กิจกรรมการอ่านเชิงกลยุทธ์เพื่อส่งเสริมความเข้าใจขั้นสูงของนักศึกษาไทย
Strategic Reading Tasks to Promote Higher Level of Comprehension of Thai Students

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บทคัดย่อ

วัตถุประสงค์ของงานวิจัยแบบผสมผสานนี้ คือ 1) เพื่อพัฒนากิจกรรมการอ่านเชิงกลยุทธ์เพื่อพัฒนาการอ่านเพื่อความเข้าใจขั้นสูงของนักศึกษา และ 2) เพื่อศึกษาประสิทธิภาพของกิจกรรมการอ่านเพื่อการเขียนที่ส่งผลต่อความเข้าใจขั้นสูงของนักศึกษา กลุ่มเป้าหมาย คือ นักศึกษาสาขาวิชาภาษาอังกฤษ จำนวน 15 คน ได้มาจากการสุ่มจากประชากรจำนวนทั้งสิ้น 52 คน ซึ่งเป็นนักศึกษาชั้นปีที่ 3 สาขาวิชาภาษาอังกฤษ คณะครุศาสตร์ ในปีการศึกษา 2558 เครื่องมือวิจัย คือ กิจกรรมการอ่านเพื่อการเขียนการทดสอบก่อนและหลังเรียน แบบสอบถาม และการสัมภาษณ์ ข้อมูลเชิงปริมาณจะนำมาวิเคราะห์โดยการเปรียบเทียบผลการทดสอบก่อนและหลังเรียน (t-test) ค่าเฉลี่ย ($\bar{x}$) ค่าเบี่ยงเบนมาตรฐาน(S.D.) ข้อมูลเชิงคุณภาพวิเคราะห์โดยการใช้การวิเคราะห์เนื้อหา ผลการวิจัยพบว่า 1) กิจกรรมการอ่านเชิงกลยุทธ์สามารถพัฒนาความเข้าใจขั้นสูงของนักศึกษาอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และ 2) กิจกรรมการอ่านเพื่อการเขียนสามารถส่งเสริมความเข้าใจขั้นสูงของนักศึกษากลุ่มเก่ง และปานกลางในระดับสูง ($\bar{x}$ =4.18, $\bar{x}$ = 3.56) ตามลำดับ นอกจากนี้ นักศึกษายังมีทัศนคติเชิงบวกกับกิจกรรมการอ่านเชิงกลยุทธ์ด้วย

ABSTRACT

The objectives of this mixed method study were: 1) to develop a strategic reading task to improve students' higher level of comprehension, and 2) to study the effectiveness of reading-to-writing task on higher level of comprehension. The 15 participants of the study were randomly selected from 52 third year English major students of the Faculty of Education in Academic Year 2015. Reading-to-write task, pre-test and post-test, questionnaire, and interview were employed for data collection. The collected data were analyzed for t-test, means, and standard deviation in terms of quantitative data. Content analysis was used to analyze the qualitative data. The findings presented that 1) students' higher level of comprehension were developed through the strategic reading task with statistically significant at .01, and 2) the reading-to-write task promoted students' higher level of comprehension of good and fair groups of students at high level ($\bar{x}$ = 4.18, $\bar{x}$ = 3.56) respectively. The positive attitudes of students towards the strategic reading task were also revealed in this study.

INTRODUCTION

In English as a Foreign Language (EFL) instruction recently, the courses, especially in reading, are planned to serve the learning outcomes by designing, instructing, and assessing the effective program. The main focus of the lesson is essentially based on four aspects: first, the objectives of reading are set by the students; second, the way of reading is guided as a process; the activities need to be designed to promote autonomous learning, and fourth, the reading ability of students in order to select third, to develop reading behavior

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of students, the texts which are appropriate to learners' proficiencies (Danvivath. 1998). Therefore, the course objectives, process of reading instruction, and pedagogical assessment tasks should be an alignment.

According to the four aspects mentioned before, the readers as the learning outputs, are developed to be strategic readers. Effective readers are able to control and aware of their cognitive reading skills. On the contrary, the less effective readers demonstrate little awareness of using different strategies in reading different type of texts. To promote strategic reading, establishing reading goals, appropriate reading strategies, monitoring comprehension, and positive attitudes toward reading are essential to be instructed in classrooms (Brown and Briggs. 1989).

According to Brown and Briggs (1989), the prior studies were conducted by researcher. The first study was a survey of cognitive reading strategies instruction and reading comprehension competency of undergraduate students. The findings revealed that students who were instructed to utilize cognitive reading strategies read effectively in reading comprehension rather than students who had never experienced reading strategies before (Wannathong. 2015). Moreover, the second study conducted to investigate the results of strategies instruction to promote reading comprehension. The strategies used in this study were questioning, predicting, note taking and summarizing. The results of this study demonstrated that reading strategies training were able to enhance reading comprehension. Moreover, students provided positive attitudes toward reading.

From previous studies, it has been proved that strategic reading is able to enhance reading ability of readers. The strategies which were instructed are categorized as the surface level of comprehension. The present study tests the efficacy of module to promote reading comprehension for undergraduate students based on a cognitive science view of comprehension, related to reading-to-write tasks to have students synthesize, criticize, analyze, and reflect of information from multiple source texts. The view of comprehension used in this study is one of constructing an analyzing representation of texts under the influence of instruction from reading-to-write tasks. Three sources texts in the same topic are used to create the situation for students to gather the information to the process of information mapping and restructuring. To reassure that text processing are from text analysis, note taking is used as the evidences as they read the texts.

Reading-to-write task

Reading-to-write is a task concerns with complex interaction happen when students read and create their own writing (Flower. 1990). In this type of task, students explore source texts collaboratively with peers and present reading-to-write task by demonstrating how they solve problems, negotiate, and discuss to make a group decision about authority of the text sources. They transmit the knowledge of reading texts to produce a new text of their own. From this type of reading, other scholars call this task as 'discourse synthesis task' (Spivey and King. 1989, Spivey. 1997).

From reading-to-write task, Danvivath (1998) proposed two important types of knowledge are able to draw on, which are 1) Knowledge encoded in the texts and 2) Knowledge of the rhetorical plans required to meet the writing requirement of the tasks. The outcome of reading-to-write task are known as the successful act of text synthesis are better knowledge structure, retention of new material, and appropriate problem solving (Danvivath. 1998). Though reading-to-write task, students are provided the opportunities to improve their abilities to process the information form multiple sources and use the information to write. Self-adjustment and problem-solving are additional skills students are able to achieve from reading-to-write task.

Note-taking

Note-taking is considered as a by-product of academic reading. The advantages of note-taking are to increase understanding, better recall, and improve organization of topic knowledge. During taking note students are selecting, organizing, and integrating information (Mayer. 1992) resulting in processes that increase the retention of the blended information (Loranger. 1994).
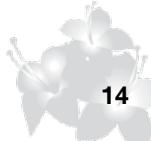
Also, learners engage with the input from the texts when they take notes. Notes can be used as the evidences of the interaction between the readers and the texts. Note-taking is relevant to a mental model approach to text processing and then tested predictions suggested by the theory (Danvivath. 1998).

According to Abraham and Vann (1996), they conducted a study of note taking with language and reading proficiency of the students. The results indicated that the students' notes could be reliably coded for evidence of depth of processing characteristics as surface and deep processing.

Higher level of comprehension assessment

In reading-to-write task, which writing is used as a product of the task, students need to demonstrate critical thinking in writing. Lo (2011) has adopted analytic scales analysis from previous studies (Condon and Kelly-Riley. 2004, Lo. 2011). Condon and Kelly-Riley (2004) employed seven-item analytic scale to measure the student's quality of critical thinking in writing. After applying the rubric score in the course, critical thinking scores of students were significantly improved. For Stapleton (2001), a five-element guide to measure forty-five Japanese college students' response to provocative essays, one was familiar topic and another was unfamiliar topic. The results revealed the arguments together with evidence and identified opposition, but weak refutation. The quality of critical thinking was correlated with familiar topic content. Lo (2011) modified Condon six-item analytic scale to measure 108 Taiwanese students' critical thinking in a reading-to-write task. The results showed that students were able to identifying problem and presenting perspectives as the strengths. However, recognizing other perspectives and consider evidence and fact were considered as weaknesses.

From the prior studies presented above, most of them focused on lower level of comprehension (Danvivath. 1998, Plakans. 2009, Tilfatlioglu. 2008,

Zhou. 2008). The results of these studies present the positive impacts reading-to-write tasks on reading comprehension. Moreover, there are some studies of reading-to-write tasks attempt to find the effects of the tasks on higher levels of comprehension. However, the studies provide only features of critical thinking in reading-to-write tasks (Lo. 2011) and contents of critical thinking are shown in the tasks production (Liaw. 2011). Interestingly, from prior studies presented, only one studies in reading-to-write task which was conducted by using note-taking to collect important information for further tasks (Danvivath. 1998). The gap of the prior studies is that less of the studies of reading-to-write tasks employed notes for assisting the readers to prepare for the further tasks. Moreover, none of the study using note-taking in reading-to-write tasks to promote higher level of comprehension of students were conducted.

From the gap of the prior studies mentioned above, reading-to-write tasks were mostly employed to assist students to improve the lower level of comprehension. However, the higher levels of comprehension are promoted to students in terms of the 21st century skills, which are found inadequate. The present research emphasizes on the students' improvement of higher level of thinking through reading-to write tasks using note-taking which is found untouched from the pervious studies.

RESEARCH OBJECTIVES

1. To develop the strategic reading task to improve students' reading comprehension.

2. To study the effectiveness of reading-to-write task on higher level of comprehension

RESEARCH QUESTIONS

1. Can strategic reading proficiency be developed through reading-to-write task to promote higher level of comprehension?

2. To what extents reading-to-write task develop higher level of comprehension?

3. What are students' attitudes toward reading-to-write task on students' higher level of comprehension?

RESEARCH METHODOLOGY

Participants

Fifteen of third year English major students of the Faculty of Education, Sakon Nakhon Rajabhat University in Academic Year 2015 were randomly selected, from the population of 52 students, to participate in this study. Because of the time of the research conduction was the first semester, when the reading courses were not available, the third year students were asked to voluntarily participate in the present study and 15 students were randomly selected. Moreover, the participant have passed Reading 2 course in the previous semester.

To collect the qualitative data, nine of the participants were asked to join in the interview part of the research. The interview group of students was categorized into three groups, including good, fair, and poor performance in English reading comprehension test. The categories stemmed from the raw scores they received in the English Reading Course. Additionally, all of them passed the writing course which argumentative writing was previously taught.

Research Instruments

Pre-test and Post-test : were reading-to-write tests, which the expository reading passage from TOEIC test provided on the website were used as the sources texts.

Reading-to-write tasks : In the reading task, the participants were explicitly instructed questioning, evaluating, synthesizing, and analyzing in terms of reading strategies while they were assigned to read the expository texts. Three different expository texts in the same topic were selected from the participants through the internet. The individual

work and group work of oral summarization are assigned in order to check students' higher level of comprehension. For reliability checking to the task scores, an inter rater was trained to check according to the coding scheme designed by the researcher.

Interview : The interview was used to demonstrate the strategies used by students. The reason of employing the interview as one of the research instruments was to collect the data which a student stops at the certain points while solving problems. Thus, interview assisted the participants to recall the strategies use while reading. The interviews were tape recorded and transcribed word by word. Later, the transcriptions were analyzed qualitatively.

Questionnaire : The questionnaire consists of 11 items, and involved a 5-point rating scales (Likert Scale). The validity of the questionnaire was checked by an expert, who experienced in the field of reading and Applied Linguistics for more than ten years. In addition, the reliability was 0.89 which was tested with Cronbach's alpha.

Data collection

The data collection was conducted in 11 weeks. In week 1 the participants were asked to do the pre-test using the reading passage test from TOEIC provided online in the TOEIC website. During week 2-3, the participants were trained to utilized higher level of reading strategies included synthesizing, criticizing, analyzing, and reflecting with note-taking. Then the participants were taught to read strategically with reading-to-write tasks in week 4 and week 5, respectively. They were assigned to read three texts in the same topic and take some notes of important information and write the argumentative paragraph individually. Notes and argumentative writing were evaluated to show student comprehension. The individual assignment was held in the week 6 to week 7. For group assignment, the participants were asked to select 9 passages in the same topic, three
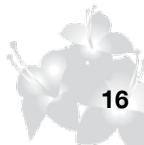
passages for one participant, and select one passage which was evaluated as a good passage to continue reading in group assignment. The participants did a group note by discussion and design a chart for note taking. As an output of the group assignment, each group wrote the argumentative paragraph to demonstrate the comprehension. The group assignment is held on week 8 and week 9. In week 10, the participants were asked to present the results of reading comprehension task gradually by oral presentation. For week 11, the post-test, interview and questionnaire were used to collect the data.

Data analysis

The data collected from pre-test and post-test were analyzed by one sample t-test, means, and standard deviation were used to analyzed the data from questionnaire, in terms of quantitative data. Also, content analysis was used to analyze the qualitative data

RESULTS

In this section, the findings according to the pre-test and post-test, questionnaire and interview were presented together with the reading test results.

Analysis of pre-test and post-test

The comparison of the mean score of pre-test and post-test was presented in table 1.

Table 1 Pre-scores and Post-score of the Students

Students	Pre-test scores (30)	Post-test scores (30)
S1	13	25
S2	15	24
S3	12	22
S4	10	20
S5	14	23
S6	15	25
S7	12	22
S8	14	24
S9	11	20
S10	13	22
S11	13	24
S12	11	23
S13	12	25
S14	11	26
S15	14	24
$\overline{X}$	12.66	23.26
S.D.	1.543	1.791
t-test	23.816	.000**

P<.01

Table 1 revealed the improvement of students' reading comprehension of students after the reading to write task. The data from the mean score of reading comprehension test with the full score of 30, the mean score of pre-test is 12.66 and the mean score of post-test is 23.26. The standard deviation of the pre-test is 1.54 and the standard deviation of the post-test is 1.79. The reading comprehension score of the students are improved after the reading to write task with the statistically significant at .01.

The results of critical thinking scores of students through reading-to-write task

The data of students' critical thinking scores of students through reading-to-write task were collected from students' presentation in week 10 revealed the scores of critical thinking through reading-to-write tasks as presented in table 2.

Table 2   Critical Thinking Scores of Students through Reading-to-Write Task

Critical thinking elements	Good	Fair	Poor
	$\overline{X}$	$\overline{X}$	$\overline{X}$
Identification of a problem or issue	5.00	4.56	3.67
Presentation of a clear perspective	4.32	4.12	3.45
Recognition of other perspective	2.44	1.57	1.54
Identification of the context(s)	4.54	4.67	4.37
Consideration of the context(s)	4.45	3.06	3.54
Identification of potential consequences	4.33	3.36	2.87
$\overline{X}$	4.18	3.56	3.24
S.D.	0.888	1.165	0.932

From table 2, the groups of good and fair students developed the critical thinking skill through trading-to-write task at high level ($\overline{X}$ = 4.18 and $\overline{X}$ = 3.56). The group of poor students were developed at moderate level ($\overline{X}$ = 3.24). All groups of students were able to identify a problem or issue with the highest mean from all critical thinking elements. The group of good students reached the highest mean of all (5.00). Identification of the context(s) element was also found in fair group of students as the highest mean scores (4.67) whereas the group of good students provides less mean scores (4.54). The least mean scores of all elements was found at Recognition of other perspective element among three groups of students.

The results were confirmed by content analysis of interview data. Students from three groups reported that they were able to identify problems from the texts after they were instruct ted through reading-to-write tasks.

G3 :   "I feel really good after I can pick up the problems from the texts after I learned in this way."

F1 :   "I found that it was easy to find the problems of the texts after the instruction."

P4 :   "I have never thought that I can find some problems from texts. But I can do it now."

Moreover, some of the students from all groups reported that they were able to identify the contexts of the reading texts. This was because they were instructed to promote higher level of comprehension from reading-to-write tasks.

G5 :   "I can understand the contexts because I combines my background knowledge and new knowledge in reading. I learn this in class."

F4 :   "I can see the contexts easily because in class I practiced a lot. This is my favorite part of learning."

P2 :   "I understand the situations in the texts because I was guided to think both from teacher and friends."

8.3 The results from the students' attitudes toward reading-to-write tasks to promote higher level of comprehension

The responses of the students on the questionnaire to investigate the attitudes of students toward reading-to-write tasks to promote higher level of comprehension were presented in table 3.

Table 3   The Students' Attitudes toward Reading-to-Write Tasks to Promote Higher Level of Comprehension

attitude	$\overline{X}$	S.D.
I have gained thinking skill.	4.56	0.639
This way of instruction motivate me to learn English	4.33	0.723
I have the opportunities to think in class.	4.33	0.723
I want others subjects to use this way of instruction.	4.33	0.723
This way of instruction make English learning meaningful to me	4.33	0.817
I have gained English reading skill.	4.26	0.457
I want to share this knowledge to my friends.	4.26	0.703
I have more confidence in my English ability.	4.26	0.798
This way of instruction is interesting for me.	4.13	0.915
I have gained content area knowledge.	4.06	0.037
I want to be instructed in this way again.	4.06	0.703
	4.26	0.658

From table 3, the attitudes of the students were at high level ($\overline{X}$ = 4.26). Most of the students thought that they had gained thinking skill (4.56) as the highest attitude of students toward reading-to-write task. Also, they thought that reading-to-write task motivated them to learn English for they had the opportunities to think in class, and they wanted other subjects to use this way of instruction
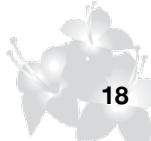
(4.33). Moreover, they thought that they had gained English reading skill. They wanted to share this knowledge to their friends, and they had more confidence in their English abilities (4.26).

The data from interview confirmed of the quantitative results. Students from the three groups expressed the ideas to support that their thinking skills were developed through the tasks.

G1 :   *"At first it was really difficult for me, but after practicing, I feel difference in the way I think. The tasks improve my thinking."*

F2 :   *"I love the way I practice thinking. I feel like I am smarter than before."*

P5 :   *"Thinking is difficult. But after I try, I can make it."*

Also, the reading-to-write tasks played the key role to motivate students in learning English.

G2 :   *"I like English, but teacher makes me love it more."*

F3 :   *"It would be better if I can learn English and feel like this all the time."*

P4 :   *"I want to be good in English and thinking."*

DISCISSION

In this section, the results of the reading-to-write tasks to promote higher level of comprehension were concluded and discussed according to the research questions.

1. Can strategic reading proficiency be developed through reading-to-write task to promote higher level of comprehension?

The results form pre-test and post-test revealed that the scores of post-test from all students were significantly higher than pre-test. Therefore, it can be confirmed that reading-to-write tasks instruction can highly improve students' reading comprehension. The results can be linked with the previous studies (Danvivath. 1998, Liaw. 2011, Lo. 2011, Plakans. 2009, Tilfatlioglu. 2008, Zhou. 2008). To consider the differences of using reading-to-write tasks to improve reading higher level of comprehension among students, the results showed that the mean scores of post-test (23.26) were not quite much

higher than of the pre-test (12.66). Even though all students had higher scores in post-test, this was the first time they were trained to use the reading strategies which promote higher level of comprehension.

2. To what extents reading-to-write task develop higher level of comprehension?

The results from reading-to-write tasks shows that students from all three groups were able to identify problems or issue(s) from the texts. This means that the higher level of comprehension was develop though the tasks. To discuss deeply in each group, the mean scores of the group of good students achieved the highest mean scores (5.00). This is might because in the practice time of practicing in class these students acted as the leaders to help their friends in their groups. Therefore, they practiced more both in thinking and explaining to their friends.

G1 :   *"When I worked with my friends, I worked even harder to make myself understand and then help my friends to know what I mean."*

G3 :   *"I know that I need to guide my friends in the tasks as we work in group. So I try so hard to think of the tasks and think to help my friends to understand. This means that I practice more than my friends in group."*

F2 :   *"Good to have friends to help me. With his help I think I can slowly understand and do the tasks."*

P4 :   *"It was difficult, but I think my skill is improved with my friends' helps."*

However, the recognition of other perspective(s) was the lowest mean scores of all elements. This may be because the perspectives need experiences or varieties of background knowledge to assist in thinking. As this was the first time the students were trained to use the strategies to promote higher level of comprehension, they had less experiences to think of other perspectives as two of students reported below.

F2 :   *"I don't know how I can get another picture of the situation in the text. I feel like nothing in my head."*

P4 : *"You know how hard it is to imagine of what you have no idea about."*

3. What are students' attitudes toward reading-to-write task on students' higher level of comprehension?

The results from the questionnaire and interview presented the quantitative and qualitative data to confirm that whether reading-to-write task could improve higher level of comprehension of students or not. The results form questionnaire showed that students thought that they improved their higher level of comprehension through reading-to-write tasks. Additionally, the data from interview also showed that motivation played the key role of learning. Students expressed the idea that they would continue practice the techniques they had learned in class as presented below.

G2 : *"I will use the techniques from the training in the future as much as possible."*

F1 : *"I will use the technique to help me in learning English with other skills."*

P1 : *"I will use this technique when I study reading in the future."*

According to the interview, the data presented additional attitude of motivation in using reading-to-write tasks in further English learning, which supported the study of Liaw (2011) in term of motivation and enjoyment of learning with reading-to-write tasks. One unexpected positive expression the students reported from reading-to-write tasks was learning autonomy. As all students who participated in the interview presented that their expression to use reading-to-write tasks in the future could be interpreted that they had their autonomous learning ability, which could help them in learning in the future. Similar to Liaw

(2011), the autonomous learning was one of the research outcomes along with reading comprehension in using reading-to-write tasks. The research results present students' autonomous learning similar to the present study.

LIMITATIONS

Although the present study provided the positive results of the study, limitations of the study occurred and needed to be discussed for further study.

1. The results of the study stemmed from a very small number of students. The larger number of the students might affect the results.

2. The time limited of the study was another factor which might affect the result of the study. To investigate the in-depth effects of reading-to-write tasks, longer duration of study might be appropriate. As learning language, especially reading, is a long-term process, it should be better to study the reading comprehension improvement in the longer time of study.

3. The participants of this study were English major students. As English is the most widely used and compulsory for higher education in Thailand, students of other fields of study should be include in order to be instructed by using reading-to-write tasks to improve higher level of comprehension.

As mentioned before that reading comprehension plays the key role in English learning, students require the advantage strategies instruction to help them enhance reading skills, which is considered as the basic skill of leaning.

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