

A STUDY OF ENGLISH READING PROBLEMS AND STRATEGIES OF THAI

EDITORIAL STAFF



Submitted in Partial Fulfillment of the Requirements for the

Master of Arts in English

at Srinakharinwirot University

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This study was designed to investigate English reading problems, and reading strategies used by Thai editorial staff when reading English texts. It also examined reading strategies the editorial staff used to overcome the reading problems. The participants of this study were 30 Thai editorial staff at GM Multimedia Public Company Limited. The main instrument, the Reading Problems and Strategies Questionnaire, was employed to collect quantitative data to find out reading problems, reading strategies used in reading, and reading strategies used to solve reading problems whereas the semi-structured interview was used to collect qualitative data to obtain in-depth information about reading problems and strategies the editorial staff used to solve their English reading problems. The results revealed four main reading problems that participants confronted at the medium level: not understanding technical words meaning, not knowing the word meaning, facing with complex and very long sentences with many dependent clauses or paragraphs, and unfamiliar words. The results also revealed that the reading strategies used in reading English texts included memory strategies, and cognitive strategies. The participants used memory strategies imagination or having a picture of word or story in mind whereas the cognitive strategies were used by underlining or highlighting key words, main idea or important parts of the passage, and scanning the passage for finding specific details of interest. In addition, the reading strategies the participants used to solve reading problems were cognitive strategies, compensation strategies and social strategies. Cognitive strategies were used by reading the parts that they did not understand and looking up unknown words in a dictionary while they used

compensation strategies by guessing the meaning of unknown words from context clues and guessing the story by using clues from background knowledge. Regarding social strategies, the participants asked the meaning of unknown words from someone and asked someone to explain the parts of the text that they did not understand.



ศึกษาปัญหาและกลวิธีการอ่านของพนักงานฝ่ายกองบรรณาธิการ



บทคัดย่อ
ของ
นมิตา แฝงสภา

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

มิถุนายน 2555

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การวิจัยครั้งนี้ออกแบบเพื่อศึกษาปัญหาในการอ่านภาษาอังกฤษ กลวิธีการอ่านบทความภาษาอังกฤษ และกลวิธีการอ่านเพื่อใช้ในการแก้ปัญหาการอ่านภาษาอังกฤษของพนักงานฝ่ายกองบรรณาธิการ ผู้เข้าร่วมวิจัยในครั้งนี้ คือ พนักงานฝ่ายกองบรรณาธิการบริษัท จีเอ็ม มัลติมีเดีย จำกัด (มหาชน) จำนวน 30 คน เครื่องมือที่ใช้ในการเก็บข้อมูลเชิงปริมาณคือ แบบสอบถามปัญหาในการอ่านภาษาอังกฤษ กลวิธีในการอ่าน และ กลวิธีที่ใช้ในการแก้ปัญหาการอ่าน และการสัมภาษณ์เพื่อเก็บข้อมูลเชิงลึกในส่วนของปัญหาการอ่านและกลวิธีที่ใช้ในการแก้ปัญหาการอ่านภาษาอังกฤษ ผลการวิจัยพบว่า ผู้เข้าร่วมวิจัยประสบปัญหาในการอ่านภาษาอังกฤษ 4 ประการ คือ ไม่เข้าใจความหมายของศัพท์เทคนิค, ไม่ทราบความหมายของคำศัพท์, การอ่านประโยคที่ซับซ้อนหรือประโยคยาวๆ ที่มีหลายประโยคย่อยหรือหลายย่อหน้า และ คำศัพท์ที่ไม่คุ้นเคย ผลวิจัยด้านกลวิธีการอ่านบทความภาษาอังกฤษพบว่า ผู้เข้าร่วมวิจัยใช้กลวิธีการจำ โดยการจินตนาการภาพ คำศัพท์หรือเรื่องราวไว้ในใจ ขณะที่ผลของการใช้กลวิธีปัญญาพบว่าผู้เข้าร่วมวิจัยใช้การขีดเส้นใต้หรือการใช้สีขีดเน้นที่สำคัญ ประโยคใจความสำคัญ หรือ ส่วนสำคัญๆ ในบทความ และอ่านบทความอย่างละเอียดเพื่อค้นหาข้อมูลเฉพาะที่น่าสนใจ นอกจากนี้ สำหรับกลวิธีการอ่านเพื่อแก้ปัญหาในการอ่านภาษาอังกฤษนั้น ผลปรากฏว่าผู้เข้าร่วมวิจัยใช้กลวิธีปัญญา โดยการอ่านซ้ำในส่วนที่ไม่เข้าใจ และใช้พจนานุกรมเปิดหาความหมายของคำศัพท์ สำหรับกลวิธีทดแทน ผู้เข้าร่วมวิจัยใช้วิธีเดาความหมายของคำศัพท์จากบริบทใกล้เคียงและเดาเนื้อเรื่องจากความรู้อื่นที่มีอยู่ ขณะที่การใช้กลวิธีด้านสังคม ผู้เข้าร่วมวิจัยใช้วิธีถามความหมายของคำศัพท์จากบุคคลอื่นและให้ช่วยอธิบายในบางประโยคที่ไม่เข้าใจ

The Master's Project Advisor, Chair of the Master's Program in English, and Oral Defense Committee have approved this Master's Project, "A Study of English Reading Problems and Strategies of Thai Editorial Staff," by Namida Pangsapa as partial fulfillment of the requirements for the Master of Arts in English at Srinakharinwirot University.

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The Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts in English at Srinakharinwirot University.

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(Dr. Wanee Aujsatid)

June ..., 2012

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Namida Pangsapa

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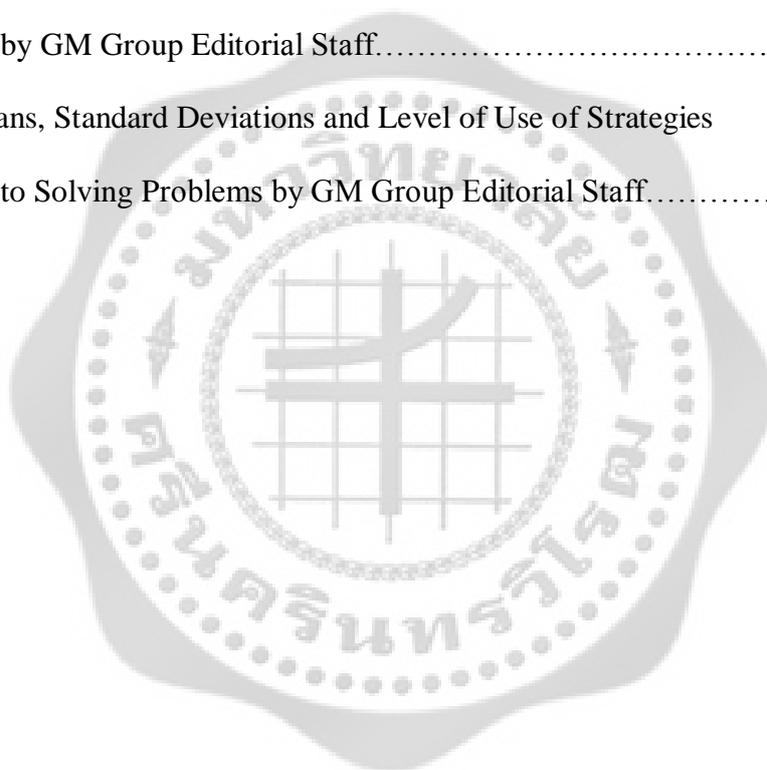
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CHAPTER I

BACKGROUND OF THE STUDY

Introduction

Reading is essential for humans, especially in the modern world. It is one of the important ways for people to get information in their study and work. Generally, people learn to read at very early age with different purposes: reading for pleasure or reading to gain more knowledge and experience or to know what is happening around the world. However, people need to read as reading is a tool for lifelong learning. Grabe and Stoller (2002) point out that the large majority of individuals need to read to further their goals and better their lives, particularly reading in English because the majority of societies and countries around the world are multilingual. The researchers further explain that English reading ability is then a great demand as English is used worldwide not only as global language but also the language of science, technology, and advanced research. In addition, reading is the primary means for independent learning, whether the goal is performing in academic tasks, learning more about the subject matter, or improving language ability.

In Thailand, reading in English is also essential for individual's success like in other non-native speaking countries. Many businesses also need the staff with more ability in English reading. For example, Thai pharmacists need English reading skill for reading drug information, reading texts, journal, or any documents related to medical and pharmaceutical science along with doctor's prescription written in English (Phutirat & Suwannapatama, 2007). Furthermore, Tanghirunwat (2003) claimed that one working proficient in reading in English. Since at present the need in reading is widespread in

various fields, and the way to gain knowledge through reading is not limited on original sorts such as paper-based texts. People have alternative sources of knowledge only if they can access on the internet because of advancement of technology, particularly computer.

The modern technology also brings about the various kinds of traditional media in the publishing market world including newspapers, leaflets, books, textbooks, and magazines. Fortunately, for most people who lack opportunities to access the new technology equipments such as computer, notebook, smart phone, ipad, or tablet, printed materials are easily accessible for people who do not read for academic purpose. What is more, reading printed material does not require many conditions when they want to read and there is a great deal of printed materials available in the market place. Thus, ones can read at whatever time and a place wherever.

Research has shown that reading printed materials is better than reading online texts. One study from a University of Oregon revealed that the readers who read printed New York Times remembered more new stories, topics, and main points of new stories than online newsreaders (Santana, Livingstone, & Cho, 2011). Similarly, the results of the study by Dillon (1992) indicated that online readers had poorer accuracy on text reading than paper-based readers. Although reading is an important skill as people use it as a tool to gain more knowledge, it does not mean the readers must read only academic reading texts because reading on magazine also one of printed materials that leads people to learn and increase their knowledge. In Tafani's research (2009) on the topic '*Teaching English through Mass Media*,' the researcher claimed that magazines are resources for different subjects. Various topics, ideas, or pictures in the magazine are good sources for language development for discussion in a language class.

Over the past several years, a large number of magazines were distributed all over the world. The magazines are categorized into many fields such as fashion, lifestyle, tourism, education, entertainment, business, family issues, animals, sport and so on. Most magazine producers have tried to make their magazines more outstanding in the market, so the magazines were designed to suit the readers' needs and interests. The producers are concerned about the costs, sizes, models on the front cover, lay out, and promotions of the month. Although publishing business as publishing magazines are highly racing, some magazines were produced a lots of copies per issue. 'The Watchtower' is an illustrated religious magazine which is published semi-monthly in 194 languages. Over 42,000,000 copies are the number of printing circulation per issue ("The Watchtower," 2011). Besides, Reader's Digest is a general interest family magazine which is the best-selling consumer magazine in the United States for many years. It was published in 52 editions with 35 languages, and printing circulation are more than 5,000,000 copies ("Reader's Digest," 2011).

In Thailand, there are many magazines in any categorizes with both English and Thai edition which cover the contents or the topics interesting to the target group. Most Thai magazines do not share only Thai features, but keeping up to date news or stories from abroad are also transferred to the magazine readers, particularly English magazines. The magazine publishers have the editorial staff that is specifically in charge of writing these parts by translating the contents, mostly from English into Thai. For example, 'Praew' magazine, one popular lifestyle magazine of Amarin Printing and Publishing Public Company Limited contains some sections or columns with contents taken from foreign magazines, specifically English such as contents in beauty section, 'ส่องกระจกข้ามโลก' (look at the mirror to see the world) column, or 'Know What Know Why' column. Likewise,

Volume magazine, lifestyle magazine from Volume Publishing Company Limited, also has English features in 'Guilty Pleasure' column, and 'Biography' column.

GM Multimedia Public Company Limited is one of the successful companies with solid experience in publishing business over 25 years. Most magazines in GM Group also have both Thai and English contents. Thus, the writers have to search and keep up Thai and English contents in order to update the news or information to publicize knowledge to the readers. However, it is difficult for some editorial staff who has less English proficiency or graduated in other related fields, not in English major or minor, to understand English information accurately.

A common reading problem of some readers is how to read efficiently. Reading efficiently does not mean reading only words or texts fluently or clearly, but the readers must also comprehend the texts they read. Therefore, reading strategies will be used as the main device to help the readers efficient in reading. McNamara (2009) stated that reading strategies were not only use to understand the texts, but they used to solve reading problems and helped the readers to be as a better reader and comprehender. To help the readers success in reading comprehension, Texas Education Agency (2002) summarized the ways that good readers used before, during, and after reading a text. Good readers used various strategies to comprehend the texts they read such as using background knowledge to predict the story, using context clues to connect the meaning of the sentences, skipping some parts that they already known or unimportant, rereading a passage, summarizing the main points or ideas, creating images or event in mind, and rephrasing a passage in their own words. In contrast, poor readers could not read widely. Most of them could not connect the idea of the texts. They had trouble to understand the word meanings, lack of background knowledge about the story, and did not know enough about the sentence structures. In summary, there are various reading strategies to help

readers succeed on their reading, especially; using appropriate strategies will be highly useful for the readers.

Recently, research studies were conducted focusing on the relationship between reading problems and reading strategies used in academic field. One study by Julio (2003) revealed the use of reading strategies between different groups of students who had different levels of proficiency in English reading. The study of Wongphangamol (2005) investigated reading strategies employed by high and low English ability science and arts grade 12 (Mattayom Suksa six) students at Assumption College Thonburi. Chawwang (2008) studied English reading problems of Thai 12th grade students in educational regions 1, 2, 3, and 7 in Nakhonratchasima. As same as Yimwilai (2008), the study investigated reading abilities and problems of English-major students in Srinakharinwirot University. Akkakoson and Setobol (2009) also focused on reading strategy use among tertiary level EFL students of science and technology in reading English texts. Songsiangchai (2010) explored reading strategies used by third-year English major students of Srinakharinwirot University when reading online and printed academic texts. In addition, Oranpattanachai (2010) studied the effect of reading proficiency on the reading processes of Thai pre-engineering students at a college in Thailand. However, there are a few studies investigated reading problems and reading strategies used from other people who did not students.

As discussed above, the researcher was interested in study English reading problems and strategies used from other people outside academic field. As the researcher has work in a position that related to the editorials and most the works need the reading skills to read varieties of English texts, the researcher was interested to investigate the editorial staff's problems to help them develop their works' quality and efficiency. Then, the

editorial staff will be created a piece of works for their readers. For this reason, it might be beneficial to conduct this study in order to shed more light on the purpose as follows:

Purposes of the Study

The purposes of the study were to:

1. Explore the main English reading problems encountered by GM Group editorial staff.
2. Explore reading strategies GM Group editorial staff used in reading the English texts.
3. Explore English reading strategies GM Group editorial staff used to overcome their reading problems.

Research Questions

This study addresses three research questions as follows:

1. What are the main reading problems encountered by GM Group editorial staff when reading English texts?
2. What are the reading strategies GM Group editorial staff use when reading English texts?
3. What are the reading strategies GM Group editorial staff use to solve their reading problems?

Significance of the Study

The results of this study can be useful to many of magazine editorial staff whose work related to reading English written texts in general as in the following.

1. The results from the research, reading strategies and problems being revealed in reading English materials of the editorial staff, may be beneficial to the participants

of other readers who have to read in English, so that they can improve their reading for their career success.

2. The results of the study will portray what reading problems and difficulties the GM editorial staff encounter when reading English texts, so the company can design a training course that matches the need of employees.
3. The reading strategies revealed as the outcome of this research will allow the interested researchers, both in academic areas and other related field, and readers alike to acknowledge a range of reading strategies in their future study.

Definition of Terms

The following terms are defined because they are specifically and repeatedly used in the study.

1. *Reading problem* refers to the difficulties in reading of the readers encountered while they read English texts.
2. *Reading strategies* means the skill of using the way to comprehend the English texts which based on the theory of Oxford (1989), the researcher who classified system of reading strategies into four strategies: memory strategies, cognitive strategies, compensation strategies, and social strategies.
3. *Memory strategies* refer to the way of storing and retrieving new information by grouping or using imagery.
4. *Cognitive strategies* refer to the skill of using summarize and deductive reasoning to understand and produce new language with various different means.

5. *Compensation strategies* refer to the process of guessing or using synonyms to understand the texts.
6. *Social strategies* refer to the skill of the readers to comprehend the texts by using social behavior as communication between and among other people.
7. *GM Group editorial staff* refers to the person who response for writing articles on the magazines of GM Multimedia Public Company Limited.

Summary of the Chapter

This chapter discussed the background of the study including the importance of reading, particularly reading in English. It also described the importance of reading strategies for developing English reading ability and the justification for conducting the present research. The researcher also proposed the objectives, research questions and defined the key terms including reading problems, reading strategies and the participants, used specifically for the study in the last section of the chapter.

Organization of the Research

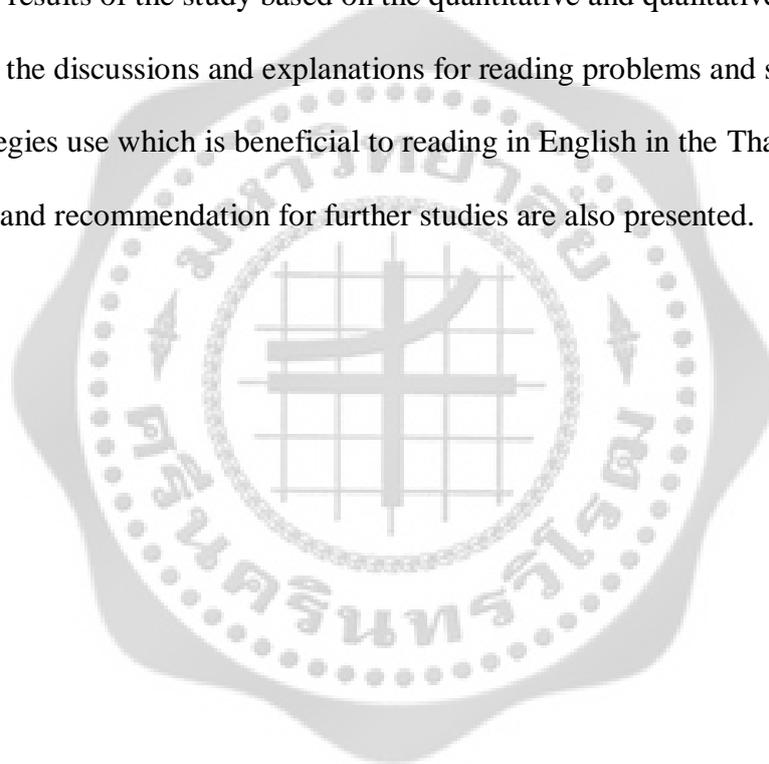
The rest of this research is organized as in the following.

Chapter 2 discusses the review of literature as the foundation for the study including the reading problems, reading strategies and previous studies in relation to reading strategies both in foreign countries and in Thailand.

Chapter 3 presents the research methodology consisting of research design, research procedures of the study. It also discusses the research instruments: the questionnaire and the semi-structure interview. Finally, data analysis of both quantitative and qualitative data is presented.

Chapter 4 presents the demographics of the participants, the editorial staff of GM Multimedia Public Company Limited. It also presents the findings of quantitative data, the reading problems and reading strategies used for reading texts. The last part of this chapter discusses the findings from the interview in which they were asked to respond to 9 questions.

Chapter 5 concludes the research, and it summarizes the main findings of the study, discusses the results of the study based on the quantitative and qualitative data analysis and provides the discussions and explanations for reading problems and successful reading strategies use which is beneficial to reading in English in the Thai context. The implications and recommendation for further studies are also presented.



CHAPTER II

REVIEW OF RELATED LITERATURE

This research investigated the reading problems and the reading strategies EFL editorial staff from 11 different magazines of GM Group when they read English texts related to their works. The purpose of this chapter was to review related literature, the theories related to the topic and the previous studies as the ground of the study. This chapter then discusses reading comprehension, reading strategies, reading problems, related research on reading problems and strategies used to solve problem as well as related research on reading strategies. The details were given as follows:

Reading Comprehension

Reading is one of language skills which used most in daily life. Some readers are good at reading; they can read fluently and clearly, but they may misunderstand what they read. However, there are many points of views about the concepts of reading comprehension as the following examples:

Thompson (1987,) claimed that reading comprehension is a process which the readers able to recognize a message against the background knowledge of the readers themselves. Also, there are three major factors to achieve in reading comprehension: (a) ability to use background knowledge (b) ability to recognize and use the rhetorical structure of the text, and (c) ability to use efficient reading strategies. Koda (2005) classified the concept of reading comprehension into two types. Firstly, reading comprehension is a product of the readers' interactions with texts and product can be assumed as the outcomes of reading which are collected in the reader's long term memory. Secondly, reading comprehension is the process of receiving information from the text and integrating it into a coherent meaning. On the other hand, Mariotti (2010)

indicated that there are five techniques to help students in reading comprehension. These techniques are giving background and connecting to prior knowledge, creating a strong vocabulary activity, giving time for actual reading and writing, setting time to talk about the reading, and giving direct instruction and model of reading strategies.

From the concept of reading comprehension mention above, it can be concluded that reading comprehension is the understanding of an interaction between readers and texts by using various techniques which suitable for them to comprehend the text. Thus, the next topic will be discussed about reading strategies.

Reading Strategies

Many authors and experts in reading provided the definitions of reading strategies in many different aspects as follows:

First, the term strategies is conceived as “techniques, tactics, potentially conscious plans, consciously employed operation, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies, problem solving procedures.” (Wenden, 1987, p. 7). According to Barnett (1989), “strategy means the mental operations involved when readers purposefully approach a text to make sense of what they read.” (p. 66). More precisely, Brown (2000) also points out the definition of strategies as “specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.” (p. 113).

To develop the ability of the readers in reading comprehension, many researchers study about the effective reading strategies in order to help the readers to achieve in their reading skill. Block (1986), classified reading strategies into two major categories included general strategies and local strategies. General strategies are included in anticipate content, recognize text structure, integrate information, question information in

the text, interpret the text, use general knowledge and associations, comment on behavior or processes, monitor comprehension, correct behavior, and react to the text. For local strategies, they are comprised of paraphrase, reread, question meaning of a clause or sentence, question meaning of a word, and solve vocabulary problem.

Thompson (1987) summarized the effective reading strategies which can help the readers to improve their reading comprehension as follows:

1. Flow - charts and hierarchical summaries – this strategy usefully to improve text recall.
2. Titles – knowing the title before reading texts, the readers can be activate background knowledge to generate appropriate predictions of meaning and clarify ambiguous points in the text.
3. Embedded headings – help to improve delayed recall of the readers.
4. Pre-reading questions – using this strategy to recall main ideas, details, and other information of the text.
5. Story-specific schema from general schema – the readers can be recalled more information.
6. Imagery – imaging during reading the text able to recall and recognize information from text effectively.
7. Perspective – reading texts from particular perspective affected recall in the idea.

Moreover, Rubin (1987) also identified six reading strategies which mentioned in the cognitive strategies as follows:

1. Clarification/verification is the process of asking for an example of how to use a word or expression, repeats words to confirm understanding.
2. Monitoring is correcting errors a message which received and interpreted.

3. Memorization focuses on storage and retrieval of language such as drill and repetition.
4. Guessing/inductive inferencing means guessing meaning from key words, structures, pictures, and context.
5. Deductive reasoning is grouping words, comparing native/other language to target language.
6. Practice involves strategies such as repetition, rehearsal, imitation, experimentation, application of rules, and attention to detail.

For another author, Oxford (1989) adapts system of reading strategies into four strategies: memory strategies, cognitive strategies, compensation strategies, and social strategies.

1. Memory strategies are personal strategies that depend on skill and ability of readers to remember the important things in memory from what they read in new language and to retrieve information from memory when they need to use it for comprehension. Below are strategy sets that readers actually do employ memory strategies.
 - (a) Grouping is classifying or reclassifying what is read into meaningful groups to make the material easier to remember by reducing the number of unrelated elements.
 - (b) Associating / elaborating is associating new language information with familiar concepts already in memory. This strategy helps readers easy to remember and comprehend materials.
 - (c) Using imagery is a good way to remember what has been read in the new language by creating visual symbol in your mind such as picture of an objects, a set of locations, a sequence of words or expressions, or a mental representation of the letters of a word.

- (d) Semantic mapping is arranging relationship of key concepts with related concepts on paper by creating a semantic map or diagram via arrows or lines.
 - (e) Using keywords has two steps; identify a familiar word that sounds like the new word and create image of new word and familiar word together to memorize the new word meaning.
 - (f) Representing sounds in memory is remembering new word with familiar sounds from any language.
 - (g) Using physical response or sensation – readers can act out what they read, or associate physical sensations with specific words found in reading passage.
 - (h) Using mechanical techniques such as making flashcards by writing new word on one side and write meanings on another.
2. Cognitive strategies are essential in learning a new language. Sets of cognitive strategies are divided as follows:
- (a) Repeating is doing something over and over such as reread a passage several times to understand it more completely.
 - (b) Getting the idea quickly is using two techniques to help readers on what they need or want to understand rapidly. Skimming used to search main ideas and scanning used to find specific details.
 - (c) Using resources for receiving and sending messages is using resources to find out the meaning of what is read such as dictionaries, and grammar books.
 - (d) Analyzing expressions is determining the meaning of a new expression by breaking it down into parts and using the meaning of various parts to understand the meaning of the whole expression.
 - (e) Taking notes is writing down the main idea or specific points in the readers' own language.

- (f) Summarizing is making a condensation or writing a summary of the passage.
 - (g) Highlighting is using a variety of emphasis techniques to focus on important information in a passage such as color-coding, underlining, and bold writing.
3. Compensation strategies enable readers to use new language for either comprehension or production despite limitations in knowledge by using linguistic clues and other clues.
- (a) Using linguistic clues is seeking and guessing the meaning of what is read from the target language such as using prefix, suffix, or word order as linguistic clues to guess the meanings.
 - (b) Using other clues is seeking and using clues that are not language-based such as knowledge of context, situation, and text structure.
4. Social strategies is learning by using social behavior like communication between and among people. Three sets of social strategies are divided as follows:
- (a) Asking for clarification or verification is asking someone to repeat, paraphrase, explain, slow down, or give examples.
 - (b) Cooperating with peers is working with other people in pair or small group to improve language skills.
 - (c) Cooperating with proficient user of the new language is working with native speakers or other proficient users of the new language.

Also, O'Malley and Chamot (1990) proposed three types of reading strategies which are metacognitive strategies, cognitive strategies, and social/affective strategies.

1. Metacognitive strategies can be employed as selective attention for special aspects of learning tasks, planning the organization of written text, monitoring or reviewing attention to a task, and evaluation or checking comprehension after completion of a text reading.

2. Cognitive strategies are discussed as rehearsal or repeating, organization or grouping words, terminology, or concepts according to their semantic or syntactic attributes, inferencing or guessing meaning or predicting outcomes by using information in the text, summarizing or synthesizing the information, deduction or applying rules to understand language, imagery or using visual images to understand information, transfer or using knowing information to facilitate a new task, and integrating new ideas with known information.
3. Social/affective strategies involves cooperation or working with peers to solve a problem, questioning for clarification, and self-talk or using mental control to reduce anxiety about a task.

According to Zimmerman and Hutchins (2003), they identified the strategies of reading comprehension into seven strategies including making connections, asking questions, making inferences, determining importance, synthesizing information, monitoring comprehension, and visualizing while reading.

On the other hand, Lei, Berger, Allen, Plummer, and Rosenberg (2010), recommend that strategies can help the readers to improve their reading skill by developing positive attitudes toward reading, increasing vocabulary, using dictionaries, vocabulary notebooks, and signal devices, as well as reading repeatedly, frequently, and extensively.

In conclusion, each researcher provides reading strategies in many different ways so as to help the readers to be more efficient in reading and facilitate them in reading by using reading strategies appropriate for each type of text and the reading purpose. Thus, it is very important for the readers to select the reading strategies that appropriate with them to increase their comprehension. However, most readers also encountered with many problems in English reading so, the next topic will be discussed in English reading problems.

Reading Problems

The ability to read English texts effectively is one of the most important skills which everyone needs to acquire. However, most readers are still encountered with English reading problems. Richek, List, and Lerner (1989) explained five key elements of the reading problems. Environment is the first factor which affected to. Different environments such as home, school, social group, and cultural have strong impact on learning ability. Second factor is emotion. Poor readers who are reading failure often have emotional problems. For example, readers who are low self-esteem and depression, they will be lack of confidence and afraid of making a mistake. The third one is physical factor. It includes hearing problems, visual problems, as well as other physical problems. Another factor is intelligence. For this element, it depends on the level predicted by intelligence tests. Finally, language knowledge consisting of vocabulary and sentence structure is one factor which affected to read. It is difficult to the readers to acquire higher level reading skills if they lack of this factor. According to Gunning (2002), poor comprehension in reading can be caused by many factors such as lack of background knowledge, limited knowledge of vocabulary, failure to use strategies, lack of basic decoding skills or fluency, lack of attention or concentration, and poorly-developed thinking skill. In addition, Mourtaga (2006) pointed out the problems that Palestinian school and university EFL students face comprise of four main types: The first problem is the misunderstanding of the reading process. Frequently, teacher uses bottom-up approach or the grammar translation method when teaching reading and lets the students read loudly in class and put their index finger on the words they are reading. This reading behavior makes reading slow, and slow reading is bad because it tends to create tunnel vision, overloads short-term memory, and leaves the readers floundering in the ambiguity of language. Second problem is insufficient linguistic competence in general and use of

English. Thus, the result of this problem is students have insufficient practice in reading and lack of exposure to English. The next problem is the differences between Arabic and English. The spelling sound system of English is different from Arabic, especially in the vowel system. The last problem is related to The English spelling and sound system. Tateum (2007) indicated that lack of vocabulary knowledge or struggling with unknown words is one of the major problems of Thai students. Moreover, using dictionaries to search the meaning also interrupt the reading process and destroy the chance to comprehend much of the texts.

From the information above, reading problems occur from many causes. For aiding the readers solve the problems, there are many researcher investigate many reading strategies to help readers understand the text meaning.

Related Research on Reading Problems and Strategies Used to Solve Problems

Reading ability is very important in our life. Many researchers try to investigate reading problems and the way to solve the problems. Chuenta (2002) investigated English reading problems and needs of graduate students in administration. The results showed that the topmost three problems of the participants are lacking of ability to grasp the main idea, inability to read quickly due to limited vocabulary, and lack of using appropriate reading strategies. Moreover, there are many factors which affect to the participants' reading problems such as too difficult texts, no time to read, lack of background knowledge, face with technical term, phrases, idioms, and unfamiliar words.

Tanghirunwat (2003) studied the reading difficulties Thai engineers working in telecommunication industry faced in reading manuals and technical textbooks. The questionnaire was used to collect the data. The results showed that the participants faced with difficult in vocabulary, grammar, and content. For vocabularies' problems, the participants faced with other technical fields, new vocabulary stemming from new

technology, and vocabularies in telecommunication field. The grammatical constructions, the participants encountered the problems in compound – complex sentences, complex noun phrases, passive voice, and verb phrases. In terms of the content, the participants also had difficulties comprehending in knowledge of other technical fields and knowledge of new technology.

Ghanaguru, Liang, and Kit (2003) explored the teacher's perspective of reading problems faced by young ESL learners and the strategies that the teacher used to overcome these problems. The researchers used fact sheet to obtain the respondents' background information, training/involvement and experiences in reading. Moreover, they used the semi-structured interviews to capture the respondents' ideas and concerns regarding young ESL readers' problems and captured their reflections of what strategies used to solve the problems. The respondent's perspective of the teacher to the students' reading problem was poor reading aloud skills, linguistic deficiency, lack of prior knowledge, and lack of motivation in reading. To solve the problems, the teacher usually explains difficult words or meaning of the texts, using texts with lots of visuals such as pictures in Big Books and video tapes, reading aloud to influence the classroom practice by emphasis on stress, intonation and pronunciation, and using question to assist students' understanding of a texts.

Wang (2006) presented problems of reading comprehension and ways to improve reading ability. The first main problem in reading is unfamiliar words. When the readers did not know words meaning in the text, they always used dictionaries to consult. Thus, their reading was slow down and the development of thinking in the texts is interrupted. Besides, it was wasteful for the readers to look up every new word. To find the way out in this problem, readers should learn to guess a word from its parts of speech and the context clue as mentioned above. The second problem is vocalized reading. The readers

who vocalized the text they read were possibility to comprehend the text in half because this style of reading forced the readers to read only as fast as they can. To cure this trouble, readers should read interesting text because it can help readers to control their eyes to move at optimum speed and readers should read in mind. The third problem is regression, an eye back movement to words or phrases that have already read. The readers who reread the words or phrases were wasting much of time to read. Moreover, the comprehension to the text was low because the interruption of regressions. To solve this problem, the readers should force themselves to go on the reading and did not regress when reading the text. The fourth problem is the habit of finger pointing while reading. Using finger or pen to point the text does not help the readers to concentrate. In contrast, readers are slow down in reading. It is better if the readers use a cardboard to help concentrate by holding it above the first line. However, it is best if readers use only eye movement to read. The last problem is rapid reading. When reader read with super speed, they do not know what to look for and what does the purpose of reading. Thus, the readers should use three super speeds to help them to be as a good reader. First technique is surveying. This technique helps readers know in general and catch essential content. They can notice by reading the title, the first paragraph, all sub-headings, italicized words, graphs, tables, and the last paragraph. Second technique is skimming. Readers just glance the text lightly and hastily to review and keeps information. The last technique is scanning. This technique uses to find specific information. For example, if the readers are searching for a date, readers should find the numbers in the text.

Chawwang (2008) investigated English reading problem of Thai 12th – grade students in education regions 1, 2, 3, and 7 in Nakhonratchasima. All participants did a reading test to test their reading ability in sentence structure, vocabulary, and reading

comprehension. The results revealed that their reading ability is at a low level in all three areas.

According to the article on Saint Louis University (“Improve your reading strategies,” 2008), the writer recommended college students about how to improve reading efficiency. There are four main factors that contribute to reading difficulty. The first factor is the difficulty and familiarity of the concepts presented. If the readers unfamiliar with the text or text are too difficult for the reader, the readers will read slowly to comprehend. The second factor is the level of the vocabulary. If the vocabulary used is unfamiliar to the readers, the texts will be harder to understand and the comprehension in the text will drop. The third factor is the complexity style of texts such as Long sentences with many dependent clauses or paragraphs with implied rather than stated main ideas. This factor makes reading more difficult. The final factor is the readers. To help the readers efficient in reading, this article suggests key techniques to improve reading ability. First technique is Become an active reader. Reading Comprehension is based on recognizing the authors’ main ideas, then applying them to the readers own experience, and evaluating them. Second technique is read for ideas not read word by word. The readers should read and think in phrase because phrase reading will increase both speed and comprehension. The last technique is adjusting the rate to suit the reading purpose. There are four basic types of reading: study reading, rapid reading, skimming, and scanning. Each type of reading suited different purpose. When the reader’s purpose is to read for your understanding or memorization, he or she should use slow reading. If the purpose is to get a general idea of the text and when the content is not extremely complicated, the appropriate reading is rapid reading. Skimming is quickly looking over a selection to get the general idea rather than reading every word. It is used when

surveying a chapter or article, when the reader needs a general overview, and reviewing something to refresh your memory. For scanning, it uses to locate specific information.

In conclusion, the problem in reading is based on the readers and the texts. For the readers, they always lack of prior knowledge and lack of skill in linguistic. However, some texts are too complicated in linguistic. To solve the reading problems, there are many strategies to help the readers more comprehend in reading.

Related Research on Reading Strategies

Reading strategies played an important role in reading comprehension so that most reading researches both Thai and abroad focused on the reading strategies used by learners.

In 2000, Intaravilak explored the strategies used by proficient and less proficient readers when encountering meanings of unknown words. The participants of this study were fifteen students who enrolled in a graduate diploma programme of business communication at NIDA. The research instruments used in this study were questionnaire, and tests. The finding revealed that proficient readers applied strategies slightly more often than less proficient readers.

As for a foreign context, Brashdi (2002) explored the main reading comprehension problems encountered by the first year English Specialist university students in the language centre of Sultan Qaboos University and the strategies used by students in processing a text and solving their comprehension problems. The instruments used in this study were a questionnaire and the interviews. The findings revealed that students place a great emphasis on vocabulary being perceived as the most essential key to comprehension and the text syntax has been reported as causing no difficulty.

Julo (2003) explored the EFL students reading strategies in different proficiency and how the EFL learners employed their reading strategies. The participants were ninety-

one third-year students of University of the Thai Chamber Commerce (UTCC). They all studied in the Faculties of Humanities majoring in English. Also, those students enrolled in Analytical Reading course. The samples were divided into two groups which are proficient group and less proficient group. However, the findings of the study revealed that there were statistically different in only seven reading use between the proficient and less proficient students use in their reading. These seven strategies were summarizing my murmuring, reading it out, writing down important parts, highlighting key words, using clues from key words, using clues from background knowledge, and using clues from similar stories strategies.

Wongphangamol (2005) found out the reading strategies employed by high and low English ability science and arts twelfth grade (Mattayom Suksa six) students at Assumption College Thonburi. The participants of this study were 56 Mattayom six students who studied in science and arts programme. Oxford Quick Placement Test, a questionnaire, and semi-structured interviews were used as the data collection instruments in this study. The results of the study showed that all students with high and low English ability in both programmes used all six groups of strategies with moderate frequency of overall use. However, the compensation strategies were the most often used by students while the memory strategies were the last frequently-used.

Another interesting study is conducted by Aegpongpaow (2008), the researcher attempted to explore the metacognitive strategies used by Thai students in English academic reading. The participants of this study were 20 third-year Thai students of Srinakarinwirot University. All participants were divided into two groups: high English reading proficiency and low English proficiency. The instruments used in this study were interviews, observation, and journal entries. The findings also revealed that the students had awareness and control of their metacognitive strategies in reading process.

Moreover, the high proficiency students used metacognitive more often than those with low English reading proficiency.

Zhang, Gu, and Hu (2008) conducted a study to investigate the reading strategies used by eighteen high and low proficiency Singaporean primary school pupils in grades Primary 4, 5, and 6 of three schools. The researchers used 12 texts of two different text types (narrative and exposition): one was easy and the other was difficult and assigned the participants to read two texts at each level. The data were collected by using think aloud concept. The researchers asked the participants to read and report what they were thinking about while reading. The researchers audio-taped and video-taped the students' reading behavior while doing the reading task. The results showed that participants in high proficiency group and high graders used various reading strategies and more number of strategies than lower proficiency group and lower graders.

Another interesting study by Griva and Anastasiou (2009) compared the primary school students' awareness of reading strategies between poor and good readers in terms of their frequency and efficiency. Eighteen poor readers and eighteen good readers, aged between 11 and 12, were selected to participate in the study. Each student was asked to read two texts aloud with tape-recorded and answer four reading comprehension open-ended questions. Later, the participants were interviewed; the interview consisted of ten open-ended questions for assessing their awareness of the reading tasks, the problems they faced during read the texts, which reading strategies they used, and their perceptions on their abilities and weaknesses. The findings showed that good and poor readers were the same in a number of cognitive strategies use, but poor readers used less frequently and efficiently cognitive strategies than good readers. For metacognitive strategies, poor readers were aware of them less than good readers and employed less frequently than good readers.

A study conducted by Shah, et al. (2010) explored reading processing strategies used by readers in differing proficiency. The participants were thirty-two second language students selected from four secondary schools in the Klang Valley area in Malaysia. Eighteen readers were categorized as a good reader, and the others as an average reader. All participants were asked to read a reading text at least three times. Then, the researcher allowed them to retell the story in both English language and Malay language for checking their reading comprehension. After that, the participants were asked about reading strategies they used to respond to twenty-two questionnaire items. The conclusion of this investigation was the good readers used more reading strategies and the frequency of use was greater than the average readers.

In conclusion, both studies in Thailand and other countries were also conducted to reach the same goal. That is, to find out the reading strategies of the readers in different fields, so these can be good example for further studies for others.

Summary of the Chapter

This chapter reviewed literature as foundations for understanding the proposed study. The topics discussed the techniques that help the readers comprehend in reading English texts. Moreover, the researcher also summarized various reading strategies from other researchers and collected the problems in reading English texts. Moreover, the researcher reviewed previous studies in relation to reading strategies both in foreign countries and in Thailand.

CHAPTER III

RESEARCH METHODOLOGY

This present study explored reading problems Thai editorial staff encountered while reading English texts. It also examined the reading strategies the editorial staff used in reading and the strategies for solving their reading problems. This chapter presents data collection procedures of the study consisting of research design, participants and research instruments. In the final section of the chapter, the data analysis procedure is also discussed.

Research Design

This study was an exploratory study that combined quantitative and qualitative data collection and analysis. To collect quantitative data, the Reading Problem and Strategies Questionnaire was used to find out reading problems, reading strategies used in reading, and reading strategies used to solve reading problems of editorial staff when reading English texts. In qualitative data collection, 11 participants were selected to participate in the semi-structured interview to obtain the in-depth information about their problems and reading strategies they used to overcome problems.

Context of the Study

This study was conducted within the GM Multimedia Public Company Limited. The main purpose of the study was to explore the reading problems the editorial staff encountered and reading strategies they used in reading the English text. In addition, the reading strategies used to solve the problems while reading were also investigated.

The GM Multimedia Public Company Limited is a publishing company established in 1985 with the first magazine, called GM. Until now, there are 11 magazines altogether produced by the company including GM, Home & Décor, GM CAR, GM WATCH, GM

2000, GM PLUS, Mother&Care, Woman Plus, 247 Free Magazine, Digital Lifestyle, GM Biz, and Family. The company has over 25 years experience in publishing business.

Each magazine has content related to the title of the magazine.

The GM Multimedia Public Company Limited has published the following magazines:

1. GM Magazine – the magazine targeted on men providing contents for men such as business, style, entertainment, fashion, gadgets, and technology.
2. Home & Décor – provides contents related to home decoration, gardening, design ideas, furniture, architectures, interior designers, home improvement tips, arts and lifestyle.
3. GM Car – the first motor-trend magazine in Thailand providing contents with definitive car news and information, car scoops and road tests, and car reviews.
4. GM Watch – the timepiece magazine for the readers who are passionate about collection of watches, reviews and news about timepieces.
5. GM 2000 – the magazine provides the contents about audio/video and AV multimedia.
6. Mother&Care – magazine for modern mother and family which provides contents including health, nutrition, development of pregnancy, baby and child, family games and activities.
7. Woman Plus – free magazine for being smart woman that providing the contents about fashion, sex, entertainment, horoscope, dress and make up, activities, and how to.
8. 247 Free Magazine – free magazine that advices for city lifestyle providing contents in eat and drink, trend and taste, travel and leisure, and living.

9. DL Digital Lifestyle – free copy which presents how to live digitally and catch up gadget trend.
10. GM Biz – the business lifestyle free magazine, provides contents related to marketing, money, management, IT trend, how to invest, interviewing executive businessman, and SMEs.
11. Family – the latest free magazine keeps parents up to date on family lifestyle and activities, family trip, health, and beauty.

Participants

Selection of the participants.

The participants of the study were 30 editorial staff, selected from 11 magazines, 16 editors from 4 magazines, 4 from each magazine: GM, Home&Décor, GM 2000, and Mother&Care; and 14 participants were from 7 magazines, two participants from each magazine: GM Car, GM Watch, Woman Plus, 247 free magazine, Digital Lifestyle, GM Biz, and Family.

All participants study English as a compulsory subject in schools since grade 1 to grade 12 following regulations of the Ministry of Education and already graduated in Bachelor degree from various fields which are not related in English major and minor. Their basic responsibility is writing articles which interest the readers' target and the contents must be up to date with the trends in worldwide for each issue of the magazine. In general, an editorial staff is gathering information from any sources such as interviewing either in person or over the phone, attending seminars, conferences and fairs, or reading in other media. Frequently, editorial staff receives the source of information in English language, so each staff may encounter some problems in reading English text and use different techniques to read or to solve reading problem for gathering information and

transferring the content to the readers. For this reason, all of them are chosen to participate in this study.

Research Instruments

The instruments for collecting data were the questionnaire and interview question. The details of the instruments are discussed as follows.

Reading problems and strategies questionnaire.

The questionnaire was designed by the researcher as a research instrument in order to elicit data from the participants. The content of the questionnaire was adapted from Julo (2003) by keeping some questions that explore reading strategies and adding some questions based on an extensive review of literature to elicit English reading problems faced, English reading strategies used, and reading strategies used to solve reading problems by the participants.

The questionnaire consisted of three main parts. The first part aimed to elicit data regarding demographic characteristics of the participants such as gender, field of study, number of years studying in English, years of work experience, and frequency of reading English texts. The second part of the questionnaire consisted of 15 items aiming at obtaining data regarding the problems in English reading of the participants. In the third part of the questionnaire included 39 items to collect data in English reading strategies of the participants and reading strategies that participants use to overcome their reading problems.

The second, and third part of the questionnaire were of 5-point Likert type scale ranging from 0 to 5 (0 = never, 1= rarely, 2= sometimes, 3= very often, 4= almost always, and 5= always). Table 1 illustrates is the categorization of the questionnaire.

Table 1

The Number of Reading Strategies and Reading Problems with Item Numbers Used in the Questionnaire

Categories	Number of items	Item used in the questionnaire
Reading Problems	15	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Reading Strategies used in reading	25	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 20, 21, 22, 23, 27, 28, 29, 30, 31, 32
Reading Strategies used to solve problems	14	16, 17, 18, 19, 24, 25, 26, 33, 34, 35, 36, 37, 38, 39
Total	54	

Semi-structured interview.

In the study, semi-structured interview was employed as a supplementary instrument to elicit more in-depth information from the participants about their problems and strategies in English reading. There were 9 questions written based on the purpose of the study and related to items in the questionnaire. Eleven participants were chosen from editorial staff working in 11 magazines (one magazine: one participant) to participate in the interview.

The pilot test of the instruments.

All of the questionnaires and the interview protocols were submitted to the master project's advisor to ensure the content and language appropriateness. After the instruments were improved according to the advisor's comments and suggestions, they were tried out in a pilot study before they were used in the main study. The participants

of the pilot study were 10 editorial staff whose work in different magazine of the participants in the main study. The researcher spent the time for one week to collect the Reading Problems and Strategies Questionnaire. For the semi-structured interview, three out of 10 participants were randomly selected to participate in this step. The researcher spent the time about three days to complete the interview questions.

After the pilot study, all of the instruments were revised and improved again by the researcher.

Data Collection Procedures

The data for this study were of two kinds: quantitative data and qualitative data. Quantitative data were the rating scales (5 point Likert scale) obtained from the Reading Problems and Strategies Questionnaire and qualitative data were the interview data obtained from the semi-structured interview.

Quantitative data collection.

The quantitative data were collected through the following procedure.

1. The researcher contacted administrator of GM Multimedia Public Company Limited to ask for permission to conduct the research with the staff who work as an editorial staff.
2. The researcher contacted all 30 participants to request co-operation in data collection.
3. The Reading Problems and Strategies Questionnaires were administered to the participants. Then, the researcher explained how to complete it and detailed of the questionnaire.
4. The participants allowed themselves approximately 2 hours to complete the questionnaire. After that, the researcher asked to return the questionnaires. The researcher spent a week to follow all participants to complete the questionnaire.

Qualitative data collection.

The qualitative data collected as in the following procedures:

1. The researcher selected 11 participants from 11 magazines for interview session (one magazine: one participant). Within 2 weeks, all 11 participants were appointed to interview one by one in order to find out more information about their English reading problems and English reading strategies.
2. At the beginning of each interview, the researcher explained the purposes of the interviews, so that the participants cleared understanding of what they were participating in. Thai was used during the interview and note-taking in Thai also employed to record the data. The interview of each participant was completed within 30 minutes.

Data Analysis

The data were analyzed quantitatively and qualitatively to answer three research questions; (1) What are the main reading problems encountered by GM Group editorial staff when reading English texts? (2) What are the reading strategies GM Group editorial staff use when reading English texts? and (3) What are the reading strategies GM Group editorial staff use to solve their reading problems?

Quantitative data analysis.

The purposes of this study were exploring reading problems, reading strategies used in reading, and reading strategies used to solve reading problems of editorial staff while reading English texts. The data was collected by self-rating through the Reading Problems and Strategies Questionnaire. To answer the research questions which asked to the main English reading problems, the reading strategies used when reading English texts, and the reading strategies used to solve English reading problems of GM Group editorial staff, the data were analyzed quantitatively as follows:

1. Counted the frequency of the ratings from the Reading Problems and Strategies Questionnaire belonging to the editorial staff.
2. The computer program SPSS (The Statistical Package for the Social Sciences) used to determine Mean and Standard Deviation.

The results revealed the level and the frequency of reading problems, reading strategies used in reading, and reading strategies used to solve reading problems of editorial staff while reading English texts. The data rating was interpreted based on the criteria derived from Oxford (1989) as follows:

Ratings	Level
Mean of 3.50 or higher	High
Mean of 2.50-3.40	Medium
Mean of 2.40 or lower	Low

Qualitative data analysis.

The qualitative data was obtained from the semi-structure interviews used as supplementary results to ascertain the problems and the strategies on the returned questionnaires. The interview data was analyzed descriptively in according the triangulating of the reading problems and strategies in the Reading Problems and Strategies Questionnaire.

The results were revealed the reading problems, and reading strategies used to solve reading problems of editorial staff while reading English texts.

Summary of the Chapter

This chapter discussed the research methodology including research design, and participants. It also described research instruments which used to collect both quantitative and qualitative data. After that, the researcher explained the procedure to

collect the data and analysis. Then, the results of both quantitative and qualitative data will be revealed in the next chapter.



CHAPTER IV

RESULTS

The present study aimed to find out reading problems editorial staff encountered while reading English texts and reading strategies they used in reading as well as reading strategies they used to solve problems. The participants consisted of 30 editorial staff from 11 magazines at GM Multimedia Public Company Limited. This chapter presented the findings into two sections. First section reported the results of quantitative data and the second section described the results of qualitative data. All of quantitative data and qualitative data were presented in accordance with three research questions. First, it presented demographic characteristics of the participants. Then, it discussed the problems in English reading of the participants followed by the revelation of the reading strategies used in English reading by the participants. Finally, the study presented reading strategies the editorial staff used to solve their English reading problems.

Quantitative Results of the Study

In this part, the results of quantitative data were reported into four sections as follows:

Demographic characteristics of the participants.

The following section presented demographic characteristics of the editorial staff at GM Multimedia Public Company Limited. The information obtained from Part A of the questionnaire asking about their gender, number of years studying English, work experience, frequency of reading English text, and the field of study. The researcher counted the frequency of each variable and calculated into the percentage in accordance with the topic asked in the background questionnaire.

Gender.

According to the responses in the background questionnaire, it was revealed that the total number of participants was 30. The 21 of them were females (70%), and the rest, nine of them were males (30%). Figure 1 is the pie chart showing the percentage of the participants.

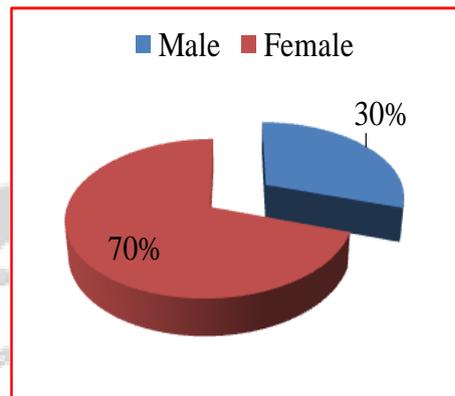


Figure 1. Gender of the Participants

Number of years studying English.

In terms of number of years studying English, more than half, or 20 (66.7%), of the participants claimed that they were study English more than 12 years, where as the same percentage of the participants, or 5 (16.7%), study English 12 years and less than 12 years as well. Figure 2 illustrates the percentage of participants' number of years studying English

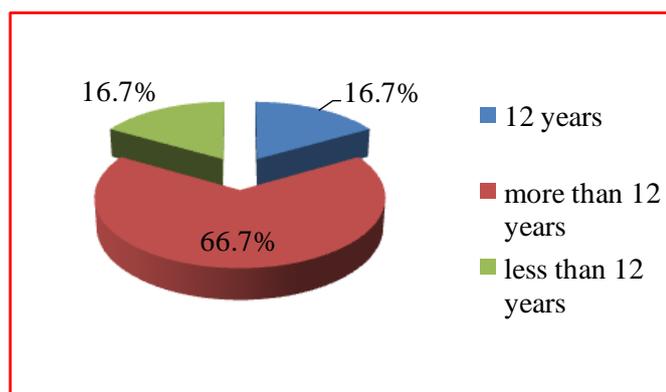


Figure 2. Number of Years Studying English

Working experience.

With regard to year of work experience, close to half, or 14 (46.7%), of the participants worked as editorial staff between 5-10 years, while 10 participants (33.3%) worked more than 10 years and six of them (20%) worked between 1-5 years.

Figure 3 illustrates the percentage of participants' years of working experience.

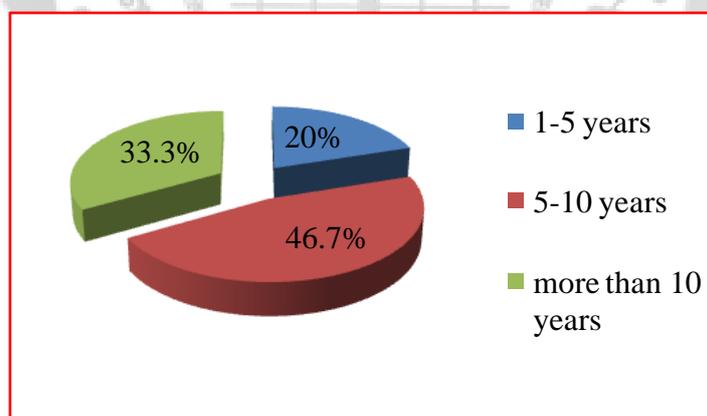


Figure 3. Years of Work Experience

Frequency of reading English texts.

For the frequency of reading English texts, 12 participants (40%) read English texts 1-2 times per months, 6 participants (20%) read everyday, 5 participants (16.7%) read 1-2 times per week, 4 participants (13.3%) read 3-4 times per week, 2 participants (6.7%) read 3-4 times per month, and 1 participant (3.3%) chose others because she read

English text a time per 1-2 months. All of them were graduated in different major, and minor. Figure 4 display the frequency of reading English texts.

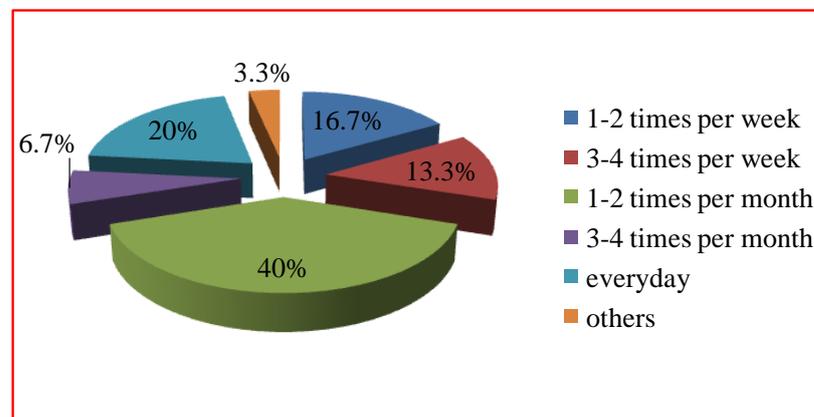


Figure 4. Frequency of Reading English Texts

The problems in English reading of the participants.

The findings in this section aimed to answer the following research question:

What are the reading problems GM Group editorial staff encounter when reading English texts?

In terms of English reading problems, according to the study findings, the four most problems that the participants encountered at the medium level were not understanding technical word meaning ($M = 2.90$, $SD = 1.09$), not knowing the word meaning ($M = 2.63$, $SD = 1.03$), facing with complex and very long sentences with many dependent clauses or paragraphs ($M = 2.60$, $SD = 1.07$), and meeting with unfamiliar words ($M = 2.53$, $SD = 1.07$). For other problems which indicated at the low level mean that the participants were not frequently faced with those problems (see Table 2).

Table 2

The Degree of Problems in English Reading Texts

Reading Problems	Level of Reading Problems		
	<i>M</i>	<i>SD</i>	Level
Not understanding technical words meaning.	2.90	1.09	Medium
Not knowing the word meaning.	2.63	1.03	Medium
Facing with complex and very long sentences with many dependent clauses or paragraphs.	2.60	1.07	Medium
Meeting with unfamiliar words.	2.53	1.07	Medium
Lacking of grammatical knowledge.	2.13	1.01	Low
Spending time to find meaning of word from the dictionary.	2.10	1.21	Low
Poor with vocabulary knowledge such as synonym, and antonym.	2.10	1.06	Low
Texts are too difficult.	1.97	1.03	Low
Reading text with limited time.	1.90	1.03	Low
Moving eyes back to words or phrases that have already read.	1.80	1.03	Low
Lacking of motivation in reading.	1.73	1.17	Low
Unfamiliarity with the text.	1.73	1.05	Low
Lacking of ability to guess meaning from the context.	1.67	0.99	Low
Lacking of prior knowledge to link with what is read.	1.60	0.97	Low
Confused with punctuation marks.	1.17	0.95	Low

The reading strategies used in reading in English.

This section revealed the results from Part C of the questionnaire which attempted to answer the following research question:

What reading strategies does GM Group editorial staff use when reading English texts?

The finding of the study revealed only the use of reading strategies at the high level and medium level. Regarding using memory strategies, participants imagined or had a picture of word or story in mind at the medium level ($M = 3.20, SD = 1.24$) whereas others were used at the low level. For cognitive strategies, the finding shown that most participants underlined or highlighted key words, main idea or important parts of the passage at the high level ($M = 3.53, SD = 1.22$). As same as scanning the passage for finding specific details of interest, the participants also used this strategies at the high level ($M = 3.50, SD = 1.11$). Moreover, skimming the passage, marking an important part with an asterisk (*), skimming pictures, rereading enjoy or meaningful parts, writing the key words, writing the meaning, and writing the story in short were used at the medium level. The results mentioned above were presented in Table 3.

Table 3

Means, Standard Deviations and Level of Use of Strategies by GM Group Editorial Staff

Reading Strategies	Level of Reading Strategies		
	Mean	S.D.	Level
Memory Strategies			
Imagine or have a picture of word or story in mind.	3.20	1.24	Medium
Cognitive Strategies			
Underline or highlight key words, main idea or important parts of the passage.	3.53	1.22	High
Scan the passage for finding specific details of interest.	3.50	1.11	High
Skim the whole passage.	3.23	1.14	Medium
Mark an important part with an asterisk (*)	2.97	1.52	Medium
Skim any pictures, charts, and graphs.	2.97	1.33	Medium
Reread enjoy or meaningful parts.	2.93	1.31	Medium
Write down key words.	2.93	1.41	Medium
Write down the meaning of the text.	2.83	1.46	Medium
Write the story in short with your own language.	2.77	1.61	Medium

The reading strategies used to solve English reading problems.

The findings in this section reported from Part C of the questionnaire which supported the answer of the following research question:

What reading strategies does GM Group editorial staff use to solve their reading problems?

The results expressed only the strategies which used at the high and medium level. The strategies which used at the low level were not indicated in this study.

As shown in Table 4, cognitive strategies, the result indicated that participants reread only parts that they did not understand ($M = 3.87, SD = 1.04$) and looked up unknown words in a dictionary ($M = 3.83, SD = 1.26$) at the high level. Whereas re-skim to find details, reread the same passage in different sources, and reread words or phrases that have already once read were used at the medium level with the mean scores 3.23, 2.93, and 2.70, respectively.

In compensation strategies, the participants guessed the words meaning from context clues and guessed the story by using clues from background knowledge at the high level with the mean scores 3.70 and 3.57, respectively. Besides, they guessed the meaning of unknown word from linguistic clues such as prefix, suffix, and word order at the medium level with the mean scores 3.37.

For social strategies, the result revealed that the participants asked the meaning unknown words from someone ($M = 2.93, SD = 1.36$) and asked someone to explain parts of the passage when they did not understand ($M = 2.87, SD = 1.25$) at the medium level.

Table 4

Means, Standard Deviations and Level of Use of Strategies to Solving Problems by GM Group Editorial Staff

Reading Strategies	Level of Reading		
	Mean	S.D.	Level
Cognitive Strategies			
Reread only parts that I do not understand.	3.87	1.04	High
Look up unknown words in a dictionary.	3.83	1.26	High
Re-skim to find details.	3.23	1.19	Medium
Reread the same passage in different sources.	2.93	1.36	Medium
Reread words or phrases that have already once read.	2.70	1.15	Medium
Compensation Strategies			
Guess the words meaning from context clues.	3.70	1.06	High
Guess the story by using clues from background knowledge.	3.57	1.10	High
Guess the meaning of unknown word from linguistic clues such as prefix, suffix, word order and so on.	3.37	1.19	Medium
Social Strategies			
Ask the meaning unknown words from someone.	2.93	1.36	Medium
Ask someone to explain parts of the passage I do not understand.	2.87	1.25	Medium

Qualitative Results of the Study

The interview data, 11 participants selected from 11 magazines were interviewed. The data then were transcribed based on the 9 interview questions in accordance with the reading problems and reading strategies used. The retrospective interview data were used as supplementary for data from the questionnaires. This section reported results of the semi-structure interview. The results of the study were grouped into 5 sections as follows.

General information in reading English texts.

Interview questions Item 1, and asked about the frequency of reading English texts related to works and not related to works. The results indicated that 6 of the participants or more than half of them (55%) read English texts for works 1-2 times per month while 2 participants (18%) read 1-2 times per week and 3-4 times per week. Only one participant read English texts for works everyday.

For reading other English texts which were not related to work such as news, synopsis or review of the movie, the majority of the participants always read, and the rest were rarely read. One participant stated that

“I am always read other English texts. I try to read for making the familiar with the language forms.”

Another participant shared the same idea that

“I read English texts in the topic of music, movie, technology, and lifestyle from the internet every day.”

The attitude toward reading English texts.

The research further asked about they felt when reading English texts (Question 3), most participants said that they were discourage, anxious, and bored, 6 out of 11

participants (55%) and 4 of them (35%) were indifferent and only 9% of the participants said that they enjoyed reading English texts.

One participant claimed that

“I like to read English texts which are not related to my work. When I read texts that related to my work, I am not understand and boring.”

However, a different idea expressed by one participant explained that

“I think English text is more up-to- date than Thai. Moreover, the source of information is reliable. I like it and enjoy reading it.”

Problems in reading in English.

Question 4 and 5 of the interview questions asked about problems and difficulties of reading English texts. Most of participants or 9 (82%) encountered with unknown word meaning and technical terms while the other participants faced the problems in unknown meaning of idiom or slang and could not translate the whole meaning.

One of the participants stated that:

“I cannot translate the text because I do not know the word meanings and some technical word meaning.”

Another participant shared the same sentiment, stating that:

“Translating the word meaning is my problem. When I find the meaning from dictionary, I am still not sure the meaning is true or false.”

Regarding the answer of participants own problems toward reading English texts, most participants, or 4 (37%) forgot word meaning and sentence structure. Some of them, or 3 (27%) lacked of concentration and the others problems were laziness, lacking of background knowledge, spending less time to read, not interesting to read, not confident, and feeling difficulty.

Reading strategies used to solve English reading problem.

According to interview questions, question item 6 asked “What do you do when you read the difficult parts of the texts? Skip it or make an attempt to read? And how?”; item 7 “Have you used a dictionary? What kind of dictionary you used? Thai to English/English to Thai/English to English?; and question 8 asked “Who is the person you ask for help or advice when you have problems in reading in English? These questions aimed to elicit the information about the problems and difficulties the participants confronted when reading the English texts. The results of the interview revealed that when the participants faced with the difficult parts of texts, eight participants (73%) attempted to read continually while the rest, or 3 participants (27%) skipped to read.

One participant described the reason to make an attempt to read the difficult parts of the texts:

“I attempt to read the difficult parts of the texts by using context clues, searching more information, or asking someone who expert or proficient on those story.”

Another participant shared the idea as follows:

“I will reread and revise this part by finding out the meaning from context clues and using dictionary.”

The same problem was solving by skipping to read, as one participant described:

“I skip to read difficult parts and start to read other sentences. If I still do not understand, I will reread or I will ask from other people to recheck my opinion.”

In terms of using dictionary, close to half of the participants, or 5 (46%) used both of English to Thai and English to English dictionary. Three participants (27%) used all type of dictionary (English to Thai, English to English and Thai to English). Moreover, two

participants used only English to Thai dictionary and one participant used Thai to English and English to Thai dictionary. .

One participant explained that

“Usually, I use English to Thai dictionary to find the words meaning and use English to English dictionary to find technical words or idiom.”

Moreover, one participant described as follows:

“I always use English to Thai dictionary. If I cannot find the word meaning from English to Thai dictionary, I will use English to English dictionary because English to English dictionary explain more definition than English to Thai dictionary.”

However, another participant claimed that

“I use both English to Thai and Thai to English dictionary. Using English to English dictionary cannot help me and I am more confuse and misunderstand.”

With regard to asking for help or advice, five participants asked their friend who expert in English when they had problems in reading, whereas four of them asked their colleagues and two participants asked their foreigner friends.

Finally, the last question asked how the participants develop their English skill. Most participants, or 5 (46%) were more practice in reading, listening, and speaking. Whereas three participants were more practice in reading and others did not do anything to develop their English skills.

In brief, the data from the interview aimed to confirm the participants’ self-report from the questionnaire. The results from the interview were consistent with the self report from the questionnaire in all aspects asked including the reading strategies used in reading English texts, reading problems, and reading strategies used for solving reading problems.

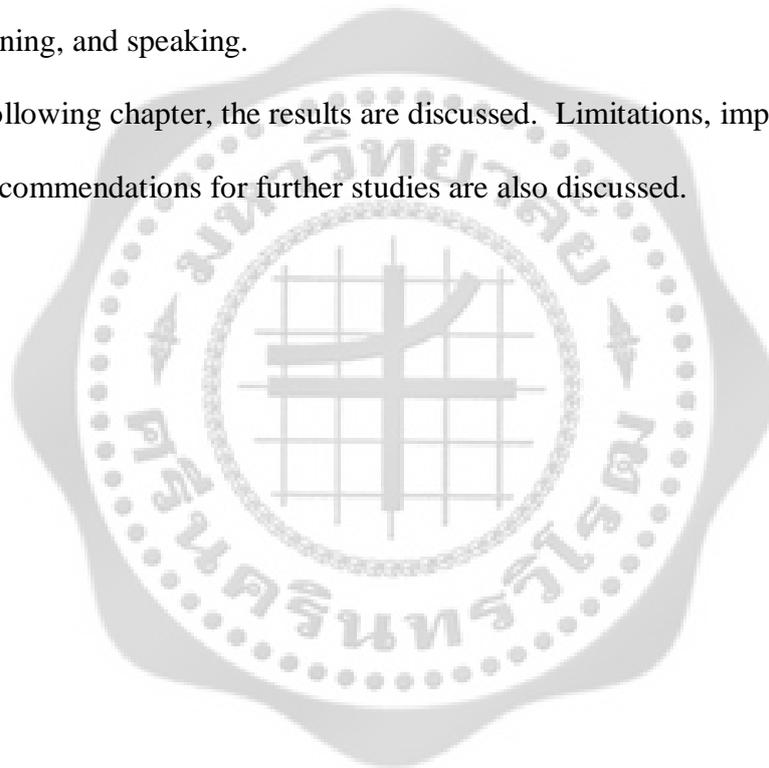
Summary of the Chapter

The results of this chapter were presented in two parts, quantitative part and qualitative part. For quantitative part, the results obtained from the Reading Problems and Strategies Questionnaire indicated English reading problems, strategies used in reading English texts, and reading strategies used to solve English reading problems of the editorial staff. The results showed that the participants confronted the problems in unknown technical word meaning, other word meaning, unfamiliar word, and complex and very long sentence with many dependent clauses or paragraphs at the medium level. For reading strategies used in reading English texts, participants used memory strategies by imagination or having a picture of word or story in mind at the medium level and used cognitive strategies by underlining or highlighting key words, main idea or important parts of the passage and scanning the passage for finding specific details of interest at the high level. Regarding reading strategies used to solve reading problems, participants used cognitive strategies by rereading only parts that they did not understand and looking up unknown words in a dictionary at the high level. For compensation strategies, the participants guessed the words meaning from context clues and guessed the story by using clues from background knowledge at the high level, whereas participants used social strategies by asking the meaning unknown words from someone and asked someone to explain parts of the passage that they did not understand at the medium level.

For qualitative part, the results from semi-structured interview showed general information about English reading, the problems in reading English texts and strategies used to overcome reading problems. The results indicated that most participants read English texts which were not related to their work more frequently than reading English texts for their works. With regard to English reading problems, the participants faced with the problems about not knowing words meaning and technical terms, lack of prior

knowledge, lack of concentration, laziness, spending less time to read, not interesting to read, and not confident. For reading strategies used to overcome reading problems, most participants attempted to read continually more than skip to read the difficult part. Close to half of the participants used English to Thai and English to English dictionary for looking up the word meanings. The participants also asked their friends who are experts in English to help or advise them when they encountered English reading problems. Moreover, most participants said that they developed their English ability by practicing reading, listening, and speaking.

In the following chapter, the results are discussed. Limitations, implications of the study, and recommendations for further studies are also discussed.



CHAPTER V

CONCLUSION AND DISCUSSION

The present study aimed to investigate reading strategies and reading problems and reading strategies employed for solving problems when reading English texts of editorial staff from 11 magazines at GM Multimedia Public Company Limited. This chapter comprises six main sections: conclusion of the research, summary of the main findings, discussion of the findings, limitations of the study, implications of the study, and recommendations of the further study.

Conclusion of the Study

The present study aimed to investigate reading problems, reading strategies used in reading as well as reading strategies used to solve problems of editorial staff. There were 30 participants, selected from 11 magazines at GM Multimedia Public Company Limited. This study combined with two kinds of data: quantitative and qualitative data. To collect quantitative data, all participants were asked to complete the Reading Problems and Strategies Questionnaire to explore English reading problems faced, English reading strategies used, and reading strategies used to solve problems. In qualitative data, semi-structured interview used as supplementary instrument to collect in-depth information about the English reading problems and strategies used to overcome English reading problems of the participants. There were 11 editorial staff working in 11 magazines (one magazine: one participant) whose were chosen to participate in the interview. The results from this study were analyzed into quantitative and qualitative data.

Summary of the Major Results

The quantitative results of the study were analyzed from self-reports from the Reading Problems and Strategies Questionnaire to explore reading problems, reading strategies used in reading, and reading strategies used to solve reading problems of editorial staff while reading English texts. The findings could be summarized as follows:

In the first place, the first research question aimed to investigate English reading problems which GM Group editorial staff encountered. The results revealed that there were four main problems which the participants encountered when they read English texts. Firstly, participants did not understand the meaning of technical words. Secondly, participants did not know the word meaning. Thirdly, participants faced with complex and very long sentences with many dependent clauses or paragraphs. Lastly, participants confused with punctuation marks.

Secondly, the study explored reading strategies used by GM Group editorial staff when reading English texts. The results indicated that for using memory strategies, participants imagined or had a picture of word or story in mind at the medium level. For cognitive strategies, the participants underlined or highlighted key words, main idea or important parts of the passage and scanned the passage for finding specific details of interest at the high level.

Thirdly, the study revealed reading strategies which GM Group editorial staff used to solve reading problems. The results indicated that in the cognitive strategies, rereading only parts that participants did not understand and looking up unknown words in a dictionary were used at the high level. As for compensation strategies, guessing the words meaning from context clues and guessing the story by using clues from background knowledge were used at the high level. For social strategies, they asked for

the meaning of unknown words from someone and asked someone to explain parts of the passage that participants did not understand, were used at the medium level.

Summary of the Results from the Interview Data

For qualitative data, the results obtained from semi-structure interviews showed the reading problems and reading strategies used to solve reading problems of editorial staff while reading English texts.

With regard to reading problems of the participants, it could be classified into two parts. The first part revealed the main problems the participants faced when reading English texts. Most participants encountered the problems in lacking of knowledge in word meaning and technical words. The second part was the individual problems of the participants toward reading English texts. The results revealed that the participants' problems were lacking of prior knowledge, lacking of concentration, laziness, spending less time to read, being not interested to read, and being not confident. Besides, the study revealed that most participants were discourage, anxious, and bored when they read English texts.

As regards the reading strategies used to solve reading problems, the results indicated that almost all of participants attempted to read difficult parts of the texts continually. For using dictionary, English to Thai and English to English dictionary were more frequently used than Thai to English dictionary. Moreover, when participant asked someone to help or advise them, most of them asked their friends who have expertise in English. For the strategies that used to develop the ability in English, most participants tried to practice more in reading, listening, and speaking.

Discussion

In this section, the results regarding the reading problems, reading strategies used in reading, and reading strategies used to solve problems of editorial staffs at GM Multimedia Public Company Limited were discussed.

Reading problems.

According to the major finding, the participants mainly encountered problems in word meaning and sentence structure at the medium level. Especially, word meaning in technical terms, the results indicated that participants did not understand the meaning of technical words in the highest level. The result was not inconsistent with the previous study of Wongwaiyut (2011) in which he investigated reading problems of international trade staff at the Sumitomo-Mitsui Banking Corporation (SMBC) when reading English documented related their work. The results showed that the participants confronted the English problems in general vocabulary at the high level. Similarly, the findings of the study by Tanghirunwat (2003) conducted with Thai engineers working in telecommunication industry to examine the reading difficulties in reading manual and technical textbooks. The results revealed that the participants faced with problems with vocabulary in other technical fields at the highest mean score, while the problem of technical words in telecommunication field which are related to their work are not the serious problems for them. However, the results of the supplementary interview data are the same as the major results. The main problem which the participants frequently encountered was unknown in word meanings and technical words. This may be because the participants worked in different types of magazine, such as magazine about car, watch, home, health, or computer IT. Thus, they always faced with many technical words which related on their works.

Moreover, the results from the semi-structured interview also indicated that, there were many problems which occurred from the participants such as lacking of prior knowledge, lacking of concentration, laziness, spending less time to read, being not interested to read, and being not confident. According to Yimwilai (2008), the individual factor which was the main cause of the students in reading problems was spending less time to read English texts. Based on the researcher's observation, it could be observed that most editorial staff did not read English text much. They read only the texts on their works. Thus, it could be assumed that if the participants were frequently read English texts, they will be effective in English reading.

To sum up, the results of mainly problem in English reading texts of GM Group editorial staff could be assumed that most participants were graduated from various faculties which were not related to their works, so it was hardly for them to understand those technical words meaning. For this reason, did not understand technical words meaning would be the largest problems in English reading of the participants.

Reading strategies used in reading English texts.

To compare the results between memory strategies and cognitive strategies, GM Group editorial staff used cognitive strategies by underlining or highlighting key words, main idea or important parts of the passage and scanning the passage for finding specific details of interest at the high level. Moreover, they used other strategies in cognitive strategies at the medium level such as skimming the whole passage, marking an important part with an asterisk, skimming any pictures, charts, and graphs, writing down key words, rereading joyful or meaningful parts, writing down the meaning of the text, and summarizing the story with their own words. The results of this study are consistent with Griva and Anastasiou (2009), in which the researchers investigated the awareness of reading strategies use and reading comprehension among poor and good readers. The

results indicated that both good and poor readers used variety of cognitive strategies, and good readers used the reading strategies much more frequently than poor readers. In addition, Karbalaei (2011) investigated the effect of underlining strategies on the performance of undergraduate Iranian EFL and Indian ESL students in multiple-choice reading comprehension tests. The results indicated that both Iranian and Indian undergraduate students had better performance in reading comprehension tests. Using underlining motivates students to focus on main idea or important sentences. Although, the readers used various cognitive strategies to achieve English reading texts, it does not mean that participants should use only this strategy. Other strategies are also important and participants should use appropriate strategies for reading comprehension.

Reading strategies used to solve English reading problems.

The results of the major findings revealed that participants reread the parts that they did not understand at the high level. The results of supplementary interview data corroborated with the findings from the questionnaire. The participants also made an attempt to read the difficult parts continually.

An investigation of using reading strategies to solve reading problems of GM Group editorial staff indicated that the participants used dictionary to find out unknown words at the high level. Moreover, the results of supplementary interview data revealed that most participants used both of English to Thai and English to English dictionary for finding the word meaning. These results were different from Wongwaiyut (2011) which indicated that dictionary was used at the low level. Besides, Wang (2006) suggested that the readers should not use dictionary too much because every time the readers found out the word meanings from dictionary, their reading was slow and their thinking were interrupted.

As regards the use of compensation strategies, the results revealed that the participants used context clues and background knowledge to guess the word meaning and the story at the high level. To support the results of this study, Hibbard (2009) investigated the effects of context clue instruction on finding unknown words. The results revealed that the students improved their performance on contextual analysis. They used the context clues to help them increase the number of words correctly defined. In terms of using background to guess the story, Razi (2004) aimed to discover the effects of both cultural schema and reading activities on the comprehension of short stories. The study was conducted with 60 third year students in English Language Teaching Department at the Faculty of Education in Canakkale Onsekiz Mart University. The results indicated that cultural familiarization of the text had a significant effect on reading comprehension, and reading activities had an impact on reading comprehension and they could make up for the lack of cultural familiarity. Moreover, Al-Shumaimeri (2006) examined the effect of content familiarity and language ability in reading comprehension of undergraduate English students at the Department of European Languages at the College of Languages. The results indicated that there was a relationship between content familiarity and language ability in the students' reading comprehension and the content familiarity was found to greatly facilitated the comprehension performance of both low- and high- ability students. As discussed earlier, it could be assumed that background knowledge is very useful in reading process.

However, the results of this study showed that the participants used social strategies to ask someone to explain meaning of unknown words and passage that they did not understand at the medium level. The results from the interview data indicated that the person that most participants asked for help or advice when reading English texts was friends who have expertise in English. This is different from the result of the study of

Wongwaiyut (2011) which revealed that the participants asked for assistance from the boss and colleagues at the moderate level.

Moreover, the results of the interview data showed that in order to develop their English ability, most participants practice more in reading, listening, and speaking. They watched soundtrack movies, listened to western music, and read English texts or literature. According to Baker (2011), the research investigated the benefits of using comics with English Language Learners (ELLs). The results indicated that comics drew the learners' attention because the comics were less text, bright colors, and popular characters are more interesting than the plain texts. Incorporating texts and visuals encouraged the readers in deep thinking and critical thinking. Besides, Baker (2011) stated that many readers begin with comics and move on to harder reading. To sum up, the readers used different tactics to improve their English ability. However, they should practice reading more frequently to become better readers in reading English texts.

Limitations of the Study

This study has the following limitations:

1. The participants of the study were selected from editorial staff working in 11 magazines at the GM Multimedia Public Company Limited. The results of the study therefore could not be generalized to other sections of staff working for the other types of magazines.
2. This study investigated the reading strategies, reading problems and reading strategies used for solving reading English texts, and focused on 4 main types of strategies defined: cognitive strategies, memory strategies, compensation strategies and social strategies. The results could not be generalized to other types of texts which require different reading strategies.

Implications of the Study

The results of this study indicated the reading problems, the reading strategies used in reading, and the reading strategies used to solve reading problems of editorial staff. Therefore, to develop the reading ability, the editorial staff should be explored and used the results of using reading strategies as guidelines to practice and improve the ability to read English texts.

The results of this study also revealed that using the variety of reading strategies is essential for reading English texts effectively. It is essential to develop reading ability among the working groups of people in their career by training the appropriate readings strategies for the texts they read.

It is also important help facilitate reading English texts by providing the sources for solving reading problems such as the dictionary for technical vocabulary, and the staff with expertise in English at hand.

Recommendations for Further Studies

Recommendations for further studies are presented as follows:

1. The further studies should be conducted with editorial staff from other company.
2. The further studies should be extended to editorial staff from other magazines or newspaper.
3. The researcher used only reading strategies which applied from Oxford (1989) to explore the participants in this study, so further studies should be used other reading strategies to conduct the study. The results can be used as a guideline to develop the readers in reading effectively.
4. Further studies should focus on co-relation between reading problems and reading strategies.

5. A study of English reading problems and reading strategies of editorial staff, the relation of education background and years of work experience should be explored more.





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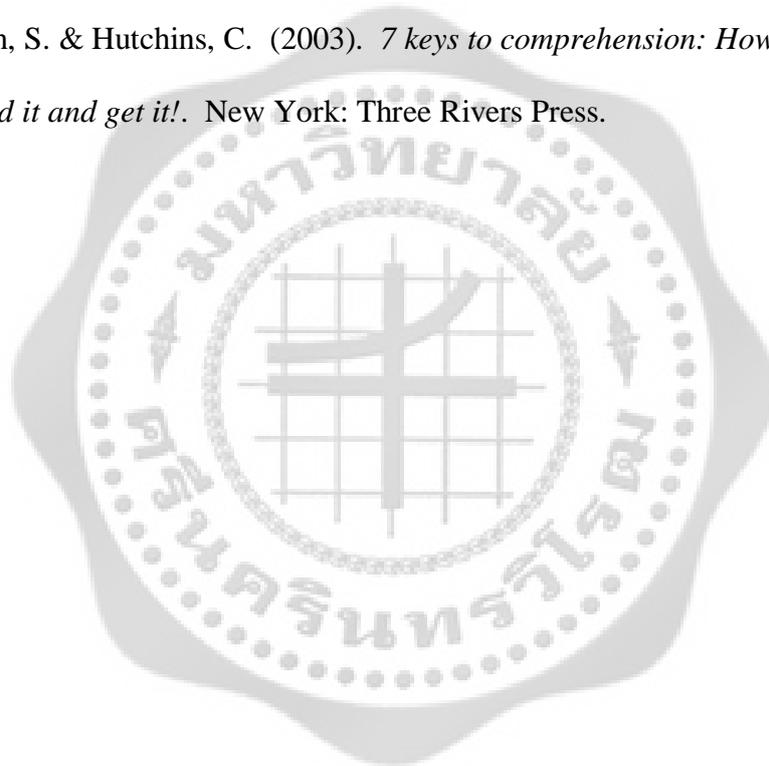
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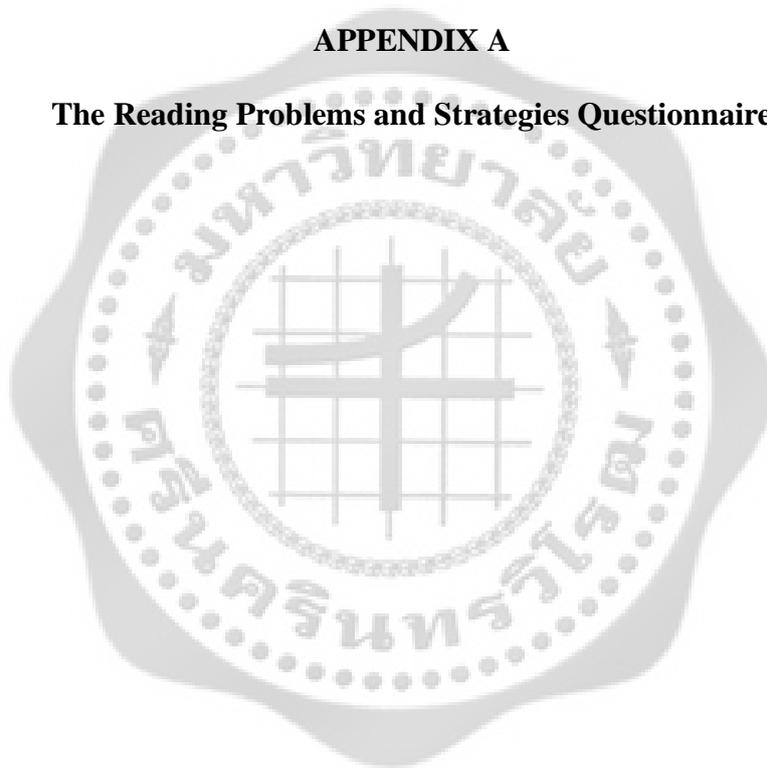
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APPENDIX A

The Reading Problems and Strategies Questionnaire



APPENDIX A

The Reading Problems and Strategies Questionnaire

Adapted from Julio (2003)

This questionnaire aims to find out the reading problems you encountered while reading English texts and reading strategies you used in reading as well as reading strategies you used to solve problems.

The questionnaire consists of three parts:

Part A is a questionnaire was developed to elicit the general background information of the participants.

Part B is a questionnaire asking about the participants' problems in reading.

Part C is a questionnaire asking about reading strategies use in reading and reading strategies use to solve problems.

Part A: Personal Information

Instruction: Please mark (√) in the box and write your answer in the blank.

1. Gender: Male Female
2. Major: _____ Minor: _____
3. Number of years studying English: _____ years
4. Year of work experience: _____ years
5. How often do you read English texts?

<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1-2 times per month
<input type="checkbox"/> 3-4 times per month	<input type="checkbox"/> every day	<input type="checkbox"/> others.....

Part B: English Reading Problems of the Respondents

Instruction: Please indicate the frequency of reading problem you faced by marking (✓)

the number which describes your case. Each number means the following:

- 0 = Never
 1 = Rarely
 2 = Sometimes
 3 = Very Often
 4 = Almost Always
 5 = Always

Reading Problems

When reading the English text,

	Frequency Rank					
	5	4	3	2	1	0
1. I meet with unfamiliar words.						
2. I do not know the word meaning.						
3. I do not understand technical words meaning.						
4. I am poor with vocabulary knowledge such as synonym, and antonym.						
5. I face with complex and very long sentences with many dependent clauses or paragraphs.						
6. I am confused with punctuation marks.						
7. I lack of grammatical knowledge.						
8. I lack of ability to guess meaning from the context.						
9. I waste the time to find meaning of word from the dictionary.						
10. I always move my eye back to words or phrases that have already read.						
11. I lack of prior knowledge to link with what is read.						
12. I am unfamiliar with the text.						
13. I find that texts are too difficult.						
14. I lack of motivation in reading.						
15. I read text with limited time.						

Part C: English Reading Strategies used while Reading English Texts and Reading

Strategies use to Solve Problems

Memory Strategies**While I am reading, I**

	Frequency Rank					
	5	4	3	2	1	0
Grouping 1. identify words into groups such as words about sport, place, food, and vehicle.						
Associating / Elaborating 2. think of closely related word with new one found in the passage such as bread – butter, or school – book – paper.						
Using Imagery 3. imagine or have a picture of word or story in mind.						
4. use symbols to represent abstract noun, such as an evil for badness.						
5. replace the story with my own experience.						
6. think of a character in the reading passage to someone you know.						
Semantic Mapping 7. make group of word into a picture, chart, or diagram.						
8. rearrange the story you have read into order by numbering or using an arrow.						
9. make semantic map of the words or story by using related words or pictures.						
Using Keywords 10. use sound of a familiar word to remember a new word.						
11. connect sound of new word and image pictures to remember the word.						
Representing Sounds in Memory 12. memorize new word by using familiar words or sounds from any language. (goat-coat-boat, familiar-family)						
Using Physical Response 13. act out what I read.						
Using Mechanical Techniques 14. write the new word and the definition on flashcards.						

Cognitive Strategies

While I am reading, I.....

	Frequency Rank					
	5	4	3	2	1	0
Repeating						
15. reread parts I enjoy or meaningful to me.						
16. re-skim to find details.						
17. reread the whole text.						
18. reread words or phrases that have already once read.						
19. reread only parts that I do not understand.						
Getting the Idea Quickly						
20. skim any pictures, charts, and graphs.						
21. skim the whole passage.						
22. scan the passage for finding specific details of interest.						
23. create my own questions before reading.						
Using Resources for Receiving and Sending Messages						
24. look up unknown words in a dictionary.						
25. reread the same passage in different sources.						
Analyzing Expressions						
26. separate unknown word into parts to understand the meaning.						
Taking Notes						
27. write down the meaning of the text.						
28. take note some meaningful parts in flash card.						
29. write down key words.						
Summarizing						
30. write the story in short with your own language.						
Highlighting						
31. underline or highlight key words, main idea or important parts of the passage.						
32. mark an important part with an asterisk (*)						

Compensation Strategies

While I am reading, I.....

	Frequency Rank					
	5	4	3	2	1	0
Using Linguistic Clues 33. guess the meaning of unknown word from linguistic clues such as prefix, suffix, word order and so on.						
Using Other Clues 34. guess the story by using clues from background knowledge.						
35. guess the words meaning from context clues.						

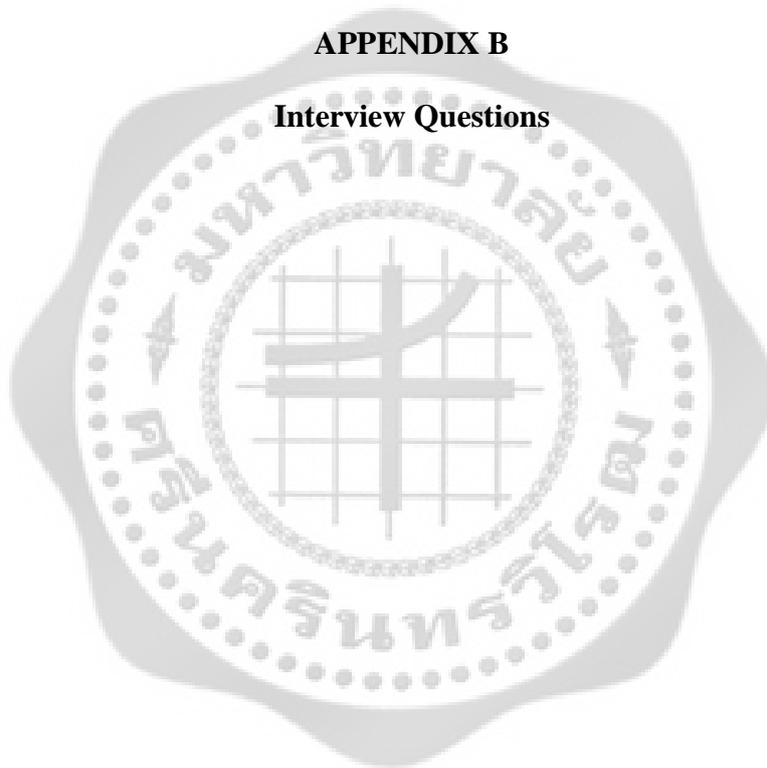
Social Strategies

While I am reading, I.....

	Frequency Rank					
	5	4	3	2	1	0
Asking for Clarification or Verification 36. ask the meaning unknown words from someone.						
37. ask someone to explain parts of the passage I do not understand.						
Cooperating with Peers 38. discuss the story with partner or group of friends.						
Cooperating with Proficient Users 39. discuss the story with someone who expert or proficient on those story.						

APPENDIX B

Interview Questions



Interview questions

1. How often do you read English texts for using on your work?

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2. How do you feel when you read English text?

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3. Do you read English texts which are not related to your works such as news, synopsis, movie, and reviews?

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4. Which are the main problems that you always faced when reading English texts?

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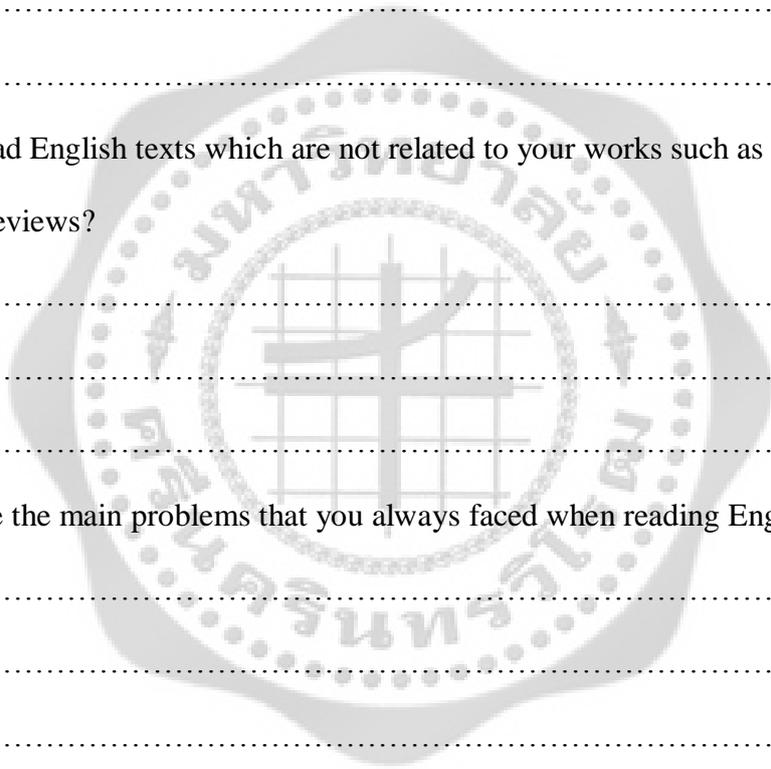
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5. What are your own problems toward reading English texts?

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6. What do you do when you read the difficult parts of texts? Skip it or make an attempt to read? How?

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7. Have you used a dictionary? What kind of dictionary you used? (Thai to English / English to Thai / English to English)

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8. Who is the person you ask for help or advice when you have problems in reading English?

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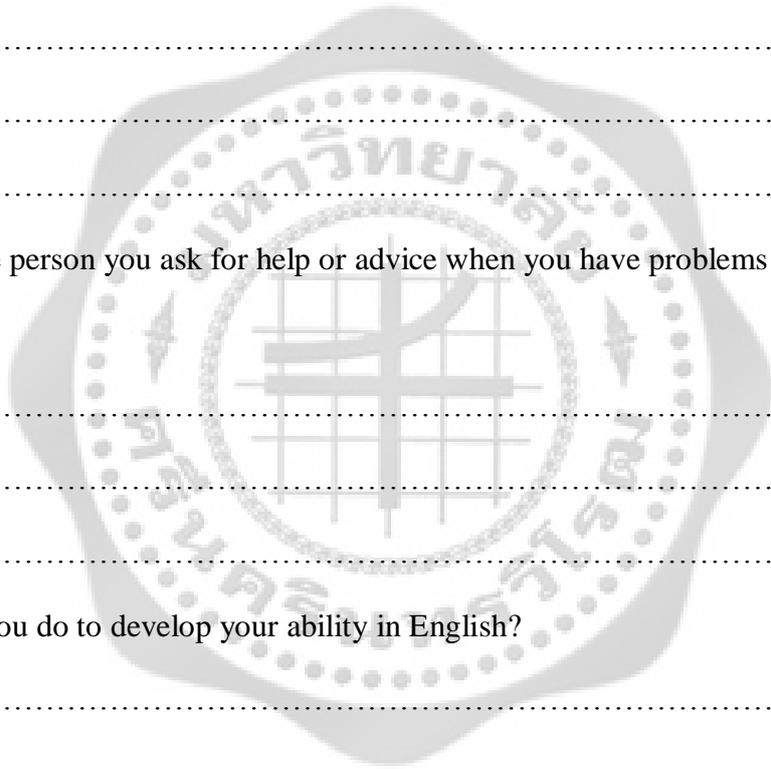
.....

9. What do you do to develop your ability in English?

.....

.....

.....



VITAE



VITAE

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