The Effect of Reading Strategy Instruction on Thai EFL Adult Learners' Reading Strategy Awareness

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Abstract

The purpose of this study was to determine the possible effect of the implementation of reading strategy instruction on Thai EFL adult learners' reading strategy awareness. A total of 113 postgraduate students taking a remedial reading course responded to the pre- and post-adapted version of Survey of Reading Strategies (SORS) (Mokhtari & Sheorey, 2002) by Zhang and Wu (2009). After the students' existing reading strategy awareness was determined, they were explicitly taught reading comprehension strategies using a course book titled *Ready to Read More: A Skills-based Reader* for one semester (14 three-hour sessions). Right after the strategy training, the students' awareness of reading strategies was determined again. Analysis of the data collected consisted of descriptive statistics comparing mean scores of the 28 reading strategies in the pre- and post-SORS. The t-tests for non-independent samples were then utilized to see if there was a significant difference between the mean scores of each individual reading strategy. The findings indicated that 23 out of 28 reading strategies were found significantly different. Descriptive statistics were also used to compare the mean scores of the three categories of reading strategies in the pre- and post-SORS (global, problem-solving and support reading strategies) and the overall mean scores. As a whole, the results show a marked improvement in the students' reading strategy awareness of the overall reading strategies and the overall reading strategies of the three categories. The findings revealed that the one-semester implementation of reading strategy instruction could raise Thai EFL adult learners' awareness of reading strategies. The findings of the study have pedagogical implications for teachers in the realm of EFL reading strategy instruction. To help Thai EFL adult learners to become independent readers, teachers should provide them with explicit reading strategy instruction. As this study demonstrates, Thai EFL adult learners benefit from receiving a direct explanation of strategies; thus, teaching them reading comprehension strategies explicitly is a key for success.

Keywords: Reading strategy instruction, Thai EFL adult learners, reading strategy awareness

Introduction

As we all know because large amount of course books, references, and internet materials is written in English, reading is considered to be the main gateway to access knowledge. Academic reading or reading for the purpose of learning, thus, has become one of the most important demands placed on Thai postgraduate students. In

order to fulfill their academic requirements, reading English academic text skillfully is especially necessary to them.

Despite this recognition, most Thai EFL adult learners when they further their study at a graduate level cannot read English academic text skillfully. Their poor reading skills may result from two main reasons. The first is that Thailand is not a strong reading culture. This situation is reflected in the number of books Thai children read per year. According to Kulthorn Lerdsuriyakul, a specialist in curriculum development at the Office of the Non-Formal and Information Education, Thai children read only two to five books per year, while those in Singapore and Vietnam read 50-60 books annually (Puangchompoo, 2012).

The other reason may be the result of a long history of ineffective teaching of reading in Thai EFL classrooms. Typically, many Thai teachers teach reading by having students read English passages and answer comprehension questions followed without any consideration of teaching necessary reading strategies. Many teachers may even employ a variation of the grammar translation method to teach reading by asking their students to translate English reading passages into Thai. Their assumption is that Thai students are weak in English because they have a limited vocabulary. Thus, the only way they can read English is to translate English words in Thai first. Having been taught to read in this way, many Thai EFL adult learners are still weak in both decoding and comprehension. According to Samuels (1994), fluent reading entails heavy demands on the reader's attention and relies on the automatic processes of decoding and comprehension. A lack of both decoding and comprehension skills may have limited the automatic processes among Thai EFL adult learners.

Based on the understanding that skillful readers display a higher degree of reading strategy awareness, reading strategy instruction has become highly recognized among EFL teachers. Research has suggested that reading strategies used by proficient readers can be taught to EFL learners, so EFL learners should be trained to acquire and develop reading strategies (Anderson, 2004). As training EFL learners to use certain reading strategies will improve their reading skills and help them to become skillful EFL readers, fostering reading strategies among EFL adult learners to deal with English academic text skillfully should be the goal for all EFL reading classes.

In Thailand, there is an increasing number of research studies conducted on EFL reading strategy instruction. The results from the studies confirmed that reading strategy instruction could help Thai EFL learners comprehend English materials more skillfully (Chavangklang, 2008; Pimsarn, 2009; Siriphanich & Laohaawiriyanon, 2010; Wichadee, 2012).

Some other studies further investigated the effect of reading strategy instruction on Thai EFL learners' reading strategy awareness when reading English materials (Akkakoson & Setobol, 2009; Boonkit, 2006; Yoosabai, 2009). These studies confirmed that Thai EFL learners could improve their reading comprehension and increase their metacognitive awareness by being trained to use reading strategies. The

participants in these research studies, however, were either high-school students or undergraduate students, not postgraduate students.

The issue of which reading strategies Thai EFL adult learners are aware of and whether the implementation of reading strategy instruction can raise their reading strategy awareness in comprehending English academic text is the concern of this study. Therefore, this study investigated the possible effect of the implementation of reading strategy instruction on Thai postgraduate students' reading strategy awareness. Knowing the effect would help teachers improve the teaching and learning process in a reading class to help develop their students to become more skillful readers.

Methodology

Purpose of the study

The purpose of this study was to determine the type of reading strategies Thai EFL adult learners were aware of before and after the implementation of reading strategy instruction and to compare the differences between them. The research question for this study is: Will Thai EFL adult learners' reading strategy awareness be raised after they receive reading strategy instruction?

Participants

The participants were 113 postgraduate students taking a remedial reading course at a public university in Bangkok, Thailand. There were 35 males and 78 females. The majority of them were under the age of thirty (92.92%). Although nearly three-quarters of the participants (72.57%) mentioned that they had been taught reading strategies in a reading class, and a little bit more than half (53.98%) had self-taught themselves reading strategies, in response to their English reading ability nearly half of them (47.79%) thought that their English reading ability was either poor or very poor.

Table 1. Background information of the participants

Personal Information		Number	Percentage (%)
Gender	Male	35	30.97%
	Female	78	69.03%
Age	21-30 years	105	92.92%
	31-40 years	6	5.31%
	41-50 years	2	1.77%
English Reading Ability	Very good	2	1.77%
	Good	57	50.44%
	Poor	41	36.28%
	Very poor	13	11.51%
Previous Reading Strategy	Yes	82	72.57%
Instruction	No	29	26.66%
	Unsure	2	1.77%
Self-taught Reading	Yes	61	53.98%
Strategies	No	49	43.36%
	Unsure	3	2.66%

Note. N = 113.

Instrumentation

The research instrument used in the study was the pre- and post-adapted version of Survey of Reading Strategies (SORS) (Mokhtari & Sheorey, 2002) by Zhang and Wu (2009). The adapted SORS was chosen as Zhang and Wu designed it to be used with the participants in their study who were Chinese EFL senior high-school students. As the participants in this study were in an EFL context, the revised questionnaire by Zhang and Wu was considered to be suitable.

   a. A pre-SORS was used to collect information on the participants' reading strategy
        awareness before the reading strategy instruction.

   b. A post-SORS was used to collect information on the participants' reading strategy awareness after the reading strategy instruction.

The pre-SORS is comprised of a short background questionnaire and 28 reading strategy items under three reading strategy categories: global reading strategies GLOB1-GLOB12 (intentionally planned techniques which readers use to monitor or manage their reading); problem-solving reading strategies PROB13-PROB19 (actions and procedures that readers use while reading to understand textual information); and support reading strategies SUP20-SUP28 (basic support mechanisms which readers

use to increase text comprehension). The post-SORS consists of only the 28 reading strategy items under the three reading strategy categories.

The pre- and post-28 reading strategy items aimed to investigate the participants' reading strategy awareness based on a 5-point Likert scale ranging from 1 ("I never or almost never do this.") to 5 ("I always or almost always do this.").

Procedures

After the participants' existing reading strategy awareness was determined using the pre-SORS, they were explicitly taught reading comprehension strategies using a prescribed course book titled *Ready to Read More: A Skills-based Reader* written by Karen Blanchard and Christine Root (2006) for one semester (14 three-hour sessions). The course book is made up of eight task-based chapters, each of which has reading and vocabulary skill-building as its primary focus. The reading strategy instruction included previewing and predicting, identifying main ideas and topics, using context to guess meaning, identifying supporting details, recognizing patterns of organization, making inferences, distinguishing facts from opinions, and identifying purpose and tone. The participants were taught on a step-by-step progression through reading skills and word-attack strategies that promote efficient and effective reading. Right after the strategy training, the participants' reading strategy awareness was determined again using the post-SORS.

Data analysis

Data analysis consisted of descriptive statistics comparing the pre- and post-SORS individual mean scores, overall mean scores, and mean scores of the three reading strategy categories. The mean scores were then interpreted in the form of three levels of range based on the average scores on the 5-point Likert scale as suggested by Mokhtari and Sheorey (2002): high (an average score of 3.5 or higher), moderate (an average score of 2.5 to 3.4) and low (an average score of 2.4 or lower). The mean scores of the 28 reading strategies were also calculated for t-test results.

Results

Research Hypothesis: *Thai EFL adult learners' reading strategy awareness will be raised after they receive reading strategy instruction.*

Table 2. Means, standard deviations, and levels of range results from the pre- and post-SORS of the overall reading strategies and the three overall reading strategy categories

Category	Pre			Post		
	M	S.D.	Level	M	S.D.	Level
Overall global reading strategies(GLOB)	3.34	0.51	Moderate	3.60	0.47	Moderate
Overall problem-solving reading strategies (PROB)	3.40	0.61	Moderate	3.69	0.51	High
Overall support reading strategies(SUP)	3.28	0.56	Moderate	3.59	0.56	Moderate
Overall reading strategies	3.34	0.47	Moderate	3.63	0.42	Moderate

Note. N = 113

As evident in Table 2, comparison of the results of the pre- and post-SORS of the overall reading strategies and overall reading strategy categories shows a marked improvement in the participants' reading strategy awareness. It can be seen from Table 2 that the post–SORS mean scores of the overall reading strategies and of the three reading strategy categories are higher than those of the pre-SORS.

It is interesting to see that the order of the mean scores among the three reading strategy categories from most to least was exactly the same (PROB, GLOB, and SUP) in both the pre- and post-SORS. As seen from the table, the reading strategy category that was found to have different levels of awareness in the post-SORS was PROB. Moreover, it can be noticeable that after the instruction the participants reported the means scores for the three reading strategy categories with almost the same number (overall GLOB: M = 3.60, S.D. = 0.47, overall PROB: M = 3.69, S.D. = 0.51, and overall SUP: M = 3.59, S.D. = 0.56).

Table3. Means, standard deviations, levels of range, and t-test results from the pre-and post-SORS of the 28 reading strategies

| Category	Strategy	Pre			Post		
		M	S.D.	Level	M	S.D.	Level
GLOB1**	Set purpose for reading	3.08	0.81	Moderate	3.35	0.64	Moderate
GLOB2**	Check how text content fits purpose	3.12	0.79	Moderate	3.42	0.72	Moderate
GLOB3	Preview text before reading	3.59	0.91	High	3.75	0.80	High
GLOB4*	Determine what to read	3.11	1.02	Moderate	3.35	1.01	Moderate
GLOB5**	Use prior knowledge	3.24	0.88	Moderate	3.70	0.78	High
GLOB6*	Use text features (e.g., tables, figures)	3.82	0.86	High	4.02	0.76	High
GLOB7**	Use context clues	3.63	0.87	High	3.95	0.76	High
GLOB8**	Use typographical aids (e.g., bold, italics)	3.49	0.98	Moderate	3.87	0.91	High
GLOB9**	Check understanding	3.05	0.85	Moderate	3.45	0.78	Moderate
GLOB10	Predict or guess text content	3.72	0.84	High	3.86	0.90	High
GLOB11**	Confirm prediction	3.27	0.79	Moderate	3.54	0.79	High
GLOB12**	Critically evaluate what is read	2.97	0.84	Moderate	3.28	0.85	Moderate
PROB13	Read slowly and carefully	3.50	0.81	High	3.58	0.83	High
PROB14**	Adjust reading speed	3.06	0.86	Moderate	3.42	0.83	Moderate
PROB15*	Pause and think about reading	3.36	0.89	Moderate	3.61	0.89	High
PROB16**	Visualize information	3.32	1.03	Moderate	3.76	0.85	High
PROB17*	Re-read to increase understanding	3.73	0.93	High	3.97	0.91	High
PROB18**	Guess meaning of unknown words	3.38	0.91	Moderate	3.65	0.88	High
PROB19**	Try to stay focused on reading	3.45	0.85	Moderate	3.82	0.83	High
SUP20**	Take note while reading	2.77	1.08	Moderate	3.12	1.07	Moderate
SUP21**	Underline information in text	3.56	0.99	High	4.00	1.02	High
SUP22**	Read aloud when text becomes hard	2.55	1.17	Moderate	2.96	1.15	Moderate
SUP23**	Use reference materials like dictionary	3.72	0.97	High	4.01	0.98	High
SUP24**	Paraphrase for better understanding	3.06	0.98	Moderate	3.48	1.00	Moderate
SUP25**	Go back and forth in text	3.37	0.88	Moderate	3.77	0.76	High
SUP26*	Ask oneself questions	2.88	0.92	Moderate	3.13	0.96	Moderate
SUP27	Translate from English to native language	3.84	0.89	High	3.96	1.00	High
SUP28	Think about information in both English and mother tongue	3.23	0.96	Moderate	3.42	0.92	Moderate

Note. N = 113, Sig@0.05 level (2-tailed)*, Sig@0.01 level (2-tailed)**

From Table 3, it can be seen that in response to the pre-SORS, SUP27 (When reading, I translate from English into Thai.) was reported with the highest mean score (M = 3.84, S.D. = 0.89), followed by GLOB6 (I use tables, figures, and pictures in text to increase my understanding.) with the mean score of 3.82 and the S.D. of 0.86. The least responded mean score was that of SUP22 (When text becomes difficult, I read aloud to help me understand what I read.) with the mean score of 2.55 and the S.D. of 1.17.

For the response to the post-SORS, the highest mean score fell into GLOB6 (I use tables, figures, and pictures in text to increase my understanding.) with the mean score of 4.02 and the S.D. of 0.76, followed by SUP23 (I use reference materials.) with the mean score of 4.01 and the S.D. of 0.98. The least responded mean score for the post-SORS was again that of SUP22 (When text becomes difficult, I read aloud to help me understand what I read.) with the mean score of 2.96 and the S.D. of 1.15.

The differences in mean scores of each reading strategy obtained from the pre- and post-SORS can be viewed in a line graph in Figure 1 below.

Figure 1. Differences in means scores of the pre- and post-SORS of the 28 reading strategies
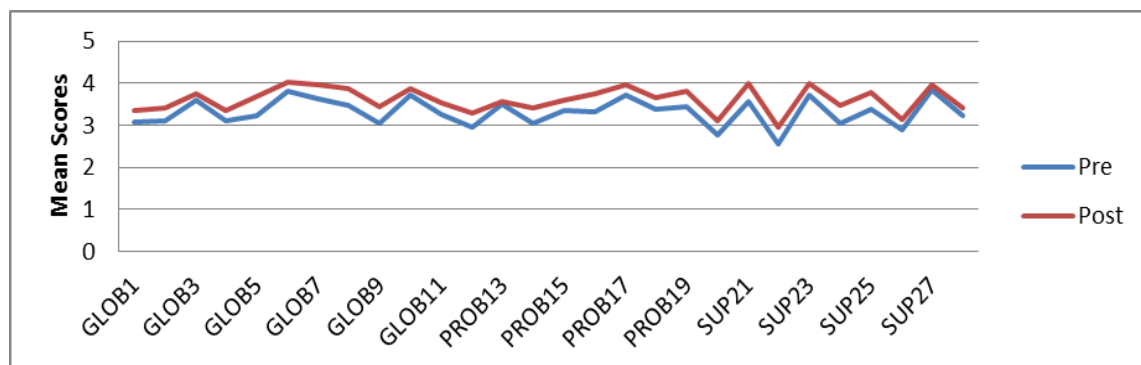
The t-tests for non-independent samples were carried out to further investigate whether there was any significant effect of reading strategy instruction on the participants' awareness of the 28 reading strategy items.

Based on the t-test results, there are 18 reading strategies (8 GLOBs, 4 PROBs, and 6 SUPs) that are significantly different in the pre- and post-SORS, represented by having p-values less than 0.01. They are GLOB1: I have a purpose in mind when I read. (n = 113, t = 3.258, p < 0.01), GLOB2: I think about whether the content of the text fits my reading purpose. (n = 113, t = 3.389, p < 0.01), GLOB5: I use my prior knowledge. (n = 113, t = 4.891, p < 0.01), GLOB7: I use context clues to help me better understand what I am reading. (n = 113, t = 3.410, p <0.01), GLOB8: I use typographical features like bold face and italics to identify key information. (n = 113, t = 3.324, p < 0.01), GLOB9: I check my understanding when I came across new information. (n = 113, t = 4.201, p < 0.01), GLOB11: I check to see if my guesses about the text are right or wrong. (n = 113, t = 2.901, p < 0.01), GLOB12: I critically

analyze and evaluate the information presented in the text rather than passively accept everything. (n = 113, t = 3.293, p < 0.01), PROB14: I adjust my reading speed according to what I am reading. (n = 113, t = 3.473, p < 0.01), PROB16: I try to picture or visualize information to help remember what I read. (n = 113, t = 4.402, p < 0.01), PROB18: When I read, I guess the meaning of unknown words or phrases. (n = 113, t = 2.900, p < 0.01), PROB19: I try to get back on track when I lose concentration. (n = 113, t = 4.132, p < 0.01), SUP20: I take note of the key expressions and ideas while reading to help me understand what I read. (n = 113, t = 3.000, p < 0.01), SUP21: I underline or circle information in the text to help me remember it. (n = 113, t = 3.632, p < 0.01), SUP22: When text becomes difficult, I read aloud to help me understand what I read. (n = 113, t = 3.420, p < 0.01), SUP23: I use reference materials. (n = 113, t = 2.824, p < 0.01), SUP24: I paraphrase to better understand what I read. (n = 113, t = 3.660, p < 0.01), and SUP25: I go back and forth in the text to find relationships among ideas in it. (n = 113, t = 3.974, p < 0.01).

Moreover, there are 5 reading strategies (2 GLOBs, 2 PROBs, and 1 SUP) in which their mean scores are significantly different in the pre- and post-SORS, represented by having p-values less than 0.05. They are GLOB4: When reading, I decide what to read closely and what to ignore. (n = 113, t = 2.170, p < 0.05), GLOB6: I use tables, figures, and pictures in text to increase my understanding. (n = 113, t = 2.072, p < 0.05), PROB15: I stop from time to time and think about what I am reading. (n = 113, t = 2.454, p < 0.05), PROB17: When text becomes difficult, I re-read it to increase my understanding. (n = 113, t = 2.576, p < 0.05), and SUP26: I ask myself questions I like to have answered in the text. (n = 113, t = 2.268, p < 0.05).

Although differences on the pre- and post-SORS in the following five strategies (2 GLOBs, 1 PROB, and 2 SUPs) were not significant: GLOB3: I review the text first by noting its characteristics like length and organization. (n = 113, t = 1.700, p >0.05), GLOB10: I try to guess what the content of the text is about when I read. (n = 113, t = 1.336, p >0.05), PROB13: I read slowly and carefully to make sure I understand what I read. (n = 113, t = 1.184, p >0.05), SUP27: When reading, I translate from English into Thai. (n = 113, t = 1.226, p >0.05), and SUP28: When I read, I think about information in both English and Thai. (n = 113, t = 1.580, p >0.05), it can be noticeable from the table that four out of these five strategies (GLOB3, GLOB10, PROB13, and SUP27) fell into the high level both in the pre- and post SORS.

As can be seen from the table, out of the twenty three reading strategies that were found to have a marked improvement in the participants' reading strategy awareness, five (GLOB6, GLOB7, GLOB17, SUP21, and SUP23) had the same high level of awareness in both the pre- and post-SORS, eight (GLOB5, GLOB 8, GLOB11, PROB15, PROB16, PROB18, PROB19, and SUP25) had an increase in their level of awareness from the moderate level in the pre-SORS to the high level in the post-SORS, and ten (GLOB1, GLOB2, GLOB4, GLOB9, GLOB12, PROB14, SUP2O, SUP22, SUP24, and SUP26) had the same moderate level of awareness in both the pre- and post SORS.

It is obvious that for the post-SORS, the majority of the reading strategies were significantly different, indicating that the participants claimed that they used reading strategies more often than they did before the reading strategy instruction.

Conclusion and Discussion

The study aimed to determine the possible effect of the implementation of reading strategy instruction on Thai EFL adult learners' reading strategy awareness. The results from the pre-and post-SORS indicated that after the reading strategy instruction, the participants had higher reading strategy awareness of the overall reading strategies and the overall reading strategies of all the three categories. The reading strategy category that was found to have different levels of awareness from moderate to high in the pre- and post-SORS was problem-solving reading strategy category.

Comparison of the individual items of the pre- and post- SORs indicated that 23 out of 28 reading strategies (10 global reading strategies, 6 problem-solving reading strategies, and 7 support reading strategies) were found significantly different. The participants reported using tables, figures, and pictures in text to increase their understanding (GLOB6) as one of the top two reading strategies while they reported using reading aloud to help them understand what they read when text become difficult (SUP22) the least in both before and after the reading strategy instruction.

Among those strategies not found significantly different, four out of five (2 global reading strategies, 1 problem-solving strategy, and 1 support reading strategy) were reported at the high level both in the pre- and post- SORS. It means that the participants claimed to already use these strategies highly before the reading strategy instruction.

The results obviously show a positive benefit of reading strategy instruction. A logical conclusion that can be drawn for this study is that Thai EFL adult learners developed higher reading strategy awareness after receiving the reading strategy instruction. The noticeable and positive effect of implementing the reading strategy instruction is shown in the increase in the overall mean scores of the post-SORS.

Although it is obvious that the learners were more aware of their reading strategies and reported increasingly frequent use of all reading strategy categories after getting 14 weeks reading strategy instruction, the increase in using problem-solving reading category was more dramatic than the other two reading strategy categories. This means that Thai EFL adult learners in this study used more cognitive reading strategies than metacognitive and supportive reading strategies. They were able to use more localized focused techniques to solve the problems developed in order to understand textual information than intentionally, carefully planned techniques to monitor or manage their reading and supportive mechanisms to aid them in comprehending the text (Mokhtari & Sheorey, 2002).

There are a number of studies stating the same finding. One of the most frequently cited studies was the study conducted by Sheorey and Mokhtari (2001). They found that the awareness of reading strategies of native English speaking and proficient ESL students in their study were in this order: cognitive reading strategies, followed by metacognitive reading strategies, and finally support reading strategies. The same order was found among L1 and ESL participants in the study of Tercanlionglu (2004). Monos (n.d) also found the same result among Hungarian college students.

In Thailand, Thampradit (2006) and Pookchroen (2009) found that Thai EFL undergraduate students in their studies also used cognitive reading strategies the most frequently while they used metacognitive reading strategies the least frequently.

The finding is not surprising as metacognitive strategies are regarded as high order executive skills. Metacognitive strategies allow second language learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process (Cohen, 1996). According to Oxford (1990), metacognitive strategies are "actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process." (p.136).

Grounded in the understanding that metacognitive reading strategies are an important component of strategic reading, fostering metacognitive reading strategies among Thai EFL adult learners should be the goal of teachers developing Thai EFL adult learners' reading skills. The teaching of metacognitive skills (the understanding and controlling of cognitive processes) in addition to cognitive skills is suggested by Anderson (2002) as a valuable use of instructional time for an ESL/EFL teacher. Anderson's viewpoint is supported by Beckman (2002), who states that many students' ability to learn has been increased through the deliberate teaching of cognitive and metacognitive strategies, and this is especially true for students with significant learning problems.

Teachers should also assess their students' reading strategy awareness before implementing reading strategy instruction in order to find out which strategies need strengthening the most. Chamot (2004) emphasizes that students need not be taught the names of every strategy that has been identified in the research literature, but they do need to be taught how to use strategies that they find effective for the kinds of tasks they need to accomplish. Existing research indicates that the nature of the task helped determine the strategies naturally employed to carry out the task (Oxford, 1994). To equip their students with the strategies they need to carry out a particular reading task, teachers need to help strengthening the strategies that their students lack. Thus, teachers can use the information gained from the assessment to guide planning for appropriate reading strategy instruction.

Lastly, proper reading strategy instruction should be given to Thai adult EFL learners so that they can employ the reading strategies they lack more frequently. With deeper reading strategy awareness, Thai EFL adult learners can exploit their full potential and become strategic and finally skillful readers.

Limitations of the Study and Recommendations for Future Research

Although the current study reveals that reading strategy instruction can raise Thai EFL adult learners' reading strategy awareness, there are some limitations in interpretation of the study's results.

The first limitation concerns the participants of the study. As they were taking a remedial reading course, they may not be representative of all Thai EFL adult learners. Next, the participants' previous experience in reading strategy instruction might have affected their response to the pre-SORS. Readers should therefore approach the findings and conclusion with caution. The interpretation of the results should be limited to the group examined in this study.

The instrumentation used in this study is another concern. The study employed only the pre- and post-SORS. The results might be different if other research instruments such as think-aloud protocol had been used. Besides, this study only looked at the effect of reading strategy instruction on reading strategy awareness. There is a need to look further to see the relationships among reading strategy instruction, leaners' reading strategy awareness, and learners' reading abilities. Finally, teachers' perception was not considered in this study. How teachers teach, what they think about the instruction, and what difficulties they encounter are factors that may impact upon their students' reading strategy awareness. Data collected from teachers' perception can be a valuable source for the revision of the reading strategy instruction and for any help needed from the educational institution. Thus, the results from the study need to be used with consideration of these factors.

Teaching Implications

The present study has the following teaching implications.

1. Reading strategy instruction should be implemented to help Thai EFL adult learners raise their reading strategy awareness.

2. Before implementing reading strategy instruction, teachers should use the pre-SORS as an instrument to assess their students' reading strategy awareness. According to Mokhtori and Sheorey (2002), the SORS provides a convenient tool for assisting teachers in addressing the academic reading needs of adolescent and adult ESL students. Knowing their students' strengths and weaknesses in terms of reading strategy awareness, EFL teachers can develop effective and appropriate reading strategy instruction to help their students become skillful readers.

3. Thai EFL adult learners should be taught comprehension strategies through effective and appropriate strategy training. Winograd and Hare (as cited in Anderson, 1999, p. 72; Carrell, 1998, p. 6) proposed five basic elements in strategy training. They are: what the strategy is, why a strategy should be learned, how to use the

strategy, when and where the strategy should be used, and how to evaluate use of the strategy. Effective training helps students develop an ability to select and apply appropriate strategies independently. Eventually they will be able to monitor and regulate their own use of strategies.

4. Teachers should be skillful readers, or they will be unable to teach their students successfully. Through their own reading process, teachers can realize the difficulties their students may encounter and help them overcome the problems. Teachers should also work together to use one another's resources effectively to fulfill their students' needs.

About the Author

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