CHAPTER 5

CONCLUSION

The aims of this study were a) to investigate the metacognitive strategies used by Thai students while reading an English text, and b) to determine the frequency of the metacognitive strategies used. The subjects were 30 first-year Thai students from the Faculty of Education, Prince of Songkla University, Pattani Campus, Thailand. The data for this study were obtained through think-aloud protocols and unstructured interviews. The think-aloud sessions lasted about 149 minutes. All think-aloud sessions (30) were audio-recorded and the recording was transcribed. The findings can be summarized as follows:-

The subjects used all of the four macro metacognitive reading strategies: planning, monitoring, problem-solving and evaluating in reading the English text. In planning, one micro MRS was used by 10% (3) – predicting strategy. In monitoring, 5 micro MRS was used; self-questioning strategy by 33.33% (10), translating from English into Thai strategy by 26.66% (8), informing strategy by 73.33% (22), self-encouraging strategy by 10 % (3), and pausing strategy by all the subjects (30). In problem-solving, 4 Micro MRS were used; guessing strategy by 10% (3), substituting by 16.66 % (5), reading digit by digit in English strategy by 3.33 % (1), and avoidance strategy by 66.66% (20). In evaluating, one micro MRS, i.e. summarizing, was used by 13.33% (4). These micro metacognitive strategies totalled 11. Such micro strategies helped facilitate the subjects' comprehension, except 'guessing' (see Chapter 4, section 4.1.3.1), and complete the task.

In short, thirty subjects (100%) used monitoring strategies, twenty six subjects (86.66%) used problem-solving strategies, four subjects (13.33%) used evaluating strategies, and only three subjects (10%) used a planning strategy (see Appendix 4.2).

The findings also revealed that a combination of Micro MRS was used by most subjects (26). Only four subjects used a single strategy, i.e. 'pausing' for facilitating their reading.

The practice of using L1 (Thai) in L2/FL (English) reading was also found in this study. Five subjects used the national language (Thai) in pronouncing the numbers. Eight subjects reviewed their comprehension in Thai and four (4) translated almost every sentence in the text.

The subjects were clearly seekers of meaning in the reading text as the essential skill in reading is to get meaning from a printed or written message (Carroll, 1970; Weaver, 1980; Goodman, 1967; Smith, 1994).

5.1 Implications of the study

The findings showed that thirty subjects (100%) used monitoring strategies, twenty six subjects (86.66%) used problem-strategies, four subjects (13.33%) used evaluating strategies, and only three subjects (10%) used planning strategy. Rasekh and Ranjbary (2003), Nik Suriana Nik Yusoff (2001), Huy (2005) and Kamonpan Boonkit (2006) found that explicit metacognitive strategy instruction helped improve the subjects' reading performance. Thus, to improve Thai students' reading ability, teachers

should teach metacognitive reading strategies explicitly and encourage students to use such strategies.

5.2 Recommendation

Recommendations for further studies are presented as follows:

1) Comparison between proficient students and less proficient students and their use of metacognitive reading strategies should be conducted.

2) Gender should be investigated in order to better understand how this variable influences students' choice of metacognitive strategies.