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STRATEGIES IN READING ONLINE TEXTS BY THAI UNIVERSITY STUDENTS

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Abstract

This present study aimed to scrutinize students' use of reading strategies and to explore their reading strategy use according to their enjoyment of English learning. Mokhtari and Reichard's (2002) reading strategies questionnaire was adapted and used to collect data from 112 undergraduates (freshmen, sophomores, and juniors) in the academic year 2021. Analysis of Variance (ANOVA) and the Chi-square tests were used to analyze data. Findings showed that students' enjoyment of English learning affected their reading strategy use. Learners who enjoyed learning English used more reading strategies than those who had less enjoyment of English learning. It was also found that among the strategies used, Problem-solving strategies (PROB) were most frequently used followed by Support strategies (SUP) and Global reading strategies (GLOB). At the individual level of reading strategy use, students who enjoyed learning English tended to use more strategies than those who enjoyed it less.

Keywords

Reading Strategy Use, Reading Strategies, Reading Online Texts, Enjoyment of English Learning

1. Introduction

Reading is a vital skill for ESL/EFL learners. It not only helps improve language learners' reading skills but also results in improved writing, listening, and speaking skills. If language learners can read well, that means that they must have adequate lexical knowledge. Also, if they read and understand texts, they would be able to communicate accurately and properly. Given that all skills are connected, hence reading skills should be seriously taken into account for language acquisition.

We do not know the meaning of every single word when reading texts. People may have different reading difficulties. There are five problems in reading in general, that is environment, emotion, physical factor, intelligence, and language knowledge (Richek, List, and Lerner, 1989). That means that when one encounters unknown words, they may use different ways to deal with that problem. Some may look up its meaning in a dictionary, while some might keep reading and then guess the word's meaning from context clues. Hence, if language learners know how to cope with reading problems, they will interpret and comprehend texts more effectively.

We cannot know precisely how people use reading strategies when reading but we can learn how to read and know how to use that skill. Reading strategies are the mental activities that readers use to derive meaning from the text (Aebersold and Field, 1997, pp.15-16). They are crucial and useful techniques for everyone, especially ESL/EFL learners. They are a purposeful means of comprehending the author's message (Olshavsky, 1976-1977). They are used to monitor or manage reading. Language learners employ them to solve their reading problems such as rereading, guessing unknown words, and visualizing information. Importantly, these techniques can lead learners to understand, construct and integrate learners' language knowledge background with new information. Therefore, if one wants to improve their language learning, particularly their reading skills, reading strategies are needed.

As reported by Oxford and Nyikos (1989), "The degree of expressed motivation to learn the language was the most powerful influence on strategy choice." Foreign language enjoyment is one of the focal factors affecting students' language learning (e.g., Ryan et al., 1990; Lai et al.,

2018; Piniel and Albert, 2018). Although a great number of previous research works (e.g. Sheorey and Mokhtari, 2001; Artelt and Schneider, 2015; Li and Chun, 2015; Taki, 2016; Sajid and Kassim, 2019; Banditvilai, 2020; Setobol, 2020; and Thao and Long, 2021) have been carried out on students' reading strategy use, few studies focus on the affiliation amongst Thai undergraduates' English learning enjoyment and their reading strategy employment when reading online texts (e.g., Songsiengchai, 2010).

At this moment, along with the rest of the world Thais are still in the serious situation of Covid-19. This situation leads teachers, instructors and learners to need to adjust themselves in terms of instructional management as well as evaluation. A variety of workshops, for instance, online learning, online learning tools and online testing have been created and provided to help both instructors and learners to make use of them effectively. Meanwhile, learners are also required to be ready for online learning.

This paper aims to investigate Thai undergraduates' enjoyment of English learning and their use of reading strategies while reading documents online. The results of this present investigation can be useful for course developers, EFL lecturers, and related parties to create, design, and provide interesting and motivating reading activities and materials for improving their students' reading ability more effectively.

2. Literature Review

This literature review related to the present study starts off with definitions of reading strategies, classifications of reading strategies, and the importance of reading strategies. This is followed by a description of the challenges of learning English during the Covid-19 pandemic. Finally, the related research on reading strategies will be illustrated.

2.1. Definitions of Reading Strategies

The term 'reading strategies' has been defined in various ways by linguists and researchers (e.g. Block, 1986; Barnett, 1988 and 1989; Cohen, 1990; Anderson, 1991; Wallace, 1992; Duffy, 1993, Brown, 1994; Davies, 1995; Aebersold and Field, 1997; and Grabe and Stroller, 2007) based on their experience and research work. Obviously, reading strategies are used to deal with reading difficulties while reading.

The term 'Reading strategies' is defined as mental or physical activities that readers choose to use in accomplishing reading tasks (e.g. Cohen, 1990; Aebersold and Field, 1997). According

to Barnett (1989), Duffy (1993), and Brown (1994), reading strategies are considered problem-solving techniques that are employed to get meaning from the text. Furthermore, it was found (Duffy, 1993 and Davies, 1995) that reading strategies are used to connect, construct, and retrieve new information. As defined by Wallace (1992: 146), reading strategies are “ways of reading which readers employed flexibly and selectively and vary depending on text-type, and the context and the purpose of reading”.

2.2. Classification of Reading Strategies

Some researchers (e.g. Hosenfeld, 1977; Block, 1986; Sarig, 1987; Barnett, 1988; Cohen, 1990; Anderson, 1991; Sheorey and Mokhtari, 2001; Sariçoban, 2002; Anderson, 2003; Ozek, 2006; and Lou, 2010) have proposed taxonomies of reading strategies in different ways based on their own reading strategies investigation or when they have followed, reviewed, and modified reading strategies suggested by other research studies (e.g. Sheorey and Mokhtari, 2001; Mokhtari and Reichard, 2002; Saricoban, 2002; Anderson, 2003; Ozek, 2006; and Saengpakdeejit, 2009).

Sheorey and Mokhtari (2001) classified reading strategies into 3 main types: Metacognitive strategies, Cognitive strategies, and Support strategies. Metacognitive strategies are techniques used by readers to monitor or manage their reading. Cognitive strategies are actions or procedures (for example, reading verbally, adjusting reading rate, re-reading for better understanding, etc.) used while working directly with the text. Meanwhile, Support strategies are focused tools (using a dictionary, taking notes, underlining information, etc.) to comprehend a specific text. In a subsequent paper, Mokhtari and Reichard (2002) renamed Metacognitive as “Global reading strategies” and cognitive as “Problem-solving strategies”. The classification scheme of Anderson (2003) used the same groups as Mokhtari and Reichard (2002). According to Anderson (2003), under each category, more specific strategies were employed by readers for better comprehension. Examples are participating in live chat with native speakers of English language; reading slowly and carefully to make sure the understanding of the text; and translating from the target language into mother language.

Other reading strategy classifications by Saricoban (2002), Ozek (2006), and Saengpakdeejit (2009) have something in common. Their classifications were categorized into pre-reading strategies, while-reading strategies, and post-reading strategies. Reading strategy classification by Saricoban (2002) investigated the employment of reading strategies by both successful and less successful readers at an upper-intermediate level in the in-classroom setting.

Ozek (2006) derived reading strategies from self-report questionnaires and think-aloud protocol whereas Saengpakdeejit (2009) generated reading strategies from the interview and self-report.

2.3. Importance of Reading Strategies

We cannot know how readers use reading strategies since the activity is internal. However, they can be taught. Reading strategies are very applicable and useful for language learners. First, they enable language learners to comprehend the text and improve learners' reading comprehension. Second, when learners come across some unfamiliar or unknown words, they can use reading techniques to guess word meanings while reading. Third, learners can make use of them to enhance their understanding of the content information as presented in a text. Finally, these techniques allow learners to increase their attention and motivation while reading.

The literature on reading strategies (Oxford and Nyikos, 1989; Brown, 1994; Cohen, 1990; Anderson, 2003; Mokhtari and Reichard, 2002; Aegpongpaow, 2008; Kolic-Vehovec, Bajranki and Zubkovic, 2011; Aydinbek, 2021) have looked at EFL learners' reading strategy use and their academic achievement. They found that successful learners tended to use reading strategies more frequently than did less successful learners. Recently, Aydinbek (2021) indicated that the learners' achievement scores increased after instruction in the use of reading strategies. Most of the participants reported that using reading strategies improved their reading achievement.

2.4. Learning English during Covid-19 Pandemic

Coronavirus has been a turning point of English learning and teaching in Thailand. In the past, language learning activities were normally available only in the classroom. During the severe coronavirus outbreak (April-June, 2020), more distance teaching was being used instead of the normal classroom to prevent infections. In some countries, both online learning and in-class approaches were employed. Due to the Covid-19 pandemic, teaching and learning activities have needed to be changed from in-class to online learning. Throughout most of the country, online learning is currently the only alternative way to carry on teaching and learning management.

To cope with the Covid-19 situation, English courses must be taught online. One of the English courses, English Reading for Comprehension, is a compulsory subject for English majors at the Undergraduate level. In the past, they needed to study in class and were required to have read from textbooks; now, they need to read texts online instead. They are required to attend class, do exercises/quizzes, and take examinations via online learning and testing. That means that after

class, learners can learn by themselves. However, a normal classroom is still necessary. The Covid-19 requirements for social distance have made such innovations inevitable.

2.5. Related Research on Reading Strategies

At this moment, we are still in the Covid-19 situation. However, Covid-19 cannot stop us from conducting research. Covid-19 can take us apart for some time but it gives us more opportunities to carry out more research.

As far as we know, anyone can use these techniques based on their language exposure and preferences. A great number of past research studies investigated the factors affecting the use of reading strategies including gender (e.g. Martinez, 2008, Ahmadian and Pasand, 2017); field of study (e.g. Mardianti and Wijayanti, 2020), reading proficiency (e.g. Sheorey and Mokhtari, 2001; Artelt and Schneider, 2015; Li and Chun, 2015; Taki, 2016; Sajid and Kassim, 2019; Setobol, 2020; and Pasaribu, 2021).

Prior research (e.g. Sheorey and Mokhtari, 2001; Dennis, 2008; Artelt and Schneider, 2015; Li and Chun, 2015; Taki, 2016; Sajid and Kassim, 2019; Banditvilai, 2020; Setobol, 2020; and Thao and Long, 2021) reported that reading strategies had effects on language learners in terms of language achievement, reading proficiency, reading comprehension as well as their motivation to read. Five of them (i.e. Sheorey and Mokhtari, 2001; Artelt and Schneider, 2015; Li and Chun, 2015; Taki, 2016; Setobol, 2020; and Pasaribu, 2021) revealed that learners who scored well on reading assessment tended to use reading strategies more frequently than those who scored more poorly. According to Dennis (2008) and Meniado (2016), interest and motivation are some of the very crucial factors affecting students' reading comprehension skills. Recently, Thao and Long (2021) also found that language learners with more motivation in learning English employed metacognitive strategies than their cognitive and social/affective strategies.

Although a great number of previous research works (e.g. Sheorey and Mokhtari, 2001; Artelt and Schneider, 2015; Li and Chun, 2015; Taki, 2016; Sajid and Kassim, 2019; Banditvilai, 2020; Setobol, 2020; and Thao and Long, 2021) have been carried out on students' reading strategy use, few studies focus on the affiliation amongst Thai undergraduates' English learning enjoyment and their reading strategy employment when reading online texts (e.g. Songsiangchai, 2010). Hence, this paper aims to investigate Thai undergraduates' enjoyment of English learning and their use of reading strategies while reading documents online. This present investigation results can be useful for course developers, EFL lecturers and related parties to create, design and provide

interesting and motivating reading activities and materials for improving their students' reading ability more effectively.

3. Methodology

The research methodology for the present investigation starts with research questions, subjects, and a research instrument for the present study are then presented. Finally, it deals with how the data will be obtained, analyzed and interpreted.

3.1. Research Questions

1. What is the frequency of the reported use of reading strategies used by Thai undergraduates majoring in English for Business Management at different levels, i.e. overall, category and individuals?

2. Do students' choices of strategies to deal with reading online texts vary significantly according to their English learning enjoyment?

3.2. Subjects

In the current investigation, the sample size was 112 students (38 freshmen, 39 sophomores, and 35 juniors) English for Business Management majors studying at a public university in the northeast of Thailand in the academic year 2021. Students were divided into 3 main groups based on their enjoyment of English learning. Participants were asked to check 10 statements about their enjoyment of English learning. The statements were divided into three categories: professional, social, and personal. Five different choices were offered which are 1 point for 'not at all', 2 points for 'not very much', 3 points for 'somewhat', 4 points for 'a lot', and 5 points for 'extremely'. The sums of scores were taken to identify students' enjoyment of English learning. As the possible maximum score is 50 and the possible minimum score is 10, the respondents who got 36 or more, would be considered at a high level. Those who got 18-35 scores would be in the group of people who enjoy learning at a moderate level, and those who got 0-17 scores, would be considered at the low level. For the present study, 3 groups of participants comprised of 80 respondents had a high level of enjoyment in learning English, followed by 30 respondents with moderate level, and only 2 respondents with a low level of English learning enjoyment.

3.3. Research Instrument

The research instrument used to collect data was adapted from the Metacognitive Awareness of Reading Strategies Inventory by Mokhtari and Reichard (2002). The questionnaire contained 30 reading strategies (13 GLOB strategies, 9 SUP strategies, and 8 PROB strategies)

3.4. Data Collection

The instruments were distributed to the research subjects February-March 2021. Before distributing the questionnaire in a Google Form, the respondents had been told that their identities would be kept confidential. The last step was data analysis.

3.5. Data Analysis

An Analysis of Variance (ANOVA) was employed to access the overall strategy used to find the correlation between reading strategy use and expressed enjoyment of English learning. Moreover, Chi-square tests were used to validate significant variation at the individual strategy level.

4. Results

In this part, levels of data analysis will be presented. The data analyses for reading strategy use were described at different levels. These include the frequency of overall use of reading strategies as reported by 112 university students. Then, the frequency of reading strategy use of the students in the three main categories: 1) Global reading strategies (GLOB), 2) Problem-solving strategies (PROB) and 3) Support strategies (SUP). Finally, the results from the Chi-square tests shown in Table 3 reveal the significant variations in students' use of individual reading strategies related to their enjoyment of English learning.

4.1. Frequency of Overall RS Use

The result of the holistic mean frequency score across all the reported reading strategies is presented in Table 4.1.

Table 1: *Frequency of Students' Overall Strategy Use*

Enjoyment of English Learning	High (n=80)		Moderate (n=30)		Low (n=2)		Sig.	Comments
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
								Pattern of Variation

Overall RS Use	3.73	.55	3.22	.55	2.33	.57	P <	High > Moderate > Low
							.001	

(Source: Author's Own Creation)

The results of ANOVA in Table 1 show that significant variation was found in the frequency of students' use of reported reading strategies about the enjoyment of English learning ($p < .001$). The mean frequency scores of reading strategies are 3.73, 3.22 and 2.33 respectively. The students who had a high level of enjoyment in learning English reported employing reading strategies more frequently than did their counterparts.

4.2. Variation in Frequency of Students' Use of RSs under the Three Categories according to Enjoyment of English Learning

The ANOVA results presented in Table 2 below showed variations in the frequency of reported RS use of students under the three categories in terms of enjoyment of English learning.

Table 2: Variation in RS Use in the Three Categories by Enjoyment of English Learning

	High (n=80)		Moderate (n=30)		Low (n=2)			Comments
Strategy Category	Mean	S.D.	Mean	S.D.	Mean	S.D.	Sig.	Pattern of Variation
1) GLOB	3.69	.57	3.19	.56	2.15	.44	P < .001	High > Moderate High > Low
2) SUP	3.71	.56	3.21	.63	2.44	.63	P < .001	High > Moderate High > Low
3) PROB	3.83	.57	3.30	.55	2.50	.71	P < .001	High > Moderate High > Low

(Source: Author's Own Creation)

As demonstrated in Table 2, based on the ANOVA results, Table 2 above reveals that significant differences were found in the use of RSs in all three categories according to this variable. It was found that among the 3 groups, students reported employing PROB categories the most frequently, followed by SUP and GLOB categories respectively. Reading strategies were used by the students who had a high level of enjoyment in learning English than their counterparts with moderate and low levels of English learning enjoyment.

4.3. Variation in Students' Reported Use of Individual RS Use by Enjoyment of English Learning

The results of the Chi-square tests shown in Table 3 reveal significant variations in the use of twenty-eight out of 30 individual reading strategies by this variable.

Table 3: Variation in Individual RS Use by Enjoyment of English Learning

Individual Reading Strategies Used more by students with high levels of enjoyment of English learning (28 RSs)	% of high use (4 and 5)			Observed χ^2
	High	Moderate	Low	
PROB30 Trying to guess the meaning of unknown words or phrases.	77.5	43.3	50.0	$\chi^2 = 18.54$ P<.001
PROB30 Trying to guess the meaning of unknown words or phrases.	77.5	43.3	50.0	$\chi^2 = 18.54$ P<.001
PROB27 When on-line text becomes difficult, rereading is used to increase one's understanding.	72.5	43.3	0.0	$\chi^2 = 31.66$ P<.001
SUP12 Printing out a hard copy of the online text then underlining or circling information to help one remember it.	71.3	50.0	50.0	$\chi^2 = 11.48$ P<.05
PROB16 When online text becomes difficult, pay closer attention to what one is reading.	68.8	26.7	0	$\chi^2 = 26.77$ P<.001
SUP24 Going back and forth in the online text to find relationships among ideas in it.	67.5	30.0	0.0	$\chi^2 = 21.31$ P<.001
GLOB29. Check to see if one's guesses about the online text are right or wrong.	67.5	33.3	0.0	$\chi^2 = 16.93$ P<.01
SUP9 Discuss what one reads with others to check one's understanding.	65.0	20.0	0.0	$\chi^2 = 21.93$ P<.001
PROB11 Trying to get back on track when one loses concentration.	65.0	30.0	0.0	$\chi^2 = 36.19$ P<.001

Individual Reading Strategies Used more by students with high levels of enjoyment of English learning (28 RSs)	% of high use (4 and 5)			Observed χ^2
	High	Moderate	Low	
PROB8 Reading slowly but carefully to be sure one understands what one is reading.	63.7	40.0	50.0	$\chi^2 = 9.77$ P<.05
GLOB1 I have a purpose in mind when I read.	62.5	26.7	0.0	$\chi^2 = 34.95$ P<.001
GLOB3 Thinking about what one knows help one understands what one reads.	62.5	23.3	0.0	$\chi^2 = 37.02$ P<.001
PROB21 Trying to picture or visualize information to help remember what one reads.	62.5	43.3	50.0	$\chi^2 = 11.37$ P<.05
SUP15 Using reference materials such as online dictionaries to help me understand what one reads.	61.3	40.0	0.0	$\chi^2 = 14.91$ P<.01
GLOB17 Using tables, figures, and pictures in the text to increase one's understanding.	61.3	30.0	50.0	$\chi^2 = 14.69$ P<.01
GLOB25 Checking one's understanding when one comes across conflicting information.	58.8	30.0	0.0	$\chi^2 = 13.34$ P<.01
GLOB26 Trying to guess what the material is about when one reads.	58.8	36.7	0.0	$\chi^2 = 12.04$ P<.05
SUP28 Asking oneself questions one likes to have answered in the online text.	57.5	30.0	0.0	$\chi^2 = 15.35$ P<.01
GLOB19 Using context clues to help one better understand what one is reading.	56.3	33.3	0.0	$\chi^2 = 36.00$ P<.001
GLOB4 Previewing the online text to see what it's about before reading it.	55.0	30.0	0.0	$\chi^2 = 31.31$ P<.001

Individual Reading Strategies Used more by students with high levels of enjoyment of English learning (28 RSs)	% of high use (4 and 5)			Observed χ^2
	High	Moderate	Low	
GLOB10 Skimming the online text first by noting characteristics like length and organization.	55.0	16.7	0.0	$\chi^2 = 28.57$ P<.001
GLOB22 Using typographical aids like boldface and italics to identify key information.	55.0	43.3	0.0	$\chi^2 = 24.80$ P<.001
SUP2 Taking notes while reading online to help one understands what one reads.	52.5	36.7	0.0	$\chi^2 = 23.90$ P<.001
SUP5 When text becomes difficult, one reads aloud to help one understands what one reads.	51.2	20.0	0.0	$\chi^2 = 19.63$ P<.001
SUP6 Summarizing what one reads to reflect on important information in the online text.	51.2	16.7	0.0	$\chi^2 = 25.34$ P<.001
GLOB23 Critically analyzing and evaluating the information presented in the online text.	51.2	23.3	0.0	$\chi^2 = 22.11$ P<.001
GLOB7 Thinking about whether the content of the online text fits one's reading purpose.	48.8	30.0	0.0	$\chi^2 = 11.81$ P<.05
PROB13 Adjusting one's reading speed according to what one is reading.	47.5	23.3	0.0	$\chi^2 = 26.71$ P<.001
GLOB14 Deciding what to read closely and what to ignore.	40.0	30.0	0.0	$\chi^2 = 19.66$ P<.001

(Source: Author's Own Creation)

The results from the Chi-square tests shown in Table 3 reveal the significant variations in students' use of individual RSs related to their enjoyment of English learning. According to the

chi-square test, students with higher levels of enjoyment of English learning used 28 reading strategies more frequently than did their counterparts. Of the 28 RSs, there were 13 GLOB strategies, 8 SUP strategies, and 7 PROB strategies.

5. Discussion

For this present study, the results showed that students who enjoyed learning English at a higher level used reading strategies more often than the students with moderate and low levels of stated enjoyment of English learning. Students used PROB strategies the most frequently, followed by SUP and GLOB strategies respectively. It was also found that PROB strategies and SUP strategies were in the top 5 at the individual level. That is, they tended to pause reading for a moment when stress or confusion occurred.

For the moderate group, students also reported using PROB and SUP strategies more than GLOB strategies. The research results were consistent with the previous research results. (e.g. Alsheikh and Mokhtari, 2011; Meniado, 2016; and Roomy and Alhawsawi, 2019) which revealed that PROB strategies received the highest strategy usage. Learners tended to employ Prob strategies to help them to guess unknown words or phrases while reading online texts. Therefore, to help students to guess unknown words and comprehend the text, GLOB strategies (e.g., guessing words' meanings for context clues, for example, punctuation, definition, example, comparison, contrast and referent) should be taken into consideration in terms of improving students' reading comprehension skills.

However, it was found that 3 GLOB strategies tended to be used less than 50 per cent of the time among students who had a high and moderate level of enjoyment of English learning. They were 'GLOB23 I critically analyze and evaluate the information presented in the text.'; 'GLOB7 Thinking about whether the content of the text fits one's reading purpose.'; and 'GLOB14 Deciding what to read closely and what to ignore.' These strategies should be taken into consideration. The plausible explanation is that they may not have focused on their reading purpose and that made them pay less attention and awareness on criticizing or evaluating online texts. Thus, in terms of reading comprehension, students should be supported to develop an awareness of these strategies and trained to prepare themselves, set up their goals before reading online texts which could help them to be able to criticize, analyze, and evaluate the texts more critically and effectively.

6. Conclusion and Pedagogical Implications

The findings of the present study have shown the learners' use of reading strategies was strongly correlated to their expressed enjoyment in learning English. PROB, SUP and GLOB strategies were employed when reading online texts, respectively. Even though learners encountered reading difficulties, they also reported trying to keep reading and paying more attention to what they were reading. The correlation found indicate enjoyment of English learning was likely to be one the of important factors affecting students' reading strategy use. Consequently, it is suggested that course developers, lecturers, as well as related parties should choose a variety of reading tutors to motivate learners to read more and use more reading strategies. Also, types of texts and types of reading strategies should be emphasized in the course for learners to practice as the more they practice, the better they will become. Importantly, reading skill is something that takes time. Reading strategies also enable learners to deal with their reading problems. When one reads more, they will explore things more. When they explore more, they will gain more experience not only in reading comprehension but also in the enjoyment of lifelong learning.

The present study is valid and valuable in addressing the research questions, describing the frequency of strategy use reported by undergraduate students studying at a public university in the northeast of Thailand, and exploring the possible significant variation patterns at different levels about students' enjoyment of English learning. Yet, some limitations have also been found when conducting the research, which also shed some light for future research and needs to be taken into account in the future. Regarding the research participants, only students majoring in English for Business Management took part in the present study. It is hoped that if it is possible, more participants in different fields of study can participate in the future research of reading strategies so that the research findings could be more reliable and valuable. In terms of research instruments, the reading strategies questionnaire was used to collect data. Nevertheless, all gathering data methods have their strengths and weaknesses; therefore, it would yield more in-depth information if other data collection methods, for example, semi-structured interviews, classroom observations, diary studies, or think-aloud protocols were employed.

All in all, the researcher believed that this present study may shed some light on reading strategies from which researchers, EFL educators, and language learners might gain further

insights into how to tackle reading difficulties as well as how reading strategies are used by students in different learning contexts.

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Appendix

Enjoyment of English Learning

Statements	Not at all	Not very much	Somewhat	A lot	Extremely
The professional aspect					
1. People who speak English can earn more money.					
2. Many jobs require English.					
3. In my major, English is important for success.					
The social aspect					
4. I wish I could have many native English-speaking friends.					
5. The best video games use a lot of English.					
6. I want to take classes with my friends.					
7. English karaoke songs are very popular.					
The personal aspect					
8. I want to read English stories.					
9. I want to understand English films and songs.					
10. One day, I want to be able to write or speak in English.					