

Identifying problems encountered by Thai students in reading classes of English as a Foreign Language

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ABSTRACT

The purpose of this research were 1). To investigate the scores correlation from the self-assessment with the high lecturer's summative test. 2). To guide also solve the Thai students problem of reading also listening barriers. 3). The effective self-assessment also teacher's feedback as one of their guidance to improve their reading also listening ability. Research samples were taking from some Cambodian, Vietnamese, Myanmar, Laos, Chinese and Thai Students. At this time mainly the research was concentrate with the Thai students at Rajamanggala University of Technology Wangklaikangwon Campus. As we know exactly their language uses their own characters in writing words which are completely different from Roman Alphabets. They also apply different phonological system. This certainly causes problems for Thai students to learn English, particularly in reading aloud and listening comprehension. This research focused in reading classes in Rajamanggala University of Technology Rattanakosin, Thailand and aimed at identifying problems in reading aloud encountered by the students and how self- assessment is conducted and feedbacks may be delivered. Data were derived from the students self- assessment of reading in which they were assigned to record their reading aloud. In this line, a phonetic transcription of some key words from the recorded texts were made and used in the self-assessment. Further, this data were compared to that of teacher's summative test. In comparing the data from both measurement, Pearson Product Moment was applied to see the correlation.

Keywords: Self-assessment, reading aloud, Thai students

Introduction

Learning English at the era of globalization is quite important, people need to be able to do multi task responsibility and one of the way is by mastering English as a second language in our education, i. e. either at our college level or at our university level. Nowadays, Learners should be able to speak also listen more than one language besides their own mother tongue, learners should master English as their second language as the globalization needs. In some countries, it becomes more challenging if they didn't use the Roman Alphabets to write, read, and communicate as well. Some of them have barrier to reach their main goal to be able to learn English in a simple also easy way, one of the barrier are Reading and Listening.

Some languages like Japanese, Chinese, Korean and Thai use their own character which is completely different with Roman Alphabets. Also they have phonology differ mainly in their complexity syllables structures. In this topic I will take a sample for Chinese also Thai learners in College or University level for their Reading also Listening ability.

As we know Reading, Listening are one of the fundamental skills besides Vocabulary, Speaking, Writing also Grammar at the era of globalization, as a consequence, acquiring the ability to read is one of the most important goals either at the College or the University level. The ability to read or listen are highly valued and important for social and

economic advancement (Snow, Burns and Griffin 1998). The fact is the percentage of materials in every branch of technical, scientific, or professional knowledge are published in English. And the learners couldn't reach the ability of transforming all the information or knowledge as well if they have lack of reading, listening ability either when they were at their primary or secondary level.

As the lecturers, teachers or English instructors; it's necessary to a) realize, know, understand as well the awareness connection for the skill and understand of phonemes and speech of sound, b). the learners ability to identify the unfamiliar words, c). the ability to read fluently, d). sufficient background information and vocabulary to foster reading comprehension, e). the development of appropriate active strategies to construct meaning from the print, f). the development and maintenance of motivation to read also the learners' listening ability.

In this research endeavor, the primary objectives revolved around empowering learners to enhance their reading and listening skills. Firstly, the aim was to ignite motivation among learners, driving them to actively improve both their reading and listening abilities. Secondly, the study delved into an in-depth investigation of the obstacles hindering learners in their reading and listening journeys. By identifying these barriers, the research aimed to gain comprehensive insights into the challenges faced by the learners. The third pivotal objective involved the development of strategic solutions. Through meticulous analysis and innovative thinking, the research strived to create effective approaches, thereby overcoming the identified barriers. Ultimately, these objectives coalesced to pave the way for a more efficient and fruitful learning experience, nurturing proficient readers and adept listeners among the learners.

RESEARCH METHOD

The Research methods of it are 1). Phonics methods, 2). Look and say methods, 3). The language experience and approach, 4). The context support with another supporting methods is ANOVA (Analysis of Variance) methods.

Setting

The researcher has been analyzing some university students in Thailand almost 7 years with some variants of learners. They were from Laos, Cambodia, Vietnam, Philippines, Myanmar, China also Thailand. So the researcher took some sample from them for reading also listening by recording it. And at this time the main focus is the Thai students.

Instrument

Study case approach as the instrument of this research; developed by the researcher to suit the reading context based on the related studies of managing the effectiveness techniques for students in reading also listening of English as a Foreign Language. The study case were delivered directly to the learners in the classroom which based on the year of learning in the university also their major or their department then the learner will analyze it by using three kinds of approaches: 1). Phonics methods, some of the Thai learners still struggle dealing with some words after the learners try to use it they feel more confident to read with the correct sound when they read it. 2). Look and say methods, this method mostly they need to repeat and remember the words that they uttered already at the same time they will try to find the meaning of the words. 3). The language experience and approach. Some learners; they have intermediate level of their English so they have experience with the language . In this case, they just need to improve their reading advance ability.

Data analysis from the study case

The data collected was analysed using the ANOVA (Analysis of Variant) methods. The statistics used analyzing the data were frequency, mean and standard deviation. The items in the case are the learners reading materials, the level of them are first year up to third year learners with their majors Civil Engineering, Management, Electrical Engineering, Hotel Industry, Tourism Industry and Logistics as well.

First Year learners with the department of Electrical Engineering

The finding of learning how to read before and after using 1). Phonics methods, 2). Look and say methods, 3). The language experience and approach also some recording the pre-test also the post-test for Electrical Engineering learners. Some sample recording when they have to do the pre-test.



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Table 1 showed no fatal interval difference between the Pre-Test and the Post-Test before also after using the method of Reading in the classroom

One-Sample Test

	Test Value = 0				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Dept	45.505	209	.000	2.781	2.66	2.90
Pre Test Fluency	18.281	171	.000	.98837	.8816	1.0951
Pre Test Lex	26.019	171	.000	1.49419	1.3808	1.6075
Pre Test Inton	25.347	171	.000	1.50000	1.3832	1.6168
Pre Test Pronun	27.288	171	.000	1.51744	1.4077	1.6272
Pre Test Gram	25.448	171	.000	1.44186	1.3300	1.5537
Post Test Flu	60.618	171	.000	2.16279	2.0924	2.2332
Post Test Lex	56.365	171	.000	2.65116	2.5583	2.7440
Post Test Into	54.181	171	.000	2.56977	2.4761	2.6634
Post Test Pronun	59.472	171	.000	2.55814	2.4732	2.6430
Post Test Gram	61.225	171	.000	2.62791	2.5432	2.7126

Table 2 The processing summary for each items for first year students.

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Pre Test Fluen * Year	50	100.0%	0	0.0%	50	100.0%
Pre Test Lex * Year	50	100.0%	0	0.0%	50	100.0%
Pre Test Inton * Year	50	100.0%	0	0.0%	50	100.0%
Pre Test Pronun * Year	50	100.0%	0	0.0%	50	100.0%
Pre Test Gram * Year	50	100.0%	0	0.0%	50	100.0%
Post Test Flu * Year	50	100.0%	0	0.0%	50	100.0%
Post Test Lex * Year	50	100.0%	0	0.0%	50	100.0%
Post Test Inton * Year	50	100.0%	0	0.0%	50	100.0%
Post Test Pronun * Year	50	100.0%	0	0.0%	50	100.0%

Post Test Gram * Year	50	100.0%	0	0.0%	50	100.0%
Pre Test Fluен * Dept	50	100.0%	0	0.0%	50	100.0%
Pre Test Lex * Dept	50	100.0%	0	0.0%	50	100.0%
Pre Test Inton * Dept	50	100.0%	0	0.0%	50	100.0%
Pre Test Pronun * Dept	50	100.0%	0	0.0%	50	100.0%
Pre Test Gram * Dept	50	100.0%	0	0.0%	50	100.0%
Post Test Flu * Dept	50	100.0%	0	0.0%	50	100.0%
Post Test Lex * Dept	50	100.0%	0	0.0%	50	100.0%
Post Test Inton * Dept	50	100.0%	0	0.0%	50	100.0%
Post Test Pronun * Dept	50	100.0%	0	0.0%	50	100.0%
Post Test Gram * Dept	50	100.0%	0	0.0%	50	100.0%

Table 3 The summary in detail either by Pre-Test or Post Test with each department/major.

Pre Test Fluен Pre Test Lex Pre Test Inton Pre Test Pronun Pre Test Gram Post Test Flu Post Test Lex Post Test

Inton Post Test Pronun Post Test Gram * Dept

Dept	Pre Test Fluен	Pre Test Lex	Pre Test Inton	Pre Test Pronun	Pre Test Gram	Post Test Flu	Post Test Lex	Post Test Inton	Post Test Pronun	Post Test Gram	
Civil Engineering	Mean N Std. Deviation	2.0000 2 1.41421	2.5000 2 .70711	2.0000 2 1.41421	2.5000 2 .70711	2.0000 2 1.41421	3.0000 2 1.41421	3.5000 2 2.12132	3.0000 2 1.41421	4.0000 2 1.41421	3.0000 2 1.41421
Hospitality Industry	Mean N Std. Deviation	1.6667 3 .57735	1.6667 3 .57735	1.6667 3 .57735	1.6667 3 .57735	2.6667 3 .57735	2.6667 3 .57735	3.0000 3 1.00000	2.6667 3 .57735	2.6667 3 .57735	
Education	Mean N Std. Deviation	1.0667 45 .25226	1.4667 45 .58775	1.5778 45 .54309	1.5111 45 .54864	1.5556 45 .54588	1.9778 45 .26015	2.6444 45 .52896	2.6222 45 .49031	2.6444 45 .52896	2.6222 45 .49031
Total	Mean N Std. Deviation	1.1400 50 .40457	1.5200 50 .61412	1.6000 50 .57143	1.5600 50 .57711	1.5800 50 .57463	2.0600 50 .42426	2.6800 50 .62073	2.6600 50 .55733	2.7000 50 .61445	2.6400 50 .52528

Second Year learners, mostly they have point 3). The language experience and approach so it's more easier for them to improve all reading aspect they need. Point 1). Phonics methods, and point 2). Look and say methods are only supporting method for them to do correction by themselves. In this section attached the recording for them. The table indicate that the improvement is quite significant when they use the methods.

Table 4 the second year learner processing summary for each items.

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Post Test Fluen * Year	172	100.0%	0	0.0%	172	100.0%
Post Test Lex * Year	172	100.0%	0	0.0%	172	100.0%
Post Test Into * Year	172	100.0%	0	0.0%	172	100.0%
Post Test Pronun * Year	172	100.0%	0	0.0%	172	100.0%
Post Test Gram * Year	172	100.0%	0	0.0%	172	100.0%
Post Test Fluen * Depart	172	100.0%	0	0.0%	172	100.0%
Post Test Lex * Depart	172	100.0%	0	0.0%	172	100.0%
Post Test Into * Depart	172	100.0%	0	0.0%	172	100.0%
Post Test Pronun * Depart	172	100.0%	0	0.0%	172	100.0%
Post Test Gram * Depart	172	100.0%	0	0.0%	172	100.0%

Table 3 Mean and Standard deviation of effectiveness using the methods for Reading on supporting each items in total for the second year students.

Post Test Fluen Post Test Lex Post Test Into Post Test Pronun Post Test Gram * Year

Year	Post Test Fluen	Post Test Lex	Post Test Into	Post Test Pronun	Post Test Gram
Second Year	2.1628	2.6512	2.5698	2.5581	2.6279
Mean	172	172	172	172	172
N					
Std. Deviation	.46793	.61687	.62203	.56413	.56292
Total	2.1628	2.6512	2.5698	2.5581	2.6279
Mean	172	172	172	172	172
N					
Std. Deviation	.46793	.61687	.62203	.56413	.56292

Table 4 Mean and standard deviation of effectiveness by using completely in Reading activity with each department/major in each items for second year students.

Post Test Fluen Post Test Lex Post Test Into Post Test Pronun Post Test Gram * Depart

Depart	Post Test Fluen	Post Test Lex	Post Test Into	Post Test Pronun	Post Test Gram
Management	2.3250	2.4750	2.4250	2.4500	2.5250
Mean	40	40	40	40	40
N					
Std. Deviation	.65584	.59861	.54948	.55238	.55412
Electrical Engineering	2.0204	2.7143	2.5306	2.5306	2.7347
Mean	49	49	49	49	49
N					
Std. Deviation	.14286	.45644	.50423	.50423	.44607

Economic	Mean	2.2545	2.7273	2.6909	2.6182	2.6182
	N	55	55	55	55	55
	Std. Deviation	.55170	.78066	.79052	.65237	.68017
Early Childhood Education	Mean	2.0000	2.6429	2.6071	2.6429	2.6071
	N	28	28	28	28	28
	Std. Deviation	.00000	.48795	.49735	.48795	.49735
Total	Mean	2.1628	2.6512	2.5698	2.5581	2.6279
	N	172	172	172	172	172
	Std. Deviation	.46793	.61687	.62203	.56413	.56292

Third year learners, mostly they did the evaluation for point 1). Phonics methods, 2). Look and say methods, 3). The language experience and approach by themselves with the supervise of their lecturers. The improvement is supporting the students ability based on the mean and standard in this table. Also attached the recording for their retest also post-test.

One sample of the student's post test from the Faculty of Civil Engineering.



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Table 5 Showed the summary of processing for the third year students.

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Year * Post Test Flu	50	100.0%	0	0.0%	50	100.0%
Dept * Post Test Flu	50	100.0%	0	0.0%	50	100.0%
Pre Test Fluen * Post Test Flu	50	100.0%	0	0.0%	50	100.0%
Pre Test Lex * Post Test Flu	50	100.0%	0	0.0%	50	100.0%
Pre Test Inton * Post Test Flu	50	100.0%	0	0.0%	50	100.0%
Pre Test Pronun * Post Test Flu	50	100.0%	0	0.0%	50	100.0%
Pre Test Gram * Post Test Flu	50	100.0%	0	0.0%	50	100.0%
Year * Post Test Lex	50	100.0%	0	0.0%	50	100.0%

Dept * Post Test Lex	50	100.0%	0	0.0%	50	100.0%
Pre Test Fluen * Post Test Lex	50	100.0%	0	0.0%	50	100.0%
Pre Test Lex * Post Test Lex	50	100.0%	0	0.0%	50	100.0%
Pre Test Inton * Post Test Lex	50	100.0%	0	0.0%	50	100.0%
Pre Test Pronun * Post Test Lex	50	100.0%	0	0.0%	50	100.0%
Pre Test Gram * Post Test Lex	50	100.0%	0	0.0%	50	100.0%
Year * Post Test Inton	50	100.0%	0	0.0%	50	100.0%
Dept * Post Test Inton	50	100.0%	0	0.0%	50	100.0%

Pre Test Fluen * Post Test Inton	50	100.0%	0	0.0%	50	100.0%
Pre Test Lex * Post Test Inton	50	100.0%	0	0.0%	50	100.0%
Pre Test Inton * Post Test Inton	50	100.0%	0	0.0%	50	100.0%
Pre Test Pronun * Post Test Inton	50	100.0%	0	0.0%	50	100.0%
Pre Test Gram * Post Test Inton	50	100.0%	0	0.0%	50	100.0%
Year * Post Test Pronun	50	100.0%	0	0.0%	50	100.0%
Dept * Post Test Pronun	50	100.0%	0	0.0%	50	100.0%
Pre Test Fluen * Post Test Pronun	50	100.0%	0	0.0%	50	100.0%
Pre Test Lex * Post Test Pronun	50	100.0%	0	0.0%	50	100.0%
Pre Test Inton * Post Test Pronun	50	100.0%	0	0.0%	50	100.0%
Pre Test Pronun * Post Test Pronun	50	100.0%	0	0.0%	50	100.0%
Pre Test Gram * Post Test Pronun	50	100.0%	0	0.0%	50	100.0%
Year * Post Test Gram	50	100.0%	0	0.0%	50	100.0%
Dept * Post Test Gram	50	100.0%	0	0.0%	50	100.0%
Pre Test Fluen * Post Test Gram	50	100.0%	0	0.0%	50	100.0%
Pre Test Lex * Post Test Gram	50	100.0%	0	0.0%	50	100.0%
Pre Test Inton * Post Test Gram	50	100.0%	0	0.0%	50	100.0%
Pre Test Pronun * Post Test Gram	50	100.0%	0	0.0%	50	100.0%

Pre Test Gram *							
Post Test Gram	50	100.0%	0	0.0%	50	100.0%	

Table 6 Mean and standard deviation of effectiveness by using completely in Reading activity with each department/major in each items for third year students.

Year Dept Pre Test Flu		Pre Test Flu	Pre Test Lex	Pre Test Inton	Pre Test Pronun	Pre Test Gram
1.00	Mean	3.0000	10.0000	2.0000	1.0000	2.0000
	N	2	2	2	2	2
	Std. Deviation	.00000	.00000	.00000	.00000	.00000
2.00	Mean	3.0000	9.6364	1.0000	1.4545	1.5227
	N	44	44	44	44	44
	Std. Deviation	.00000	1.69940	.00000	.54792	.54936
3.00	Mean	3.0000	5.3333	2.0000	2.3333	2.0000
	N	3	3	3	3	3
	Std. Deviation	.00000	4.04145	.00000	.57735	.00000
4.00	Mean	3.0000	1.0000	3.0000	3.0000	3.0000
	N	1	1	1	1	1
	Std. Deviation
Total	Mean	3.0000	9.2200	1.1400	1.5200	1.6000
	N	50	50	50	50	50
	Std. Deviation	.00000	2.38439	.40457	.61412	.57143

Table 7 showed the summary process by using the Anova for third year students.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Pre Test Flu	2.553	2	1.277	10.976	.000
Between Groups	5.467	47	.116		
Within Groups	8.020	49			
Total					
Pre Test Lex	2.113	2	1.057	3.034	.058
Between Groups	16.367	47	.348		
Within Groups	18.480	49			
Total					
Pre Test Inton	.356	2	.178	.534	.590
Between Groups	15.644	47	.333		
Within Groups	16.000	49			
Total					
Pre Test Pronun	1.909	2	.954	3.113	.054
Between Groups	14.411	47	.307		
Within Groups	16.320	49			
Total					

Pre Test Gram	.402	2	.201	.599	.553
Between Groups					
Within Groups	15.778	47	.336		
Total	16.180	49			
Post Test Flu	3.176	2	1.588	13.221	.000
Between Groups					
Within Groups	5.644	47	.120		
Total	8.820	49			
Post Test Lex	1.402	2	.701	1.885	.163
Between Groups					
Within Groups	17.478	47	.372		
Total	18.880	49			
Post Test Inton	.642	2	.321	1.035	.363
Between Groups					
Within Groups	14.578	47	.310		
Total	15.220	49			
Post Test Pronun	3.522	2	1.761	5.526	.007
Between Groups					
Within Groups	14.978	47	.319		
Total	18.500	49			
Post Test Gram	.276	2	.138	.489	.616
Between Groups					
Within Groups	13.244	47	.282		
Total	13.520	49			

Solution

The ESL learners can improve themselves with the instructors or lectures supervision's help. It will make the learners more confident to read also develop their ability by using this sheet in their learning activity. At the same time the students learning ability will develop also improved. So they can use it in their daily activity with confident. In the classroom activity mostly the students use this form to evaluate themselves with the instructors or lecturers supervision. It's quite effective to do it in the classroom.

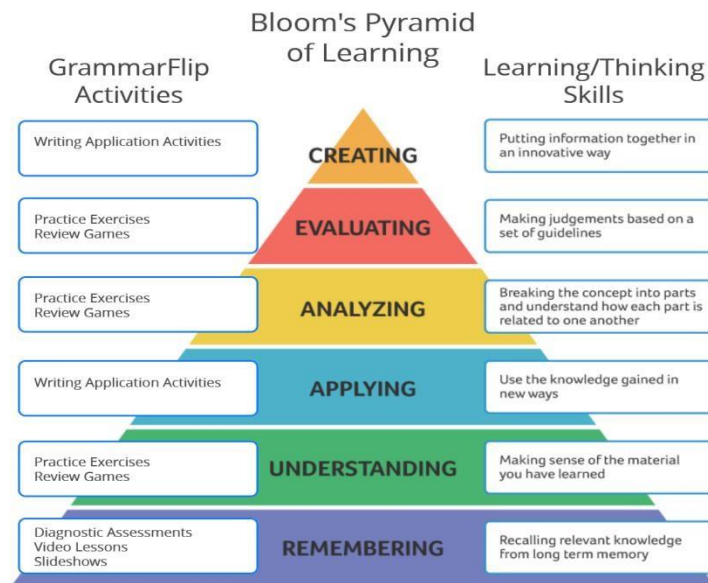
	Reading or Listening or both	Advantage	Disadvantage
A. Repeat the utterance (perhaps with a questioning voice).			
B. Use gestures to indicate common errors.			
C. Ask a direct question, e.g. 'What do you mean by...?'			
D. Reformulate the statement correctly.			
E. Write a sentence on the board that includes the error, and ask the class to correct it.			
F. Use a different coloured pen when marking to highlight errors.			

Using this form will motivate the learners to be more creative to develop also improve their reading also listening ability.

CONCLUSION

According to the study and data analysis, the identifying problems are follow:

1. Realizing also analyzing the ESL learners need nowadays is the challenge of English Instructors to guide also lead the learners to develop their reading also listening ability. As the English Instructors we can use the learning ability's pattern Bloom's Taxonomy.



The English Instructors' teaching method is going to support the learners' improvement of their ability in reading. It will help them to be more confident to read in English.

2. Using these methods; 1). Phonics methods, 2). Look and say methods, 3). The language experience and approach by themselves with the supervise of their lecturers also supporting with Blooms Taxonomy theory it will make either the English Instructor or the learners be more creative when they did the activity in the classroom. It will solve the learners barriers of learning English, especially Reading and Listening.

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