

กลยุทธ์ในการอ่านของนักเรียนระดับชั้นประถมศึกษาโรงเรียนปิติศึกษา เชียงราย มอนเตสเซอร์ อิงลิชโปรแกรม

Reading Strategies Use by Upper Elementary School Students at Piti Suksa Chiangrai Montessori English Program

พชรนันต์ ริเป็ก^{1*}

Patcharanun Ripek^{1*}

¹ นักศึกษาระดับปริญญาโท เอกภาษาอังกฤษ, คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏเชียงราย

¹ Students Master of English, Faculty of Humanities Chiangrai Rajabhat University

* Corresponding author, E-mail: qraktida@yahoo.com

บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้มีเพื่อศึกษากลยุทธ์การอ่านของนักเรียนระดับชั้นประถมศึกษาหลักสูตรภาษาอังกฤษ โรงเรียนปิติศึกษา เชียงรายมอนเตสเซอร์ อำเภอมือง จังหวัดเชียงราย โดยใช้กลยุทธ์การอ่านอิงตาม Oxford (1990) ซึ่งแบ่งกลยุทธ์ออกเป็น 2 กลุ่ม คือ กลยุทธ์การอ่านทางตรง และกลยุทธ์การอ่านทางอ้อม สำหรับกลยุทธ์การอ่านทางตรงเป็นวิธีการที่เกี่ยวข้องกับการใช้ภาษา โดยแบ่งเป็นกลยุทธ์ย่อยดังนี้ ด้านความจำ ด้านการรู้คิด และด้านการชดเชย ส่วนกลยุทธ์ทางอ้อมคือ กลยุทธ์ที่ไม่ใช่กลยุทธ์การใช้ภาษา แต่เป็นการสนับสนุนให้เกิดการอ่านภาษาอังกฤษ (Ehrman & Oxford, 1990) โดยจะแบ่งออกเป็นกลยุทธ์ย่อยดังนี้ ด้านอภิปัญญา ด้านอารมณ์ และด้านสังคม ระบบการแบ่งกลยุทธ์การอ่านออกเป็น 2 ประเภทเช่นนี้ถือว่าเป็นระบบที่ครอบคลุมมากที่สุดที่ใช้ในการจำแนกกลยุทธ์การอ่าน ดังนั้นการศึกษาครั้งนี้จึงใช้ระบบนี้เป็นรากฐานในการศึกษา

จากการวิเคราะห์ข้อมูลที่เก็บรวบรวมจากแบบสอบถาม พบว่าในบรรดานักเรียน 25 คนที่เป็นกลุ่มตัวอย่างในการศึกษาครั้งนี้ ประกอบไปด้วยนักเรียนชาย 10 คน หรือคิดเป็น 40% และนักเรียนหญิง 15 คนหรือคิดเป็น 60% นักเรียน 2 คน หรือคิดเป็น 8% ศึกษาอยู่ระดับชั้นป.1 นักเรียน 3 คนหรือคิดเป็น 12% ศึกษาอยู่ระดับชั้น ป.2 และนักเรียน 5 คน หรือคิดเป็น 20% ศึกษาอยู่ระดับชั้น ป.3 นักเรียน 7 คน หรือคิดเป็น 28% ศึกษาอยู่ระดับชั้น ป.4 นักเรียน 1 คน หรือคิดเป็น 4% ศึกษาอยู่ระดับชั้น ป.5 และนักเรียน 6 คน หรือคิดเป็น 28% ศึกษาอยู่ระดับชั้นป.6

หลังจากนั้น ผู้วิจัยวิเคราะห์คำถามแต่ละข้อเพื่อพิจารณาสร้อยละ และสรุปผลแง่มุมหลักและข้อมูลสำคัญที่ได้จากแบบสำรวจ คำถามทุกข้อในแบบสำรวจเป็นคำถามเกี่ยวกับนักเรียนและอิงตามข้อเท็จจริง ตามความเห็นของผู้วิจัย เห็นว่า หลักสูตรภาษาอังกฤษ โรงเรียนปิติศึกษา เชียงรายมอนเตส

ชอร์รี่ มีสถานการณ์ปัจจุบันคือ เด็กในโรงเรียนมีความรู้ภาษาอังกฤษสูงกว่าค่าเฉลี่ย ดังจะเห็นได้จากความสามารถของเด็กเมื่อสอบเข้าโรงเรียนอื่นเพื่อศึกษาต่อหลังจบการศึกษาไปแล้ว จากการศึกษาครั้งนี้ผู้วิจัยหวังจะให้ภาพรวมที่ชัดเจนมากยิ่งขึ้นว่ากลยุทธ์รูปแบบใดที่เด็กจะใช้และจะช่วยให้เด็กใช้กลยุทธ์การอ่านภาษาอังกฤษในฐานะที่เป็นภาษาต่างประเทศ แบบสอบถามถูกออกแบบมาเพื่อตรวจสอบกลยุทธ์การอ่านของนักเรียนระดับชั้นประถมศึกษาตอนต้นและตอนปลาย ผู้วิจัยต้องการสัมภาษณ์ผู้ปกครองของเด็กแต่ไม่มีเวลามาก ดังนั้นผู้วิจัยจึงลองสอบถามข้อมูลจากผู้ปกครองโดยใช้แบบสอบถามแทน และหวังว่าจะสร้างความเข้าใจต่อกลยุทธ์การอ่านภาษาอังกฤษได้ดียิ่งขึ้นโดยการวิเคราะห์วิธีการที่นักเรียนประถมศึกษาตอนต้นและตอนปลายของโรงเรียนปิติศึกษา เชียงรายมอนเตสซอรีใช้ ซึ่งจะทำให้เกิดการมุ่งเน้นไปยังกลยุทธ์การอ่านที่ทำให้นักเรียนเหล่านี้กลายเป็นผู้เรียนภาษาอังกฤษที่มีประสิทธิภาพเนื่องจากช่วงอายุของนักเรียนประถมศึกษาตอนปลายในครั้งนี้นั้นผู้วิจัยจึงเห็นว่ากลุ่มตัวอย่างนี้มีอายุมากพอที่จะตอบคำถามในแบบสอบถามด้วยตนเอง และจึงไม่จำเป็นต้องเข้าไปสัมภาษณ์ผู้ปกครองของเด็กแต่ละราย กลุ่มตัวอย่างในการศึกษาครั้งนี้ประกอบไปด้วยนักเรียนที่กำลังศึกษาในหลักสูตรภาษาอังกฤษที่โรงเรียนปิติศึกษา เชียงรายมอนเตสซอรี จำนวน 25 คน ดังนั้นผลการศึกษานี้จึงอาจจะไม่ครอบคลุมไปถึงบริบทอื่น ๆ อย่างไรก็ตาม การศึกษาครั้งนี้จะสร้างรากฐานให้แก่การวิจัยเกี่ยวกับกลยุทธ์การอ่านของวิธีของมอนเตสซอรีต่อไป

คำสำคัญ: กลยุทธ์ในการอ่านภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษาโรงเรียนปิติศึกษา เชียงรายมอนเตอเซอร์รี่ อิงลิชโปรแกรม

Abstract

The objectives of this research were to Reading Strategies Used by Upper Elementary School Students at Chiangrai Montessori English Program. Amphoe Muenag, Chiang Rai. Oxford (1990) reading strategies are defined under two classifications of strategy, direct and indirect reading strategies. Direct strategies are specific ways that involve use of language, sub-divided into memory, cognitive and compensation strategies. Indirect strategies do not directly involve using the language, but they support language reading (Ehrman & Oxford, 1990), and are further divided into metacognitive, affective, and social strategies. This seems to be the most comprehensive system available for categorization of language reading strategies, so this study uses this system as the basis for this study. There are two types about Reading Strategies.

Following comes a detailed analysis of the information gathered with the questionnaire mentioned above. of 25 students in the study and 10 students (40%) are boys and 15 students (60%) are girls. 2 students (8%) from grade 1, 3 students (12%)

from grade 2, 5 students (20%) from grade 3, 7 students (28%) from grade 4, 1 students (4%) from grade 5 and 6 students (28%) from grade 6 are in this study.

Following there is also a detailed analysis of each question taking into consideration the percentage scale. To conclude, there is a summary of the main aspects and significant information of the survey. All these questions in the survey are around the students and based on the facts. The present situation on my opinion in Piti Suksa Montessori School Chiangrai English program is that the children in the school have an above average command of the English language as seen by their performance when examining to enter other schools after graduation. Through this study we hope to get a clearer picture of what strategies that the children are employing and in turn help the students in their employment of reading strategies in English as a foreign language. A questionnaire is designed to investigate reading strategies used by the students in the elementary classes including lower and upper elementary. I would also like to interview the parents, but the lack of time for many of these working professionals made this impossible. Even so, I try to obtain some information on the parents through the questionnaire conducted with the students. I hope to better understand reading strategies by an analysis of the Montessori Method focusing on lower and upper elementary school student. This will enable me to better focus on what reading strategies make these students effective English language learners. Due to the age range of the upper elementary children being studied they are considered old enough to effectively answer the questionnaire themselves, this negates the need to interview the parents of each child. The sample group of this study included 25 students who were studying the English Program at Piti Suksa School (Chiangrai Montessori English Program). So the results of this study were perhaps not generalizable in another context; however this study will form a basis for research on the Montessori Method and reading strategies.

Keywords: Reading Strategies Used By Upper Elementary School Students At Piti Suksa Chiangrai Montessori English Program

Introduction

Considering the stronger communications in different countries, the world language English is getting ever-important. To develop our English, practicing in our childhood is really important as the brain cell is capable of studying harmonious

pronunciation in this golden period. The cognitive ability at this period is not only suitable for building and constructing the new language, but can also shift the experience of first language acquisition. However, in order to gain a better reading proficiency, there are many factors to affect reading proficiency including teaching method, teaching materials, family and school level, intelligence, characteristics, reading motivation, reading behavior, etc. One of the most important factors is the usage of reading strategies other than intelligence. The variables focused on here include the geographic area, gender, parents' educational background, liking of English, prior English reading, self-rated English proficiency and self-choice of studying in a private English institute. As a by-product, the study is likely to raise the strategic awareness of both the teachers and the learners in Elementary school students. A questionnaire is designed to investigate reading strategies used by the students in the elementary classes including lower and upper elementary. We would also like to interview the parents, but the lack of time for many of these working professionals made this impossible. Even so, we try to obtain some information on the parents through the questionnaire conducted with the students. We hope to better understand reading strategies by an analysis of the Montessori Method focusing on lower and upper elementary school student. This will enable us to better focus on what reading strategies make these students effective English language learners. Due to the age range of the upper elementary children being studied they are considered old enough to effectively answer the questionnaire themselves, this negates the need to interview the parents of each child. Reading strategies have received great attention in the past few decades. Ut Oxford (1990) stated that "Reading strategies are specific actions taken by the learner to make reading easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p.8). Based on earlier research conducted over the years, Oxford outlined a classification system. She classifies strategies into two major groups: direct and indirect. In her definition, direct strategies "directly involve the target language" and "require mental processing of the language" (p. 37). Indirect strategies involve "support and manage language reading without directly involving the target language" (p.135). The two major strategies are mutually supporting and can be subdivided into six broad categories. Direct strategies include three groups of strategies: Memory, cognition and compensation strategies while indirect strategies include three groups of strategies: Metacognitive,

affection, and socialization. According to Oxford (1990), although indirect strategies do not directly involve reading the target language, they support and regulate the learner's language reading based on his or her reading style, affective traits, and behavioral patterns. Montessori English program is an educational approach developed by Italian physician and educator Maria Montessori based on her extensive research with "phrenasthenic" or "special needs" children and characterized by an emphasis on independence, freedom within limits, and respect for a child's natural psychological, physical, and social development. The Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. Dr. Montessori's Method has been time tested, with over 100 years of success in diverse cultures throughout the world. It is a view of the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It is an approach that values the human spirit and the development of the whole child.

In Montessori education there are three important roles: The child, the parent, and the teacher. Each role is unique, essential, and interconnected. Like the sides of an equilateral triangle, each role is a distinct and separate part, and yet, each connects directly with every other. Children are most fully supported when the adults in their lives communicate with each other and trust each other, therefore it is critical that both are responsive to the child.

Montessori education offers our children opportunities to develop their potential as they step out into the world as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life. The benefits of a Montessori education are apparent at Piti Suksa.

- Each child is valued as a unique individual.
- Beginning at an early age, Independence is fostered.
- Montessori students develop order and coordination.
- Focus of work and concentration are naturally developed.
- Students are part of a close, caring community.
- Montessori students enjoy freedom within limits.
- Students are supported in becoming active seekers of knowledge.

- Self-correction and self-assessment are an integral part of the Montessori classroom approach.

The teacher thoughtfully prepares a classroom environment with materials and activities that meet the students' unique interests, academic level, and developmental needs. These are introduced to each child sequentially, laying the foundation for independent learning. The teacher is aware of each student's progress as they work toward mastering the particular concept or skill. The role of the teacher in the Montessori classroom is that of a guide or mentor.

Objectives of the study

To investigate the most effective reading strategies used by upper Elementary students at Piti Suksa School Chiangrai Montessori English Program Tambon Rim Kok, Amphoe Mueang, Chiang Rai.

All these questions in the survey are around the students and based on the facts. We can gain lots of valuable things that help us find response to the problems posed in chapter 1 of this study after analyzing the results of the data analysis are presented. Two fundamental goals drove the collection of the data and the subsequent data analysis. We also need to reach the goals that find out the strategies used by elementary students and the strategies which are the most effective at Chiangrai Montessori English Program School.

Through observing surface phenomena and cogitating the reason behind them. There are some questions aims at direct strategies while some questions aim at indirect strategies. Direct strategies conclude memory, cognitive, and compensation strategies. Inside, Memory strategies conclude creating mental linkages, applying images and sounds, reviewing well and employing action. Cognitive strategies conclude practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output. Compensation strategies conclude guessing intelligently and overcoming limitations in speaking and writing. In this part, we can see there are some questions related to the direct strategies. For example, question 5 shows that plenty of students would use their finger when they were reading, which is related to the "using physical response or sensation" in the direct strategies. Indirect strategies conclude metacognitive, affective, and social strategies. Inside, metacognitive conclude centering your reading,

arranging and planning your reading, and evaluating your reading. Affective strategies conclude lowering your anxiety, encouraging yourself, and taking your emotional temperature. Social strategies conclude asking questions, cooperating with others, and empathizing with others. For example, question 12 “Ask my questions about what words or phrases mean” and question 21 “question the information in the text” are related to the asking questions in social strategies of indirect strategies. And the analysis shows that there are some students use this kind of reading strategies.

As we all know, research is one of the most effective ways in the situation that you want to figure something out or find some systematic information, and people can gain the closest results to the facts through doing a research. Among these 25 students surveyed to answer some questions about their reading habits and behaviors, we can get lots of valuable things. To sum up, the most common reading strategies that students would have are: They will work out the meanings of words from understanding the parts of the words. Look up the unknown words in a dictionary. Use their general knowledge to work out the meanings. As the classification made by Oxford, they are almost the direct reading strategy. And the least common reading strategies that students surveyed would have are: Need to understand meaning of every vocabulary in the text. Make use of grammatical structure to get at meaning. Continue reading even through they do not understand. As the classification made by Oxford, they are almost the indirect reading strategy. So, combined with the previous analysis about English reading strategies, we can come up with a conclusion: most students surveyed will often choose direct English reading strategies when they read.

In order to avoid statistics errors, we choose the different sex in the different age group, they average act well in study, and nobody fails. In the view with the teachers, we can also get lots of valuable things that may help us get the final conclusion. The use of Interviews when it comes to the teachers is seen to be beneficial as it may be able to shed light on the invisible processes that we talked about above. Also using an open interview format allows us to access the ‘Personal insights’ of the teacher in a way that observation cannot. The time required for these interviews was not seen as a problem and it was actually possible for us to also interview the kindergarten teacher as the study has only two teachers or upper and lower elementary. The teacher is seems like the “parents” in school, they will familiar with the students’ behavior and habits when

they reading. As for the results for this way, teacher in the upper elementary school said that students will choose the direct way when they reading.

In conclusion, the most common way the students surveyed to choose when they were reading is the direct reading strategies. During all steps of this survey, to collect general data is the easiest part, but to think out the questions for survey will be harder. The most difficult part is to ask each question one by one and make all students finish questions completely. It requires the cooperation of the students and the patience of the researcher.

Research Question

What are the most effective reading strategies used by upper elementary students at Piti Suksa School Chiangrai Montessori English Program?

Significance of the study

The study will have name practical implications for reading strategy instruction for elementary school teachers in EFL situations. Several strategy instruction models have also been created to provide step-by-step strategy training for teachers to incorporate then in their language classes (Chamot & O'Malley, 1994, Oxford, 1990). Strategy instruction including reading strategies should be able to help teachers at Piti Suksa School or in schools of similar situational context other EFL to countries better understand their students' needs, including the necessity of equipping students with the right tools for language reading.

Conceptual Framework

Reading Strategies

The environment is considered the utmost importance in the promotion of reading and a desire to read. Once the child begins to read, it is important that he is presented with an appropriate environment such as special place in the classroom designated for silent reading, full of interesting and challenging books on many different subjects and levels of comprehension.

As I can see that Montessori has its own strategy for teaching language to the children that combines many different techniques. It is the foundation combined with the sensitive period that this system identifies, that enable the children to gain new language quickly and without any hindrances

Many strategies are possible to use in reading, writing and reading throughout the ESL literacy phases. Practiced readers and writers use hundreds of strategies when dealing with text and reading.

Language reading strategies in the primary education system are examined below but the literature is limited on examining reading especially in a Montessori system school.

There has been an increasing interest toward language reading and language learners since 1970s with the emergence of cognitive revolution and since then great attention has been paid to language reading strategies. The pattern shifted from behaviorism to cognitive science in psychology and education. Research led to efforts to explain the cognitive processes in all aspects of reading including language reading. Initial studies of language reading focused on describing externally observable behaviors of language learners followed by attempts to label these behaviors as strategies

Oxford (1990) reading strategies are defined under two classifications of strategy, direct and indirect reading strategies. Direct strategies are specific ways that involve use of language, sub-divided into memory, cognitive and compensation strategies. Indirect strategies do not directly involve using the language, but they support language reading (Ehrman & Oxford, 1990), and are further divided into metacognitive, affective, and social strategies. This seems to be the most comprehensive system available for categorization of language reading strategies, so this study uses this system as the basis for this study. There are two types about Reading Strategies.

During hundreds of strategies, the English Strategies are able to build and strengthen literacy skills in print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Based on research and effective practice, these strategies help students learn how to coordinate and use a set of key comprehension techniques before, during, and after they read a variety of texts. Yan Huizhi (2013) in the thesis indicated that effective primary school English strategy can not only improve elementary students' English scores, but also lay good foundations for higher level of learning. At present, there is little investigation on the present situation and development characteristics of elementary school students. The influencing factors of strategy affect students' choices and use of strategies. As important influencing factors, strategy consciousness and strategic emotion have not been paid much attention for a long time. At present in elementary school teaching, teachers still has many puzzles

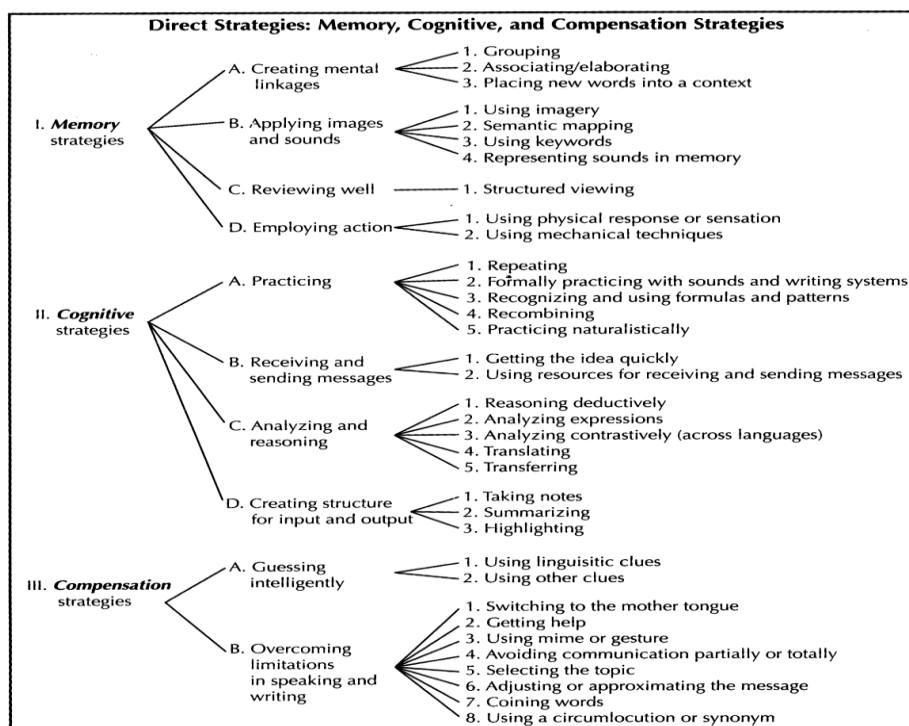
about the teaching strategies and their effects. Thus to help students gain effective strategies, to understand the current development of elementary school students in English strategy and the influencing factors on the impact of strategies is indispensable. Due to the importance of English strategies in elementary learning, in this chapter I will introduce more about English strategies with Piti Suksa School in Thailand as an example. The final extension of this classification system was put together by Oxford et al. (Oxford 1990). This system seems to be the most comprehensive on offering, for this reason it has been chosen as the conceptual framework for this study.

Oxford also divided into direct and indirect strategies but then went on to subdivide further.

Understanding the differences between adults and children vis-a-vis their use of language reading strategies is a very important part of trying to understand their use of strategies. Children and adults differ in a number of ways. Children can be more enthusiastic but can also suffer from concentration/motivation issues as highlighted in the work of Moon (2000) The also states in this study that children have a limited knowledge of the world and there, lack of experience, and they may also still be at the early stages of their cognitive development because they do not have the access to meta-language as the adults do. These differences mean that it is possible that children use different strategies from adults or use the same strategies but in different ways.

Purdie and Oliver (1999) caution practitioners when applying results of language reading strategy research conducted with adults and adolescents to children. Further, they argue that children differ from adults and adolescents psychologically and socially as well as their approach to language reading. Consequently, it is necessary to extend strategy research to address the issue of age (Oxford and Crookall, 1989; O'Malley and Chamot, 1990) and to children at different contexts.

This study hopes to add to the micro level research in this area and provide a new perspective in both the study taking place at a Montessori Method school and the inclusion of certain demographic criteria. I hope to overcome some of the issues related to research on children by using a multipronged approach to get at the required qualitative and quantitative data.

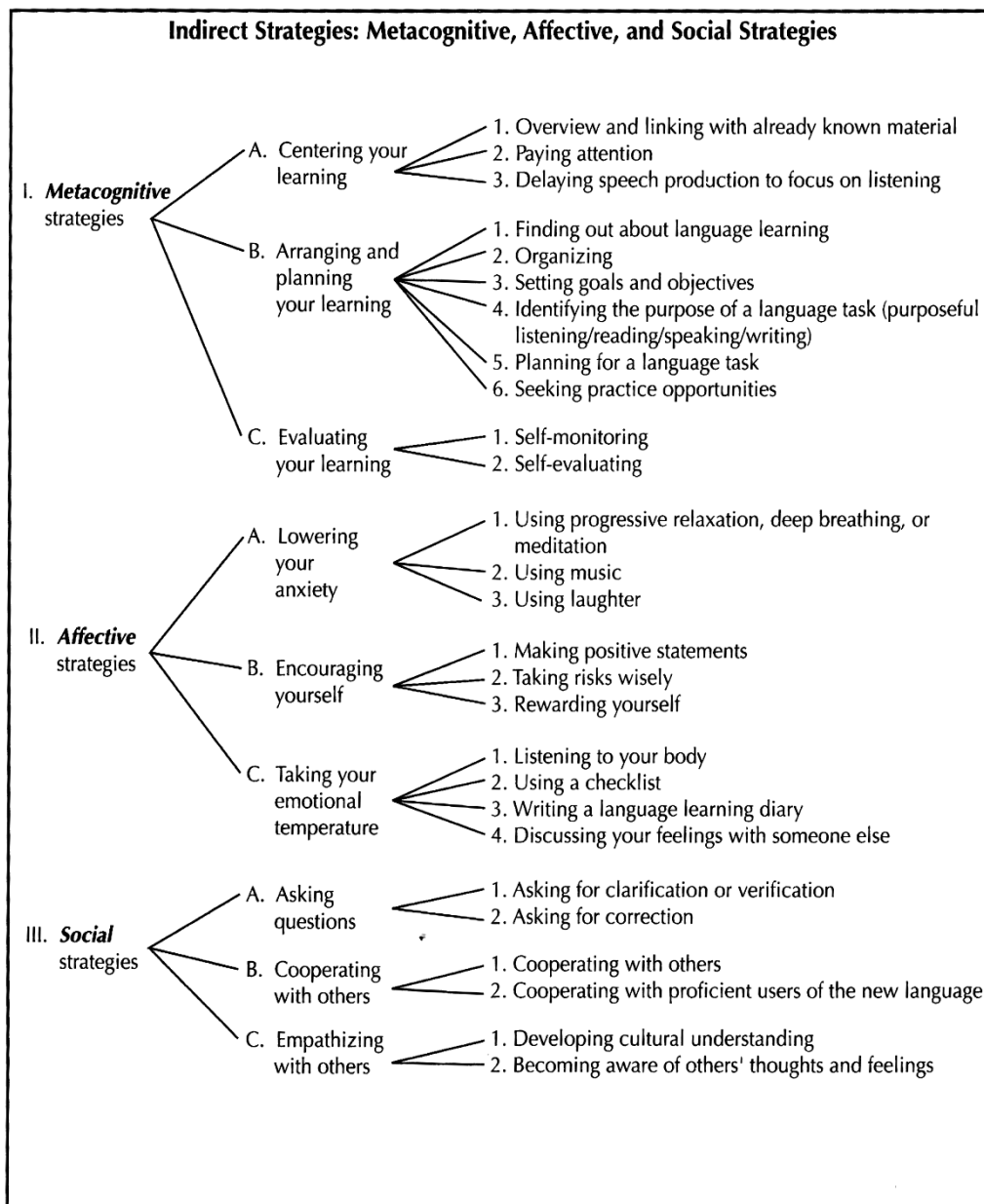


1. Direct strategies are subdivided into:

- Memory strategies include the mental processes used for storing and retrieving information when desired. This is then subdivided further creating mental linkages, applying sounds and images, reviewing well, and employing action.

- Cognitive strategies are to do with the way that learners consciously handle the target language. This is then subdivided also into practicing, analyzing and reasoning, creating structure for inputs and outputs and receiving and sending messages.

- Compensation strategies enable the learners to use their learnt language in both speaking and writing even when the gaps in their knowledge prevent full understanding or expression. This set is also subdivided into guessing intelligently and overcoming limitations.



2. Indirect strategies provide indirect support for language reading by employing different strategies such as focusing, arranging, evaluating, seeking opportunities and lowering anxiety (Oxford, 1990) and are subdivided into:

- Metacognitive strategies allowing learners to control their own cognitions are further subdivided into centering your reading, arranging and planning and evaluating.
- Affective strategies help students to manage their emotions, motivations and attitudes towards reading. These are again further subdivided into lowering anxiety and encouraging yourself.

- Social strategies help the learner through interactions with others. Language is a form of social behavior and reading involving other people and it is extremely important that learners employ appropriate social strategies in this process (Oxford 1990). This is also subdivided into asking questions, co-operating and empathizing.

Methodologies Research

With Piti Suksa School Chiangrai Montessori English program upper elementary school students as a survey example, this study aims at getting a clearer picture of what strategies that the children are employing and in turn help the students in their employment of reading strategies in English as a foreign language. To find the result, this chapter will follow the research procedures below.

1. Participants
2. Instruments
3. Data collection
4. Data analysis

1. Participants

For this research a total of 25 students from Upper Elementary level of Piti Suksa School (Chiang Rai Montessori English program), consisting of 15 male students and 10 female students were chosen as the subject for this study. The age of the subjects in the study ranged from 9 to 12 years old. The respondents have been exposed to target language for six years in this school, reading English as a Second Language (ESL). In this study the researcher intended to use a number of approaches to provide both first and second order perspectives. The methods that I used are a questionnaire for the students

2. Instruments

The methods used in this study included a questionnaire and a Language Strategy Use Questionnaire adapted from Language Strategy Use Inventory by Cohen, Oxford and Chi (2002). The actual questionnaire, Language Use Inventory by Cohen, Oxford and Chi (2002) comprises of 90 questions. These questions were categorized according to six language strategies, namely listening strategy, vocabulary strategy, speaking strategy, reading strategy, writing strategy and translation strategy in this study only reading section of the questionnaire was used. In this study the questions were not translated into Thai as the English competence is high and the questions could be

explained in Thai for correcting any of the misunderstandings. In this study the researcher intended to use a number of approaches to provide both first and second order perspectives. The methods that I used are a questionnaire for the students.

3. Data collection procedures

The data for this study were collected using questionnaires. The questionnaire I used, the Bilingual language strategy, was adapted from language strategy by Cohen, Oxford and Chi (2002). I only used the reading strategy section with 10 questions. I asked the questions in English, and when the students did not understand them well, I explained in Thai.

4. Data analysis procedures

1) What types of metacognitive online reading strategies do the non-native English speaking translation students report using?

a. What is the distribution of the reported strategies among the three categories of global strategies, problem-solving strategies, and support strategies?

b. Which strategies are the most used, and which ones are used the least?

2) How do the non-native English-speaking translation students employ the metacognitive reading strategies when reading?

The results of this data were analyzed, and will be displayed and interpreted in the data analysis section. In this analysis, I will choose totally 25 students with different sex from grade 1-6, and will make a survey from 28 aspects and then make a conclusion by the percentage of the survey.

Results

The data were collected and then processed in response to the research questions posed in chapter 1 of this study. Two fundamental goals drove the collection of the data and the subsequent data analysis. Those goals were to find out the strategies used by elementary students and the strategies which are the most effective at Chiangrai Montessori English Program School. These objectives were accomplished.

Following comes a detailed analysis of the information gathered with the questionnaire mentioned above. All detailed information and significant data is indicated, drawing together all important aspects of the study aiming at more general conclusions on the survey results. In this chapter, four tables were used to present the results.

1. General data analysis.

1.1 GRADE

Grade	Frequency	Percentage
1	2	8.00%
2	3	12.00%
3	5	20.00%
4	7	28.00%
5	1	4.00%
6	7	28.00%
Total	25	100.00%

1.2 SEX

Sex	Frequency	Percentage
Male	10	40.00%
Female	15	60.00%
Total	25	100.00%

The table show the statistic of 25 students in the study and 10 students (40%) are boys and 15 students (60%) are girls. 2 students (8%) from grade 1, 3 students (12%) from grade 2, 5 students (20%) from grade 3, 7 students (28%) from grade 4, 1 students (4%) from grade 5 and 6 students (28%) from grade 6 are in this study.

1.3 ENGGRADE

Frequency		Cumulative Percent	
Valid	A	13	52.00%
	B	10	40.00%
	C	2	8.00%
	Total	25	100.00%

The average of students who earned grade A in English subject (last semester) is 52 % and 40% for B, 8% for C and no one failed in this subject.

2. Survey Result

A chart is provide below to provide a better understanding of each of the question asked in the survey and the individual answers given by each student. Following

there is also a detailed analysis of each question taking into consideration the percentage scale. To conclude, there is a summary of the main aspects and significant information of the survey.

Next there are the results of the survey performed with 25 students, age six to thirteen, from Chiangrai Montessori English Program School.

Reading Strategies	Yes	Percentage	No	Percentage
1. Skip words or parts I don't understand.	15	60.00%	10	40.00%
2. Work out meanings of words from understanding the parts of the words.□	22	88.00%	3	12.00%
3. Make use of grammatical structure to get at meaning.□	14	56.00%	11	44.00%
4. Look up the unknown words in a dictionary.□	22	88.00%	4	12.00%
5. Use a finger to point while reading.□	19	76.00%	6	24.00%
6. Write down the meaning of unknown words that appear in the dictionary in text and read.	19	76.00%	6	24.00%
7. Need to understand meaning of every vocabulary in the text.□	13	52.00%	12	48.00%
8. Try to get the main idea.□	21	84.00%	4	6.00%

Question 1: Skip words or parts I don't understand.

> More than 60% skipped the word or parts while they didn't understand it and only 40% did not.

Question 2: Work out meanings of words from understanding the parts of the words.

> There was a positive response in study of reading because 88% of the students worked out meaning of meaning from understanding the parts of the words and only 12% of them indicated they didn't work out.

Question 3: Make use of grammatical structure to get at meaning.

> 56% of the students made use of grammatical structure to help them understand in the word meaning and 44% did not.

Question 4: Look up the unknown words in a dictionary.

> 88% of the students surveyed mentioned that they looked up the unknown words in a dictionary and 12% of them affirmed they didn't look up any.

Question 5: Use a finger to point while reading.

> 76% of the students surveyed mentioned that they used their fingers to point while reading and 24% of them did not have this reading habit.

Question 6: Write down the meaning of unknown words that appear in the dictionary in text and read.

> 76% of the students surveyed mentioned that they would write down the meaning of unknown words that appear in the dictionary in the text and read and 24% of them would not.

Question 7: Need to understand meaning of every vocabulary in the text.

> 52% of the students surveyed mentioned that they needed to understand meaning of every vocabulary in the text and 48% would not. They were both nearly half.

Question 8: Try to get the main idea.

> 84% of the students surveyed mentioned that they tried to get the main idea when they reading and 16% of them did not.

Question 9: Recognize when I don't understand something after reading.

> 80% of the students surveyed mentioned that they recognized when they didn't understand something after reading and 20% of them did not.

Question 10: Go back to a prior part that I understand to help me work out the bit I can't understand.

> 76% of the students surveyed mentioned that they would go back to a prior part that they understood to help them work out the bit they couldn't understand and 24% of them would not.

Question 11: Predict what will come next.

> 76% of the students surveyed mentioned that they would predict what will come next and 24% of them would not.

Question 12: Slow down when I have difficulty in reading.

> 84% of the students surveyed mentioned that they would slow down when they had difficulties in reading and 16% of them would not.

Question 13: Use my general knowledge to work out the meaning.

> 88% of the students surveyed mentioned that they would use their general knowledge to work out the meaning and 12% of them would not.

Question 14: Ask myself question about what words or phrases meant.

> 76% of the students surveyed mentioned that they would ask themselves question about what words or phrases mean and 24% of them did not.

Question 15: Re-read what I do not understand.

> 72% of the students surveyed mentioned that they would re-read what they did not understand and 18% of them would not.

Question 16: Guess the meaning of the unknown words from the context.

> 84% of the students surveyed mentioned that they would guess the meaning of the unknown words from the context and 16% of them would not.

Question 17: Work out a fact that is not mention correctly in the next to understand what the text implies. (Metacognitive)

> 64% of the students surveyed mentioned that they would work out a fact that was not mention correctly in the next to understand what the text implied and 36% did not.

Question 18: Have feelings and reaction emotionally to the text.

> 80% of the students surveyed mentioned that they had feelings and reaction emotionally to the text and 20% of them did not.

Question 19: Go back and correct what I understood earlier.

> 72% of the students surveyed mentioned that they would go back and correct what I understood earlier and 18% of them would not.

Question 20: Continue reading even though I do not understand.

> 56% of the students surveyed mentioned that they continue reading even though they do not understand and 44% of them are not.

Question 21: Link the present information to the other pieces of the text.

> 76% of the students surveyed mentioned that they would link the present information to the other pieces of the text and 24% of them would not.

Question 22: From a mental picture of what is read.

> 84% of the students surveyed mentioned that they would read from a mental picture of what was read and 16% would not.

Question 23: Question the information in the text.

> 68% of the students surveyed mentioned that they would question the information in the text and 32% of them did not.

Question 24: Correct misunderstanding made in reading the text.

> 80% of the students surveyed mentioned that they would correct misunderstanding made in reading the text and 20% of them would not.

Question 25: Assess the degree of understanding the text.

> 72% of the students surveyed mentioned that they would assess the degree of understanding the text and 18% of them would not.

Question 26: Confirm the understanding or interpretation earlier.

> 76% of the students surveyed mentioned that they would confirm the understanding or interpretation earlier and 24% of them would not.

Question 27: Make a survey of the text before reading it such as looking at the picture and the length of the text, skimming it, etc.

> 72% of the students surveyed mentioned that they would make a survey of the text before reading it such as looking at the picture and the length of the text, skimming it, etc and 18% of them would not.

Question 28: Link what is read to my word knowledge.

> 72% of the students surveyed mentioned that they would link what was read to my word knowledge and 18% of them would not.

All these questions in the survey are around the students and based on the facts. We can gain lots of valuable things that help us find response to the problems posed in chapter 1 of this study after analyzing the results of the data analysis are presented. Two fundamental goals drove the collection of the data and the subsequent data analysis. We also need to reach the goals that find out the strategies used by elementary students and the strategies which are the most effective at Chiangrai Montessori English Program School.

Through observing surface phenomena and cogitating the reason behind them. There are some questions aims at direct strategies while some questions aim at indirect strategies. Direct strategies conclude memory, cognitive, and compensation strategies. Inside, Memory strategies conclude creating mental linkages, applying images and sounds, reviewing well and employing action. Cognitive strategies conclude practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output. Compensation strategies conclude guessing intelligently and overcoming limitations in speaking and writing. In this part, we can see there are some questions

related to the direct strategies. For example, question 5 shows that plenty of students would use their finger when they were reading, which is related to the “using physical response or sensation” in the direct strategies. Indirect strategies conclude metacognitive, affective, and social strategies. Inside, metacognitive conclude centering your reading, arranging and planning your reading, and evaluating your reading. Affective strategies conclude lowering your anxiety, encouraging yourself, and taking your emotional temperature. Social strategies conclude asking questions, cooperating with others, and empathizing with others. For example, question 12 “Ask my questions about what words or phrases mean” and question 21 “question the information in the text” are related to the asking questions in social strategies of indirect strategies. And the analysis shows that there are some students use this kind of reading strategies.

As we all know, research is one of the most effective ways in the situation that you want to figure something out or find some systematic information, and people can gain the closest results to the facts through doing a research. Among these 25 students surveyed to answer some questions about their reading habits and behaviors, we can get lots of valuable things. To sum up, the most common reading strategies that students would have are: They will work out the meanings of words from understanding the parts of the words. Look up the unknown words in a dictionary. Use their general knowledge to work out the meanings. As the classification made by Oxford, they are almost the direct reading strategy. And the least common reading strategies that students surveyed would have are: Need to understand meaning of every vocabulary in the text. Make use of grammatical structure to get at meaning. Continue reading even through they do not understand. As the classification made by Oxford, they are almost the indirect reading strategy. So, combined with the previous analysis about English reading strategies, we can come up with a conclusion: most students surveyed will often choose direct English reading strategies when they read.

In order to avoid statistics errors, we choose the different sex in the different age group, they average act well in study, and nobody fails. In the view with the teachers, we can also get lots of valuable things that may help us get the final conclusion. The use of Interviews when it comes to the teachers is seen to be beneficial as it may be able to shed light on the invisible processes that we talked about above. Also using an open interview format allows us to access the ‘Personal insights’ of the teacher in a way that

observation cannot. The time required for these interviews was not seen as a problem and it was actually possible for us to also interview the kindergarten teacher as the study has only two teachers or upper and lower elementary. The teacher is seems like the “parents” in school, they will familiar with the students’ behavior and habits when they reading. As for the results for this way, teacher in the upper elementary school said that students will choose the direct way when they reading.

In conclusion, the most common way the students surveyed to choose when they were reading is the direct reading strategies. During all steps of this survey, to collect general data is the easiest part, but to think out the questions for survey will be harder. The most difficult part is to ask each question one by one and make all students finish questions completely. It requires the cooperation of the students and the patience of the researcher.

According to the objective of this study is to investigate the most effective reading strategies used by upper Elementary students at Piti Suksa School Chiangrai Montessori English Program Tambon Rim Kok, Amphoe Mueang, Chiang Rai. To find the result, this chapter will follow the research summary, discussion and recommendations as below.

Conclusion/Discussion

Targeting at 25 students as the research object, we can conclude that most of them often choose direct English reading strategies when they read with the questionnaire of 28 questions finished. Want to know more about the status of the research? Following I will make a conclusion in details.

The result of the research were summarized as follow

In the research, more than 60% skipped the word or parts while they didn’t understand it and only 40% would not. 88% of the students worked out of meaning from understanding the parts of the words and only 12% of them indicated they didn’t work out. 56% of the students made use of grammatical structure to help them understand in the word meaning and 44% did not. 88% of the students mentioned that they looked up the unknown words in a dictionary and 12% of them affirmed they didn’t look up any. 76% of the students mentioned that they used their fingers to point while reading and 24% of them did not have this reading habit. 76% of the students

mentioned that they would write down the meaning of unknown words that appeared in the dictionary in the text and read and 24% of them would not. 52% of the students mentioned that they needed to understand meaning of every vocabulary in the text and 48% would not. 84% of the students mentioned that they tried to get the main idea when they reading and 16% of them did not. 80% of the students mentioned that they recognized when they didn't understand something after reading and 20% of them did not. 76% of the students mentioned that they would go back to a prior part that they understand to help them work out the bit they couldn't understand and 24% of them did not. 76% of the students mentioned that they would predict what will come next and 24% of them would not. 84% of the students mentioned that they would slow down when they had difficulties in reading and 16% of them would not. 88% of the students mentioned that they would use their general knowledge to work out the meaning and 12% of them would not. 76% of the students mentioned that they would ask themselves question about what words or phrases meant and 24% of them would not. 72% of the students mentioned that they would re-read what they did not understand and 18% of them would not. 84% of the students mentioned that they would guess the meaning of the unknown words from the context and 16% of them would not. 64% of the students mentioned that they would work out a fact that is not mention correctly in the next to understand what the text implies and 36% would not. 80% of the students mentioned that they had feelings and reaction emotionally to the text and 20% of them do not. 72% of the students mentioned that they would go back and correct what I understood earlier and 18% of them would not. 56% of the students mentioned that they continued reading even though they did not understand and 44% of them did not. 76% of the students mentioned that they would link the present information to the other pieces of the text and 24% of them would not. 84% of the students mentioned that they would read from a mental picture of what was read and 16% would not. 68% of the students mentioned that they would question the information in the text and 32% of them would not. 80% of the students mentioned that they would correct misunderstanding made in reading the text and 20% of them would not. 72% of the students mentioned that they would assess the degree of understanding the text and 18% of them would not. 76% of the students mentioned that they would confirm the understanding or interpretation earlier and 24% of them

would not. 72% of the students mentioned that they would make a survey of the text before reading it such as looking at the picture and the length of the text, skimming it, etc and 18% of them would not. 72% of the students mentioned that they would link what was read to my word knowledge and 18% of them would not.

The purpose of the study was to analyze the reading strategies in studying English used by the upper elementary students at Piti Suaka School from chapter one to chapter five through real research to students and interview to teachers; This study aims at investigating relationships Piti Suska School Chiangrai Montessori English program upper elementary school students' reading strategies use and various factors that might correlate with or directly influence their strategies use. The study will have name practical implications for reading strategy instruction for elementary school teachers in EFL situations.

The analysis of the reading strategies shows that the most common reading strategies for upper elementary students are the direct reading strategies in the English subject studying. But the conclusion is only suitable for the special situation that just aimed at the upper elementary students. In direct strategies, compensation strategies enable the learners to use their learnt language in both speaking and writing even when the gaps in their knowledge prevent full understanding or expression. This set also subdivides into guessing intelligently and overcoming limitations. Comparatively, metacognitive strategies allow learners to control their own cognition are subdivided further into centering your reading, arranging and planning and evaluating.

On the other side, the indirect strategies mean support and manage language reading without directly involving the target language. All these strategies are mutually supporting and can be subdivided into six broad categories, which are introduced with details previously. In this research, among these 25 students surveyed to answer some questions about their reading habits and behaviors, we can get lots of valuable things. To sum up, the most common reading strategies that students would have are: They will work out the meanings of words from understanding the parts of the words. Look up the unknown words in a dictionary.

This study pays lots of attention to identify the reading strategies that our being taught within the Montessori system and the reading strategies that the students get from other areas like society and home. This study also defined these two terms: reading

strategies and Elementary school students. In the area that focuses on the reading strategies in reading English, we can see lot of literature, in the chapter 2, there is a literature review. In Thailand, a free basic education of 12 years is guaranteed by the constitution, and a minimum of nine years' school attendance is mandatory. So we can see that the upper elementary school we studied for was free and asked by the strong arm. Students need to study English well so they can get the admission to an upper secondary school. Piti Suksa is a private school owned by the Piti Suaka Foundation, which was registered as English Program School in 2002.

The purpose of the study was to analyze the reading strategies in studying English used by the upper elementary students at Piti Suaka School from chapter one to chapter five through real research to students and interview to teachers; This study aims at investigating relationships Piti Suska School Chiangrai Montessori English program upper elementary school students' reading strategies use and various factors that might correlate with or directly influence their strategies use. The study will have name practical implications for reading strategy instruction for elementary school teachers in EFL situations.

What's more, this study is mainly the Oxford reading strategies defined fewer than two classifications of strategy, direct and indirect reading strategies. Direct strategies are specific ways that involve use of language, sub-divided into memory, cognitive and compensation strategies. Indirect strategies do not directly involve using the language, but they support language reading, and are further divided into metacognitive, affective, and social strategies.

Recommendations for Application

By analyzing the reading strategies used by Upper Elementary School Students at Chiangrai Montessori English program, this study examined the reading strategies. The recommendations of this study

From the research above, we can find that there are lots of other ways to do the research besides the questionnaire and the interviews. And actually, students at that age cannot give themselves a correct evaluation, and they even do not know the differences between the direct reading strategies and indirect reading strategies. We observe the student's daily behaviors and make an observational report which is more targeted. The

amount of sample is rather small; maybe it can be more typical if the amount of sample is larger.

Recommendations for Further Studies

The research only shows the behavior and the habits of students when they were reading, but it showed little about the most efficient reading strategies. I think maybe connect the time spent in reading, how much they gain from read, and the memories after reading with these two kinds of reading strategies will be more helpful to find out which are the most efficient strategies. For example, do a long-term research comparing two groups of students with different reading strategies, and take notes then write a report.

1. Further study should be conducted with the English reading strategies used in Thailand in order to compare the other types of reading strategies used in each school.
2. Further study should be conducted with the English reading strategies that are used in the whole Thailand in order to compare the one kind of school to other kind of school.
3. Further study should be conducted in other 80 countries with the English reading strategies used in Thailand to get more extensive primary information of each society. In view that collecting information from upper elementary schools in different countries may not easy, I will make a questionnaire and interview online, and then analyze these strategies, finally get more correct conclusion.

This study pays lots of attention to identify the reading strategies that our being taught within the Montessori system and the reading strategies that the students get from other areas like society and home. This study also defined these two terms: reading strategies and Elementary school students. In the area that focuses on the reading strategies in reading English, we can see lot of literature, in the chapter 2, there is a literature review. In Thailand, a free basic education of 12 years is guaranteed by the constitution, and a minimum of nine years' school attendance is mandatory. So we can see that the upper elementary school we studied for was free and asked by the strong arm. Students need to study English well so they can get the admission to an upper secondary school. Piti Suksa is a private school owned by the Piti Suaka Foundation, which was registered as English Program School in 2002.

Reading seems as the most complex of the functions of language and is therefore taught after writing. It also seems as the gift to mind kind, and it is a fundamental skill to the human progress. Studying writing before studying and practicing reading is helpful for the whole study program. Strategy research to date has shown that all language learners use some type of strategies. We need to get some findings which were used to profile a set of strategies used by good language learners and to suggest implications for the National Curriculum for Modern Foreign Languages.

The findings in this study have some implications for teaching, assessment, and digital literacy. From an instructional perspective, this study indicated that the non-native speakers of English in translation studies reported high and moderate usage of metacognitive online reading strategies. Translation instructors and second language teachers can monitor students' uses of strategies, make them aware of the uses of the strategies among their peers, and guide them to employ them. For instance, the TA sessions showed that the participants bundled several strategies together. They used "slowing the speed when text was difficult" together with "reading slowly and carefully," "rereading," and "reading aloud." Similarly, the participants "ignored unknown words" or "guessed the meaning" after they had "decided it was not a keyword." Translator trainers and language teachers can raise awareness among their students of these strategies. Additionally, teachers can educate themselves about the strategies and how their students use them. For example, the findings of this research indicated low usage of the support strategies of "printing out a hard copy" and "taking notes while reading."

Acknowledgement

First of all, I would to express my deep appreciation to the following people who have supported me during my study with the department of language, Chiang Rai Rajabhat University, Thailand.

I would like to express my sincere thanks to my thesis advisor, Assistant Porfessor Dr. Sornchai Mungthaisong and Dr. Natthaphon Santhi for their invaluable help and constant encouragement throughout the course of this research, I am most grateful for their teaching and advice, not only the research methodologies but also many other

methodologies in life. I would not have achieved this far and this thesis would not have been completed without all the support that I have always received from them.

In addition, I would like to thank Hatyai University that information some knowledge and give me the opportunity to publish works national and International Conference and others person for suggestions.

Finally, I most gratefully acknowledge to Piti SukSa School Chiang Rai Montessori English Program and my parents, my friends for all their support throughout the period of this thesis.

Reference

- Bremner, S. (1999). *Language reading strategies and language proficiency: Investigating the relationship in Hong Kong*. Canadian Modern Language Review 55, 490-514.
- Wharton, G. (2000). *Language reading strategy use of bilingual foreign language learners in Singapore*. Language Reading, 50(2), 203-244.
- Chamot, A.U., & El-Dinary, P.B. (1999). Children's reading strategies in immersion classrooms. *The Modern Language Journal*, 83(3), 319-341.
- Chat, A.U., & O' Malley, J.M. (1994). *The CALLA handbook: Implementing the Cognitive Academic Language Reading Approach*. White Plains, NY: Addison Wesley Longman.
- Chen, H. & Zhang, Y. F. (2001). *A Study on Chinese Children's English Vocabulary Strategies*. Foreign Language Research. No 4.
- Cohen, A.D., Weaver, S., & Li, T-Y. (1998). *The impact of strategies-based instruction on speaking a foreign language*. In A.D. Cohen, Strategies in reading and using a second language (pp. 107-156). London: Longman.
- Cohen. Et. At. 1980. *Effective Behavior in Organization : Reading From the Interplay of Cases, Concepts and Student Experiences*. Homewood Illinois : Richard D. Irwin.
- Ehrman, M. & Oxford, R., 1990: Adult language reading styles and strategies in an intensive training setting. *Modern Language Journal*, 74, 311-326.
- Fleming, F. and G. Walls, 1998. What pupils do: The role of strategic planning in modern foreign language reading. *Language Reading Journal*, 18: 14-21.

- Nyikos, M., & Oxford, R.L. (1993) A factor analytic study of language reading strategy use: Interpretations from information-processing theory and social psychology. *Modern Language Journal*, 7, 11-22.
- Nyikos, M. (1987). *The effects of color and imagery as mnemonic strategies on reading and retention of lexical items in German*. Unpublished doctoral dissertation. Purdue University. West Lafayette, IN.
- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L.J. & Russo, R.P. (1985). *Reading strategies used by beginning and intermediate ESL students*. *Language Reading*, 35(1): 21-46.
- O' Malley, J.M., & Chamot, A.U. (1990). *Reading strategies in second language acquisition*. Cambridge, England: Cambridge University Press.
- Purdie and Oliver.(1999). *Age and acquisition of English as a Foreign Language*
- Rebecca L.(1990). *Language reading strategies*. pp 8,37,135. New york: Oxford University.
- Robin J. (1989). *Learner Strategies: Theoretical assumptions, research history and typology*. In A.L. Wenden & J. Rubin (Eds), *Learner strategies in language reading*. 15-30. Englewood Cliffs, NJ:prentice-hall.
- Weinstein, C.E., & Mayer, R.E. (1986). *The teaching of reading strategies*. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 3 15-327). New York, NY: Macmillan.
- Xu, Y. L. (2003). *Reading Strategies and the Development of the English Reading Abilities*. *Foreign Language Teaching and Research*, No.3.