad students' metacognitive awareness of reading strategies among English major and non-English major students. In this study, the Survey of Reading Strategies (SORS), developed by Mokhtari and Sheorey (2002), was used. The SORS was validated (Cronbach's $\alpha=0.93$) in different studies (Mokhtari & Sheorey 2002; Sheorey & Mokhtari; 2001). It consisted of 30 items. The SORS measured three broad categories of reading strategies, namely global reading strategies, problem solving strategies, and support strategies. Each of which used a five-point Likert scale ranging from 1 ("never do this") to 5 ("I always do this"). And there were both Thai and English versions.

Data Collection Procedures

Data collection was carried out using the questionnaires. The questionnaires were distributed by researcher to 30 third year undergrad students, English major, the faculty of Education, Burapha University. All participants have had compulsory reading course. And 30 third year undergrad students from several majors, the faculty of Education, Burapha University. The questionnaires were distributed to participants before the class that they take together began. Students were asked to read each statement and checked the number that applies to them, indicating the frequency with which they use the reading strategy in the statement. Thus, it was considered that the higher the number was, the more frequent the perceived used of the strategy became

.

Data Analysis

In data analysis, computer program was used to apply descriptive statistical procedures. The mean values of strategy use for each category were calculated and interpreted considering standard deviation values and percentages of the frequency in using reading strategies were obtained to discuss overall use of reading strategy, and use of each strategy category, the most frequent and least frequent strategies, lastly, comparing between English major students and non-English major students.

Results

Demographic Information

To interpret the result, indicating the frequency of strategy use from always to never was calculated for the data collection instrument (SORS). This finding indicated that the participants *often* use all reading strategies, thus they were *often* aware of their reading strategies while reading. It can be implied from Auerbach and Paxton (1997) explained that metacognitive awareness entails knowledge of strategies for processing texts, the ability to monitor comprehension and the ability to adjust strategies as needed. To explain the participants' responses to strategy item better, in the following, the percentages were illustrated in Figure 1

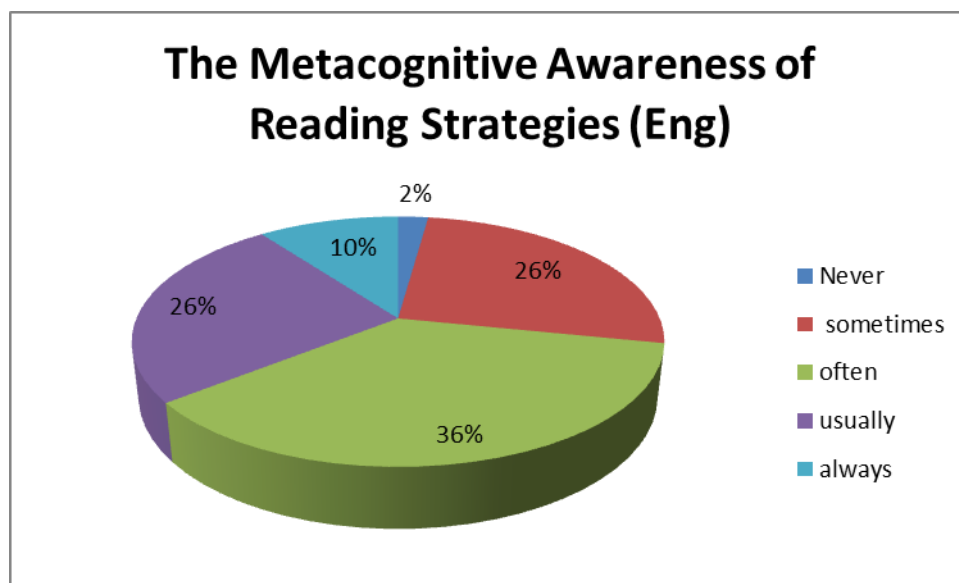


Figure 1. English major students' overall reading strategy use and their metacognitive awareness.

As seen in Figure 1. Out of 30 participants, 36% of them reported that they often use the reading strategies, besides, 26% of the participants report that they sometimes and usually use these strategies. The low percentages of never (2%) and always (10%) implied that they were often aware of these strategies and participants preferred to use reading strategies while reading.

In addition to overall frequency of the reading strategies, the mean values and frequencies of responses to items in three reading strategy categories were separately analyzed and the findings are presented in Figure 2.

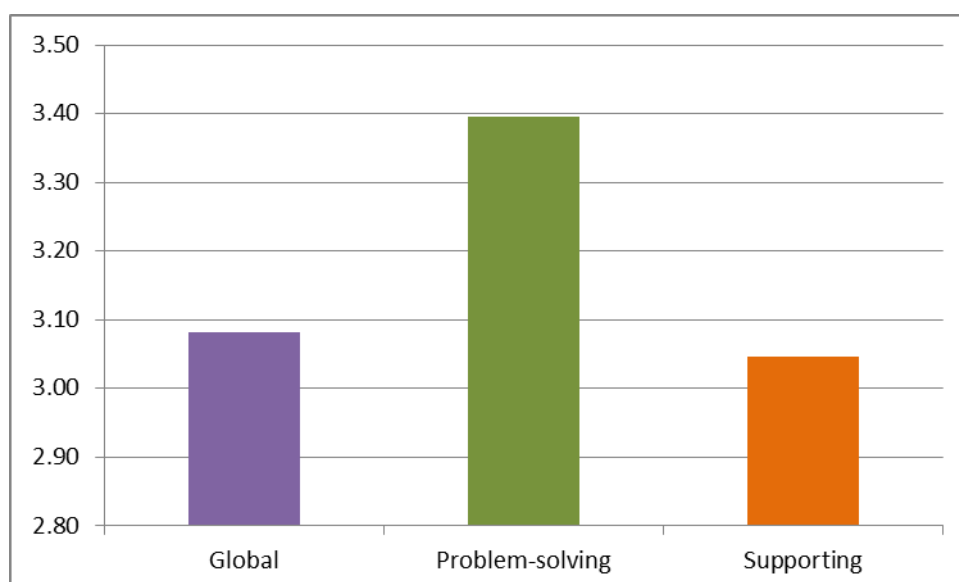


Figure 2. English major students' to overall frequency of the reading strategies in three reading strategy categories.

As indicated in Figure 2, the students explained that they mostly used problem-solving strategies (mean=3.39) while reading texts. This strategy type is followed with global reading strategies with mean value of 3.08. The least used strategy type among them was found as supporting strategies (mean=3.04). To make sense of these findings and interpret the reasons underlying them, each item under each strategy type was reanalyzed. The mean values of each item under each category were provided with the highlighted most frequent strategy types, in Table 1 below.

Table 1. Participants' metacognitive awareness of different strategy types of English major students.

No.	Strategy	mean	SD
1 global	I set purpose for reading.	2.83	1.07
2 global	I use prior knowledge.	3.45	0.87
3 global	I preview text before reading.	3.48	0.91
4 global	I check how the text content fit purpose.	2.90	0.98
5 global	I skim to note text characteristics.	3.34	0.94
6 global	I determine what to read.	3.21	1.05
7 global	I use text features (e.g.tables)	3.07	1.25
8 global	I use context clues.	3.34	1.04
9 global	I use typographical aids (e.g. italics)	2.72	0.96
10 global	I critical evaluating what is read.	3.03	0.91
11 global	I resolve conflicting information.	2.72	0.92
12 global	I predict or guess text meaning.	3.38	0.86
13 global	I confirm predictions.	2.59	0.73
Total global		3.08	
14 problem solving	I read slowly and carefully.	3.21	0.82
15 problem solving	I try to stay focused on reading.	3.48	0.87
16 problem solving	I adjust reading rate.	3.21	0.86
17 problem solving	I pay close attention on reading.	3.72	0.96
18 problem solving	I pause and think about reading.	3.24	1.02
19 problem solving	I visualize information to read.	3.31	0.89
20 problem solving	I re-read for better understanding.	3.62	1.01
21 problem solving	I guess meaning of unknown words.	3.38	0.86
Total problem solving		3.39	
22 supporting	I take notes while reading.	2.66	0.77
23 supporting	I read aloud when text becomes hard.	3.28	1.10
24 supporting	I summarize text information.	3.03	0.87

No.	Strategy	mean	SD
25 supporting	I discuss reading with others.	2.79	0.90
26 supporting	I underline information in text.	3.55	1.18
27 supporting	I use reference materials.	2.38	0.78
28 supporting	I paraphrase for better understanding.	3.66	1.04
29 supporting	I go back and forth in text.	3.07	1.03
30 supporting	I ask myself questions.	3.00	0.85
Total supporting		3.04	

As Table1 indicates, the students explained that they mostly used problem-solving strategies (3.39) while reading. This strategy type is follow with global strategies with mean value of 3.08. The least used strategies type among them was found as supporting strategies (3.04). For global strategies (question number1-13), the strategy was reported to be used highest is *previewing text before reading* (M=3.48) and lowest is *confirming predictions* (M=2.59). For problem-solving strategies (question number14-21), the strategy was reported to be used highest is *paying close attention on reading* (M=3.72) and lowest are *reading slowly and carefully* (M=3.21) and *adjusting reading rate.* (M=3.21). And for supporting strategy, the strategy was reported to be used highest is *paraphrasing for better understanding* (M=3.66) and lowest is *using reference materials* (M = 2.38). For overall strategy used from 3 highest are 1. paying close attention on reading (M=3.72) 2. paraphrasing for better understanding (M=3.66) and 3. re-reading for better understanding (M=3.62) and for 3 lowest are 1. using reference materials (M = 2.38) 2. confirming predictions (M=2.59) and 3. taking notes while reading (M=2.66)

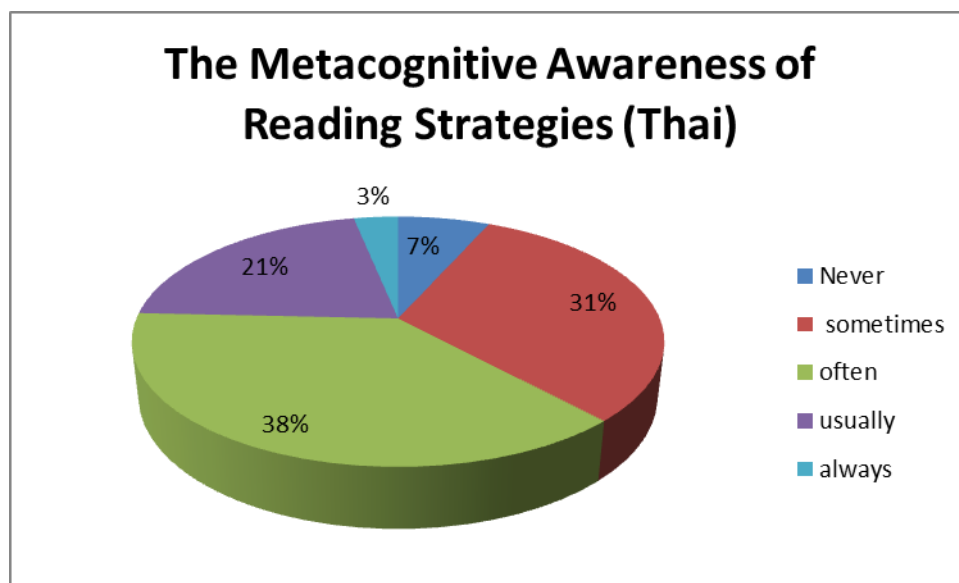


Figure 3. Non- English major students' overall reading strategy use and their metacognitive awareness.

As seen in Figure 3. Out of 30 participants, 38% of them reported that they often use the reading strategies, besides, 31% of the participants report that they sometimes use these strategies. The low percentages of never (3%) and always (7%) implied that they were often aware of these strategies and participants preferred to use reading strategies while reading.

In addition to overall frequency of the reading strategies, the mean values and frequencies of responses to items in three reading strategy categories were separately analyzed and the findings are presented in Figure 4.

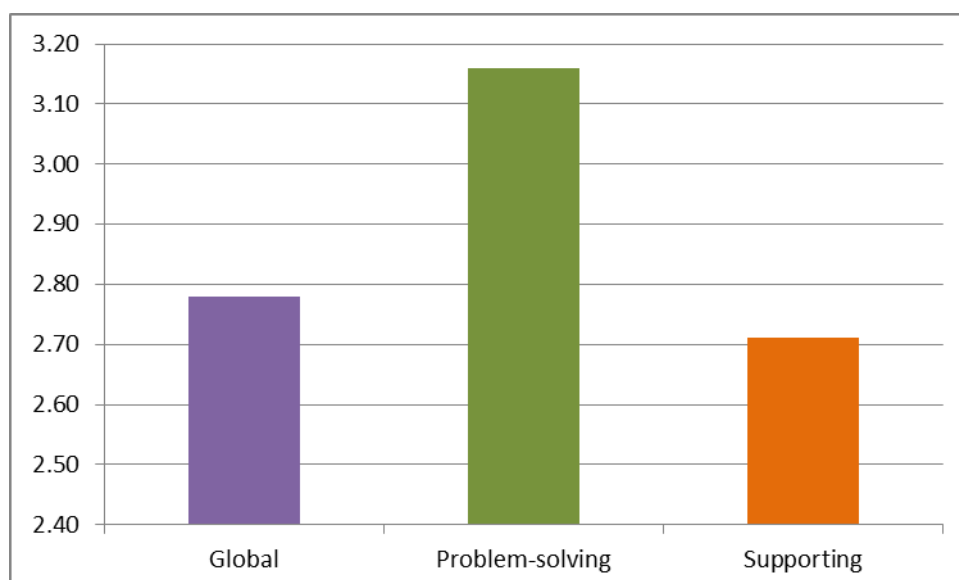


Figure 4. Non- English major students' to overall frequency of the reading strategies in three reading strategy categories.

As indicated in Figure 4, the students explained that they mostly used problem-solving strategies (mean=3.16) while reading texts. This strategy type is followed with global reading strategies with mean value of 2.78. The least used strategy type among them was found as supporting strategies (mean=2.65). To make sense of these findings and interpret the reasons underlying them, each item under each strategy type was reanalyzed. The mean values of each item under each category were provided with the highlighted most frequent strategy types, in Table 2 below.

Table 2. Participants' metacognitive awareness of different strategy types of Non-English major students.

No.	Strategy	mean	SD
1 global	I set purpose for reading.	2.50	0.64
2 global	I use prior knowledge.	3.25	1.14
3 global	I preview text before reading.	2.93	0.72
4 global	I check how the text content fit purpose.	2.89	0.63
5 global	I skim to note text characteristics.	3.21	0.69
6 global	I determine what to read.	2.82	0.77
7 global	I use text features (e.g.tables)	2.64	0.87
8 global	I use context clues.	3.04	1.04
9 global	I use typographical aids (e.g. italics)	2.39	0.79
10 global	I critical evaluating what is read.	2.50	0.88
11 global	I resolve conflicting information.	2.43	0.79
12 global	I predict or guess text meaning.	3.00	0.86
13 global	I confirm predictions.	2.54	0.79
Total global		2.78	
14 problem solving	I read slowly and carefully.	3.18	0.98
15 problem solving	I try to stay focused on reading.	3.46	0.92
16 problem solving	I adjust reading rate.	3.25	0.75
17 problem solving	I pay close attention on reading.	3.29	1.15
18 problem solving	I pause and think about reading.	3.18	0.72
19 problem solving	I visualize information to read.	2.64	0.95
20 problem solving	I re-read for better understanding.	3.25	0.89
21 problem solving	I guess meaning of unknown words.	3.04	0.74
Total problem solving		3.16	
22 supporting	I take notes while reading.	2.50	1.07
No.	Strategy	mean	SD

23 supporting	I read aloud when text becomes hard.	3.21	1.03
24 supporting	I summarize text information.	2.64	0.91
25 supporting	I discuss reading with others.	2.14	0.71
26 supporting	I underline information in text.	2.93	1.09
27 supporting	I use reference materials.	2.61	0.92
28 supporting	I paraphrase for better understanding.	2.75	0.93
29 supporting	I go back and forth in text.	2.93	1.09
30 supporting	I ask myself questions.	2.68	1.02
Total supporting		2.65	

As Table2 indicates, the students explained that they mostly used problem-solving strategies (3.16) while reading. This strategy type is follow with global strategies with mean value of 2.78. The least used strategies type among them was found as supporting strategies (2.65). For global strategies (question number1-13), the strategy was reported to be used highest is *using prior knowledge* (M=3.25) and lowest is *resolving conflicting information* (M=2.43). For problem-solving strategies (question number14-21), the strategy was reported to be used highest is *trying to stay focused on reading* (M=3.46) and lowest is *visualizing information to read* (M=2.64). And for supporting strategy, the strategy was reported to be used highest is *reading aloud when text becomes hard* (M=3.21) and lowest is *discuss reading with others* (M = 2.14). For overall strategy used from 3 highest are 1 try to stay focused on reading (M=3.46) 2. paying close attention on reading (M=3.29) and 3. using prior knowledge (M=3.25)and adjust reading rate(M=3.25) and for 3 lowest are 1. discussing reading with others (M = 2.14) 2. using typographical aids (e.g. italics) (M=2.39) and 3. resolving conflicting information (M=2.43)

Considering the data from descriptive statistics procedure, it can be concluded that 30 third year undergrad students, English major, the faculty of Education, Burapha University and 30 third year undergrad students from several majors, the faculty of Education, Burapha **University** often applied reading strategies in reading. Particularly, problem-solving strategies were preferred most frequently to overcome reading difficulties, followed by global reading strategies to define the setting for reading. However, support reading strategies were reported as the least frequent strategies for both English major students and non-English major students.

Discussion

This study were designed to determine the third year undergrad students' metacognitive awareness of reading strategies among English major and non-English major students during reading.

The result indicated that they often used reading strategies (38%), and particularly favored problem-solving strategies. In other words, students on the whole displayed characteristics of active strategic readers. They were aware of their cognitive process during reading and were able to utilize a wide array of EFL reading strategies to achieve comprehension. These findings support many earlier studies (e.g., Mokhtari & sheorey, 2002 ; Zhang, 2001) asserted that effective L2 and FL readers were aware of a multitude of reading strategies available for use. These results were consistent with the findings of Sheorey and Mokhtari's (2001) study that non-native readers frequently used reading strategies thus their metacognitive awareness was high. Furthermore, the findings indicating predominant use of problem-solving strategies in the present study was consistent Mokhtari and Richard (2004) and Sheorey and Mokhtari(2001) that problem solving strategies were mostly used by non-native readers since these strategies were critical for comprehension. Particularly, the strategies like paying close attention on reading, trying to stay focus on reading and reading slowly and carefully were some of the strategies that participants mostly preferred to use when they encountered any comprehension problems during reading. This reflects the fact that the students monitored their comprehension and took action when comprehension broke down. In addition, global reading strategies were reported to be the next most frequently used strategies, especially determining what to read, previewing the text before reading and using prior knowledge, As Sheorey and Mokhtari (2001) drew attention these strategies are usually encouraged as a pre- reading activity in textbooks and teacher preferred to active students' prior knowledge. It reflects the notion that the students also had ability to plan before reading. On the other hand, the result indicated that support reading strategies were least frequently employed, these strategies refer to support mechanisms or tools requires to clarify text information (e.g. use of reference materials like dictionaries; reading aloud; going back and forth). The reason for the limited use of support strategies might be the participants' unwillingness to use these time consuming strategies and the fact that supporting reading strategies were the least often used strategies indicated that these students did not value basic support mechanisms that aided comprehension to extend that might be desirable.

There was no difference in awareness between students coming from different fields of study. Students from English major and non-English major use the same strategies during the reading process.

Recommendation for Future Research

Researcher believes it is important for all readers, native and non-native, to be aware of the significant strategies proficient reading requires. Teachers can play a key role in increasing students' awareness of such strategies and in helping them become a proficiency reader. It is important for metacognitive reading strategies instruction to be integrated within the overall reading curriculum so as to enhance students' metacognition about reading. Such instruction can help promote an increased awareness of the mental processes involved in reading and the development of thoughtful and constructively responsive reading. Teaching students to become constructively responsive readers can be a powerful way to promote skillful academic reading, which will, in turn, enhance academic achievement.

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