Reading Enhancement: A case study of Ban Suan Patthana College of Technology

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Abstract

The research on Reading Enhancement: A Case Study of Ban Suan Patthana College of Technology aimed to (1) study the Thai and English reading proficiency and achievement of students at Ban Suan Patthana College of Technology, (2) analyse the relationships between student love of reading Thai and English and English learning proficiency, (3) study the effectiveness of reading enhancement activities in the extensive reading program, and (4) investigate the parental involvement expressed as observations of parents towards their children's love of reading basing on the Buddhist Principle of Four Iddipada (intrinsic motivation) including the fifth added value of awareness of reading usefulness (instrumental motivation) in order to find ways to develop effective reading enhancement activities. The research samples consisted of 53 students in lower and higher certificate of vocational education at Ban Suan Patthana College of Technology in the first semester of Academic Year B.E 2558. Seven students were identified as reading lovers, 10 as moderately loving readers, and 36 as non-loving readers. Sixty-one parents involved in the research consisted of 17 parents of students who regularly submitted their reading reports and 44 parents of students who irregularly or never did so. The reading materials were printed and digital texts in Thai or English on a variety of topics to be chosen by the students to read on their own or with their parents. The research instruments comprised a set of standardized tests measuring proficiency in Thai and English languages, which had been tried out and found to be suitable for the student level and

reliable and valid. Structured interviews with parents to study their observations of their children's reading were tried out with a group of 10 parents to analyze its assessment qualities. SPSS was used for analysing parametric data, while the interviewed observational verbal data were analysed by content analysis.

The study found that the students' reading proficiency in Thai and English was moderate, and their course achievements in Thai and English were fair. Their reading proficiency and language achievements in Thai and English significantly inter-correlated at. 01. In addition, proficiency and achievement significantly correlated with love of reading at .05. The study indicated that reading with parental involvement in the extensive reading program was effective. Parents of students who loved reading and of those who did not love reading had significantly different observations towards their children's reading at .01 in all aspects of Four Iddipada, namely interest, diligence, conscientiousness, review, including the fifth value of awareness of reading usefulness, which was added to the Four Iddipada as it represented external motivation towards reading.

Keywords: Reading enhancement, Reading by rural Thai students, Extensive reading, Parental reading involvement, Four Iddipada and reading

การส่งเสริมการอ่าน: กรณีศึกษาวิทยาลัยเทคโนโลยีบ้านสวนพัฒนา

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นริศรา คำเกษ วิทยาลัยเทคโนโลยีบ้านสวนพัฒนา
ขจรศักดิ์ บุพศิริ วิทยาลัยเทคโนโลยีบ้านสวนพัฒนา

บทคัดย่อ

งานวิจัยเรื่องการส่งเสริมการอ่าน: กรณีศึกษาวิทยาลัยเทคโนโลยีบ้านสวนพัฒนามีวัตถุประสงค์เพื่อ

(1) สำรวจความสามารถในการอ่านภาษาไทยและภาษาอังกฤษของนักศึกษาวิทยาลัยเทคโนโลยีบ้านสวนพัฒนา ตำบลบ้านข่า อำเภอศรีสงคราม จังหวัดนครพนม

(2) ศึกษาวิเคราะห์ความสัมพันธ์ของการรักอ่าน ความสามารถภาษาไทย ภาษาอังกฤษและผลสัมฤทธิ์ทางการเรียนภาษาไทยและภาษาอังกฤษของนักเรียนนักศึกษาวิทยาลัยเทคโนโลยีบ้านสวนพัฒนา ตำบลบ้านข่า อำเภอศรีสงคราม จังหวัดนครพนม

(3) ศึกษาประสิทธิผลของกิจกรรมส่งเสริมการอ่านแบบผู้ปกครองมีส่วนร่วมในโปรแกรมการอ่านแบบกว้างขวาง

(4) ศึกษาการมีส่วนร่วมของผู้ปกครองเกี่ยวกับการรักอ่านของบุตรหลานของตนเพื่อพัฒนากิจกรรมเพื่อส่งเสริมการอ่านของนักเรียนนักศึกษาวิทยาลัยเทคโนโลยีบ้านสวนพัฒนา ตำบลบ้านข่า อำเภอศรีสงคราม จังหวัดนครพนม โดยใช้หลักการอิทธิบาทสี่

งานวิจัยใช้กลุ่มตัวอย่างเป็นนักศึกษาของวิทยาลัยเทคโนโลยีบ้านสวนพัฒนาในภาคต้นปีการศึกษา 2558 จำนวน 53 คน เป็นกลุ่มรักอ่านมาก 7 คน รักอ่านปานกลาง 10 คน และไม่รักอ่าน 36 คน มีผู้ปกครองจำนวน 61 คน ซึ่งเป็น กลุ่มผู้ปกครองบุตรหลานที่ส่งบันทึกการอ่าน 17 คน กลุ่มผู้ปกครองบุตรหลานที่ไม่ส่งบันทึกการอ่านอย่างสม่ำเสมอและไม่ส่งบันทึกการอ่านจำนวน 44 คน รวม 61 คน เครื่องมือวิจัยประกอบด้วยแบบทดสอบมาตรฐานที่คณะผู้วิจัยได้ศึกษาวิเคราะห์คุณภาพแล้วว่าใช้วัดความสามารถทางการอ่าน

ภาษาไทย ภาษาอังกฤษได้ ระดับคะแนนภาษาไทยและภาษาอังกฤษ บันทึกการอ่าน แบบสังเกตแบบมีโครงสร้างใช้โดยผู้ปกครองได้ผ่านการทดลองใช้และตรวจสอบค่าความเชื่อมั่น ความตรง และความเหมาะสมของ การวิเคราะห์ข้อมูลตัยเลขใช้โปรแกรมสถิติ SPSS และการวิเคราะห์เนื้อหาข้อมูลที่ได้จากการสังเกตของผู้ปกครอง

ผลการวิจัยพบว่าความสามารถในการอ่านภาษาไทยและภาษาอังกฤษของนักเรียนมีระดับปานกลาง ผลสัมฤทธิ์ภาษาไทยและภาษาอังกฤษอยู่ในระดับพอใช้ ความสามารถทางการอ่านและผลสัมฤทธิ์ทางภาษาไทยและภาษาอังกฤษมีความสัมพันธ์กันอย่างมีนัยสำคัญทางสถิติที่ 01 นอกจากนี้ความสามารถทางภาษาและผลสัมฤทธิ์ทางภาษามีความสัมพันธ์กับความรักในการอ่านอย่างมีนัยสำคัญทางสถิติที่ .05 การศึกษาชี้ให้เห็นว่าการอ่านหนังสือโดยมีส่วนร่วมของผู้ปกครองในการอ่านหนังสืออย่างกว้างขวางมีประสิทธิภาพ ผู้ปกครองของนักศึกษาทีรักอ่าน และนักศึกษาที่ไม่รักอ่านมีข้อสังเกตที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ .05 เกี่ยวกับด้านต่างๆของอิทธิบาทสี่ซึ่งเป็นแรงจูงใจจากภายใน และแรงจูงใจจากภายนอกคือการเห็นประโยชน์ของการอ่าน

คำสำคัญ: การส่งเสริมการอ่าน การอ่านของนักศึกษาไทยในชนบท การอ่านอย่างกว้างขวาง บทบาทของผู้ปกครองในการส่งเสริมการอ่านโดยใช้หลักอิทธิบาทสี่

Background and Rationale of the Research

The widely accepted fact about Thailand is the low quality of education as students do not read – write enough at both primary and secondary levels of education, which are considered the foundation and core of education in all subjects (Matichon, 2013).

PISA or the Program for International Student Assessment evaluates students on an international level by the Member States for Economic Cooperation and Development OECD (Organization for Economic Co-operation and Development) from 65 countries around the world found that Thai students ranked 50 the among the 65 countries in their proficiency to read. (Press release, together with the international student assessment PISA 2012 - 21 projects November 2013 at 19:54 pm. www.matichon.co.th/ news_detail.php?newsid).

Results of ONET Thai and English AY 2014 as reported in ONET official report on 23rd February, 2016 confirmed the reading level of Thai students as still unsatisfactory and that reading problem is a national problem. (http://www.onetresult.niets.or.th/AnnouncementWeb/Login.aspx)

To improve the literacy of Thai students various literacy programs have been developed for learners. Attempts have been made by both government and private sectors to solve the low literacy level by enhancement programs, especially extensive reading. (www.pearsonschool.com/ index.cfm?locator=PSZu68.)

A number of research studies have been made on the impact of extensive reading on Thai learners. Kirin and Wasanasomsithi (2009) and Charumanee (2014) reported the use of extensive reading for improving Thai learners' literacy. The results were promising and positive. Idea Sharing: The Use of Read - Share - Act to promote Extensive Reading (Charumanee pp. 183-198).

Extensive Reading and its Potential in Assisting Low-ability EFL Learners to Increase their Reading Comprehension and Motivation (Wilairat Kirin, Punchalee Wasanasomsithi [Pages: 51-66]

Statement of the Problem

The government has declared the year BE 2552-2561 the Decade of Reading on the national agenda, and on the 2nd day of April every year as the "Day of Reading." Strong and steadfast efforts to improve Thai students' reading, especially in rural areas are seriously needed. (The Office of the Basic Education Commission. Ministry of Education, www.secondary42. obec.go.th)

One of the main focuses of the government is reading enhancement to improve Thai students in their learning and character building. Knowledge and moral should go hand in hand. Unfortunately, the aims, however, seem very difficult to reached, especially for Thai students in the rural areas. The current allocations of reading resource materials still demand support and interest. As Thai students in the rural area need strong moral, mental, and financial support from their parents and the school, the parental involvement model was employed.

Definition of terms

Parental involvement: represented by the parents' observation of their children's Four Iddipada and their awareness of reading usefulness, as measured by their observations and involvement with their children reading activities. Parents were encouraged to closely observed and motivate their children to read and to hand in their reading reports/reports regularly. Parent roles in helping their children and the school to improve student reading, knowledge and skill building are crucial in the rural areas where lack of reading materials abounds. Parents were encouraged by the researchers to closely observe and stimulate their children to read materials in the extensive reading program.

The Four Iddipada: love, diligence, interest, conscientiousness represent intrinsic motivation. For this research the fifth value of awareness of usefulness represents instrumental motivation (Wongsothorn, BE 2555 –in Thai) was included. Parents' involvement in their children's reading activities

stemmed from their observation of the reading activities of their children and their manifested aforementioned five values.

Extensive reading: the out of class reading of a variety of printed and digital Thai and English texts on a wide range of topics ranging from Jataka to computer, science and technology, and study skills building, etc. Students could choose these materials for their reading, depending on their interests or at their parents' suggestions if they do not have any preferences.

Language achievement: Thai and English course grades from 1-4. Language proficiency: Thai language proficiency from 100-item standardized Thai Language Tests for secondary school (Thai SD) (http://www.ebooksdownloadfree.net/2012/08/6.html) with the total score of 100, was tried out and passed test-item analysis to prove its reliability and validity ; English language proficiency from Cambridge tests at Mover and Flyer levels, and scores from the standardized English Language Institute (ELI) tests.

Love of reading: a variable of parental involvement as their encouragement of their children to submit their reading reports. The number of times or frequencies of their submission of their reading reports were divided into 3 levels as follows:

High level of interest in or love of reading, (15-40 times)
Moderately loving readers, (5-14 times) and
No interest in/not loving readers (0-4 times)

Significance of the Study

Bansuan Patthana College of Technology is a private vocational institution located in Sri Songkram District, Nakhon Phanom, Thailand. Almost all students were from farmers' families and could be considered quite underprivileged. The Buddhist precept of Four Iddipada or the Four Principles of Chanta (Love/Interest), Wiriya (Conscientiousness / Diligence), Jitta (True Interest, Concentration), and Wimangsa (Review), including the

fifth added value of Awareness of reading usefulness were studied to find their relationships with students' Thai and English language proficiency and achievement. The Four Iddipada represent intrinsic motivation while the fifth value of awareness of usefulness represents instrumental motivation (Wongsothorn, BE 2555 –in Thai). Parents' involvement in their children's reading activities stemmed from their observation of the reading activities of their children and their manifested aforementioned five values.

The college had been receiving study visits by an American volunteer through the advice of Fulbright Foundation to teach English communication.

To help improve the reading situation of students in a rural area of Thailand, this study was conducted to alleviate the lack of R&D on the involvement of parents, schools, and teachers in enhancing Thai students' love of reading. Most importantly, the study was intended to help solve the problem of low level of reading activities through Extensive reading and parents' involvement.

Research Objectives

The research aimed to:

(1) study the Thai and English reading proficiency and achievement of students at Ban Suan Patthana College of Technology,

(2) analyse the relationships between student love of reading Thai and English and English learning proficiency,

(3) study the effectiveness of reading enhancement activities with parental involvement in the extensive reading program, and

(4) investigate the parental involvement expressed as observations of parents towards their children's love of reading based on the Buddhist Principle of Four Iddipada (intrinsic motivation), including the fifth added value of awareness of reading usefulness (instrumental motivation) in order to find ways to develop effective reading enhancement activities.

Research Conceptual Framework

The conceptual framework of this research presents the relationships among the independent and dependent variables as follows:

(1) Student Thai and English reading achievement and proficiency depend on student involvement in their reading as manifested by their love, diligence, concentration, review and awareness of reading usefulness;

(2) Parental involvement helps to improve students' proficiency and achievement.

(3) Different groups of students with different levels of proficiency and achievement in Thai and English belong to different categories of readers: reading lovers, moderately loving readers, and non-loving readers.

Diagram 1 Research Conceptual Framework

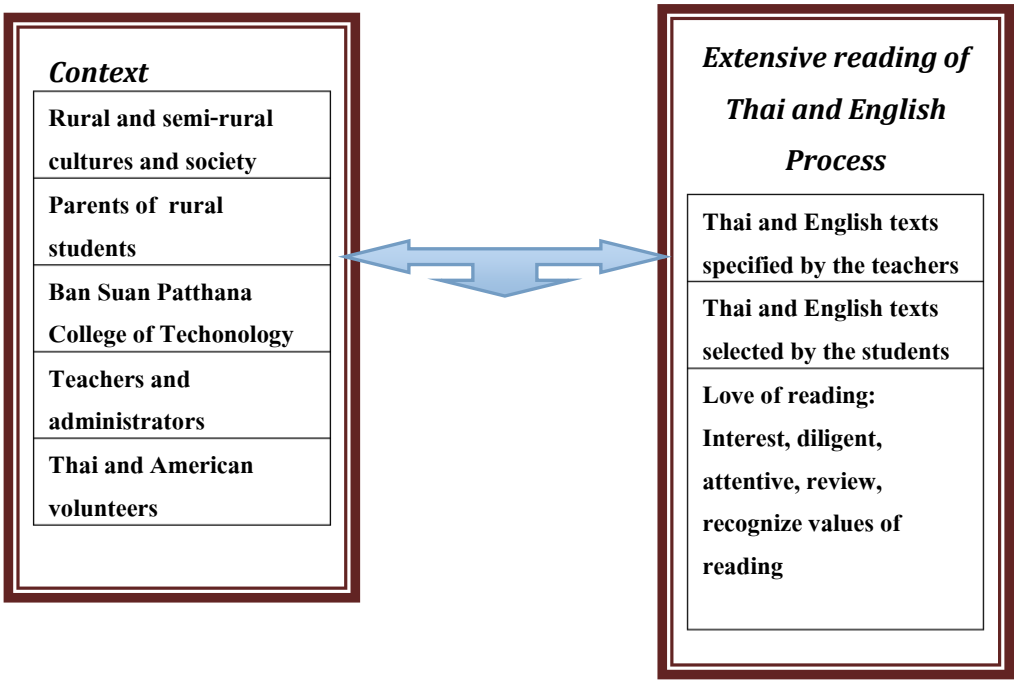

Diagram 2: Independent, Process, and Dependent Variables

Independent Variables	Process Variable	Dependent Variables
(1) Parental involvement with their children's reading interpreted as their observations of their children's love of reading based on the Four Iddipada of interest, diligent, attentive, review, including awareness of reading value (2) Parental involvement interpreted as the number of times their children submitted the reading reports.	Extensive Reading 100 Booklets, texts including web reading materials selections provided/recommended by the college and chosen by students	Student English and Thai language proficiency and achievement

Exposure to Thai volunteers who visited the College in order to give workshops on various topics such as business management, handicraft, pottery plus visits by American ex-Fulbright volunteer who opened the world view with Western cultures and values were merely positive background of learning, not direct influences on student performance due to the short periods of stays..

Research assumptions: (1) English and Thai languages were skills stemming from language aptitude and environmental support which were independent of age or differing level of education, and that (2) the samples were representatives of rural students in the rural areas of Ban Suan Patthana, Ban Ka District, Amphoe Si Song Kram for their parents were poor farmers with the local values of cherishing education close to home for both economic and spiritual reasons. Their Onet and Vnet scores were used to establish their representativeness.

The research samples: 53 lower and higher vocational certificate students at Ban Suan Patthana College of Technology during the first semester of academic year 2015 with 7 identified as having high level of interest in or love of reading, 10 as moderately loving readers, and 36 as having no interest in/not loving readers. The 61 parents consisted of 17 parents of children who regularly handed in their reading reports and 44 of children who never or irregularly handed in their reading reports.

Instruments for collecting quantitative data

(1) The number of times or frequencies of the student submission of their reading reports

(2) Student Thai course grades (Thai achievement)

(3) Student English course grades (English achievement)
1 for Grade D, 2 for Grade C, 3 for Grade B, and 4 for Grade A

(4) 100-item standardized Thai Language Tests for secondary school (Thai SD) (Full score of 100)
(http://www.ebooksdownloadfree.net/2012/08/6.html

(5) 200-item 4-choice multiple choice English Standardized Tests (ELI – English Language Institute) testing Language Use, Structure, Vocabulary, and Reading,

(6) Cambridge Mover level Reading and Writing test contains six parts with 35 questions

Reading and Writing (30 minutes)

Part 1 Match pictures/words with describing sentences (Copy words)

Part 2 Decide if a picture matches sentences about it (Write yes or no)

Part 3 Choose the right answer to questions (Circle a letter)

Part 4 Choose correct pictures/ words to fill gaps in a short story and the correct title for the story (Copy words and tick a box)

Part 5 Find words in a story to complete sentences (Copy 1, 2 or 3 words)

Part 6 Choose the right words to fill gaps in a short text. Copy words (http://www.cambridgeenglish.org/images/153312-yle-information-for-candidates.pdf)

Cambridge Flyer level

The Reading and Writing paper takes 40 minutes and has seven sections and 50 questions in total. Each part begins with one or two examples. Children must spell their answers correctly in all parts of the test.

Part 1 has 15 words and 10 definitions. Children write the correct word next to each definition. Part 1 tests reading short sentences, matching to words and copying words.

Part 2 has a big picture and seven sentences about the picture. If the sentence is true, children should write 'yes'. If the sentence is false, children should write 'no'. Part 2 tests reading sentences and writing one-word answers.

Part 3 has a short conversation between two people. Everything the first speaker says is printed on the question paper, with gaps for the second speaker's answers. Children decide what the second speaker says, choosing from a list of options (A to H). Part 3 tests reading a conversation and choosing correct responses.

Part 4 has a text with some missing words (gaps). The missing words may be nouns, adjectives or verbs. Next to the text is a box with words in it. Children decide which word goes in each gap and copy the word in the gap. In the last question, children choose the best title for the text from a choice of three possible titles. Part 4 tests reading for specific information and gist and copying words.

Part 5 has a complete story and seven sentences about the story. Each of the seven sentences has a gap. Children complete the sentences about the story using one, two, three or four words. Part 5 tests reading a story and completing sentences.

Part 6 has a text with some missing words (gaps). For each gap there is a choice of three possible answers. Children decide which answer is correct and copy the word into the gap. Part 6 tests reading and understanding a factual text, simple grammar and copying words.

Part 7 has a text from a letter or diary. There are five gaps in the text. Children have to write the missing word in each gap. There is no list of words to choose from. Part 7 tests reading and understanding a short text and supplying correct words.
(http://www.wow.com/wiki/Cambridge_Young_Learners_English_Tests)

Instruments for collecting qualitative data

(1) Student reading reports of their Extensive reading giving titles of their selected readings and their self-assessment concerning each reading selection including their opinions of the selection and their parent involvement through discussion and reading with their parents, what they gained from their reading, their problems, their need and want for further reading. "The reading reports were to be completed by students with their parental involvement.

(2) The open-ended part of the structured interview allowing parents to express their observations of their children's extensive reading, which contained data and student-parent reading collaboration and their observations of their children's reading based on the Four Iddipada plus the fifth added value of "awareness of usefulness".

The Likert scales of 1-5 used in the study had 5 scales with 5=most, highest, 4=much, a lot, 3=moderate, 2=little, and 1=least were used for data analysis.

Instrumentation

The quantitative and qualitative research instruments were tried out on compatible groups of 10 students and their parents. Three BSP teachers with at least 3-year teaching experience evaluated the structured interview on correctness, clarity and appropriateness.

The instruments were found to have high reliability (Cronbach Alpha .87); the succinctness, clarity, rationality, and appropriateness of the instruments were confirmed. The instruments were found to have face validity and high content validity (.95>) using the 3 teacher raters' judgement.

The Extensive Reading Materials

The reading materials in Thai and English consisted of 110 stories, selections from various texts, Thai Royal Encyclopedia, Jataka, from the Internet, excerpts, and booklets on a variety of topics ranging from household equipment to new technology and robotic stories and developments.

Teachers upon discussion with their students provided the reading materials for students and parents to suit their interest, age, and readiness. In addition, students could suggest the reading materials to the teachers.

Data Collection

The students chose the texts from the range of books, booklets, encyclopedia, and texts numbering 100 for their Extensive readings. Students' Thai and English grades were collected from school records while their English and Thai proficiency levels were determined by the Cambridge Tests of English comprising their scores obtained from Cambridge Standardized Mover and Flyer tests and the American ELI test scores. The subjects' Thai proficiency scores were obtained from their Pre and Post test scores provided by Thai Standardized Proficiency Tests (100-item Standardized Thai Language Tests for secondary school (Thai SD) (http://www.ebooksdownloadfree.net/2012/08/6.html).

The frequencies of their reading which reflect their interest in /love of reading were calculated from the number of times of their reading. The student reports expressed their feelings or attitudes on the pieces they had

chosen to read. The students were divided into three groups using the frequencies in handing in the reading reports:

7 identified as having high level of interest in or love of Reading (15-40 times)
10 as moderately loving readers (5-14 times) and
36 as having no interest in/not loving readers (0-4 times)

Percentages were used as criteria for grouping student Thai and English proficiency into high, moderate, and low were as follows:

70 > high
40-69=moderate
<39=low

The parent observations measured by the Likert scales of 1-5 used in the study had 5 scales with 5=most, highest, 4=much, a lot, 3=moderate, 2=little, and 1=least were used for data analysis.

Data Analysis

The research employed both quantitative and qualitative methods of data analysis. The quantitative data analyses used Pearson Product Moment Correlation Matrix to find the relationships among effectiveness of reading through parental involvement as expressed by parents' observations on their children's four Iddipada and awarenss of reading usefulness, F-test (to test the differences among the 3 groups of readers, namely High Level Readers, Moderate Readers, and Rarely or None Readers, followed by Post-hoc Scheffe tests. The t-tests performed were to test the significance of the differences in parental observations of students who submitted their reading reports and those who rarely or never submitted their reading reports. The Pearson Product-Moment Correlation was employed to find the significance relationships among the variables manifested in the reading reports using the criteria of succinctness, clarity, rationality, and appropriateness.

For qualitative analysis, content analysis was used on the students' reading reports on their Extensive reading, and the open-ended part of the parent structured interview. The seven criteria for content analysis were based on parental observation of their children's Four Iddipada and awareness of reading usefulness.

Research Results

The research results presented followed the research objectives:

Objective 1: To study the Thai and English reading proficiency and achievement of students at Ban Suan Patthana College of Technology

Table 1: The English and Thai proficiency scores obtained from standardized tests and Thai and English achievement scores or student course grades

Descriptive Statistics			
	Mean	**Standard Deviation**	**n**
*Number of times of Reading/Frequency	7.43	9.704	53
Mover	48.60	8.266	53
Flyer	56.86	9.144	53
ELI	56.30	10.687	40
Thai Score SD	53.03	6.570	36
Thai course grade	2.02	.797	45
English course grade	2.40	.728	45

*The highest frequency or number of times of submitting the reading reports was 40.

The table illustrated that the average number of times of submission of reading reports was moderate, that on the average they were moderately loving readers, that their English proficiency scores and Thai proficiency scores were moderate, and that their Thai and English course grades were generally fair.

Objective 2: To analyse the relationships between student love of reading Thai and English and English learning proficiency

The research samples divided into three groups: High reading, Moderate reading, and Rarely or Non reading based on the number of times or Frequency of their Readings, which were the independent variables. The four dependent variables were: Cambridge English proficiency: Mover and Flyer levels, ELI (English Language Institute's standardized English proficiency test), and the Standardized Thai proficiency test.

One way analysis of variance was performed to find out whether the differences in the English and Thai proficiency scores of the 3 groups of student samples, namely the high reading, the moderate reading, and the rarely or non reading were significant or not.

Table 2: ANOVA of the English Proficiency Test Scores of the 3 Groups

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
MOVER	Between Groups	1866.285	4	466.571	15.592	.000
	Within Groups	1196.915	40	29.923		
	Total	3063.200	44			
FLYER	Between Groups	755.695	4	188.924	2.504	.057
	Within Groups	3017.549	40	75.439		
	Total	3773.244	44			
ELI	Between Groups	2011.495	4	502.874	7.205	.000
	Within Groups	2442.905	35	69.797		
	Total	4454.400	39			
THAISCOR	Between Groups	554.168	4	138.542	4.489	.006
	Within Groups	956.804	31	30.865		
	Total	1510.972	35			

**= .01 level of significance *=.05 level of significance

The differences among the three groups of readers were found significant at .01 for Mover, ELI, and Thai proficiency tests. The Flyer scores of the 3 groups of students were not significantly different. This might be due to the Flyer test characteristics and its level of difficulty which caused the scores to be non-differentiating. To find the pair differences among the three groups of readers, posthoc Scheffe analyses were performed on the significant relationships discovered (see Table 3).

Table 3: Posthoc Scheffe Analysis

Multiple Comparisons

Scheffe

Dependent Variable	(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
MOVER	High reading group	Moderate reading group	8.31	3.544	.074	-.63	17.26
		Rarely or non reading group	12.58*	2.971	.000	5.08	20.07
	Moderate reading group	High reading group	-8.31	3.544	.074	-17.26	.63
		Rarely or non reading group	4.26	2.571	.263	-2.22	10.75
	Rarely or non reading group	High reading group	-12.58*	2.971	.000	-20.07	-5.08
		Moderate reading group	-4.26	2.571	.263	-10.75	2.22
ELI	High reading group	Moderate reading group	7.86	5.548	.377	-6.29	22.00
		Rarely or non reading group	12.33*	4.500	.033	.86	23.81
	Moderate reading group	High reading group	-7.86	5.548	.377	-22.00	6.29
		Rarely or non reading group	4.48	4.229	.576	-6.31	15.26
	Rarely or non reading group	High reading group	-12.33*	4.500	.033	-23.81	-.86
		Moderate reading group	-4.48	4.229	.576	-15.26	6.31
THAISCOR	High reading group	Moderate reading group	7.83	3.264	.070	-.53	16.20
		Rarely or non reading group	9.75*	2.580	.003	3.14	16.36
	Moderate reading group	High reading group	-7.83	3.264	.070	-16.20	.53
		Rarely or non reading group	1.92	2.580	.761	-4.70	8.53
	Rarely or non reading group	High reading group	-9.75*	2.580	.003	-16.36	-3.14
		Moderate reading group	-1.92	2.580	.761	-8.53	4.70

*. The mean difference is significant at the .05 level.

Post hoc Scheffe test showed the differences of the English proficiency scores and the Standardized Thai proficiency scores among the 3 groups of readers as follows:

Significant differences

1. Mover: Between the high reading group with the rarely or non reading group (1 pair)
2. ELI::Between the high reading group with the rarely or non reading group (1 pair)
3. Thai Proficiency Score: Between the high reading group with the rarely or non reading group (1 pair)

Thus, it could be concluded that the more students read, the better they would score on their English and Thai proficiency tests as the students were grouped by the number of times they read as reflected by the frequencies of their handing in their reading reports.

Objective 3: To study the effectiveness of reading enhancement activities with parental involvement in the extensive reading program

To investigate the differences regarding their children's Four Iddidapa and awareness of reading usefulness of the 2 groups of parents: of Children who loved reading, and of Children who rarely or never submit their reading reports, t tests were performed.

Table 4: t-Tests on the two groups of parents on their children's Four Iddipada and awareness of reading usefulness

	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Love/True Interest	27.966	60	**.000	3.262	3.03	3.50
Conscientiousness/Diligence	30.815	60	**.000	2.967	2.77	3.16
Perseverance/Concentration	26.597	60	**.000	3.115	2.88	3.35
Review	21.940	60	**.000	3.033	2.76	3.31
Awareness of usefulness	27.763	60	**.000	3.623	3.36	3.88
Total	32.482	60	**.000	16.164	15.17	17.16

The t-tests between the two groups of parents: of the students who regularly submitted their reading reports, and of the students who rarely or

never submitted their reading reports, showed that the observations of their children's five values were significantly different at .01.

0bjective 4: To investigate the parental involvement expressed as observations of parents towards their children's love of reading basing on the Four Buddhist Principles of Four Iddipada including the fifth added value of awareness of reading usefulness in order to find ways to develop reading enhancement activities.

To further analyze the relationships among parental observations of their children's Four Iddipada and awareness of reading usefulness, their Thai and English language proficiency, and Thai and English course grades, Pearson Product-Moment correlation was performed and presented in Table 5.

Table 5: The relationships among parental observations concerning their children's Four Iddipada and awareness of reading usefulness, their Thai and English language proficiency, and their Thai and English course grades

Correlations

		MOVER	FLYER	ELI	THAISCOR	THAIGRD	ENGGRD
INTEREST	Pearson Correlation	0.232	-0.082	0.289	0.309	0.378*	0.153
	Sig. (2-tailed)	0.218	0.667	0.152	0.124	0.039	0.419
	Covariance	1.253	-0.448	2.326	1.240	0.190	0.075
	N	30.000	30.000	26.000	26.000	30.000	30.000
DILIGENT	Pearson Correlation	0.173	-0.063	0.033	0.292	0.299	0.036
	Sig. (2-tailed)	0.362	0.742	0.873	0.148	0.109	0.851
	Covariance	1.075	-0.397	0.292	1.280	0.172	0.020
	N	30.000	30.000	26.000	26.000	30.000	30.000
ATTENTIV	Pearson Correlation	0.587**	0.448*	0.217	0.468*	0.497**	0.438*
	Sig. (2-tailed)	0.001	0.013	0.287	0.016	0.005	0.015
	Covariance	3.069	2.379	1.662	1.720	0.241	0.207
	N	30.000	30.000	26.000	26.000	30.000	30.000

REVIEW	Pearson Correlation	0.448*	0.174	0.113	0.298	0.434*	0.364*
	Sig. (2-tailed)	0.013	0.357	0.582	0.139	0.017	0.048
	Covariance	2.845	1.121	1.077	1.440	0.255	0.209
	N	30.000	30.000	26.000	26.000	30.000	30.000
AWARENES	Pearson Correlation	0.385*	0.326	0.185	0.419*	0.436*	0.333
	Sig. (2-tailed)	0.035	0.079	0.366	0.033	0.016	0.073
	Covariance	3.218	2.759	2.237	2.560	0.338	0.251
	N	30.000	30.000	26.000	26.000	30.000	30.000
SUM	Pearson Correlation	0.520**	0.242	0.232	0.509**	0.585**	0.383*
	Sig. (2-tailed)	0.003	0.197	0.254	0.008	0.001	0.037
	Covariance	11.460	5.414	7.594	8.240	1.197	0.761
	N	30.000	30.000	26.000	26.000	30.000	30.000

* Correlation is significant at the 0.05 level (2-tailed).

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

The correlations between the independent variables of parental observations and the dependent variables of students' Thai and English language proficiency and achievement (course grades) were presented in ranks of significance as follows:

(1) Parental total observation (3 pairs of >.01level of statistical significance and 1 pair of >.05 level of statistical significance)

> .01 Sum with English proficiency: Mover, Thai proficiency and Thai course grade

>.05 Sum with their achievement or course grade (ENGGRAD)

(2) Attentiveness (2pairs of >.01 significance, and 3 pairs of >.05 significance)

>.01 Attentiveness with Mover and Thai course grade

>.05 Attentiveness with Flyer, Thai SD score, and English course grade

(3) Review (3 pairs of >.05 significance)

>.05 Review with Mover, Thai course grade, and English course grade

(4) Awareness of usefulness (3 pairs of >.05 significance)
>.05 Awareness with Mover, Thai language proficiency, and Thai course grade

(5) Interest (1 pair of >.05 significance)
>.05 Interest with Thai achievement or Thai course grade

Interestingly, parental observations of their children's diligence were not correlated with any language proficiency or language achievement variables. This might imply that parents either found that their children lacked diligence or that diligence was not a significant factor of language proficiency or achievement. Parents seemed to give high values for Attentiveness, Review, and Awareness of reading usefulness while Interest and Diligence were lacking in their children.

The results led to the conclusion that reading enhancement by parental involvement with their children's reading through parental observation and encouragement proved effective with Thai rural students. As independent variables the sum scores of parental observation of their children's Iddipada and awareness of reading usefulness were highly correlated with English and Thai language proficiency and significantly with their English course grades.

It could be concluded that the parental involvement with their children's reading through their observations of their children's Four Iddipada and awareness of reading usefulness or the principles of success highly correlated with reading enhancement, that their children realized most significantly the usefulness of reading, however, parents felt that their involvement in the reading enhancement program was inadequate as expressed in the open-ended part of the structured interviews.

The open-ended part of the reading reports clearly manifested that the students with high frequency of handing in the reports were better writer than those who irregularly or rarely handing in their reading reports. The high frequency and the moderate frequency were rather similar in their reports

expressing the positive attitudes about the texts they chose. Few expressed their doubt about the contents, especially the English texts they chose to read.

Conclusions and Recommendations

Results of the research could lead to the conclusions that the Ban Suan Patthana College of Technology students in the sample group had moderate to fair ability in their language use, that their language proficiency and achievement in the Thai language and the English language were significantly correlated at .01.

Furthermore, their achievements in Thai and English were about equal as reflected in their semester grades; their average achievement in Thai was 2.02 while their average English achievement was 2.40.

Their English and Thai achievement and proficiency significantly correlated with their true love of/ interest in reading at .01. The reading enhancement activities through the extensive reading program using selected readers with parental involvement significantly correlated with their Thai and English proficiency and achievement at .01. This led to the conclusion that the more they read; the better would be their language use.

Regarding parental observations of their children's Four Iddipada or the four principles of success, the parents of those who regularly submitted their reading reports had significantly better attitudes than parents of the students who rarely or never submitted their reading reports. The difference was significant at .01.

As parental observations of their children's Four Iddipada, indicators of intrinsic motivation and their awareness of reading usefulness, indicator of instrumental motivation, are significantly related to achievement and proficiency of the Ban Suan Patthana College of Technology students, teachers and parents should enhance their children's Iddipada and awareness of reading usefulness to improve their reading by upholding these five principles of success. Reading is important as it paves the way to learning success, improvement of intellect, and solutions to learning problems. The

cognitive and affective domains would be enhanced hand in hand. According the report on the results of PISA 2015 confirmed that Thailand is in crisis. The average reading score of 15-year old Thai students numbering 8,249 from 273 schools was only 409, below the previous years, and is on the decreasing trend (www.siamzone.com/board/view.php?sid=4223982 and pisathailand. ipst.ac.th 9 December, B.E. 2559). Urgent measures should be taken to enhance true love of and interest in reading. Diligence, concentration, conscientiousness, perseverance should be emphasized, not only the already realized awareness of reading usefulness.

Recommendations

The teaching and learning of Thai and English should have a wide variety of management and inputs to suit the students' readiness, maturity, and interest. Teachers, parents, Thai and American volunteers, and the community should join hands in acquiring appropriate materials and media for the students.

To motivate students to love reading by parental involvement may be one of the effective ways of stimulating the interest in reading. The various media, printed or digital, location of reading-- at home, in the school library or at leisure in one's living room, with emphasis on usefulness, and love of or true interest in reading with parental involvement in strengthening their realization of Four Iddipada or the four principles of success are useful to develop student cognitive development as well as their positive attitudes towards reading and learning in general.

Further research on the available media for the learners in the rural areas should be conducted to find out which type of media—multimedia, oral-aural, visual media, can effectively enhance Thai student reading competency. Long-term or longitudinal research should be conducted to find out the true factors of reading success**.**

Studies on the effectiveness of extensive reading involving reading texts for pleasure or enjoyment and for academic reasons or for developing

reading skills should be made. Comparative investigation of the effectiveness of extensive reading vis a vis intensive reading may be challenging and shedding lights on developing various types of reading programs for varying groups of learners.

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