



**The Relationship of EFL Teachers' Reading Strategies, Reading Self-Efficacy,
and Reading Comprehension**

Sakesit Petchinalert

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English as an International Language**

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Thesis Title The Relationship of EFL Teachers’ Reading Strategies, Reading Self-Efficacy, and Reading Comprehension

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บทคัดย่อ

งานวิจัยนี้ศึกษาความสัมพันธ์ระหว่างการใช้กลยุทธ์ในการอ่าน ความตระหนักรู้ถึงความสามารถในการอ่านภาษาอังกฤษของตนเอง และความสามารถในการอ่านเพื่อความเข้าใจของครูผู้สอนภาษาอังกฤษเป็นภาษาต่างประเทศ โดยมีจุดมุ่งหมายเพื่อ 1) ศึกษากลยุทธ์ที่ใช้ในการอ่านภาษาอังกฤษของกลุ่มตัวอย่าง 2) ศึกษาความแตกต่างในการใช้กลยุทธ์ในการอ่านโดยกลุ่มตัวอย่างที่มีระดับความสามารถในการอ่านภาษาอังกฤษที่แตกต่างกัน 3) ศึกษาความแตกต่างในการใช้กลยุทธ์ในการอ่านโดยกลุ่มตัวอย่างที่มีระดับความตระหนักรู้ถึงความสามารถในการอ่านของตนเองที่แตกต่างกัน และ 4) ศึกษาความสัมพันธ์ระหว่างความตระหนักรู้ถึงความสามารถในการอ่านของตนเองและระดับความสามารถในการอ่านภาษาอังกฤษของกลุ่มตัวอย่าง กลุ่มตัวอย่างในงานวิจัยนี้คือครูผู้สอนภาษาอังกฤษเป็นภาษาต่างประเทศจากสองโรงเรียนในภาคใต้ตอนล่างของประเทศไทยจำนวน 50 คน เครื่องมือที่ใช้คือแบบสอบถามเกี่ยวกับ การใช้กลยุทธ์ในการอ่าน และ ความตระหนักรู้ถึงความสามารถในการอ่านของตนเอง แบบทดสอบความสามารถในการอ่านภาษาอังกฤษแบบเลือกตอบและแบบเติมคำ และการสัมภาษณ์ผ่านการคิดออกเสียง (think-aloud) ผลการศึกษาพบว่า 1) กลุ่มตัวอย่างใช้กลยุทธ์ในการอ่านในระดับปานกลาง 2) กลุ่มตัวอย่างที่มีระดับความสามารถในการอ่านภาษาอังกฤษสูงใช้กลยุทธ์ในการอ่านอยู่ที่ระดับสูง ในขณะที่กลุ่มตัวอย่างที่มีความสามารถในการอ่านภาษาอังกฤษต่ำใช้กลยุทธ์ในการอ่านอยู่ที่ระดับปานกลาง 3) กลุ่มตัวอย่างที่มีระดับความตระหนักรู้ถึงความสามารถในการอ่านของตนเองสูงใช้กลยุทธ์ในการอ่านอยู่ที่ระดับสูง ในขณะที่กลุ่มตัวอย่างที่มีความตระหนักรู้ถึงความสามารถในการอ่านของตนเองต่ำใช้กลยุทธ์ในการอ่านอยู่ที่ระดับปานกลาง และ 4) ความตระหนักรู้ถึงความสามารถในการอ่านของตนเองและความสามารถในการอ่านภาษาอังกฤษของกลุ่มตัวอย่างมีความสัมพันธ์กันในเชิงบวก

คำสำคัญ: กลยุทธ์ในการอ่าน ความตระหนักรู้ถึงความสามารถในการอ่านของตนเอง ความสามารถในการอ่าน ครูผู้สอนภาษาอังกฤษเป็นภาษาต่างประเทศ

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Abstract

The present study investigated EFL teachers' use of reading strategies and their English reading self-efficacy in relation to their English reading proficiency. Its objectives were to 1) explore the subjects' use of reading strategies in reading English texts, 2) investigate the differences in the use of reading strategies by subjects with different English reading proficiency levels, 3) investigate the differences in the use of reading strategies by subjects with different reading self-efficacy levels, and 4) study the relationship between the subjects' reading self-efficacy and their English reading proficiency. Fifty EFL teachers from two schools in the lower-South of Thailand participated in the study. The instruments used were questionnaires concerning the use of reading strategies and reading self-efficacy, an English reading test consisting of a multiple-choice test and a cloze test, and think-aloud sessions. Results showed that: 1) the subjects used reading strategies at a moderate frequency level; 2) subjects with high English reading proficiency used reading strategies at a high frequency level, while subjects with low English reading proficiency used reading strategies at a moderate frequency level; 3) subjects with high reading self-efficacy used reading strategies at a high frequency level, while subjects with low reading self-efficacy used reading strategies at a moderate frequency level; and 4) the subjects' reading self-efficacy and English reading proficiency were found to be positively correlated.

Keywords: Reading Strategies, Reading Self-Efficacy, Reading Proficiency, EFL Teachers

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LIST OF PAPERS

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CONFIRMATION OF ABSTRACT ACCEPTANCE FOR 8th ICHISS 2016

Thank you for your kind interest in participating in the 8th International Conference on Humanities and Social Sciences (ICHISS) 2016 "Innovation in Humanities and Social Sciences: Opportunities and Challenges" to be held on 27 – 29 May 2016 at The Hotel Royale Chulan Damansara, Selangor, Malaysia.

We are pleased to inform you that your abstract is accepted to be presented in the 8th ICHISS 2016.

The panel of evaluators is of the opinion that your paper does contain information linking your paper to one of the sub-themes of our conference. It will be better and more relevant if it shows linkage to the main theme of the conference which is "Innovation in Humanities and Social Sciences: Opportunities and Challenges". We hope, if possible, you will try to improve on this when you write your full paper.

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For registration fees arrangements and payment method, please refer to our conference website at: <http://ichiss.upnm.edu.my/index.php/call-for-abstract/registration-fees>. Kindly take note on the advantage of the 'early bird' registration fee promotion.

Should you have any inquiries or require further clarifications, kindly contact us at: amnah@upnm.edu.my and norlaila@upnm.edu.my.

Thank you for your kind cooperation and attention on the above matter. We look forward to see you at the conference.

"DUTY, HONOUR, INTEGRITY"

With best regards,

Organizing Committee of 8th ICHISS 2016

1. Introduction

1.1 Rationale

Success in reading in a foreign language depends on several factors. One of those is the learners' effective reading strategy use and high level of reading self-efficacy (Hammadou, 1991; Mokhtari & Sheorey, 2001; Oxford, 1990). To become constructive and responsive readers, learners, especially those with low English reading proficiency, have to experience several and meaningful reading activities. Through the activities, they can also develop their own set of effective reading strategies through classroom instruction (Chamot & O'Malley, 1990, cited in Lee, 2010).

Reading strategies are those systematic, deliberate, and planned techniques consciously used by active readers in order to assist them in expanding their reading comprehension despite text difficulties (Anderson, 1991; Barnett, 1988). Reading strategies indicate what readers do when they do not understand the texts, how they manage their interaction with the texts, and how they make sense of the reading texts (Mokhtari & Sheorey, 2001; Oxford, 1990).

To teach reading strategies to Thai EFL learners seems to be inevitable because a number of Thai researchers have found that the majority of Thai EFL learners have low to intermediate English proficiency, and, as a result, struggle in reading English (Anusornorakarn, 2002; Chawwang, 2008; Oranpattanachai, 2010).

As has been found in previous studies, the lack of reading strategies is significantly correlated to EFL learners' poor English reading proficiency (Adunyarittigun, 2005; Aegpongpaow, 2008; Koda, 2005; Sinthopruangchai, 2011). However, teaching reading strategies in large-scale English reading classes in most Thai universities is limited. The classroom practice mostly is in common sequence: assigning reading test, having learners read, and assessing comprehension through various means (Dorkchandra, 2010). It seems that Thai EFL teachers assume that their learners already possess useful reading strategies and can effectively make use of them while reading English texts (Anusornorakarn, 2002; Chinwonno, 2001;

Wirottanan, 2002). Some EFL teachers considered it a burden to encourage low proficient EFL learners to engage in classroom reading activities that promote the efficient use of reading strategies (Newman 2007; Shen, 2003; Vanichakorn, 2003). Consequently, the learners were seldom taught to use efficient reading strategies. Those teaching approaches can cause breakdowns in learners' reading comprehension (Ekwall & Shanker, 1988).

Another factor believed to have influence on learners' academic performance is self-efficacy. Self-efficacy represents the learners' beliefs and confidence in what they can do even though, in reality, they might not (Bandura, 1977). This element has been regarded as a significant and reliable predictor of learners' intellectual achievement (Bandura, 1977; Ferrara, 2005; Schwarzer & Fuchs, 1995; Tobing, 2013). Learners possessing strong self-efficacy are likely to devote efforts to successfully perform an academic task regardless of its difficulty and risk (Bandura, 1977; Mason, 2004; Schunk & Pajares, 2010; Tobing, 2013). Conversely, those with weak self-efficacy appear to be more likely to be discouraged and thereby decreasing their attempts to successfully complete a risky task; they prefer effortless, non-challenging, non-threatening, uncomplicated, and easy-to-accomplish tasks. As a result, they tend to avoid activities that they consider beyond their ability to manage to (Bandura, 1977; Pajares, 2006; Pajares & Kranzler, 1995; Schunk & Rice, 1991).

Over the past decades, research studies across the globe have paid immense attention to examining the second and foreign language learners' reading comprehension ability in relation to the use of reading strategies and reading self-efficacy (e.g., Shang, 2010; Su & Duo, 2012; Tilfarlioglu & Ciftci, 2011; Tilfarlioglu & Cinkaram, 2009; Tobing, 2013; Zare & Mobarakeh, 2011). Nonetheless, research on the use of reading strategies along with reading self-efficacy in respect to Thai EFL teachers' English reading proficiency remains scant.

As discussed previously, studies related to the relationship between reading strategies and reading self-efficacy concerning English reading proficiency with EFL teachers are rare and minimally investigated. The present study, therefore, aimed at investigating Thai EFL teachers' use of reading strategies and their reading self-efficacy in reading English texts. It also studied the relationship between the use of reading strategies, reading self-efficacy, and reading comprehension.

1.2 Purposes of the Study

The present study identified the following four objectives.

1. To investigate the reading strategies teachers use in reading English texts.
2. To investigate the differences in the use of reading strategies by teachers with different reading proficiency levels.
3. To investigate the differences in the use of reading strategies by teachers with high and low English reading self-efficacy.
4. To study the relationship between teachers' reading self-efficacy and their levels of English reading proficiency

1.3 Research Questions

The research questions were formulated as follows:

1. What reading strategies do EFL teachers use in reading English texts?
2. How do the teachers with different reading proficiency levels employ reading strategies?
3. What is the difference in the use of reading strategies between teachers with high and low English reading self-efficacy?
4. What is the relationship between teachers' reading self-efficacy and their levels of English reading proficiency?

1.4 Hypotheses

1. EFL teachers will not use any reading strategies in reading English texts.
2. The teachers with different English reading proficiency levels will not employ reading strategies differently.
3. No difference in the use of reading strategies between teachers with high and low English reading self-efficacy will be found.
4. No relationship between teachers' reading self-efficacy and their levels of English reading proficiency will be found.

1.5 Significance of the Study

It was expected that the results of the present study would promote the teachers' awareness of the use of reading strategies while reading English texts, as well as improving their understandings of the reading process to a greater extent. Most importantly, the outcome was expected to enhance their English reading self-efficacy and inspire them to incorporate proper techniques in providing effective reading instructions so that they became motivated to assist their learners to become more successful readers.

1.6 Scope of the Study

The present study was limited to an investigation of the use of reading strategies and reading self-efficacy of a group of Thai EFL teachers. The study attempted to find out whether those factors had influence on English reading proficiency and on each other among teachers teaching EFL at two schools in the lower-South of Thailand.

1.7 Definitions of Key Terms

1. Reading strategies refer to any techniques or tactics that the subjects consciously used to comprehend the English reading test.

2. Reading self-efficacy refers to the subjects' subjective judgment in regard to the confidence in their own ability to successfully perform various reading tasks.

2. Literature Review

The present study involved several important concepts in acquiring EFL reading ability. This section reviews two major ones: *reading models*, *reading strategies*, and *self-efficacy*.

2.1 Reading Models

Reading processes involve the text, reader, and the combination of the two (Butler-Pascoe & Wiburg, 2003). How reading occurs has been advanced by scholars of the field resulting in different frameworks. The following describes three basic models of reading: *bottom-up*, *top-down*, and *interactive models*.

The first model, the *bottom-up processing*, views reading as a decoding process. The model focuses on readers extracting the meaning of a text by starting from the smallest units of a language (letters and sounds) to the larger ones (syllables, words, phrases, sentences, and paragraphs). In other words, readers use linguistic knowledge to build the meaning of a text (Carrell, 1988, cited in Lally, 1998).

In contrast, *top-down processing* requires readers to generate meanings of the text through the use of prior knowledge, assumptions, and/or expectations. As opposed to the use of linguistic knowledge, readers use contextual clues to hypothesize the comprehension (Aebbersold & Field, 1997).

The last framework, *interactive model*, views reading comprehension as an interactive process where readers are required to use both *bottom-up* and *top-down* reading processes simultaneously. In this model, not only linguistic and prior knowledge but also reading strategies play a crucial role (Rumelhart, 1989, cited in Mondri, 2013; Urquhart & Weir, 1998).

2.2 Reading Strategies

Reading strategies can be defined as “the mental operations involved when readers purposefully approach a text to make sense of what they read” (Barnett 1989: 66). They have been classified differently; four of the classification schemes are reviewed below.

First, Paris, Lipson, & Wixson (1983, cited in Koda, 2005) categorize reading strategies into three major groups based on time of use: 1) *before*, 2) *during*, and 3) *after*. The category of ‘*before*’, also known as the pre-reading stage, involves activating readers’ schemata in reference to the reading passage. The second category is ‘*during*’, which plays vital roles for readers in looking for the gist of the text and making references. The last category takes place ‘*after*’ readers finish their reading, known as the post-reading stage. Strategies under this category include those used in reviewing the contents of the text or the strategies used in the critical thinking about text’s validity.

Second, Anderson (1991) has divided reading strategies into five categories: 1) *supervising strategies*, 2) *support strategies*, 3) *paraphrase strategies*, 4) *strategies to establish coherence in text*, and 5) *test-taking strategies*.

The *supervising strategies* are used in monitoring the comprehension progress (e.g., formulating questions, recognizing the loss of connection, referring to previous passages). Next, ‘*support strategies*’, are used to regulate processing behaviors (e.g., skipping unnecessary words, skimming for the gist). The third category, ‘*paraphrase strategies*’, includes the use of cognates and required readers’ translating and paraphrasing skills. The fourth category, ‘*strategies to establish coherence in text*’, involves information processing on a global level (e.g., rereading and using contextual

clues). The last category, '*test-taking strategies*', is used during the completion of a reading comprehension test (e.g., making use of chronological order in the passage to find answers).

Third, according to Chamot and O'Malley (1994), three categories of reading strategies are identified based on their roles: 1) *cognitive strategies*, 2) *metacognitive strategies*, and 3) *social and affective strategies*.

The first category under this framework, '*cognitive strategies*', includes repetition, guessing meaning from context, and inference. The second category, '*metacognitive strategies*', includes comprehension planning (before reading a given text) and monitoring (e.g., asking self-questions about the learning process to be aware while reading). The final category, '*social and affective strategies*', (e.g., asking for assistance from others) helps readers cooperatively and directly interact with others during the reading process.

The last category of strategies proposed by Mokhtari and Sheorey (2002) consists of three subcategories of reading strategies: 1) *global*, 2) *problem-solving*, and 3) *support categories*. The first, *global category* (GLOB), refers to "carefully planned techniques by which readers use to monitor and manage their reading process" (Mokhtari & Sheorey 2002: 436). The second, *problem-solving category* (PROB), refers to actions that readers perform when they encounter comprehension problems. The third category, *support category* (SUP), refers to fundamental devices employed to essentially support reading procedures.

2.3 Self-efficacy

How people learn and behave can be described through learning theories depending on two main perspectives: *behaviorism* and *cognitivism*. Behaviorists believe that learning occurs through external behavior (e.g., practices, reshaping what is learnt, and positive experiences). Cognitivists, on the other hand, place emphasis on internal behavior or mental processes. They believe that learning occurs through changes in learners' mental associations (Deubel, 2003; Milheim & Martin, 1991).

According to those perspectives, several theories related to learning are involved including Bandura (1977)'s *social learning theory* which derived from the combination of both behavioral and cognitive views of learning. He later expanded and renamed his theory in order to emphasize more on the role of cognition on humans' behavior, introducing the *social cognitive theory* in the process (Bandura, 1997).

In *social cognitive theory*, it is believed that human beings operate within an interactive causal structure involving 1) the environment, 2) biological, cognitive, and affective personal factors, and 3) one's own behavior. The reciprocity of the three determinants is not of equal strength because their relative influence depends on the activities and circumstances (Bandura, 1997; Pajares, 2006).

In academic context, the reciprocity makes it more possible for educators to direct attention to one factor or another in order to affect learners' academic competence. For example, teachers can work to improve learners' emotional states or negative self-beliefs, which fall under personal factors. Another example is that they can improve learners' self-regulatory habits, which are under the behavioral factors, or they may change the school and classroom structures, which are environmental factors (Pajares, 2006).

Bandura (1997) views self-efficacy as a central element to produce desired actions, without which people have little motivation to perform given tasks. Referred to as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of proficiency" (Bandura 1997: 391), this motivational construct has received undivided attention from many scholars in education. Its concept has also been regarded as a significant influence and predictor to learners' academic performance (Schunk, 1991; Tobing, 2013, Wong, 2005; Yang, 2004).

Self-efficacy is determined by four factors: 1) *enactive attainment*, 2) *vicarious experience*, 3) *verbal persuasion*, and 4) *physiological state*.

Enactive attainment belongs to mastery experiences, successes, and failures that human beings experience. This factor is regarded as the most powerful source of self-efficacy. To elaborate, successes raise efficacy whereas failures lower them. Despite individuals' own experiences, other people's experiences and successes may affect one's own self-efficacy. This reflects on *vicarious experience*. *Verbal persuasions* can contribute to people's self-efficacy that they can perform a certain task. The last factor, *physiological state*, like stress and fear, may also affect self-efficacy (Bandura, 1986).

2.4 Related Studies

Several studies have been conducted to investigate the use of reading strategies, English reading self-efficacy, as well as their relationship regarding English reading proficiency.

The study by Phakiti (2003) was to investigate the relationship between Thai tertiary learners' use of reading strategies and their reading proficiency by the time they studied their fundamental English reading course. He had the learners take an English reading comprehension test. Following this, the subjects needed to respond to a questionnaire concerning the utilization of cognitive and metacognitive reading strategies. In addition, an in-depth interview was undertaken with eight selected learners where the first four ones came from those whose test scores were considered highly successful and another four learners came from those considered to be less successful readers. The results revealed the learners' use of cognitive and metacognitive reading strategies was positively correlated with their reading performance. In terms of the frequency of use, highly successful readers employed the strategies considerably frequently than those considered least successful ones.

Kong (2006) studied the reading strategies used by four Chinese EFL adults in the United States. Two of the subjects were taking an English course to improve their English. The other two were exempted from taking the course based on their TOEFL scores. The study revealed some strategies that the participants employed while reading English materials. Those strategies included using contexts to find a word's

meaning, using sentence structure, summarizing, using figures to help understand the text, using prior knowledge, making predictions, evaluating the author's viewpoints, monitoring their comprehension, and translating. The results further showed that the adult learners applied more varied reading strategies while reading English texts compared to those utilized when reading Chinese texts.

Hamdan, Ghafar, Sihes, and Atan (2010) investigated the use of cognitive and metacognitive reading strategies applied by 57 ESL Malaysian learners majoring in English at a Teachers Education Institute. It was found that, when reading, the learners employed a high frequency of cognitive strategies such as using provided titles and figures to guess what the content would be about, skimming, and rereading to remedy comprehension. The participants used overall metacognitive reading strategies at a moderate level. Only some strategies were used more frequently such as checking understanding, guessing the content of the text, and using prior knowledge to help understand the reading passages.

Shang (2010) studied the relationship among perceived reading strategies used, self-efficacy, and English reading proficiency of 53 Taiwanese freshmen majoring in English. The participants' English reading proficiency was assessed through the Reading Comprehension section of the simulated TOEFL test. To elicit the participants' use of reading strategies, a reading strategy questionnaire adapted from Oxford's (1990) *Strategy Inventory for Language Learning*, and Carrell's (1989) *Metacognitive Questionnaire*. Concerning the reading self-efficacy of the participants, the researcher adopted Wong's (2005) *Language Self-efficacy Scale*. It was found that, after receiving a semester of reading strategy instructions, the learners used more reading strategies. A significant correlation between cognitive, metacognitive, and compensation reading strategy categories with self-efficacy was also found. However, no correlation between reading strategies and reading achievement was found.

Ling (2011) conducted research on the application of reading strategies in connection with the success of reading achievement of 54 Chinese second-year English majors. The participants' reading comprehension was assessed through the use of a national reading comprehension test, TEM 4 (Test for English Majors—Band

4). The questionnaires adapted from Phakiti's (2003) study were also administered to the participants in assessing their reading strategies used. Results revealed that the relationship between the learners' use of reading strategies and their English reading proficiency were significantly and positively correlated.

Zare and Mobarakeh (2011) aimed at investigating the relationship between reading strategies and English reading self-efficacy of 45 high school students. The researchers adapted Wang's (2007) self-efficacy questionnaire and adopted Li & Wang's (2010) reading strategies questionnaire. Results revealed that the overall reading strategies and the strategies in each category (*cognitive*, *metacognitive*, and *socioaffective*) were positively correlated with learners' reading self-efficacy. To be more specific, *cognitive* strategy use had a stronger correlation compared with *metacognitive* and *socioaffective* ones.

Rokhsari (2012) performed a study on the relationship between reading comprehension and learners' use of reading strategies. The 60 Iranian university learners who participated in the study all had an intermediate level of English proficiency. They were given a reading strategy questionnaire and a reading comprehension test, and then were divided into a high-scoring and low-scoring group based on the learners' results on the reading comprehension test. The results of this study indicated that there was a significant correlation between reading strategies and reading ability, signifying that the more use of reading strategies, the more likely learners become comprehensive towards the text. There was also a significant difference between the perceived use of reading strategies of the high-scoring group and low-scoring one.

Othman and Zare (2013) explored the relationship between reading strategies employed by 95 Malaysian ESL learners and their English reading proficiency. A reading strategy inventory was used to elicit the participants' use of reading strategies. Moreover, the researchers employed a retired version of IELTS (International English Language Testing System) test to assess the participants' reading comprehension. The results revealed a strong positive correlation between the perceived use of reading

strategies and the learners' English reading ability assessed through an IELTS-based reading comprehension test.

Fitrisia, Tan, and Yusuf (2015) recruited 272 Indonesian learners from five secondary schools in Indonesia as their research participants. The researchers aimed to study whether the learners' use of reading strategies was positively related to their reading success. A standardized test derived from the English test of UN 2005/2006 was employed to measure the participants' reading comprehension. In eliciting the participants' use of reading strategies, the survey of Reading Strategies developed by Mokhtari and Sheorey (2002) was adopted. The results demonstrated that reading strategies that the learners reported having used yielded a weak positive relationship with their achievement in reading comprehension.

At variance with the above findings, studies with no relationship between the use of reading strategies and English reading proficiency were presented as follows.

Alsamadani (2009) studied the reading strategies employed by EFL tertiary learners from Saudi Arabia in relation to their English reading ability. The instruments were a TOEFL-based reading comprehension test and a self-constructed reading strategies questionnaire. The researcher found that the learners' use of reading strategies had no significantly positive relationship to their English reading success.

Karami & Hashemian's research work (2012) examined the relationship between 40 Iranian EFL learners' utilization of reading strategies and their performance on an English reading comprehension test. All the subjects were required to complete a questionnaire concerning their frequency of strategy use adapted from Oxford's (2004) and Sheorey & Mokhtari's (2001) studies and assessed their reading ability through a reading test taken from the book *'Steps to Understanding'* (Hill, 1988). The findings revealed that the participants' English reading ability and their strategy use was not significantly related.

Li (2014) carried out a study of the use of reading strategies in relation to English reading proficiency of 290 second-year Chinese EFL learners. The researcher used the national College English Test Band-4 (CET-4) to measure the learners'

reading performance and the survey of Reading Strategies developed by Mokhtari and Sheorey (2002) in eliciting the learners' use of reading strategies. No significantly positive relationship was found between the subjects' overall use of reading strategies and their English reading success.

Likewise, Meniado (2016) examined the relationship between the reading strategies employed by 60 beginning level EFL learners and their English reading success in the context where a reading culture is limited of Saudi Arabia. However, only 43 respondents were considered valid for the data analysis. The instruments used in this study were the survey of Reading Strategies developed by Mokhtari and Sheorey (2002) and a reading comprehension test developed by the National Center for Assessment in Higher Education (2011) in Saudi Arabia. Results revealed that there was an inverse and almost zero relationship between the subjects' use of reading strategies and reading comprehension.

From the studies previously discussed, the relationships between the use of reading strategies and English reading self-efficacy on second and foreign language acquisition have long been investigated among learners. However, the study of the three constructs with teachers, especially Thai EFL teachers, has not been initiated. Therefore, the present study aimed to bridge the gap by investigating the relationship between the teachers' use of reading strategies, self-efficacy, and English reading proficiency.

3. Research Methodology

3.1 Participants

Fifty Thai EFL teachers from two schools in the lower-South of Thailand were purposively selected to participate in the present study. They were stratified by using 33% technique based on their English reading test scores. Only those scores within the top 33% and bottom 33% were targeted for investigation as subjects with high and low reading proficiency, respectively. As a result, 16 subjects were assigned in the high proficiency group and 16 in the low group.

3.2 Instruments

Four sets of instruments were employed in the present study:

3.2.1 Use of Reading Strategies Questionnaire, adapted from the Survey of Reading Strategies (SORS) established by Mokhtari and Sheorey (2002). The scale, consisting of 27 items, was divided into three subcategories: 10 items related to the *global category*, 9 items related to the *support category*, and 8 items related to the *problem-solving category*.

3.2.2 Reading Self-efficacy Questionnaire, adapted from Tobing (2013), consisted of 20 items measuring the subjects' capabilities in performing reading tasks.

Responses to items on the questionnaires were recorded on a 5-point Likert scale ranging from 1 (*never*) to 5 (*always*).

The criteria for the three levels of use were classified as *high* ($\bar{X} = 3.50 - 5.00$), *moderate* ($\bar{X} = 2.50 - 3.40$), and *low* ($\bar{X} = 0.00 - 2.40$) (Mokhtari & Sheorey, 2002).

3.2.3 English Reading Test consisted of a multiple-choice test and a cloze test. The four-multiple-choice test composed of 10 items taken from the '*Test of English as a Foreign Language (TOEFL): Practice Tests, Volume 1, pp. 42-44*'. The cloze test contained 10 blanks with no guided vocabulary provided. The construction and alternative responses to the missing word were validated by the thesis advisor and native speakers of English, Mr. David Allen Bruner, Mr. Jonathan David Kimmel, and the late lecturer of the Department of Languages and Linguistics, Mr. Thomas Mitchell.

The three sets of instruments were improved according to the feedback and suggestions. Then, they were piloted to the teachers of two schools in the lower-South of Thailand, who were not included in the main study, to establish the reliability using Cronbach's alpha. The reliability of *Reading Strategies Questionnaire* was .92, and that of the *Self-efficacy Questionnaire* was .88.

3.2.4 Think-aloud Protocols

Think-aloud protocols were arranged to gain more in-depth information about the subjects' actual use of reading strategies and to shed some light on the difficulties and challenges they encountered while reading.

Ten subjects (each five representing high and low reading proficiency groups) were selected to participate in the retrospective think-aloud in Thai, for about 10 minutes each. With the same reading test being presented, the subjects were required to recall what they were thinking, how they solved certain reading problems, to what extent and what circumstances they employed certain reading strategies, the difficulties they encountered, and how their English reading self-efficacy influenced their reading behavior.

3.3 Data Collection

First, the subjects responded to the two questionnaires: *Use of Reading Strategies* and *Reading Self-efficacy*, and took the *English reading test* in the second semester of academic year 2015. Selected subjects were, then, asked to participate in a think-aloud. Finally, all data were analyzed and interpreted.

3.4 Data Analysis

The data were analyzed statistically in order to determine means and standard deviations. Independent sample *t*-tests were performed to examine whether there were any statistically significant differences in the use of reading strategies by the subjects with different reading proficiency and self-efficacy levels. A Pearson's Product Moment Correlation test was conducted to study the relationship between two variables. A regression analysis was also performed to find out whether the independent variables in question can predict the dependent variables.

4. Findings

Research Question 1: What reading strategies do EFL teachers use in reading English texts?

In answering research question 1, the data from the *Reading Strategies Questionnaire* were analyzed for means and standard deviations of the subjects' use of reading strategies.

Table 1: Use of each strategy category

Category	Mean	S.D.	Level of Use
Global	3.30	0.99	Moderate
Support	3.34	1.05	Moderate
Problem-solving	3.58	1.01	High
Overall	3.40	1.02	Moderate

Table 1 shows that all the subjects reported having used reading strategies at a moderate frequency level ($\bar{X} = 3.40$, $S.D. = 1.02$). The *problem-solving category* (PROB) received the most positive evaluation ($\bar{X} = 3.58$, $S.D. = 1.01$), followed by the *support category* ($\bar{X} = 3.34$, $S.D. = 1.05$) and the *global category* ($\bar{X} = 3.30$, $S.D. = 0.99$).

Next is Table 2 which shows the results from the analysis on the frequencies of the reading strategies used. The most frequently used strategies are presented first.

Table 2: Six most frequently used reading strategies

Category	Strategy	Mean	S.D.	Level of Use
PROB	Visualizing information	4.00	0.96	High
SUP	Underlying or circling information in the text	3.92	0.92	High
PROB	Getting back on track when losing concentration	3.80	0.94	High
GLOB	Guessing what the content of the text is about	3.72	0.70	High
PROB	Re-reading the text when it becomes difficult	3.64	1.00	High
PROB	Guessing the meaning of unknown words or phrases	3.64	0.82	High

Table 2 shows that six reading strategies fell into this category, starting with the most frequently used strategy: 1) *visualizing information* ($\bar{X} = 4.00$, $S.D. = 0.96$), followed by 2) *underlying or circling information in the text* ($\bar{X} = 3.92$, $S.D. = 0.92$), 3) *getting back on track when losing concentration* ($\bar{X} = 3.80$, $S.D. = 0.94$), 4) *guessing what the content of the text is about* ($\bar{X} = 3.72$, $S.D. = 0.70$), and two least frequently used strategies: 5) *re-reading the text when it becomes difficult* ($\bar{X} = 3.64$, $S.D. = 1.005$), and 6) *guessing the meaning of unknown words or phrases* ($\bar{X} = 3.64$, $S.D. = 0.827$).

All the six strategies were found to be used at a high level. Besides, all of them were from the three categories of reading strategies.

Table 3 shows the reading strategies used at a moderate frequency level.

Table 3: Reading strategies used at a moderate frequency level

Category	Strategy	Mean	S.D.	Level of Use
GLOB	Using context clues to help understand the text	3.08	1.00	Moderate
SUP	Paraphrasing for better understanding	3.00	1.05	Moderate
GLOB	Using text features (e.g., tables, figures, and pictures)	2.98	1.18	Moderate
GLOB	Knowing what to read closely and what to ignore	2.90	0.97	Moderate
SUP	Reading aloud when the text becomes difficult	2.80	1.12	Moderate

Table 3 shows that five strategies were used at a moderate frequency level: 1) *using context clues to help understand the text* ($\bar{X} = 3.08$, $S.D. = 1.00$), 2) *paraphrasing for better understanding* ($\bar{X} = 3.00$, $S.D. = 1.05$), 3) *using text features (e.g., tables, figures, and pictures)* ($\bar{X} = 2.98$, $S.D. = 1.18$), 4) *knowing what to read closely and what to ignore* ($\bar{X} = 2.90$, $S.D. = 0.07$), and 5) *reading aloud when the text becomes difficult* ($\bar{X} = 2.80$, $S.D. = 1.12$).

All the five strategies were found to be used a moderate level. However, no problem-solving strategies were found to be used at a moderate frequency level. Moreover, no reading strategies were used at a low level. Some were used at a high level, while some were used at a moderate level. Therefore, the null hypothesis for research question 1 was rejected; i.e., EFL teachers used reading strategies in reading English texts at a certain frequency level.

Research Question 2: How do the teachers with different reading proficiency levels employ reading strategies?

In answering research question 2, data from the *English reading test* and *Reading Strategies Questionnaire* were analyzed.

Table 4: Reading strategies used by subjects with different English reading proficiency levels

Category	High Prof. (N = 16)		Low Prof. (N = 16)		<i>t</i>	df	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.			
Global	3.76	0.88	2.93	0.92	4.978	30	.000*
Support	3.76	0.89	2.84	1.03	5.206	30	.000*
Problem-solving	4.12	0.77	3.17	0.97	5.989	30	.000*
Overall	3.87	0.87	2.97	0.98	6.316	30	.000*
Frequency	High		Moderate				

*. All differences in means were statistically significant at $p < .05$.

Table 4 shows the results from the independent sample *t*-tests. Statistically significant differences in the use of overall reading strategies between the two groups of the subjects were found [$t = 6.316$, $df = 30$, $p < .05$, sig (2-tailed) = 000]. That is, the overall mean scores of reading strategies used by the subjects with high English reading proficiency were statistically higher than those with low English reading proficiency, indicating that the former was more aware of useful reading strategies than the latter.

In scrutinizing, we found that the subjects with high reading proficiency used overall strategies more frequently than those with low reading proficiency ($\bar{X} = 3.87$, $S.D. = 0.87$, and $\bar{X} = 2.97$, $S.D. = 0.98$, respectively). Regarding each reading strategies category, the subjects with high reading proficiency reported having used reading strategies from the three categories at a high frequency level, whereas those with low reading proficiency used them at a moderate frequency level.

Those strategies from the *problem-solving category* were perceived to be the most popular category to use among the high proficiency subjects ($\bar{X} = 4.12$, $S.D. = 0.77$), followed by the *support* ($\bar{X} = 3.76$, $S.D. = 0.89$), and *global categories* ($\bar{X} = 3.76$, $S.D. = 0.88$). Likewise, those with low reading proficiency employed strategies from the *problem-solving category* the most frequently ($\bar{X} = 3.17$, $S.D. = 0.97$) compared to those of the *global* ($\bar{X} = 2.93$, $S.D. = 0.92$) and *support categories* ($\bar{X} = 2.84$, $S.D. = 1.03$). The statistical analysis results showed that the null hypothesis for research question 2 was rejected; i.e., the teachers with different English reading proficiency levels employed reading strategies differently.

Further, a Pearson's Product Moment Correlation was performed to identify whether the subjects' use of reading strategies was related to their reading proficiency. Results are shown in Table 5.

Table 5: Correlations between the subjects' use of reading strategies and their English reading proficiency

Category	English Reading Proficiency Levels			
1. Problem-Solving	.551**			
2. Global		.545**		
3. Support			.580**	
4. Overall Strategies				.610**

****.**Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows that the relationship between the subjects' use of reading strategies and English reading proficiency was moderately significant and positive ($r = .610$, $p < .01$). It was also found that the subjects' reading proficiency was moderately and significantly correlated with the use of *problem-solving* ($r = .551$, $p < .01$) *global* ($r = .545$, $p < .01$), and *support strategies* ($r = .580$, $p < .01$).

This shows that the more frequent use of reading strategies, the higher achievement in English reading test the subjects could attain.

In addition, to investigate whether or not the overall reading strategies used by the subjects could statistically predict their reading proficiency, a simple linear regression analysis was carried out. Results are presented in Table 6.

Table 6: The subjects' English reading proficiency in relation to their overall use of reading strategies

Variable	Unstandardized Coefficients		<i>t</i>	Sig.
	β	Std. Error		
(Constant)	17.400	1.768	9.842	.000
Reading Strategies Used	2.738	.513	5.333	.000

*****. Regression is statistically significant at $p < .05$ level.

Table 6 shows that the coefficient from the model was statistically significant. The analysis proves that the subjects' use of overall reading strategies successfully predicted their reading proficiency ($\beta = 2.738$, $t = 5.333$, $p = .000$), indicating that the

subjects' overall use of reading strategies was a significant predictor of their English reading proficiency.

Then, a multiple regression analysis was run to determine the predictive power of all three reading strategies categories (*problem-solving*, *global*, and *support*). Results are shown below.

Table 7: The subjects' English reading proficiency in relation to each reading strategies category

Variables	Unstandardized		<i>t</i>	Sig.
	Coefficients β	Std. Error		
(Constant)	17.397	1.817	9.574	.000
Problem-solving	.688	.857	.802	.426
Global	.704	.915	.769	.446
Support	1.349	.775	1.740	.088

*. Regression is statistically significant at $p < .05$ level.

Table 7 shows that each reading strategies category did not impact the subjects' English reading proficiency. All the three reading strategies categories (*problem-solving*, *global*, and *support*) were proved to be non-significant predictors of the subjects' reading proficiency ($\beta = .688$, $t = .802$, $p = .426$, $\beta = .704$, $t = .769$, $p = .446$, and $\beta = 1.349$, $t = 1.740$, $p = .088$, respectively). As a result, the use of each strategy category would not significantly predict the subjects' English reading proficiency.

Research Question 3: What is the difference in the use of reading strategies between teachers with high and low English reading self-efficacy?

In answering research question 3, data from the *Reading Strategies* and *Self-efficacy Questionnaires* were involved. The results obtained are presented in Table 8.

Table 8: Use of reading strategies by subjects with different self-efficacy levels

Category	High Self-Efficacy (N = 27)		Low Self-Efficacy (N = 23)		t	df	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.			
	Global	3.69	0.85	2.85			
Support	3.66	0.97	2.96	1.01	4.708	48	.000*
Problem-solving	3.95	0.83	3.15	1.02	5.633	48	.000*
Overall	3.76	0.89	2.97	0.99	6.631	48	.000*
Frequency	High		Moderate				

*. All differences in means were statistically significant at $p < .05$.

Table 8 shows the results from the independent sample t -test. Statistically significant differences in the use of overall reading strategies by those with high and low English reading self-efficacy were found [$t = 6.631$, $df = 48$, $p < .05$, sig (2-tailed) = .000]. This proves that the overall mean scores of reading strategies used by the subjects with high English reading self-efficacy were statistically higher than those with low English reading self-efficacy, indicating that those with high reading self-efficacy used reading strategies considerably more frequently than their low self-efficacy counterparts.

In general, the subjects with high English reading self-efficacy reported having used reading strategies considerably more frequently than those with low reading self-efficacy ($\bar{X} = 3.76$, $S.D. = 0.89$, and $\bar{X} = 2.97$, $S.D. = 0.99$, respectively). In addition, the subjects with high reading self-efficacy reported having used reading strategies from the three categories at a high frequency level, whereas those with low reading self-efficacy used them at a moderate frequency level.

The high reading self-efficacy group used *problem-solving* strategies the most frequently ($\bar{X} = 3.95$, $S.D. = 0.83$) compared to *global* and *support* strategies ($\bar{X} = 3.69$, $S.D. = 0.85$, and $\bar{X} = 3.66$, $S.D. = 0.97$, respectively). Similarly, those with low reading self-efficacy used *problem-solving* strategies the most frequently ($\bar{X} = 3.15$,

S.D. = 1.02) compared to *support* and *global* strategies (\bar{X} = 2.96, *S.D.* = 1.01, and \bar{X} = 2.85, *S.D.* = 0.95, respectively).

In a further analysis, a Pearson's Product Moment Correlation was run to identify whether the subjects' use of reading strategies was related to their reading self-efficacy. Results are shown in Table 9.

Table 9: Correlations between reading self-efficacy and the use of reading strategies

Category	English Reading Self-Efficacy Levels			
1. Problem-Solving	.620**			
2. Global		.687**		
3. Support			.654**	
4. Overall Strategies				.715**

***Correlation is significant at the 0.01 level (2-tailed).*

Table 9 shows that the use of reading strategies bore a significant, strong, and positive correlation with the subjects' reading self-efficacy ($r = .715$, $p < .01$). However, a significantly positive, but moderate relationship can be seen between the subjects' English reading self-efficacy and all the three reading strategies categories ($r = .620$, $.687$, $.654$ respectively, $p < .01$). This indicates that the higher their reading self-efficacy, the higher their frequency in using reading strategies, resulting in a rejection of the null hypothesis for research question 3; i.e., the differences in the use of reading strategies between teachers with high and low English reading self-efficacy were found.

Research Question 4: What is the relationship between teachers' reading self-efficacy and their levels of English reading proficiency?

In answering research question 4, data from the *Reading Self-efficacy Questionnaire* and *English reading test* were analyzed. A regression analysis was performed in order to study the relationship between the subjects' reading self-efficacy and their reading proficiency and to estimate whether their self-efficacy could predict their reading proficiency. The results are presented in Table 10.

Table 10: The subjects' reading self-efficacy in relation to their English reading proficiency

Variable	Unstandardized		<i>t</i>	Sig.
	Coefficients			
	β	Std. Error		
(Constant)	19.106	2.370	8.060	.000
Reading Self-Efficacy	1.956	.605	3.235	.002
$r = .423^{**}$				

*. Regression is statistically significant at $p < .05$ level.

Table 10 shows a significant and positive, though moderate, relationship between the subjects' reading self-efficacy and their reading proficiency ($r = .423$, $p < .01$), indicating that the higher reading self-efficacy, the higher English reading proficiency, and vice versa.

Regarding the predictive power of the subjects' reading self-efficacy on their English reading proficiency, the p-value (sig.) shows that the model is statistically significant. The analysis proves that the subjects' English reading self-efficacy successfully predicted their English reading proficiency ($\beta = 1.956$, $t = 3.235$, $p = .002$), indicating that the subjects' reading self-efficacy was a significant predictor of their English reading proficiency. The null hypothesis for the final research question was, thus, rejected; i.e., the relationship between teachers' reading self-efficacy and their levels of English reading proficiency was found.

5. Discussion

Certain major aspects from the findings, which answered the four research questions, can be discussed as follows:

1. The use of reading strategies

Results showed that the subjects used overall reading strategies at a moderate frequency level, which is in agreement with previous studies by Ostovar-Namaghi (2014), Othman & Zare (2013), Park (2010), Sinthopruangchai (2011), Wang (2011),

and Zhang (2009), who found that the participants moderately used overall reading strategies while reading English texts.

Regarding each reading strategy category, it was found that the *problem-solving strategies* were most frequently used, followed by the *support* and *global strategies*. The results are consistent with the data from the think-aloud sessions. Subjects reported that they could use the *problem-solving strategies* whenever they faced comprehension failure while interacting with the text. It seems that the *problem-solving strategies* did not require additional recourses from the subjects. This could be the reason why they tended to resort to such strategies.

However, for the *global* and *support reading strategies*, the subjects reported in those strategies that they were required to adhere to more sophisticated or unfamiliar procedures or techniques during text interaction. Moreover, some admitted not knowing how and when to use them. This could account for why they used this group of strategies less frequently than the *problem-solving strategies*.

2. The use of reading strategies and English reading proficiency

Statistically significant differences were found in the use of reading strategies by those with different English reading proficiency levels. Subjects with high English reading proficiency used reading strategies more frequently than those with low reading proficiency in all three reading strategies categories. A further analysis also showed moderate positive correlation between the subjects' use of reading strategies and their reading proficiency, indicating that the more proficient in English reading, the more frequent use of reading strategies, and vice versa.

The findings are in line with previous studies (Al-Nujaidi, 2003; Anderson, 1991; Pimsarn, 2006; Rokhsari, 2012; Sinthopruangchai, 2011; Zhang, 2002) which found the statistically significant differences in the use of reading strategies by participants with different English reading proficiency levels and that the use of reading strategies was significantly and positively related to the participants' English reading proficiency.

With respect to predictive power, it was found that the subjects' overall use of reading strategies successfully predicted their reading proficiency. The result is in concert with Rokhsari's (2012) study. He found that the use of reading strategies was not only significantly related to reading proficiency but also a significant predictor for the participants' reading proficiency. However, each reading strategies category was not significantly related to the subjects' English reading proficiency. The results are consistent with that of Tobing (2013) who found that each type of the reading strategies failed to predict the participants' reading proficiency.

During the think-aloud sessions, subjects with high English reading proficiency reported having used reading strategies more frequently and systematically than their low reading proficiency counterparts. All of them also reported that technical terms, length, and text organization prevented them from attaining the gist. However, only those in the high proficiency group managed to solve the problem efficiently.

3. The use of reading strategies and English reading self-efficacy

Subjects with high reading self-efficacy reported using overall reading strategies at a high frequency level. Those with low reading self-efficacy, on the other hand, used them at a moderate frequency level. According to the correlation analysis, the subjects' reading self-efficacy and their overall use of reading strategies were strongly and positively correlated. In other words, as the subjects' degree of confidence in reading English texts increased, so did their frequency of the use of reading strategies.

The result is supported by previous studies in different settings and learning contexts (Barkley, 2006; Li & Wang, 2010; Lin, 2002; Magogwe & Oliver, 2007; Mondri, 2013; Oztruk & Gurbuz, 2013; Zhang, 2004) which indicated that readers/learners with high self-efficacy or motivation would normally and automatically make considerable effort to achieve their learning goals.

During the think-aloud sessions, subjects with high reading self-efficacy reported that their reading self-efficacy facilitated and stimulated them to formulate suitable reading strategies in order to overcome comprehension problems.

4. English reading self-efficacy and English reading proficiency

The subjects' reading self-efficacy had a moderate relationship with their English reading proficiency. In other words, an increase in the subjects' reading self-efficacy would result in their improved levels of their English reading proficiency, and vice versa. It was further found that the subjects' reading self-efficacy was a significant predictor of their English reading proficiency. This could be interpreted that those assessing themselves as having high reading self-efficacy were more willing to devote their time and put higher vigorous efforts to remediate reading difficulties compared to their counterparts.

This result is supported by certain studies within the area of reading (Naseri, 2012; Piercey, 2013; Sani & Zain, 2001; Tercanlioglu, 2003), writing (Erkan & Saban, 2011; Hetthong & Teo, 2013), and listening (Chen, 2007; Ghonsooly & Ellahi, 2011) which bore positive relationship between the two variables. According to those studies, individuals' self-efficacy positively and significantly affects their academic achievement.

During the think-aloud sessions, subjects with high reading proficiency recounted that their high reading self-efficacy was resulted from their past academic successes and accomplishments. However, those with low reading self-efficacy tended to feel discouraged by reading tasks and dissatisfied with their previous reading successes.

6. Conclusion and Recommendations

The present study aimed to study the relationship of EFL teachers' use of reading strategies, reading self-efficacy, and reading proficiency. In general, the subjects maintained a moderate level of the use of overall reading strategies. The most and the least frequently used reading strategies were also identified. *Visualizing information* was used the most frequently, while *reading aloud* was used the least by the subjects.

In terms of the differences in the use of reading strategies by the subjects with different English reading proficiency levels, it was found that the subjects with high English reading proficiency used overall strategies more frequently than those with low English reading proficiency.

Regarding the relationship between the subjects' use of reading strategies and their reading proficiency, it was found that the two variables were positively correlated. Moreover, the use of reading strategies was a significant predictor for the subjects' reading proficiency. However, types of reading strategies were proved to be non-significant predictors for the subjects' reading proficiency.

For the relationship between the use of reading strategies and self-efficacy, it was found that the use of reading strategies by the subjects had a positive relationship with their reading self-efficacy and that the subjects with high reading self-efficacy used reading strategies more frequently than those with low reading self-efficacy.

It was also revealed that the subjects' English reading proficiency was positively correlated with their reading self-efficacy. In the regression analysis, it was found that the subjects' reading self-efficacy successfully predicted their English reading proficiency.

Based on the result of the present study, it is recommended that teachers realize the necessity of possessing a high level of reading self-efficacy as it can push forwards their learners to seek for means to overcome possible reading difficulties. It is also advisable that teachers create an opportunity for learners to experience reading successes through a diversity of interesting, relevant, and meaningful reading topics and activities because learners' reading self-efficacy can significantly be promoted,

strengthened, and increased to a certain degree of confidence via past accomplishments.

Likewise, teachers are recommended to be aware of the effective use of reading strategies to some extent and provide ample amount of time for learners to practice using a wide array of useful reading strategies. In the beginning, the teachers might introduce a few useful reading strategies, especially those suitable for pre-reading stage like previewing the text or setting reading purposes. Once the suitability is verified, teachers could proceed to expose learners to more sophisticated strategies with different reading text types in order to prevent learners from being distracted when encountering unfamiliar reading demands.

Future studies are recommended as to replicate the present study with certain changes, such as teachers from other institutions, in order to improve the generalizability of the findings. Similar studies with different research designs should also be carried out.

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Appendix A

Questionnaires

แบบสอบถาม

วัตถุประสงค์ แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัย เพื่อศึกษาถึงกลยุทธ์ที่ใช้ในการอ่านภาษาอังกฤษและความเชื่อในความสามารถในการอ่านของครูผู้สอนภาษาอังกฤษเป็นภาษาต่างประเทศ ข้อมูลที่ได้จากครูผู้สอนผู้วิจัยจะเก็บไว้เป็นความลับไม่เปิดเผยต่อผู้ใดและจะใช้เพื่อประโยชน์ของงานวิจัยเท่านั้น

***** คำตอบของท่านจะไม่ส่งผลใดๆ ต่อวิชาชีพของท่าน *****

คำชี้แจง แบบสอบถามนี้มีทั้งหมด 3 ตอน ได้แก่ ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ตอนที่ 2 พฤติกรรมในการอ่านภาษาอังกฤษของผู้ตอบแบบสอบถาม และตอนที่ 3 ความเชื่อในความสามารถในการอ่านของตนเอง

โปรดทำทั้ง 3 ตอน

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ขอแนะนำในการตอบแบบสอบถาม เขียนเครื่องหมาย ลงใน และเติมข้อความในช่องว่างให้สมบูรณ์

1. หมายเลขประจำตัว _____
2. เพศ ชาย หญิง
3. อายุ ปี
4. ปัจจุบันท่านเป็นครูสอนภาษาอังกฤษ ใช่ ไม่ใช่
5. วุฒิการศึกษาสูงสุดระดับ _____ สาขา _____ วิชาเอก _____ วิชาโท _____
6. จำนวนปีที่สอนภาษาอังกฤษ ไม่เคยสอนเลย 1 – 3 ปี 4 – 6 ปี 6 ปี ขึ้นไป
7. จนถึงปัจจุบัน ท่านเรียนภาษาอังกฤษมาแล้วเป็นเวลา ____ ปี
8. ท่านเดินทางไปศึกษาในประเทศที่ต้องใช้ภาษาอังกฤษในการสื่อสารหรือไม่
 เคย ไม่เคย

ถ้าเคยไป จุดประสงค์ของการไปคือ

- เที่ยว เป็นระยะเวลา _____ เดือน/ปี หรือจำนวน _____ ชั่วโมง (โดยประมาณ)
- เรียน เป็นระยะเวลา _____ เดือน/ปี หรือจำนวน _____ ชั่วโมง (โดยประมาณ)
- ธุรกิจ/การค้า เป็นระยะเวลา _____ เดือน/ปี หรือจำนวน _____ ชั่วโมง (โดยประมาณ)
- อื่นๆ (โปรดระบุ) _____

เป็นระยะเวลา _____ เดือน/ปี หรือจำนวน _____ ชั่วโมง (โดยประมาณ)

ตอนที่ 2 พฤติกรรมในการอ่านภาษาอังกฤษ

คำชี้แจง แบบสอบถามส่วนนี้แบ่งเป็น 2 ตอน ได้แก่ ตอนที่ 2.1 พฤติกรรมในการอ่านภาษาอังกฤษ ซึ่งไม่มีคำตอบถูกหรือผิด ให้ท่านทำเครื่องหมายกากบาท (X) ทับช่องระดับคะแนนที่ตรงกับตัวท่านมากที่สุด และตอนที่ 2.2 คำถามปลายเปิดโปรดตอบคำถามและแสดงความคิดเห็นอย่างตรงไปตรงมา ข้อมูลต่างๆ ของท่านจะถูกเก็บไว้เป็นความลับไม่เปิดเผยต่อผู้ใดและจะถูกนำมาใช้เพื่อประโยชน์ของงานวิจัยเท่านั้น

ให้ท่านทำเครื่องหมายดังนี้

ตัวอย่าง

ข้อความ	คำตอบ (ระดับ)				
	1	2	3	4	5
1. ฉันมีจุดมุ่งหมายในการอ่าน	1	2	X	4	5
2. ฉันจดบันทึกเพื่อช่วยให้เข้าใจในสิ่งที่อ่าน	1	X	3	4	5
3. ฉันคิดถึงสิ่งที่ฉันรู้เพื่อช่วยให้เข้าใจในสิ่งที่อ่าน	1	2	3	4	X

- ระดับ 1 หมายถึงฉันไม่เคยใช้วิธีนี้เลย
 ระดับ 2 หมายถึงฉันแทบจะไม่ใช้วิธีนี้เลย
 ระดับ 3 หมายถึงฉันใช้วิธีนี้บางครั้ง
 ระดับ 4 หมายถึงฉันใช้วิธีนี้บ่อย
 ระดับ 5 หมายถึงฉันใช้วิธีนี้ทุกครั้ง

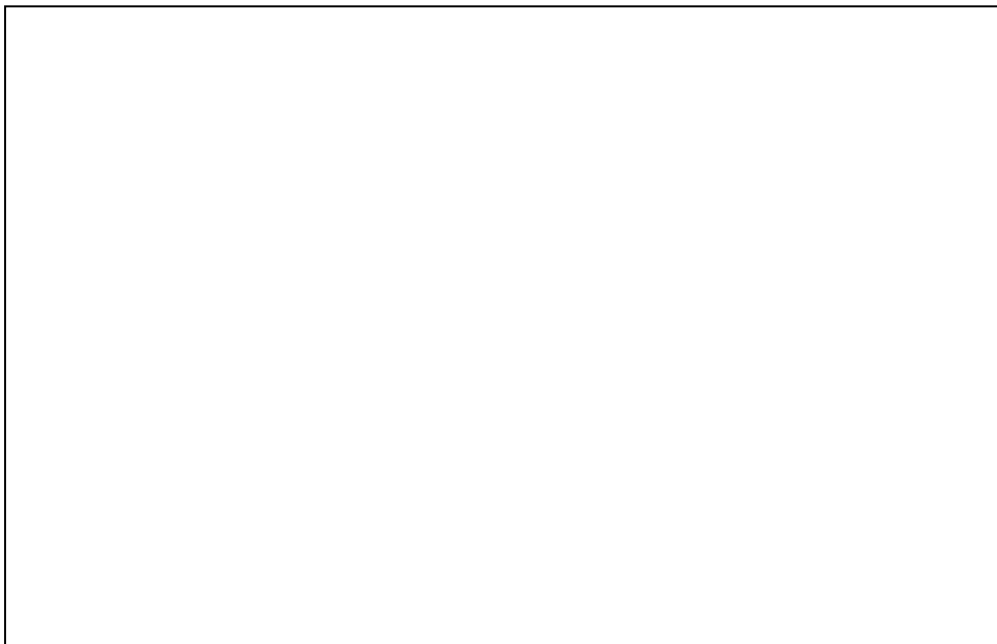
ตอนที่ 2.1 พฤติกรรมในการอ่านภาษาอังกฤษ

ข้อความ	คำตอบ (ระดับ)				
	1	2	3	4	5
1. ฉันกำหนดจุดมุ่งหมายในการอ่าน	1	2	3	4	5
2. ฉันอ่านเนื้อหาทั้งหมดอย่างคร่าวๆ เพื่อดูว่าเป็นบทความเกี่ยวกับอะไรก่อนจะเริ่มอ่านอย่างตั้งใจ	1	2	3	4	5
3. ฉันจะอ่านอย่างช้าๆ และระมัดระวัง เพื่อให้แน่ใจว่าเข้าใจในสิ่งที่อ่าน	1	2	3	4	5
4. ฉันจดบันทึกเพื่อช่วยให้เข้าใจในสิ่งที่อ่าน	1	2	3	4	5
5. ฉันใช้ความรู้ที่ได้ก่อนหน้านี้เพื่อช่วยให้เข้าใจในสิ่งที่อ่าน	1	2	3	4	5
6. เมื่อเนื้อหายากขึ้น ฉันจะอ่านออกเสียงเพื่อช่วยให้เข้าใจในสิ่งที่อ่าน	1	2	3	4	5
7. ฉันพยายามตั้งสติและดึงตัวเองกลับมา เมื่อเกิดความสับสนในเนื้อหาหรือขาดสมาธิ	1	2	3	4	5
8. ฉันขีดเส้นใต้หรือวงกลมข้อความเพื่อช่วยให้จำได้อย่างแม่นยำ	1	2	3	4	5
9. ฉันปรับความเร็วในการอ่านไปตามประเภทของสิ่งที่กำลังอ่าน ณ ขณะนั้น	1	2	3	4	5
10. ฉันสามารถแยกว่าส่วนใดที่ต้องอ่านอย่างตั้งใจและส่วนใดที่สามารถข้ามได้	1	2	3	4	5
11. ฉันใช้ตารางสำหรับอ้างอิง (เช่น พจนานุกรม) เพื่อช่วยให้เข้าใจในสิ่งที่อ่าน	1	2	3	4	5
12. เมื่อบทความมีความยากหรือซับซ้อนมากขึ้น ฉันจะตั้งใจมากเป็นพิเศษ	1	2	3	4	5
13. ฉันใช้ตาราง ตัวเลข และรูปภาพประกอบบทความเพื่อช่วยให้เข้าใจในสิ่งที่อ่านมากยิ่งขึ้น	1	2	3	4	5
14. บางครั้ง ฉันหยุดอ่านชั่วคราวเพื่อคิดทบทวนว่ากำลังอ่านอะไรอยู่	1	2	3	4	5
15. ฉันใช้บริบทของบทความ (context clues) เพื่อช่วยให้เข้าใจในสิ่งที่อ่าน	1	2	3	4	5
16. ฉันเขียนสรุปเนื้อหาตามความเข้าใจของตนเองเพื่อให้เข้าใจในสิ่งที่อ่านมากยิ่งขึ้น	1	2	3	4	5
17. ฉันพยายามจินตนาการเพื่อช่วยให้จำสิ่งที่อ่านได้	1	2	3	4	5
18. ฉันใช้ตัวอักษรแบบพิเศษ เช่น ตัวหนา ตัวเอียง เพื่อระบุว่าส่วนใดเป็นข้อมูลสำคัญ	1	2	3	4	5
19. ฉันอ่านบทความซ้ำหลายครั้งเพื่อหาความสัมพันธ์ระหว่างเนื้อหาที่ปรากฏในบทความ	1	2	3	4	5
20. ฉันพยายามคาดเดาหัวข้อหรือเนื้อหาหลักๆ ของบทความที่อ่าน	1	2	3	4	5
21. ฉันตรวจสอบว่าสิ่งที่ฉันได้คาดเดาไว้เกี่ยวกับบทความนั้นว่าถูกต้องหรือไม่	1	2	3	4	5
22. ฉันตั้งคำถามกับตัวเองในสิ่งที่ฉันต้องการคำตอบจากบทความ	1	2	3	4	5
23. ฉันทบทวนว่าตัวเองเข้าใจในเนื้อหาใหม่ที่เพิ่งอ่านหรือไม่	1	2	3	4	5
24. เมื่อบทความมีความยากหรือซับซ้อนมากขึ้น ฉันจะอ่านซ้ำอีกครั้งเพื่อให้เข้าใจในสิ่งที่อ่านมากยิ่งขึ้น	1	2	3	4	5
25. ฉันพยายามเดาความหมายของคำหรือวลีภาษาอังกฤษที่ฉันไม่รู้จัก	1	2	3	4	5
26. ฉันแปลเนื้อหาที่อ่านจากภาษาอังกฤษเป็นภาษาไทย	1	2	3	4	5
27. เมื่อฉันอ่านบทความ ฉันคิดถึงเกี่ยวกับเนื้อหาเป็นภาษาอังกฤษและภาษาไทย	1	2	3	4	5

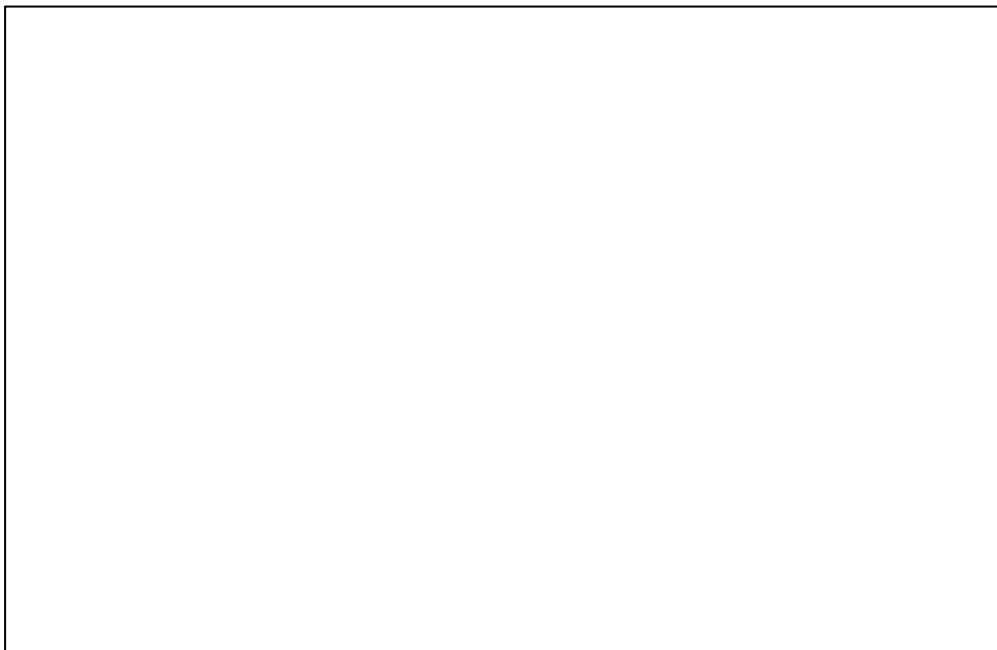
ตอนที่ 2.2 คำถามปลายเปิด

คำชี้แจง โปรดตอบคำถามและแสดงความคิดเห็นอย่างตรงไปตรงมา

1. ท่านมีพฤติกรรมขณะอ่านบทอ่านภาษาอังกฤษอื่นๆ นอกเหนือจากพฤติกรรมการอ่านข้างต้นบ้างหรือไม่ โปรดชี้แจงพร้อมเหตุผล



2. สิ่งใดบ้างที่เป็นปัญหาในการอ่านบทอ่านภาษาอังกฤษของท่าน โปรดชี้แจงพร้อมเหตุผล



ตอนที่ 3 ความเชื่อในความสามารถในการอ่านของตนเอง

คำชี้แจง การตอบแบบสอบถามนี้ไม่มีคำตอบถูกหรือผิด ให้ท่านทำเครื่องหมายกากบาท (X) ทับช่องระดับความมั่นใจที่ตรงกับตัวท่านมากที่สุด ข้อมูลต่างๆ ของท่านจะถูกเก็บไว้เป็นความลับไม่เปิดเผยต่อผู้ใดและจะถูกนำมาใช้เพื่อประโยชน์ของงานวิจัยเท่านั้น

ให้ท่านทำเครื่องหมายดังนี้

ตัวอย่าง

ข้อความ	คะแนน (ระดับความมั่นใจ)				
1. ฉันสามารถระบุชนิดของคำที่ปรากฏในบทอ่านได้	1	2	3	4	5
2. ฉันสามารถเข้าใจความหมายของคำในบทอ่านได้	1	2	3	4	5
3. ฉันสามารถเดาความหมายของคำศัพท์จากบริบทได้	1	2	3	4	5

- ระดับ 1 หมายถึงไม่จริงเลย
 ระดับ 2 หมายถึงไม่จริง
 ระดับ 3 หมายถึงค่อนข้างจริง
 ระดับ 4 หมายถึงจริง
 ระดับ 5 หมายถึงจริงที่สุด

ตอนที่ 3 ความเชื่อในความสามารถของตนเองในการอ่านของตนเอง

ข้อความ	คะแนน (ระดับความมั่นใจ)				
	1	2	3	4	5
1. ฉันสามารถระบุชนิดของคำที่ปรากฏในบทอ่านได้	1	2	3	4	5
2. ฉันสามารถทำคะแนนหรือเกรดในรายวิชาที่ต้องใช้ทักษะการอ่านภาษาอังกฤษให้ดีขึ้นได้	1	2	3	4	5
3. ฉันสามารถเดาความหมายของคำศัพท์จากบริบทได้	1	2	3	4	5
4. ฉันสามารถนำความรู้นอกห้องเรียนมาเชื่อมโยงกับบทอ่านได้	1	2	3	4	5
5. ฉันสามารถระบุความหมายทางตรงและความหมายแฝงของคำส่วนใหญ่ในบทอ่านได้	1	2	3	4	5
6. ฉันสามารถจับประเด็นหลักของบทอ่านได้	1	2	3	4	5
7. ฉันสามารถเข้าใจจุดประสงค์ในการเขียนของผู้เขียนได้	1	2	3	4	5
8. ฉันมักเห็นภาพตัวเองประสบความสำเร็จทุกครั้งที่ต้องอ่านบทอ่านยากๆ	1	2	3	4	5
9. ฉันสามารถเข้าใจความสัมพันธ์ระหว่างประโยคในบทอ่านได้	1	2	3	4	5
10. ฉันสามารถจัดหาที่ที่เหมาะสมและบรรยากาศที่เอื้อแก่การอ่านให้กับตัวเองได้ไม่ว่าที่ใดก็ตาม	1	2	3	4	5
11. ฉันสามารถดึงสติกลับมาที่บทอ่านได้ทุกครั้งทันทีที่ถูกรบกวน	1	2	3	4	5
12. ฉันรู้ได้ทันทีว่า prefix และ suffix ที่ปรากฏอยู่ในแต่ละคำนั้นบ่งบอกและทำหน้าที่อย่างไรบ้าง	1	2	3	4	5
13. ฉันมีความมั่นใจว่าฉันเป็นผู้อ่านภาษาอังกฤษที่ดีเมื่อต้องอ่านออกเสียง	1	2	3	4	5
14. ฉันสามารถเข้าใจความหมายของคำในบทอ่านได้	1	2	3	4	5
15. หลายๆ คนเคยบอกฉันว่าฉันมีพรสวรรค์ในด้านการอ่านภาษาอังกฤษ	1	2	3	4	5
16. ฉันมั่นใจว่าเพื่อนๆ ต้องการทำงานร่วมกับฉันทุกครั้งเมื่อมีการใช้ทักษะการอ่านภาษาอังกฤษ	1	2	3	4	5
17. ฉันสามารถระบุประเภทของบทอ่านได้	1	2	3	4	5
18. ฉันรู้สึกว่าการอ่านภาษาอังกฤษต้องใช้พลังงานไปมหาศาล	1	2	3	4	5
19. ฉันจะรู้สึกเยี่ยมมากถ้าสามารถตอบคำถามจากบทอ่านได้เพียงคนเดียวในห้อง	1	2	3	4	5
20. ฉันสามารถบอกได้ว่าคำไหนในบทอ่านที่สะกดผิด	1	2	3	4	5

Appendix B

English Reading Test

Part I: Reading Comprehension (Items 1-10)

(understanding, application, analysis, synthesis, and evaluation)

Direction: Read the passage carefully and choose the correct answer to each question.

In the mid-nineteenth century, the United States had tremendous natural resources that could be exploited in order to develop heavy industry. Most of the raw materials that are valuable in the manufacture of machinery, transportation facilities, and consumer goods lay ready to be worked into wealth. Iron, coal, and oil — the basic ingredients of industrial growth — were plentiful and needed only the application of technical expertise, organizational skill, and labor.

5

One crucial development in this movement toward industrialization was the growth of the railroads. The railway network expanded rapidly until the railroad map of the United States looked like a **spider's web**, with the steel filaments connecting all important sources of raw materials, their places of manufacture, and their centers of distribution. The railroads contributed to the industrial growth not only by connecting these major centers, but also by **themselves** consuming enormous amounts of fuel, iron, and coal.

10

Many factors influenced emerging modes of production. For example, machine tools, the tools used to make goods, were steadily improved in the latter part of the nineteenth century — always with an eye to speedier production and lower unit costs. The products of the factories were rapidly absorbed by the growing cities that sheltered the workers and the distributors. The increased urban population was **nourished** by the increased farm production that, in turn, was made more productive by the use of the new farm machinery. American agricultural production kept up with the urban demand and still had surpluses for sale to the industrial centers of Europe.

15

The labor that **ran** the factories and built the railways was recruited in part from American farm areas where people were being displaced by farm machinery, in part from Asia, and in part from Europe. Europe now began to send tides of immigrants from eastern and southern Europe — most of whom were originally poor farmers but who settled in American industrial cities. The money to finance this tremendous expansion of the American economy still came from European financiers for the most part, but the Americans were approaching the day when their expansion could be financed in their own “money market”.

20

1. What does the passage mainly discuss?
 - (A) The history of railroads in the United States
 - (B) The major United States industrial centers
 - (C) Factors that affected industrialization in the United States
 - (D) The role of agriculture in the nineteenth century

2. Why does the author mention "a spider's web" in line 8?
 - (A) To emphasize the railroad's consumption of oil and coal
 - (B) To describe the complex structure of the railway system
 - (C) To explain the problems brought on by railway expansion
 - (D) To describe the difficulties involved in the distribution of raw materials

3. The word "themselves" in line 10 refers to _____.
 - (A) sources
 - (B) centers
 - (C) railroads
 - (D) places

4. According to the passage, all of the following were true of railroads in the United States in the nineteenth century EXCEPT that _____.
 - (A) they connected important industrial cities
 - (B) they were necessary to the industrialization process
 - (C) they were expanded in a short time
 - (D) they used relatively small quantities of natural resources

5. According to the passage, what was one effect of the improvement of machine tools?
 - (A) Lower manufacturing costs
 - (B) Better distribution of goods
 - (C) More efficient transportation of natural resources
 - (D) A reduction in industrial jobs

6. According to the passage, who could be the biggest consumers of manufactured products?

- (A) Railway workers
- (B) Farmers
- (C) City dwellers
- (D) Europeans

7. The word “nourished” in line 16 is closest in meaning to_____.

- (A) protected
- (B) fed
- (C) housed
- (D) paid

8. Which of the following is NOT true of United States farmers in the nineteenth century?

- (A) They lost some jobs because of mechanization
- (B) They were unable to produce sufficient food for urban areas
- (C) They raised their productivity by using new machinery
- (D) They sold food to European countries

9. What did the United States supply to European cities?

- (A) Machine tools
- (B) Money
- (C) Raw materials
- (D) Agricultural produce

10. The word “ran” in line 19 is closest in meaning to_____.

- (A) operated
- (B) hurried
- (C) constructed
- (D) owned

Part II: Cloze (Items 11-20)

(understanding and synthesis)

Direction: Read the passage carefully and fill in the correct answer in each blank provided.

(Note: any word is allowed to use as long as it is grammatically plausible.)

Thai students have been __ (11) __ to improve their English and also learn a third language so that they can ____ (12) ____ with people from other Southeast Asian nations when the region becomes a single economic community of more than 600 million people in 2015. Sakkarin Niyomsilpa, a demographic expert at Mahidol University's Institute for Population and Social Research (IPSR), said Thailand's ____ (13) ____ was its language limitations, especially in English.

He said Filipino labourers could speak English more __ (14) __ than Thais, giving them a much better __ (15) __ of getting hired in other countries. It was now time for Thai students to __ (16) __ their English and learn a third language such as Vietnamese, Bahasa, Japanese, Chinese or Korean. If the education system and students paid no __ (17) __ to language improvement, Thailand might ____ (18) ____ its competitive edge to Vietnam as many Vietnamese could now speak English or even Thai. Apart from this, Mr Sakkarin called on the government to __ (19) __ more skilled workers for the automotive, electronics, mechanical and petrochemical industries, while more students should be trained in tourism and medical services. He said there would soon be plenty of competition among these industries and businesses in the region. He added that migration in Asia would double in the next decade, and this could pose a __ (20) __ for Thailand if it was not prepared to cope with the situation.

Appendix C

Paper 1

Reading Strategy Use and Its Relation to EFL Teachers' Reading Self-Efficacy*

กลยุทธ์ที่ใช้ในการอ่านกับความสัมพันธ์ของความเชื่อในความสามารถในการอ่านของตนเองของ
ครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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Abstract

The present study sought to investigate reading strategies used and reading self-efficacy perceived by EFL teachers. It was intended 1) to explore the reading strategies EFL teachers employed in reading English academic texts and 2) to study the relationship between their use of reading strategies and their self-reported reading self-efficacy. Fifty EFL teachers responded to a questionnaire consisting of three parts - *demographic data, English reading strategy use, and English reading self-efficacy*, and participated in think-aloud protocol sessions. Statistical analyses revealed the following results: 1) all the subjects reported having used overall reading strategies at a moderate-frequency level; 2) the subjects' reading self-efficacy was significantly, strongly, and positively correlated with the overall reading strategy use; and 3) statistically significant differences were found between the subjects with high and low reading self-efficacy in using reading strategies and assessing their reading self-efficacy.

Keywords: Reading Strategies, EFL, English Teachers, English Reading Self-Efficacy

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บทคัดย่อ

งานวิจัยชิ้นนี้มุ่งศึกษาการใช้กลยุทธ์ในการอ่านและความเชื่อในความความสามารถในการอ่านภาษาอังกฤษของตนเองของครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ จุดมุ่งหมายคือ 1) ศึกษาการใช้กลยุทธ์ในการอ่านเนื้อหาภาษาอังกฤษเชิงวิชาการของครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ 2) ศึกษาความสัมพันธ์ระหว่างกลยุทธ์ในการอ่านและความเชื่อในความความสามารถในการอ่านภาษาอังกฤษของตนเองของครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ ครูผู้รับการวิจัยจำนวน 50 คน ตอบแบบสอบถามอันประกอบไปด้วย 3 ส่วน คือ ข้อมูลพื้นฐานของครู การใช้กลยุทธ์ในการอ่าน และความเชื่อในความความสามารถในการอ่านภาษาอังกฤษ และเข้ารับการสัมภาษณ์ผ่านเทคนิคการคิดออกเสียง ผลการศึกษาพบว่า 1) ครูทุกคนใช้กลยุทธ์ในการอ่านในระดับปานกลาง 2) ความสัมพันธ์ระหว่างการใช้กลยุทธ์ในการอ่านโดยรวมและความเชื่อในความความสามารถในการอ่านภาษาอังกฤษของตนเองของครูมีความสัมพันธ์กันในเชิงบวกอย่างมีนัยสำคัญทางสถิติ และ 3) พบความแตกต่างในการใช้กลยุทธ์ในการอ่านและการประเมินความสามารถในการอ่านของตนเองของครูที่จัดว่าตนเองเป็นผู้มีระดับความสามารถในการอ่านภาษาอังกฤษสูงและต่ำอย่างมีนัยสำคัญทางสถิติ

คำสำคัญ: กลยุทธ์ในการอ่าน ภาษาอังกฤษในฐานะภาษาต่างประเทศ ครูภาษาอังกฤษ ความเชื่อในความความสามารถในการอ่านภาษาอังกฤษของตนเอง

Introduction

1. Background of the Study

Successful reading in a foreign language can successfully be achieved when the learner is equipped with a wide array of effective reading strategies along with high level of reading self-efficacy (Hammadou, 1991; Mokhtari & Sheorey, 2001; Oxford, 1990). To become constructive and responsive readers, students, especially those with low proficiency in English, have to experience several and suitable meaningful reading activities that can help them develop their own set of effective reading strategies (Wan-a-rom, 2012; Zhang, 2005). To teach reading strategies to Thai EFL learners seems to be inevitable because a number of Thai researchers have found that the majority of Thai EFL students possess low to intermediate proficiency levels in English and, as a result, struggle in reading English (Anusornorakarn, 2002; Chawwang, 2008; Oranpattanachai, 2010; Pratoomrat & Rajprasit, 2014).

However, reading activities promoting the effective use of reading strategies for Thai EFL learners have rarely been conducted. Instead, the teaching of reading seems to involve the process of teachers administering reading materials to learners, having them

interact with the text at hand, and assessing their reading comprehension through various types of reading texts, which fails to assess the teacher's own strategic knowledge in the reading domain (Dorkchandra, 2010). Such an approach to teaching English reading could lead Thai EFL learners to become passive when reading English materials because the learners would never have a chance to practice using various kinds of reading strategies with different types of texts by themselves (Anusornorakarn, 2002; Dorkchandra, 2010; Oxford, 1990).

To achieve academic competence, one factor believed to have influence on students' academic performance is self-efficacy which has been regarded as a significant and reliable predictor of students' intellectual achievement (Bandura, 1977; Ferrara, 2005; Schwarzer & Fuchs, 1995; Tobing, 2013). Self-efficacy represents the learners' beliefs and confidence in what they can do even though in reality they might not be able to accomplish the goal at their current levels (Bandura, 1977; Freedman, 2006).

Students with strong self-efficacy are more likely to put efforts to perform their best in academic tasks regardless of its difficulty and risk (Bandura, 1977; Mason, 2004; Schunk & Pajares, 2010; Tobing, 2013). Conversely, those having low self-efficacy are more likely to feel discouraged and thereby decreasing their attempts to complete a risky task. They prefer effortless, non-challenging, non-threatening, uncomplicated, and easy-to-accomplish tasks and tend to avoid activities that they consider beyond their ability to manage to (Bandura, 1977; Pajares, 2006; Pajares & Kranzler, 1995; Schunk & Rice, 1991).

In this regard, over the past decade, research studies across the globe have paid immense attention to examining the second and foreign language learners' reading comprehension ability in relation to the use of reading strategies and reading self-efficacy (e.g., Shang, 2010; Su & Duo, 2012; Tilfarlioglu & Ciftci, 2011; Tilfarlioglu & Cinkaram, 2009; Tobing, 2013; Zare & Mobarakeh, 2011). Despite extensive studies with EFL learners, little on EFL teachers has been investigated, which might query being whether the teachers are aware of effective use of reading strategies and holding high reading self-efficacy to play a principal role in assisting their students to master reading comprehension (Amer, Barwani, & Ibrahim, 2010; Tapinta, 2006; Tercanlioglu, 2003). The present study, therefore, aimed at investigating Thai EFL teachers' use of reading strategies and their reading self-efficacy. It also studied the relationship between the use of reading strategies and EFL teachers' reading self-efficacy.

2. Purposes of the Study

The present study aimed to:

- 1) investigate the reading strategies EFL teachers use in reading English academic texts.
- 2) study the relationship between the EFL teachers' use of reading strategies and their reading self-efficacy
- 3) determine whether there were any statistically significant differences in the use of reading strategies between those with high and low English reading self-efficacy.

Research Methodology

1. Participants

Fifty Thai EFL teachers from two large-sized schools in Hat Yai area of Songkhla province, and Mueang Yala, Yala. Their ages ranged from 27 to 55 years old. The subjects were purposively selected to represent the teachers of extra large-sized secondary schools and those of large-sized secondary ones, respectively. The subjects were divided into two groups according to the English reading proficiency test results.

2. Instruments

The instruments employed in the present study included: 1) a questionnaire comprising three sets of information involving the subjects' demographic data, reading strategy use, and reading self-efficacy, and 2) think-aloud protocols to reflect on the difficulties and challenges the subjects faced while reading.

2.1 A Questionnaire

The questionnaire consisting of three parts.

1. Demographic Data

This part elicited the subjects' gender, age, teaching status, length of teaching experiences, years of exposures to studying English, overseas experiences, etc.

2. The Teachers' Use of Reading Strategies

Established by Mokhtari and Sheorey (2002), this part of the questionnaire was a modified Thai version of the original Survey of Reading Strategies covering the three categories of reading strategies, namely global reading strategies (GLOB) (e.g., having a purpose in mind, and trying to

guess what the content of the text is about, etc.), problem-solving strategies (PROB) (e.g., trying to get back on track when losing concentration, and visualizing information to help remember, etc.), and support strategies (SUP) (e.g., underlining or circling information in the text, and translating from English into the native language, etc.).

3. The Teachers' English Reading Self-Efficacy

Comprising 20 items, this part was adapted from Tobing (2013) and translated into Thai by the researcher. Prior to administering this instrument, its accuracy and suitability of the language use were assessed and validated by the thesis adviser. All the items were assessed in the form of 5-point Likert scales ranging from 1 ('not at all true') to 5 ('completely true').

The items in part 2 and part 3 were tested for internal consistency reliability using Cronbach's alpha; the coefficient values of the modified survey of reading strategies and reading self-efficacy questionnaire exceeded the acceptable level, i.e. $\alpha = .929$, $N=27$ and $\alpha = .886$, $N=20$, respectively. Theoretically, the internal consistency reliabilities in a range of .70 to .79 are considered to be acceptable (Sekaran, 1992).

2.2 Think-Aloud Protocols

In addition to the subjects' responses in the questionnaire, think-aloud sessions were arranged to gain more in-depth information about their actual use of reading strategies while reading English academic texts and to shed some light on the difficulties and challenges the subjects encountered while reading English academic texts. After responding to the questionnaire, ten teachers (five subjects with high English reading self-efficacy and five subjects with low English reading self-efficacy) were chosen in a think-aloud in the native Thai language for about 10 minutes each. The subjects were presented with the reading tasks they had been assigned. They were required to recall what they were thinking, how they solved certain reading problems, to what extent and what circumstances they employed certain reading strategies, the difficulties they encountered while reading the texts, and how their English reading self-efficacy influenced their reading behavior. The think-aloud procedures were tape-recorded and transcribed immediately afterwards.

3. Data Collection

The subjects were asked to provide their background information and mark the number on each reading strategy statement. In addition, they were requested to rate their English reading self-efficacy. Following that, the selected subjects participated in think-aloud sessions. All the collected data were, then, statistically analyzed and interpreted.

4. Data Analysis

All the data gathered were aimed to answer three research questions.

1. What reading strategies do EFL teachers use in reading English academic texts and which are used most and least frequently?
2. Is there a relationship between the EFL teachers' use of reading strategies and their reading self-efficacy?
3. Are there any statistically significant differences in the use of reading strategies between those with high and low English reading self-efficacy?

To answer research question 1, data from the modified survey of reading strategies were collected. Descriptive statistics were performed to identify the frequency, mean scores, and standard deviations (S.D.) of each strategy item used, the overall used, and the use of the three categories of reading strategies (GLOB, PROB, and SUP).

To answer research question 2, data from the modified survey of reading strategies and the questionnaire involving the subjects' reading self-efficacy were gathered. A Pearson Product Moment Correlation Test was performed to estimate the relationship between the subjects' use of reading strategy items and their perceived reading self-efficacy.

In answering research question 3, data from the modified survey of reading strategies and the questionnaire involving the subjects' reading self-efficacy were obtained. Independent sample *t*-tests were conducted to identify whether there are any statistically significant differences in the use of reading strategies between the readers with high and low reading self-efficacy.

Results and Findings

Research Question 1: What reading strategies do EFL teachers use in reading English academic texts and which are used most and least frequently?

The fifty participants reported having used reading strategies at a moderate frequency level, the overall mean value being 3.40. Regarding each reading strategy category, the problem-solving reading strategy category (PROB) received the most positive evaluation, the mean value being 3.58, followed by the support reading strategy category ($\bar{X} = 3.34$) and the global reading strategy category ($\bar{X} = 3.30$) (See Table 1).

As presented in Table 1, statistically, the category of PROB exclusively possessed a high level of usage, whereas the other two categories of reading strategies, GLOB and SUP, revealed a moderate level of usage.

Table 1: Use of each strategy category

Category	Mean	S.D.	Level of Usage
Global (GLOB)	3.30	0.988	Moderate
Support (SUP)	3.34	1.048	Moderate
Problem-solving (PROB)	3.58	1.006	High
Overall	3.40	1.020	Moderate

In terms of the frequencies of usage of the reading strategies, the strategies concerned were categorized into two groups (the most frequently used and the least frequently used) based on their mean scores. However, since there were two reading strategies that showed the exact same mean scores of 3.64 as the fifth most favored reading strategies (See the last two strategies in Table 2), those two strategies were, therefore, kept in the list. Six strategies in this category starting with 1) visualizing information ($\bar{X} = 4.00$, S.D. = 0.969), 2) underlying or circling information in the text ($\bar{X} = 3.92$, S.D. = 0.922), 3) getting back on track when losing concentration ($\bar{X} = 3.80$, S.D. = 0.948), 4) guessing what the content of the text is about ($\bar{X} = 3.72$, S.D. = 0.701), 5) re-reading the text when it becomes difficult ($\bar{X} = 3.64$, S.D. = 1.005), and 6) guessing the meaning of unknown words or phrases ($\bar{X} = 3.64$, S.D. = 0.827) were found at the high level of usage. In addition, all of them were in the three categories of reading strategies.

Table 2: Six most frequently used reading strategies

Category	Strategy	Mean	S.D.	Level of Usage
PROB15	Visualizing information	4.00	0.969	High
SUP6	Underlying or circling information in the text	3.92	0.922	High
PROB5	Getting back on track	3.80	0.948	High
GLOB17.2	Guessing what the content is about	3.72	0.701	High
PROB19	Re-reading the text	3.64	1.005	High
PROB20	Guessing the meaning of unknown words	3.64	0.827	High

Regarding the least frequently used reading strategies, five strategies fall into this category. As denoted in Table 3, the five least frequently used strategies were listed in order from highest to lowest as follows: 1) using context clues to help understand the text ($\bar{X} = 3.08$, S.D. = 1.007), 2) paraphrasing for better understanding ($\bar{X} = 3.00$, S.D. = 1.050), 3) using text features (e.g., tables, figures, and pictures) ($\bar{X} = 2.98$, S.D. = 1.186), 4) knowing what to read closely and what to ignore ($\bar{X} = 2.90$, S.D. = 0.074), and 5) reading aloud when the text becomes difficult ($\bar{X} = 2.80$, S.D. = 1.125). All the five strategies achieved a moderate level of usage. It was also found that no reading strategies under the problem-solving strategies existed.

Table 3: Five least frequently used reading strategies

Category	Strategy	Mean	S.D.	Level of Usage
GLOB13	Using context clues	3.08	1.007	Moderate
SUP14	Paraphrasing for a better understanding	3.00	1.050	Moderate
GLOB11	Using text features	2.98	1.186	Moderate
GLOB8	Knowing what to read closely and to ignore	2.90	0.974	Moderate
SUP4	Reading aloud	2.80	1.125	Moderate

Research Question 2: Is there a relationship between the EFL teachers' use of reading strategies and their reading self-efficacy?

As shown in Table 4, the relationship between the subjects' use of reading strategies and their reading self-efficacy was located by performing Pearson's Product Moment Correlation test. It was found that $r = .715$ ($p < .01$). In other words, the use of reading strategies by the subjects had a strong positive relationship with their self-rated reading self-efficacy, or vice versa.

Table 4: Correlations between the subjects' reading self-efficacy and their use of the three subcategories of reading strategies

	1	2	3	4	5
1. Reading Self-Efficacy	1	.620**	.687**	.654**	.715**
2. Problem-Solving		1	.805**	.756**	.924**
3. Global			1	.744**	.929**
4. Support				1	.904**
5. Overall Strategies					1

** . Correlation is significant at the 0.01 level (2-tailed).

In a closer examination, it was found that the overall strategy use (ORS) bore a significant, strong, and positive correlation with the subjects' self-reported reading self-efficacy (RSE) beliefs ($r = .715$, $p < .01$). This indicates that the higher reading self-efficacious the subjects become, the more reading strategies they would employ. However, a significantly positive, but moderate relationship can be seen between the subjects' English reading self-efficacy and all the three categories of reading strategies ($r = .620$, $.687$, $.654$ respectively, $p < .01$). Furthermore, under all categories of reading strategies, there existed significantly strong and positive correlations between the use of reading strategies from the problem-solving strategy category (PROB) and the global (GLOB), support (SUP), and overall strategies used ($r = .805$, $.756$, $.924$ respectively, $p < .01$). The strategies under the global reading strategy category were strongly and positively correlated with support and overall reading strategies used as well ($r = .744$, $.929$ respectively, $p < .01$). In addition, the relationship between the support reading strategies and overall use of reading strategies was found to be significant and positively strong ($r = .904$, $p < .01$). These correlations mean that the subjects with a higher level of English reading self-efficacy were inclined to be keen on exerting more effort to effectively use appropriate reading strategies in coping with comprehension issues.

Research Question 3: Are there any statistically significant differences in the use of reading strategies between those with high and low English reading self-efficacy?

The result of the independent samples *t*-test revealed statistically significant differences between the subjects with high and low reading self-efficacy in using reading strategies (RS) [$t = 4.453$, $df = 39.421$, $p < .05$, sig (2-tailed) = .000] and assessing their

reading self-efficacy (RSE) [$t = 10.351$, $df = 48$, $p < .05$, sig (2-tailed) = .000].

When taking a closer look at the differences in the use of reading strategies by both parties of the participants, it is evident that, in general, readers with higher self-efficacy employed reading strategies at a high level ($\bar{X} = 3.76$, S.D. = 0.312), while those rating themselves as possessing low reading self-efficacy employed strategies in reading at a moderate level ($\bar{X} = 2.97$, S.D. = 0.513) as documented in Table 5.

Table 5: Means and standard deviations (S.D.) of the use of reading strategies of the subjects with high and low reading self-efficacy

Self-Efficacy Levels	N	GLOB	PROB	SUP	Overall
High	26	3.69 (0.308)	3.95 (0.399)	3.66 (0.480)	3.76 (0.312)
		High	High	High	High
Low	24	2.85 (0.516)	3.15 (0.600)	2.96 (0.573)	2.97 (0.513)
		Moderate	Moderate	Moderate	Moderate

Note: S.D. is represented by numbers in parentheses.

Discussion and Conclusions

1. The teachers' use of reading strategies in reading English academic texts

Based on the interpretation key developed by Mokhtari and Sheorey (2002), it can be interpreted that Thai EFL teachers showed modest usage of reading strategies when they read English academic texts. Regarding the frequency of reading strategies used by the subjects, the result was both in agreement with and in contradiction to previous studies conducted with EFL/ESL learners (e.g., Ostovar-Namaghi, 2014; Othman & Zare, 2013; Park, 2010; Sinthopuangchai, 2011; Wang, 2011; Zhang, 2009).

In terms of each reading strategy category, the problem-solving strategy category was used the most frequently, followed by the support reading strategy category and global reading strategy category. The subjects in the present study showed a greater use of reading strategies under the problem-solving strategy category. It seems apparent that reading strategies from that category, such as *re-reading when the text becomes difficult*, *getting back on track when losing concentration*, and *reading slowly and carefully for a better understanding*, did not seem to require additional recourses from the subjects in

employing such strategies. Consistent with the data from the think-aloud sessions, most of the subjects (8 out of 10) claimed that they could decide to employ those effective strategies whenever they faced comprehension failure while interacting with the text. This could be the reason why the subjects tended to resort to reading strategies underneath the problem-solving strategy category.

Taking the ability to get back on track when losing concentration as an example, the subjects' highly frequent use of this particular reading strategy reflected their sudden awareness of their reading process. It can be interpreted that the subjects were able to monitor their reading process effectively when they were distracted by sensory stimuli via the use of one proper reading strategy from the problem-solving strategy category like getting back on track.

Conversely, the subjects tended to use reading strategies from the support and global reading strategy categories considerably less frequently than those of the problem-solving strategy category despite the fact that they still employed the strategies from those two categories at a moderate level. In-depth information elicited from the think-aloud sessions showed that reading strategies from both support and global reading strategy categories led the subjects to establish more sophisticated or unfamiliar procedures or techniques during text interaction compared to the problem-solving strategy usage. To elaborate this point, some strategies, such as *reading aloud when the text becomes difficult, checking and confirming predictions, paraphrasing for a better understanding, taking notes while reading, and asking oneself questions*, might be challenging for the subjects to carry out. Some subjects insisted that they were not aware of how and when to use those strategies during text processing.

2. The Relationship between the Teachers' Use of Reading Strategies and Their Reading Self-Efficacy

According to the correlation analysis, it revealed that the subjects' reading self-efficacy and their overall use of reading strategies were strongly and positively correlated. In details, as shown in Table 5, the subjects with high reading self-efficacy reported using overall reading strategies including the three categories of reading strategies with a high degree of action. Compared with those with high reading self-efficacy, a medium usage of reading strategies across the three categories among those with low reading self-efficacy was found.

In short, those with high reading self-efficacy completely outperformed those with low reading self-efficacy in all categories of reading strategies. In other words, as the subjects' degree of confidence in reading English academic texts increased, so did their frequency of overall reading strategy use. This lends additional support from previous studies in different settings from both ESL and EFL learning contexts (Barkley, 2006; Changlek & Palanukulwong, 2015; Li & Wang, 2010; Lin, 2002; Mondri, 2013; Magogwe & Oliver, 2007; Zhang, 2004) which indicated that readers/learners with high self-efficacy or motivation would normally and automatically make an effort to apply effective strategies in order to achieve their intellectual goals. In contrast, those readers/learners who fell into the group of low reading self-efficacy tended to possess negative attitudes towards the language. Thus, they were not making enough efforts to use certain strategies to enhance their reading comprehension.

It can be interpreted from the finding that the subjects having high level of English reading self-efficacy seem to view reading obstacles as stepping stones to step onto and academically grow further; it is like a cycle of successful reading processes. Once the subjects with a high degree of reading self-efficacy can accomplish their reading tasks with the help of various reading strategies, based on the analysis from the present study, their English reading self-efficacy could be maintained, or even increased or developed to a higher degree of confidence. And once again, with that high degree of reading confidence, no reading difficulties could interrupt them again. This is how the cycle of reading processes works. Here, the subjects' self-efficacy functioned as a facilitating tool on their reading strategy use. The concept of the reading cycle can be supported by a research study by Fu (2008 cited in Wang 2011) finding that the use of reading strategies could lead to successful English language learning, and could, in turn, strengthen the learners' self-perceptions of how good in reading English they might be.

On the other hand, the subjects possessing low reading self-efficacy would avoid confronting reading difficulties by escaping and ignoring them. Such actions can be reflected by infrequent use of various useful reading strategies. To them, the stones in front were a long, huge, and thick barrier that prevented everything they threw through to go further and relatively faster. Thus, there seemed to have nothing to stimulate them to find means or strategies to successfully and directly overcome comprehension problems. During the think-aloud session, one high self-efficacious reader confirmed that, after

entering the university, she always received compliments from friends and English teachers regarding her English academic reading ability. Since then, she started to believe that her language ability was somewhat second to none, no matter what language.

She further elaborated on her confidence that, a year later, she took two Chinese reading courses as elective ones in the same semester. It should be noted here that she had never studied Chinese before. However, with a high degree of self-efficacy she already had, she studied the language with ease. She viewed language barriers as something that could enhance her Chinese expertise, and she enjoyed the learning process of the language. As a result, she remained focused to what she was doing and did everything she could to attain 'A' in the two courses. She confidently uttered "with a high level of self-efficacy, nothing is impossible" as her concluding remark.

Recommendations

It is recommended that the subjects should realize the necessity of possessing a high level of reading self-efficacy as it can push forwards students to seek for means to overcome possible reading difficulties and involve their students in various types of meaningful reading activities and tasks to trigger and increase the students' reading self-efficacy to a certain degree of confidence. It is also suggested that a reading strategy training program be introduced to EFL teachers, especially those teaching reading, in order to raise awareness of the effective use of reading strategies.

Future studies are advised to investigate the use of reading strategies through alternative assessments such as classroom observations, the use of portfolios or journal entries for fruitful and precise research findings. Because the present study investigated the use of reading strategies in offline reading environments, it is advisable that future research investigate online reading strategies to find out whether or not the results yield the same pattern of strategy usage. In addition, future studies are suggested to include more independent variables (e.g., language proficiency, gender or cultural differences, age, learning styles, academic success, races, years of education, etc.).

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Appendix D

Paper 2

English Reading Strategies and Proficiency:

A View from Thai EFL Teachers

กลยุทธ์และความสามารถในการอ่าน:

มุมมองจากครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษากลยุทธ์ที่ใช้ในการอ่านของครูผู้สอนภาษาอังกฤษเป็นภาษาต่างประเทศที่มีความสามารถในการอ่านภาษาอังกฤษเชิงวิชาการที่แตกต่างกัน โดยมีวัตถุประสงค์ดังนี้ 1) ศึกษาความแตกต่างในการใช้กลยุทธ์ในการอ่านโดยครูผู้สอนที่มีระดับความสามารถในการอ่านสูงและต่ำ 2) ศึกษาความสัมพันธ์ระหว่างกลยุทธ์ในการอ่านโดยรวมและระดับความสามารถในการอ่านภาษาอังกฤษเชิงวิชาการ ครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศจำนวน 50 ท่านได้รับแจกแบบสอบถามเกี่ยวกับ ข้อมูลพื้นฐานส่วนตัว พฤติกรรมการใช้กลยุทธ์ในการอ่าน ทุกคนได้รับการวัดระดับความสามารถในการอ่านด้วยแบบทดสอบวัดความสามารถในการอ่านเชิงวิชาการสองประเภท และสุดท้ายเข้าร่วมการสัมภาษณ์

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ผ่านเทคนิคการคิดออกเสียง ผลการวิจัยพบว่า 1) มีความแตกต่างอย่างมีนัยสำคัญทางสถิติในการใช้กลยุทธ์ในการอ่านโดยครูผู้สอนทั้งสองกลุ่มซึ่งอิงจากผลคะแนนการอ่านเชิงวิชาการ 2) ครูผู้สอนที่มีความสามารถในการอ่านสูงใช้กลยุทธ์ในการอ่านโดยรวมบ่อยกว่าครูผู้สอนที่มีความสามารถในการอ่านต่ำ และ 3) การใช้กลยุทธ์ในการอ่านโดยรวมของครูผู้สอนมีความสัมพันธ์กับระดับความสามารถในการอ่านภาษาอังกฤษเชิงวิชาการในเชิงบวกอยู่ที่ระดับปานกลางอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

คำสำคัญ: กลยุทธ์ในการอ่าน ภาษาอังกฤษในฐานะภาษาต่างประเทศ ครูผู้สอนที่มีความสามารถในการอ่านสูง ครูผู้สอนที่มีความสามารถในการอ่านต่ำ

Abstract

The present explored reading strategies used by Thai EFL teachers with different English academic reading proficiency. Its objectives were 1) to investigate the differences in the use of reading strategies by teachers with high and low reading proficiency and 2) to study the relationship between the teachers' overall use of reading strategies and their English academic reading performance. Fifty EFL teachers were given a questionnaire dealing with demographic data and English reading strategy use, were assessed via two academic reading comprehension test types, and finally participated in think-aloud protocol sessions. The results revealed the following: 1) there were statistically significant differences in the use of reading strategies by two groups of teachers based on their reading performances 2) high-proficient teachers utilized overall strategies more often than those with low reading ability and 3) the teachers' overall use of reading

strategies and their English academic reading competence were moderately and positively correlated ($p < .01$).

Keywords: Reading Strategies, EFL, High-Proficient Teachers, Low-Proficient Teachers

Introduction

There has long been evidenced that without effective mechanics like reading strategies, second and foreign language learners could find it problematic to conquer reading difficulties and master comprehension (Alderson, 1984; Bernhardt, 2005; Hammadou, 1991; Mokhtari & Sheorey, 2001; Oxford, 1990). For the sake of being able to strategically and responsively read printed materials, learners, especially those with less proficiency in English reading, should be encouraged and fostered to implicitly and explicitly engage in meaningful strategies-based reading activities which could enhance their repertoire of effective reading strategies (Hudson, 1998; Pookcharoen, 2009; Wan-a-rom, 2012; Zhang, 2005).

In EFL contexts, researchers often argue that the inadequacy of reading strategies is significantly related to EFL students' poor English reading performance (Adunyarittigun, 2005; Aegpongpaow, 2008; Garner, 1987; Hung, 2001; Koda, 2005; Kuo, 2002; Sinthopruangchai, 2011). Even so, instructions to train students to effectively use reading strategies have infrequently been employed in large-scale English reading classes in most Thai universities. Professors simply assign reading materials, have students read, and then assess comprehension through various means (Dorkchandra, 2010). It seems that Thai EFL teachers postulate that their students already possess useful reading strategies and can effectively employ them while reading English texts (Anusornorakarn, 2002; Chinwonno, 2001; Wirottanan, 2002). From another perspective, in the contrary, some EFL teachers considered it a burden to encourage low proficient EFL students to be engaged in classroom reading activities that promoted the efficient use of reading strategies (Chamot & Keatley, 2003; Shen, 2003; Vanichakorn, 2003). Consequently, the students were seldom taught to use efficient reading strategies. Those poor teaching approaches can greatly

contribute to breakdowns in students' reading comprehension (Ekwall & Shanker, 1988).

To date, research studies worldwide have centered enormously on examining the second and foreign language learners' English academic reading performance influenced by the use of reading strategies (e.g., Shang, 2010; Su & Duo, 2012; Tilfarlioglu & Ciftci, 2011; Tilfarlioglu & Cinkaram, 2009; Lee, 2007; Munsakorn, 2012; Songsiengchai, 2010; Tobing, 2013; Wu, 2005; Zare & Mobarakeh, 2011). Aside from wide-ranging studies conducted with EFL learners, there has been less interest in investigating EFL teachers' use of reading strategies. It might be a total waste of time if research merely emphasizes on learners' perspective and tries to motivate them to become strategic readers while teachers still have no responsibility for it. With such circumstances, a question should arise as to whether or not the teachers are aware of effective use of reading strategies and capable of utilizing them in an effective and efficient manner during text interaction (Amer, Barwani, & Ibrahim, 2010; Tapinta, 2006; Tercanlioglu, 2003).

As has previously been mentioned, the previously-done research studies carried out with EFL teachers have been data-poor and rarely investigated in the Thai context. Therefore, in order to prove fruitful in the reading literacy domain, the present study is intended to identify and investigate Thai EFL teachers' use of reading strategies in reading English academic materials. It will also study the relationship between the teachers' use of reading strategies and their English academic reading proficiency.

Purpose of the Study

The present study was intended to

1. investigate the differences in the use of reading strategies by teachers with high and low reading proficiency.
2. study the relationship between the teachers' overall use of reading strategies and their reading proficiency.

Research Methodology

1. Participants

Fifty Thai EFL teachers from Hatyaiwittayalai School, Hat Yai, Songkhla, and Satree Yala School, Mueang Yala, Yala, participated in the present study.

2. Instruments

The instruments employed in the present study included: 1) a questionnaire comprising three pieces of information dealing with the teachers' demographic information and reading strategy use, 2) two specially-designed English reading comprehension test types, and 3) think-aloud protocols.

2.1 A Questionnaire

There were three parts to the questionnaire:

2.1.1 Demographic Data including the teachers' gender, age, teaching status, length of teaching experiences, years of exposures to studying English, overseas experiences, etc.

2.1.2 The Teachers' Use of Reading Strategies measured by using the modified Thai version of the original Survey of Reading Strategies (SORS) established by Mokhtari and Sheorey (2002), covering the three categories of reading strategies, namely global reading strategies (GLOB) (e.g., having a purpose in mind, and trying to guess what the content of the text is about, etc.), problem-solving strategies (PROB) (e.g., trying to get back on track when losing concentration, and visualizing information to help remember, etc.), and support strategies (SUP) (e.g., underlining or circling information in the text, and translating from English into the native language, etc.).

Using Cronbach's alpha, the coefficient values of the modified survey of reading strategies exceeded the acceptable level, i.e. $\alpha = .929$, $N=27$; theoretically, the internal consistency reliabilities (Cronbach's alpha) in a range of .70 to .79 are considered to be acceptable (Sekaran, 1992).

2.2 English Academic Reading Materials were employed to assess the teachers' English reading proficiency: 1) a reading passage accompanied by multiple-choice comprehension questions, and 2) a cloze test in a form of gap-filling without any vocabulary provided.

2.3 Think-Aloud Protocols

Conducted with the selected participants, think-aloud sessions were utilized to gain more in-depth information about the teachers' actual use of reading strategies while reading English academic texts and to shed some light on the difficulties and challenges the teachers encountered while reading English academic texts. Ten teachers individually engaged in a think-aloud in their native Thai language for about 10 minutes each.

3. Procedures and Data Collection

The present study went through the following procedures:

- 3.1 The teachers were requested to provide their background information and mark the number on each reading strategy statement.
- 3.2 The teachers then took the reading test.
- 3.3 Selected teachers were recruited to participate in think-aloud sessions.
- 3.4 All data gathered were statistically analyzed and interpreted.

4. Data Analysis

To answer the first research question, descriptive statistics including the frequency, mean scores, and standard deviations (S.D.) of each strategy item use, the overall use, and the use of the three categories of reading strategies (GLOB, PROB, and SUP) were performed. Independent sample *t*-tests were applied to examine whether there were any statistically significant differences in the use of reading strategies between the two groups of teachers. For the second research question, a Pearson Product Moment Correlation Test was run in order to estimate the relationship between the teachers' use of reading strategies and their English academic reading ability.

Results

1. The teachers' use of reading strategies

By comparison, as indicated in Table 1, it was evidently found that high-proficient teachers outperformed low-proficient ones in using overall reading strategies with the mean values of 3.61 (high usage) and 3.02 (medium usage), respectively. A deeper look into each category usage revealed that high-proficient teachers reported applying all three categories of reading strategies at a high-frequency level. As for high-proficient teachers, strategies from problem-solving category were perceived to be, once again, the most popular category to use ($\bar{X} = 3.78$) followed by the support ($\bar{X} = 3.58$) and global reading strategy categories ($\bar{X} = 3.50$). Concerning less-proficient teachers, they also reported having used reading strategies under the problem-solving category the most frequently ($\bar{X} = 3.23$). However, the second-most-preferred strategy category to use, though moderate, appeared to be global reading strategy one ($\bar{X} = 2.96$) followed by the support reading strategy category.

Table 1 Use of each strategy category between high and low proficient teachers

Category	High (N = 32)		Low (N = 18)	
Global (GLOB)	3.50	High	2.96	Moderate
Support (SUP)	3.58	High	2.91	Moderate
Problem-solving (PROB)	3.78	High	3.23	Moderate
Overall	3.61	High	3.02	Moderate

To investigate whether there were any statistically significant differences between the use of reading strategies by both high- and low-proficient teachers, independent sample *t*-tests were, then, utilized. Statistically significant differences occurred between the two groups of teachers [$t = 3.967$, $df = 48$, $p < .05$, sig (2-tailed) = .000]. That is, the overall mean scores of strategy usage by high-proficient teachers were statistically higher than those of the low-proficient teachers. This could signify that the former was aware of useful reading strategies that would facilitate their reading comprehension than the latter.

Considering the differences in the utilization of individual reading strategy items by teachers with high and low reading proficiency, the statistical data were shown below in Table 2.

Table 2 The use of reading strategies by high proficient teachers

Category	Strategy	Mean	S.D.	Level of Usage
GLOB1.1	Having a purpose in mind when reading	3.25	0.842	Moderate
GLOB1.2	Taking an overall view of the text before reading it	3.53	0.983	High
PROB1.3	Reading slowly and carefully for a better understanding	3.75	1.047	High
SUP2	Taking notes while reading	3.69	0.965	High
GLOB3	Using prior knowledge to help understand the text	3.69	0.859	High
SUP4	Reading aloud when the text becomes difficult	3.00	1.047	Moderate
PROB5	Getting back on track when losing concentration	3.91	0.928	High
SUP6	Underlying or circling information in the text	4.06	0.914	High
PROB7	Adjusting the reading speed according to the text	3.47	0.950	Moderate
GLOB8	Knowing what to read closely and what to ignore	3.09	1.027	Moderate
SUP9	Using reference materials (e.g. a dictionary)	3.75	0.916	High
PROB10	Paying closer attention when the text becomes difficult	3.69	1.030	High
GLOB11	Using text features (e.g., tables, figures, and pictures)	3.13	1.212	Moderate
PROB12	Stopping from time to time and think about the text	3.56	1.076	High
GLOB13	Using context clues to help understand the text	3.25	1.078	Moderate
SUP14	Paraphrasing for better understanding	3.22	1.099	Moderate
PROB15	Visualizing information	4.25	0.880	High

GLOB16	Using typographical features like bold face and italics	3.63	1.100	High
SUP17.1	Going back and forth to find relationships among ideas	3.81	0.738	High
GLOB17.2	Guessing what the content of the text is about	3.88	0.660	High
GLOB17.3	Checking and confirming predictions	3.75	0.718	High
SUP17.4	Asking oneself questions	3.56	0.840	High
GLOB18	Checking understanding when reading new information	3.75	0.762	High
PROB19	Re-reading the text when it becomes difficult	3.91	0.893	High
PROB20	Guessing the meaning of unknown words or phrases	3.69	0.896	High
SUP21	Translating into a native language	3.59	0.911	High
SUP22	Thinking in both English and mother tongue when reading	3.53	0.761	High

Table 3 The use of reading strategies by low proficient teachers

Category	Strategy	Mean	S.D.	Level of Usage
GLOB1.1	Having a purpose in mind when reading	3.17	0.786	Moderate
GLOB1.2	Taking an overall view of the text before reading it	3.11	1.079	Moderate
PROB1.3	Reading slowly and carefully for a better understanding	3.06	0.938	Moderate
SUP2	Taking notes while reading	3.06	1.305	Moderate
GLOB3	Using prior knowledge to help understand the text	3.28	0.958	Moderate
SUP4	Reading aloud when the text becomes difficult	2.44	1.199	Moderate
PROB5	Getting back on track when losing concentration	3.61	0.979	High
SUP6	Underlying or circling information in the text	3.67	0.907	High
PROB7	Adjusting the reading speed according to the text	2.83	0.985	Moderate

GLOB8	Knowing what to read closely and what to ignore	2.56	0.784	Moderate
SUP9	Using reference materials (e.g. a dictionary)	3.17	1.098	Moderate
PROB10	Paying closer attention when the text becomes difficult	3.00	0.840	Moderate
GLOB11	Using text features (e.g., tables, figures, and pictures)	2.72	1.127	Moderate
PROB12	Stopping from time to time and think about the text	3.06	0.998	Moderate
GLOB13	Using context clues to help understand the text	2.78	0.808	Moderate
SUP14	Paraphrasing for better understanding	2.61	0.850	Moderate
PROB15	Visualizing information	3.56	0.984	High
GLOB16	Using typographical features like bold face and italics	2.44	1.097	Moderate
SUP17.1	Going back and forth to find relationships among ideas	2.89	1.023	Moderate
GLOB17.2	Guessing what the content of the text is about	3.44	0.705	Moderate
GLOB17.3	Checking and confirming predictions	3.00	0.840	Moderate
SUP17.4	Asking oneself questions	2.83	0.857	Moderate
GLOB18	Checking understanding when reading new information	3.06	0.725	Moderate
PROB19	Re-reading the text when it becomes difficult	3.17	1.043	Moderate
PROB20	Guessing the meaning of unknown words or phrases	3.56	0.705	High
SUP21	Translating into a native language	2.72	1.018	Moderate
SUP22	Thinking in both English and mother tongue when reading	2.83	1.098	Moderate

According to Table 3 & 4, by looking at the frequency of usage, high-proficient teachers reported having used 16 reading strategies (out of 27, accounted for 59% of all the strategies) at a higher level compared to the same strategies employed by low-proficient teachers who only used them moderately. Strikingly, all strategies

utilized by higher-proficient group reached a higher degree of usage in comparison with lower-proficient group. A few reading strategies showed interesting results, for example, *guessing the meaning of unknown words or phrases, underlying or circling information in the text, and getting back on track when losing concentration*. They all were utilized at a high-frequency level regardless of users' academic reading proficiency. However, considering their mean values, low-proficient teachers still employed them less frequently than those by high-proficient ones.

2. Relationship between the teachers' overall use of reading strategies (RS) and their English academic reading performance (RP)

The results from the analysis on whether or not the teachers' overall use of reading strategies was related to their academic reading performance are demonstrated in Table 4.

Table 4 Correlation between the teachers' overall use of reading strategies and their academic reading performance

		RS	RP
RS	Pearson Correlation	1	.610**
	Sig. (2-tailed)		.000
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 4, the relationship between the teachers' overall use of reading strategies and English academic reading performance was moderately significant and positive ($r = .610$, $p < .01$). This shows that the more use of overall reading strategies, the more English academic reading test scores the teachers could achieve.

Discussion

The finding resulting from both research questions showed statistically significant differences between high- and low-proficient teachers in their perceived use of overall use of reading strategies. That is, the teachers with highly academic

English reading ability outperformed the lower-proficient ones in all three categories of reading strategies and overall reading strategies. Further analysis also discovered a moderate positive correlation between the teachers' perceived use of reading strategies and their academic reading performance, meaning that the use of overall reading strategies by the two groups of teachers was correlated with their reading proficiency.

The findings were in agreement with several previous studies, which yielded a positive relationship between the use of reading strategies and learners' language proficiency levels (Al-Nujaidi, 2003; Anderson, 1991; Pimsarn, 2006; Rokhsari, 2012; Sinthopruangchai, 2011; Zhang, 2002). Additionally, the patterns of usage between the two groups of teachers showed that the higher-proficient teachers were, the higher users in overall reading strategies they became, whereas the lower-proficient teachers were medium users. This implies that the differences in the use of reading strategies might be due to the difference in the teachers' reading proficiency between the two groups of teachers. To illustrate more, the higher-proficient teachers possessed a higher degree of strategic awareness and found the need of utilizing effective reading strategies that help enhance their reading comprehension during text interaction.

By looking at specific reading strategies, the reading strategy, entitled "taking an overall view of the text before reading it" showed interesting results. That is, higher-proficient teachers reported having used it at a high level, while the lower-proficient group of teachers employed such a strategy moderately. Support the statistical results, data from the think-aloud protocols further clarified that most of the high-proficient teachers tended to preview what they were supposed to read by looking at the title and looking for headings (if provided). The teachers then thought about what they saw for the very first time and attempted to connect what they already had in their brains.

The connection they formed made new things much easier for them to comprehend. This also supports the fact that the high-proficient teachers use the strategy of "using prior knowledge to help understand the text" much more frequently than those with low reading proficiency. Some high-performing teachers

added that they felt that it was quite easy for them to learn something new with the help of their prior knowledge or experiences to give them an overview of what they were about to read. They could feel the close relationship between themselves and the reading text. Another interesting strategy that shows clear preference is the strategy of re-reading the text when it becomes difficult. High-performing teachers utilized this particular strategy much more frequently than low-performing teachers.

Data stemming from think-aloud sessions could help clarify the reason. Most of the high-performing teachers asserted they would re-read the English academic text once they finished their first reading. Still, they would not re-read the entire text but only some sentences they had made symbols in the paragraphs in order to save their reading time. With this technique, high-performing teachers could get clearer ideas and be certain that they comprehended the information correctly. With reference to the fact that English is not all the teachers' mother tongue, translation would come to play. All the teachers agreed that they would translate under the condition that they could not understand what they read in English.

However, they would never translate word-by-word into the native language (Thai). One high-performing teacher claimed that, once she read through one paragraph, she would summarize the entire meaning in general into Thai. She also confessed that translating was somewhat time-consuming and could impede her continuity of the reading. Regarding the strategy, entitled "asking oneself questions", there was a clear preference in the use of such a strategy by both groups of teachers. High-performing teachers employed the strategy more frequently than low-performing ones. Again, data from think-aloud sessions could present in-depth information to back up.

Almost half of the high-performing teachers argued that they used self-questioning to shed light on their understanding not only during the reading process but also before and after. Before reading, asking questions helped them estimate what the academic materials would be about. During the reading, self-questioning regarding wh-questions and how could help correct their guessing. After that, they asked themselves questions in order to reassure their comprehension. On the other

hand, low-performing ones tended not to ask themselves questions as frequently as the high-performing teachers.

When reading English academic texts, it was a high tendency that readers were confronted with a large number of specialized or technical terms. One word or term could portray a completely different meaning across discipline, which was quite a challenge for EFL teachers. Data derived from the think-aloud sessions contended that technical terms and academic registers could sometimes prevent them from grasping the gist or vice versa. With the lack of specialized terms, most of the teachers agreed that they could hardly take advantage from contextual clues. Still, there seemed to have a few effective strategies to solve the problem, for example, using connectives, schemata, or grammatical structures.

However, embedded grammatical structures might interfere with the teachers' comprehension. Complexity of the sentences could cause the teachers the essential understanding of the texts at times. Aside from the reduction in text understanding, reading speed was also decreased by the complexity of the sentences. The results were consistent with those in Chumpavan's (2000, cited in Pookcharoen, 2009) study pointing out that second-language learners could easily get lost by unfamiliar vocabulary and daunting grammatical structures.

However, to perfectly understand the hidden meaning of the entire text, they had to master its grammatical structures first so that they could interpret the text more clearly and thoroughly. Finally, regarding the length and text organization, almost all the teachers confirmed that, when reading the texts that were not well-organized, they took more time to understand the key points of the text.

They added that long texts could directly weaken their motivation for reading, which made them lose concentration on the text being read. With the motivation being lessened, some teachers admitted that they did not even know where to start the reading. This could be accounted for the teachers' infrequent practices in reading a wide variety of texts written for different purposes. As a result, when reading obstacles arose before, during, or after the reading processes, some teachers would form a negative attitude instead of positive one towards the reading text.

Conclusion and Recommendations

The present study aims to investigate the differences in the use of reading strategies by high- and low-proficient EFL teachers in the reading domain as well as the relationship between the teachers' use of overall strategies and their reading competence. The main findings revealed that high-performing teachers outperformed low-performing ones in their overall use of reading strategies. The study further found that there were statistically significant differences in the use of reading strategies between the two groups of teachers. In addition to that, the teachers' overall use of reading strategies and their English academic reading competence were moderately and positively correlated.

Accordingly, activities covering all dimensions of strategies across diverse tasks should be offered to learners in order to master comprehension and broaden their pleasant experiences. At the same time, such diversity could develop learners' positive attitude and motivation towards the reading text. Teachers should not rely on a fixed set of reading text types; otherwise, learners could get distracted more easily when they are faced with different or unfamiliar reading demands.

Since data derived from think-aloud protocol sessions mentioned EFL teachers' motivational issues, future research could study the relationship between learners' motivation, learning styles, or self-efficacy and their use of reading strategies. Exploring the use of reading strategies by means of alternative assessments such as classroom observations, the use of portfolios or journal entries would be able to shed some light on reading strategic research. Moreover, it was apparent that age and gender differences were not taken into consideration in the present study. Therefore, such differences should also be investigated in order to yield valuable insights into how these factors influence learners' use of reading strategies.

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Appendix E

Paper 3

The Contribution of Reading Strategies and Self-Efficacy to EFL Teachers' Reading Performance

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Abstract

The present study investigated EFL teachers' use of reading strategies and their English reading self-efficacy in relation to their English academic reading performance. The aims were 1) to investigate the predictive power of the teachers' overall use of reading strategies including subcategories of strategies on English academic reading performance, 2) to study the relationship between the teachers' reading self-efficacy and their English academic reading performance, and 3) to investigate the predictive validity of the teachers' self-rated reading self-efficacy over their reading performance. Fifty Thai EFL teachers were recruited to respond to a questionnaire embracing demographic information, use of reading strategies, and reading self-efficacy. Their English academic performance was determined by a set of two comprehension test types. The follow-up think-aloud sessions were finally undertaken to elicit more in-depth information. The results revealed that 1) overall strategy use was found to significantly predict the teachers' English academic reading performance at the 0.01 level, 2) the teachers' reading self-efficacy and their reading performance were moderately correlated, and 3) the teachers' reading self-efficacy was the significantly powerful predictor in the teachers' English academic reading ability. Pedagogical implications included 1) the utilization of a needs analysis before course development to promote and strengthen students' reading self-efficacy by means of interesting, relevant, and meaningful reading topics and activities, and 2) the provision of time for the students to practice using a wide array of useful reading strategies.

Keywords: Reading Strategies; Self-Efficacy; Reading Performance; EFL Teachers

INTRODUCTION

The perfect combination of effective use of reading strategies and holding high-frequency level of reading self-efficacy significantly contribute to learners' academic success in the reading domain (Bandura, 1986, 1995; Hammadou, 1991; Mokhtari & Sheorey, 2001; Oxford, 1990; Pajares, 1996). In approaching English academic reading materials, EFL or ESL learners may efficiently employ reading strategies to help them comprehend the text being read. The use of reading strategies is proved to differentiate proficient readers from novice ones since proficient readers are able to take control of their reading process and apply effective strategies when being confronted by comprehension problems (Koda, 2005). Most readers may face possible reading obstacles while reading a text, but only proficient readers could consciously apply effective reading strategies to conquer reading difficulties and challenges (Barnett, 1989; Koda, 2005; Mokhtari & Sheorey, 2001). However, according to Bandura (1986) and Schunk (1996), effectively strategic approaches to taking on learning challenges cannot be elicited or utilized if learners lack a degree of self-efficacy. Self-efficacy beliefs

are another important motivational construct for learners to accomplish their learning tasks. Self-efficacy beliefs determine one's' choice of activities in such a way that they would avoid specific tasks that they believe beyond their capabilities to handle, and they would try activities that they consider as achievable and attainable (Bandura, 1986; Pajares, 1996; Wong, 2005).

BACKGROUND OF THE STUDY

Despite the fact that possessing effective reading strategies and the ability to utilize them in an effective way could enhance less-proficient EFL learners' academic reading success (Adunyarittigun, 2005; Aegpongpaow, 2008; Koda, 2005; Park, 2010; Pookcharoen, 2009; Shang, 2010; Sinthopruangchai, 2011), it was proved that there seemed to have an inadequacy in the implementation of explicit reading strategy training to Thai EFL learners. The teaching of reading underwent the cycle of reading assignments administered to the learners, having them complete the assignments, and finally assess their reading comprehension through different approaches (Dorkchandra, 2010), which reflected on the fact that Thai EFL teachers have zero doubt that their students could successfully and effectively pursue reading strategy awareness as a means to cope with reading comprehension difficulties (Anusornorakarn, 2002; Chinwonno, 2001; Wirottanan, 2002).

Another perspective supporting the abovementioned issues was that some Thai EFL teachers considered it an unnecessary hardship to inspire and encourage those low-proficient EFL learners to be involved in meaningful and interesting classroom reading activities that stimulated learners to effectively apply relevant reading strategies during text interaction (Muneerat & Chinokul, 2014; Vanichakorn, 2003).

As a consequence, the learners were inevitably distanced from effective reading strategies due to inadequate exposure to the use of those helpful tools (Anusornorakarn, 2002). Such teaching approaches could easily lead learners in the wrong direction as opposed to being a successful teacher mentor who would be more willing to involve learners in experiencing a wide array of reading strategies in order to comprehend the text thoroughly and effectively (Ekwall & Shanker, 1988; Oxford, 1990).

Another factor perceived to have considerable power over learners' academic success is self-efficacy. Based on what Bandura (1986) made clear, self-efficacy beliefs determine the persistence and effort that learners spend in dealing with given tasks. He further confirmed that learners with strong self-efficacy will devote more energetic and considerable efforts even when facing challenging tasks. On the other hand, weak self-efficacious learners will slacken their attempts and perceive challenging tasks as terrible threats rather than something worth trying to put efforts to overcome.

Over a decade, scholars have paid exclusive attention to studying the use of reading strategies and reading self-efficacy in relation to EFL learners' reading comprehension (e.g., Park, 2010; Pookcharoen, 2009; Shang, 2010; Su & Duo, 2012; Tilfarlioglu & Ciftci, 2011; Tilfarlioglu & Cinkaram, 2009; Tobing, 2013; Zare & Mobarakeh, 2011). Despite such extensive studies with EFL learners, *research on* the use of reading strategies along with reading self-efficacy in respect to Thai EFL teachers' English academic reading

proficiency remains scant, which might neglect to investigate whether or not the teachers perceive reading strategies as an effective tool in promoting learners' mastery of reading comprehension and reading self-efficacy as one motivational construct related to learners' endeavor to overcome comprehension difficulties (Black & Wiliam, 1998; Amer, Barwani, & Ibrahim, 2010; Pookcharoen, 2009; Tapinta, 2006; Tercanlioglu, 2003).

Therefore, to provide some more empirical and profound insights into the field of strategies-based language learning and how the use of reading strategies and reading self-efficacy contribute to the teachers' English academic reading ability, the present study attempts to investigate whether or not the teachers' use of reading strategies and self-efficacy successfully predict their academic reading ability. It also seeks to answer whether or not the teachers' reading self-efficacy and their English academic reading proficiency are significantly related.

LITERATURE REVIEW

Review of Related Literature

1. Reading Strategy Classifications

Reading strategy classification by Paris, Lipson, & Wixson (1983) is based on time of use, namely before, during, and after reading. Before-reading or pre-reading strategy is used to activate prior knowledge of the readers in relevance to the reading text. During-reading strategies are used to identify main idea, make reference and cross-reference whereas after reading, or post-reading, strategies are used to review the text content.

Anderson (1991) classified reading strategies into five categories, namely supervising strategies that are used to monitor progress in comprehension, support strategies to regulate processing behaviors, paraphrase strategies that involve local-information processing such as using cognates and word-analysis, strategies to establish coherence in text that involve global text information processing, and test-taking strategies that are used in completing a task in a reading test.

According to Chamot and O'Malley (1994 cited in Koda 2005), three categories of reading strategies are divided based on their roles. The first category is *cognitive* strategies that are useful for accomplishing particular cognitive tasks, for example, repetition, guessing meaning from context, and inference. The second category is metacognitive strategies which are different from the previous strategies in such a way that they help control the cognitive processes such as comprehension planning (before reading a given text) and monitoring (asking self-questions about the learning process to be aware while reading). The final one is social and affective strategies used by readers to cooperatively and directly interact with others during the reading process such as asking for assistance from others.

Most recently and widely used in EFL context (e.g., Amer et al., 2010; Li, 2004; Munsakorn, 2012; Pookcharoen, 2009; Saengpakdeejit, 2014; Sinthopruangchai, 2011; Tobing, 2013), Mokhtari and Sheorey (2002) used another classification scheme to classify the reading strategies. They classified reading strategies into three types,

namely global (GLOB), problem-solving (PROB), and support strategies (SUP). It should be noted, however, that the present study employs the classification system designed by Mokhtari & Sheorey (2002) because of its suitability and practicability for non-native English readers (Chen & Chen, 2015; Genc, 2011; Magogwe, 2013; Mokhtari & Sheorey, 2002; Pookcharoen, 2009; Sinthopruangchai, 2011; Tobing, 2013).

2. Social Cognitive Theory and the Definition of Self-Efficacy

In social cognitive theory (SCT), it is believed that human beings operate within an interactive causal structure involving the environment, one's behavior, and personal factors in the form of cognitive, affective, and biological events (Bandura, 1997; Pajares, 2006). The reciprocity of the three determinants is not of equal strength because their relative influence depends on the activities and circumstances. In academic context, the reciprocity makes it more possible for educators to direct attention to one factor or another in order to affect learners' academic competence. For example, teachers can work to improve students' emotional states or negative self-beliefs, which fall under personal factors (Pajares, 2006). Another example is that they can improve students' self-regulatory habits, which are under the behavioral factors, or they may change the school and classroom structures, which are environmental factors (Pajares, 2006). To date, self-efficacy has been studied and regarded as a significant influence and predictor to learners' academic performance (Schunk, 1991; Tobing, 2013, Wong, 2005; Yang, 2004).

Review of Related Studies

Ling (2011) studied the application of reading strategies in connection with the success of reading achievement of 54 Chinese second-year English majors. Results revealed statistically significant and positive relationship between the students' use of reading strategies and their reading success.

Rokhsari (2012) investigated the relationship between the use of reading strategies and the 60 Iranian university students' reading proficiency. All of the participants had an intermediate level of English proficiency. A questionnaire dealing with strategies used and a reading comprehension test were administered to the students in order to further categorize them into high-scoring and low-scoring groups. The results of this study indicated that there was a significantly positive relationship between reading strategies and participants' reading ability, signifying that an increasing use of reading strategies leads to high chances of students to become comprehensive towards the text. A significant difference in the use of reading strategies employed by the high-scoring group and low-scoring one was also found.

Using convenience sampling method, Zare & Othman (2013) explored the relationship between 95 Malaysian ESL students' use of reading strategies and their academic reading comprehension performance. The results revealed a strong positive correlation between the students' use of reading strategies and their levels of academic English reading proficiency assessed through an IELTS-based reading comprehension test.

In 2015, Fitriasia, Tan & Yusuf recruited 272 Indonesian students *from* five secondary schools in Indonesia as their research participants. The researchers aimed to study the relationship between the students' use of reading strategies and their reading performance. The results demonstrated that the students' use of reading strategies yielded a weak positive relationship with their achievement *in reading comprehension*.

At variance with the above finding, Alsamadani (2009) who studied the relationship between Saudi EFL college-level students' use of reading strategies and their reading ability found that the students' use of reading strategies did not have any effect on their reading comprehension scores. He, then, drew a conclusion that strategy usage sometimes does not result in better comprehension performance.

Karami & Hashemian's research work in 2012 examined the relationship between 40 Iranian EFL elementary female students' utilization of reading strategy knowledge and their reading comprehension. The participants were required to complete a questionnaire concerning their frequency of strategy usage and assessed their reading ability through a reading test. Interestingly, the findings revealed that the participants' English reading ability and their strategy usage was not significantly related.

In the Chinese context, Li (2014) carried out an investigation of the reading strategies used in relation to academic reading performance of 290 second-year Chinese EFL students. No significant relationship was found between the students' overall use of reading strategies and their academic reading test performance.

In 2016, Meniado examined the relationship between 60 beginning level students' use of metacognitive reading strategies and their reading comprehension performance in the context where a reading culture is limited of Saudi Arabia. However, only 43 respondents were considered valid for the data analysis. It was found that there was no correlation between the students' use of metacognitive reading strategies and reading comprehension.

It appears that reading strategies may be a variable that positively affects students' reading achievements. Conversely, they might probably be a non-significant variable hindering students' reading comprehension.

While some researchers were interested in investigating the use of reading strategies as witnessed above, some of them went deeper into individuals' mental processes. They took into consideration people's reading self-efficacy that may have influence on people's English academic reading proficiency and their strategy usage.

In Taiwan, Shang (2010) studied the relationship among the use of reading strategies, self-efficacy, and EFL academic reading comprehension of 53 freshmen majoring in English. In her study, after receiving a semester of reading strategy instructions, the students used more reading strategies. A significant correlation between all reading strategy categories (cognitive, metacognitive, and compensation strategies) with self-efficacy was found as well. Shang stated that the reading strategy instructions helped the students apply effective reading strategies more frequently so that they became more

confident when reading English texts. However, the students' use of reading strategies proved no significant correlation to their English academic reading success.

In the same fashion, a correlational study by Zare & Mobarakeh (2011) aimed at investigating whether there was any association between the students' strategy use and their reading self-efficacy. The findings indicated that the overall use of reading strategies and strategies in each category (cognitive, metacognitive, and socioaffective) were positively corresponded to students' reading self-efficacy. To be more specific, cognitive strategy use had a stronger correlation compared with metacognitive and socioaffective ones. It could be concluded that students who believed that they could handle the reading tasks would use more reading strategies to successfully accomplish the tasks than those who did not believe this.

RESEARCH QUESTIONS

1. Does overall strategy use predict the teachers' English academic reading performance?
2. Is there any relationship between the teachers' reading self-efficacy and their levels of English reading proficiency? Can the teachers' reading self-efficacy be a valid predictor for their English academic reading performance?

RESEARCH METHODOLOGY

Participants

Fifty Thai EFL teachers from two secondary schools in Thailand: Hatyaiwittayalai, Hat Yai, Songkhla, and Satree Yala, Mueang Yala, Yala, Thailand, participated in the present study. All the participants were recruited via purposive sampling where Hatyaiwittayalai School represents the teachers of extra-sized secondary schools, while Satree Yala School represents those of large-sized secondary ones.

Instruments

The instruments used in the present study were 1) a questionnaire consisting of three data sets: demographic information, use of reading strategies, and reading self-efficacy, both presented in a form of 5-point Likert scale, 2) two specially-designed English academic reading comprehension test types, and 3) think-aloud protocols.

A Questionnaire

There were three parts to the questionnaire:

1. Demographic data included the teachers' gender, age, teaching status, length of teaching experiences, years of exposures to studying English, overseas experiences, etc.
2. The Teachers' use of reading strategies were gauged by using the modified Thai version of the original Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002) embracing the three categories of reading strategies, namely global reading strategies (GLOB) (e.g., having a purpose in mind, and trying to guess what the content of the text is about, etc.), problem-solving strategies (PROB) (e.g., trying to get

back on track when losing concentration, and visualizing information to help remember, etc.), and support strategies (SUP) (e.g., underlining or circling information in the text, and translating from English into the native language, etc.). The 27-item questionnaire survey was used to indicate the teachers' frequency of use of reading strategies in the form of 5-point Likert scale, where 1 indicates "never" and 5 indicates "always".

3. The teachers' English reading self-efficacy containing 20 items was adapted from Tobing (2013) and translated into Thai. The accuracy and plausibility of the language use were assessed and validated by the thesis adviser. All twenty items were assessed in the form of 5-point Likert scales ranging from 1 ('not at all true') to 5 ('completely true').

English Academic Reading Materials

Two academic reading comprehension test types were employed to assess the teachers' English reading proficiency: 1) a reading passage accompanied by multiple-choice comprehension questions, and 2) a cloze test in a form of gap-filling with no guided vocabulary given

1. An academic reading passage accompanied with selected comprehension questions was taken from the book entitled '*Test of English as a Foreign Language (TOEFL): Practice Tests, Volume 1, pp. 42-44*'. Supporting Bloom's *Taxonomy for reading comprehension*, the test was comprised of ten multiple-choice comprehension questions with different reading comprehension purposes: 1) memorization, 2) understanding, 3) application 4) analysis, 5) evaluation, and 6) synthesis (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956).

2. A cloze procedure was utilized to prevent them from guessing answers on the multiple-choice items. The cloze procedure measures readers' understanding and synthesizing in higher-order thinking skills as they are supposed to actualize, inquire, combine, compose, create, and speculate regarding their reading materials (Bloom et al., 1956; Chamot & O'Malley, 1994; Clarke, 1990; King, Goodson, & Rohani, 2000; Mondri, 2013). The reading passage was originally taken from the Bangkok Post's Learning from News Section (Fernquest, 2011). Ten content words were removed from the passage. Responses to those blanks were verified by the thesis adviser, native English speakers, and, Applied Linguistics and Language Testing experts.

Think-Aloud Procedures

In order to yield a better understanding of the reading comprehension process, think-aloud procedures with the selected participants were applied to gain more relevant in-depth information. The procedures also sought to reflect on reading difficulties and obstacles the teachers came across during text interaction. Think-aloud procedures can be categorized as retrospective and concurrent protocols. The former requires participants to verbalize their thoughts after performing certain tasks, whereas the latter emphasizes on talking and thinking aloud during the process of completing given tasks (Ericsson & Simon, 1984). Ten teachers, accounted for 20% of the participants (five representatives from high-proficient group and another five representatives were from the less-proficient group) were chosen in a retrospective think-aloud in their

mother tongue (Thai) for about 10 minutes each. After performing the reading tasks, each selected participant was presented with the same reading tasks they had engaged in. They were required to recall what they were thinking, how they solved certain reading problems, to what extent and what circumstances they employed certain reading strategies, and the difficulties they encountered while reading the texts. The think-aloud procedures were tape-recorded and transcribed immediately afterwards.

DATA COLLECTION

The present study underwent the following procedures:

1. The teachers provided their background information and responded to a questionnaire survey dealing with their use of reading strategies and self-efficacy.
2. Selected teachers were requested to participate in think-aloud sessions.
3. All data captured were statistically analyzed and interpreted.

DATA ANALYSIS

Concerning the first research question, a simple linear regression analysis was run to determine the predictive capability of the teachers' overall use of reading strategies over their academic English reading performance. In order to determine whether or not each reading strategy category can successfully predict the teachers' reading ability, a multiple regression analysis was performed.

To answer the second research question, a simple linear regression analysis was performed in order to study the relationship between the teachers' reading self-efficacy and their English academic reading proficiency outcome and to estimate the predictive power of the teachers' reading self-efficacy on their English academic reading performance.

RESULTS

1. Predictive power of the teachers' use of reading strategies on their English academic reading proficiency

In order to investigate whether or not the overall reading strategies used by the teachers can statistically predict their reading performance, a simple linear regression analysis was carried out. The findings are presented in Table 1.

Table 1: Simple linier regression analysis for the teachers' English academic reading proficiency

Variable	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	17.400	1.768	9.842	.000
Reading Strategies Used	2.738	.513	5.333	.000

Based on Table 1, the p-value (sig.) indicates that the coefficient from the model is statistically significant. The table shows that the teachers' use of overall reading strategies successfully predicts their reading test scores. It could be interpreted that the

predictive power of the teachers' overall use of reading strategies over their academic English reading performance was statistically significant.

Taking each strategy category into account, a multiple regression analysis was run to determine the predictive ability of all three categories of reading strategies (problem-solving, global, and support). The analysis revealed interesting results. All three categories of reading strategies appeared to be non-significant predictors for the teachers' English academic reading performance (see Table 2).

Table 2: Multiple regression analysis for the teachers' English academic reading proficiency

Variables	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	17.397	1.817	9.574	.000
Problem-solving Strategies (PROB)	.688	.857	.802	.426
Global Strategies (GLOB)	.704	.915	.769	.446
Support Strategies (SUP)	1.349	.775	1.740	.088

According to Table 2, all three categories of reading strategies (PROB, GLOB, and SUP) were regressed onto all the fifty teachers' English academic reading proficiency. It was found that each category of reading strategies does not impact the teachers' English academic reading performance as all the p-values were higher than .05 (.426 for problem-solving strategies, .446 for global reading strategies, and .088 for support reading strategies). As a result, the use of each strategy category would not significantly contribute to the prediction of the teachers' English academic reading ability. In other words, types of reading strategies do not affect the teacher's reading performance.

2. Relationship between the teachers' reading self-efficacy and their levels of English reading proficiency and its predictive ability on the teachers' reading performance

To estimate the predictive power of the teachers' self-reported reading self-efficacy on their English academic reading performance and study the relationship between the two variables, a simple linear regression was conducted. The results were shown in Table 3.

Table 3: Simple linear regression analysis and correlation between the teachers' reading self-efficacy and their reading performance

Variable	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	19.106	2.370	8.060	.000
Reading Self-Efficacy	1.956	.605	3.235	.002
R = .423**				

From Table 3, the correlation analysis signifies a significant and positive relationship between the teachers' reading self-efficacy and their academic reading ability. However, the two variables were moderately correlated ($r = .423$, $p < .01$). Accordingly, it could be implied that the higher reading self-efficacy, the higher English academic reading proficiency, and vice versa.

Regarding the predictive power of the teachers' self-reported reading self-efficacy on their English academic reading performance, the p-value (sig.) signifies that the model is statistically significant ($p = .002$). It could also be said that the teachers' reading self-efficacy successfully predicts the teachers' English academic reading performance. To recapitulate, the predictive validity of the teachers' reading self-efficacy over their academic English reading performance was statistically significant.

CONCLUSIONS AND DISCUSSION

1. Predictive power of the teachers' use of reading strategies

With respect to the first research question, simple linear regression analysis was employed to demonstrate the predictability of the teacher' English academic reading performance by their overall use of reading strategies. In general, it was proved that the teachers' overall use of reading strategies made a significant contribution to the prediction of their reading ability. The result was in concert with Rokhsari's (2012) study. He found that the utilization of reading strategies was not only significantly related to reading ability but also a significant predictor for the participants' reading ability.

This could be put simply that the more use of effective reading strategies, the more gain in academic reading proficiency. However, each category of reading strategies were not significantly related to the teachers' English academic reading performance as they were revealed to be non-significant predictors of the teachers' reading ability. The results were consistent with those of Tobing (2013) who found that the participants' overall use of reading strategies has significant predictive capability over their reading performance. Even so, each type of the reading strategies could not be considered as predictors for the participants' reading performance.

Since each reading strategy category failed to predict the teachers' academic reading proficiency, the interpretation could be that types of reading strategies have zero effect on reading comprehension. Clarke (1980) was correct: proficient and poor readers would sometimes employ similar types of reading strategies. Data derived from think-aloud sessions could help support this claim. All EFL teachers were in agreement with the fact that when it comes to reading for academic purposes, comprehension cannot be achieved without jotting down a few notes, some thoughts, and important things.

Most importantly, they underline keywords and main ideas so as to help them grasp thorough comprehensibility of the text being read. The act of note-taking also helps them decisively retain essential information. Accordingly, they do not need to refer back to the texts or notes over and over again as the retained data possibly show tiny tendency to disappear. Another interesting strategy worth being discussed is the

strategy of visualizing information. Drawing on the results of the think-aloud protocols, most of the teachers from both groups reasoned that trying to visualize or picture could enormously help them remember things, especially those in chronological order. Sometimes, using mental image(s) acted like a shortcut which helped them recall and retrieve some relevant information more smoothly and easily.

2. Relationship between the teachers' reading self-efficacy and their English academic reading performance and the predictive validity of the teachers' reading self-efficacy

Base on the main findings of the second research question addressing the relationship between the teachers' reading self-efficacy and their English academic reading ability, it was discovered that the teachers' reading self-efficacy had a significantly positive relationship with their English academic reading performance, though moderate. In other words, an increase in the teachers' reading self-efficacy would result in their enhanced levels of their English academic reading ability, and vice versa.

This result is supported by several previously-done research studies within the area of reading (Naseri, 2012; Piercey, 2013; Sani & Zain, 2001; Sinthopruangchai, 2011; Tercanlioglu, 2003), writing (Erkan & Saban, 2011; Hetthong & Teo, 2013), and listening (Chen, 2007; Rahimi & Abedini, 2009; Ghonsooly & Ellahi, 2011; Mills, Pajares & Herron, 2006) which all bore positive relationship between the two variables. According to these studies, regardless of language domains, individuals' self-efficacy positively and significantly affects their academic achievement within a certain language area. In-depth information produced from think-aloud sessions provided some relevant facts.

Most of the teachers representing a high-performing group recounted their high reading self-efficacy resulting from their past academic successes and accomplishments. For example, one female teacher clarified that, while she was a tertiary student, she always succeeded in English reading, no matter for what purposes. Additionally, she was one real English grammar nerd. She further noted that there was a time when she has to take a highly academic reading final examination, and she had absolutely no idea what the word "aviation" really meant. But, with her recorded high GPAX and a high degree of confidence in academic learning at the time, she would do whatever it took to remain second to none. She, then, triggered her schemata as one effective reading strategy and could think of a friend of hers whose E-mail featured the word "aviation". She eventually realized that the word had something to do with flying aircrafts because the E-mail's owner was a pilot.

This lends additional support from what Bandura (1997) suggested about factors affecting one's self-efficacy. He contended that there are four major ways that a person's self-efficacy derives from or experiences through, and mastery experience is mentioned to be one of them. Those who experience achievable tasks would form a certain degree of their self-efficacy towards the tasks concerned. With that certain degree of confidence, when they are challenged by a more difficult task, they tend to exert more efforts to succeed and overcome the obstacles. At this stage, their self-efficacy can be fuelled or boosted even more. To put it simply, current success leads to more successes.

In terms of the predictive validity of the teachers' reading self-efficacy, a simple linear regression analysis was performed to estimate the predictive power of the teachers' reading self-efficacy over their English academic reading ability. The analysis indicated that the teachers' reading self-efficacy was a significant predictor for their English academic reading proficiency. This could be interpreted that the teachers who assessed themselves as having high reading self-efficacy would be more willing to devote their time and put forth higher vigorous efforts to remediate reading hardships compared to those who did not.

To those high reading self-efficacious teachers, the reading goal is considerably and relatively closer than those who perceived themselves to be less able as academic readers. Think-aloud sessions revealed more relevant information. Most of the less reading self-efficacious teachers tend to be discouraged by academic reading burdens and dissatisfied with their previous academic reading successes.

The result was in accordance with what Bandura (1986, 1997) asserted. He assertively voiced that individuals' self-efficacy or confidence in their capability to cope with challenges under certain circumstances was a dominant predictor and primarily responsible for their own behavior. He went on to say that people who show high levels of commitment and aspiration to the goals they set to accomplish tend to be more focused and determined to successfully perform assigned tasks, and vice versa.

SUMMARY OF THE RESULTS

The results can be summarized as follows:

1. The teachers' overall use of reading strategies was proved to be a significant predictor for their academic English reading proficiency.
2. Each category of reading strategies was, however, found to be non-significant predictors of the teachers' academic English reading proficiency.
3. There was a significantly moderate relationship between the teachers' self-reported reading self-efficacy and their academic English reading performance.
4. The teachers' reading self-efficacy significantly contributed to the prediction of their English academic reading proficiency.

In short, both the teachers' overall use of reading strategies and self-reported reading self-efficacy significantly and positively contribute to their English academic reading success. Their reading performance, however, could not be accounted for by the types of reading strategies.

IMPLICATIONS

Stemming from the present study's findings, two main implications for Thai EFL teachers to digest when attempting to build and enhance their learners' reading self-efficacy and engage them in practicing useful reading strategies were formulated as follows.

1. The utilization of a needs analysis before course development should be brought to the attention of instructors concerned. Academic goals cannot be achieved unless learners' interests and preferences match learning tasks and activities (Hutchinson & Waters, 1987). Accordingly, learners should experience reading successes through a diversity of interesting, relevant, and meaningful reading topics and activities because learners' reading self-efficacy can significantly be promoted and strengthened via past accomplishments.
2. The provision of ample amount of time for the students to practice using a wide array of useful reading strategies should not be neglected from the *curricula*. In the beginning, instructors may introduce a few useful reading strategies, especially those suitable for pre-reading stage like previewing the text or setting reading purposes. Once the suitability is verified, instructors can proceed to expose learners to more sophisticated reading ones.

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