

TEACHING STRATEGIES FOR ENGLISH READING SKILLS AT SECONDARY SCHOOL LEVEL: A CASE STUDY OF BANGSOMBOON SUBDISTRICT, ONGKHARAK DISTRICT, NAKHON NAYOK PROVINCE

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Abstract

This study aimed to examine strategies for teaching English reading skills among secondary school teachers in Bangsombun Subdistrict, with a focus on both current strategies and innovative teaching methods. The five participants were English teachers from all secondary schools in the area. Data were collected using a structured questionnaire and analyzed using mean, standard deviation, and median values. The results indicated that teachers' overall opinions on strategies for teaching English reading skills were at the highest level ($\bar{x} = 4.61$, S.D. = 0.071). For current strategies, the highest-rated practices included using a variety of reading materials, implementing pre-reading activities, providing explicit vocabulary instruction, conducting guided reading in small groups, and applying scaffolding techniques (Med = 5 for all). For innovative teaching methods, the highest-rated practices were integrating multimedia resources, applying flipped classroom approaches, promoting collaborative learning, using technology-based platforms, and incorporating gamification elements (Med = 5 for all). The findings suggest that secondary schools employ a balanced combination of traditional and technology-enhanced strategies, effectively supporting comprehension, engagement, and motivation in English reading instruction.

Introduction

In the context of English language education, reading proficiency plays a crucial role in developing overall language competence, particularly in EFL (English as a Foreign Language) settings, such as Thailand. It is also part of the TOEIC test; the reading section (Part 5: Incomplete Sentences) asks students to choose the appropriate word or phrase to make the sentence grammatically correct (Pangsai, Lieungnapar, Bunchutrakun, 2018). Reading enables learners to acquire knowledge, develop their vocabulary, and enhance their critical thinking skills. However, teaching reading effectively requires not only knowledge of language pedagogy but also a strategic approach tailored to students' diverse needs and contexts. This study examines the current state of reading instruction strategies and provides practical guidelines for enhancing English reading instruction at the secondary level. The English test results showed that reading skills had the lowest scores due to students' limited English vocabulary. Interviews with low-scoring students revealed unfamiliarity with vocabulary. Based on the researcher's classroom observations, many University students

struggle to use English skills effectively, particularly reading (Moendee, Sukamolson, & Yordchim, 2024). Educators worldwide consistently agree that teachers play a crucial role in developing students' reading skills. Teachers must design activities that are appropriate to students' ages, abilities, and learning preferences. They should teach students to use language as a tool to comprehend various types of texts encountered in real life. Exercises should allow students to use the language automatically, and language activities should provide opportunities for students to practice using the language for real-life communication. The activities should closely resemble authentic situations. This study focuses on two aspects of the five: current strategy and innovative teaching method.

Research Objectives

1. To examine strategies for teaching English reading skills among secondary school teachers in Bangsombun Subdistrict.
2. To explore the current strategies used in teaching reading skills.
3. To explore Innovative teaching methods used in teaching reading skills.

Methodology

Participants in this study were five secondary school English teachers in Bangsombun Subdistrict. The primary data collection tool was a structured questionnaire measuring teachers' opinions on various aspects of reading instruction strategies. Descriptive statistics, including mean (M), standard deviation (S.D.), and median (Med), were used to analyze the data.

Results

1. Strategies for teaching English reading skills among secondary school teachers

The results regarding strategies for teaching English reading skills in the following five aspects were found, overall ($\bar{x} = 4.61$, S.D. = 0.071), to be at the highest level. When considering each aspect separately, the highest mean score was for **Current Strategies and Approaches** ($\bar{x} = 4.68$, S.D. = 0.094), followed by **Innovative Teaching Methods** ($\bar{x} = 4.68$, S.D. = 0.165), both at the highest level. The lowest mean score was for **Student Participation and Assessment** ($\bar{x} = 4.48$, S.D. = 0.228), which was still at a high level, as Table 1.

Table 1 Five aspects of strategies for teaching English reading skills

Aspects of strategies	Level of opinion		
	\bar{x}	S.D.	Level
1. Current Strategies and Approaches	4.68	0.094	Very high
2. Innovative Teaching Methods	4.68	0.165	Very high
3. Use of Media and Resources	4.60	0.154	Very high
4. Student Participation and Assessment	4.48	0.228	High
5. Professional Development and Challenges	4.60	0.219	Very high
Overall	4.61	0.071	Very high

2. The current strategies used in teaching reading skills

In the aspect of **Current Strategies and Approaches**, the overall score ($\bar{x} = 4.68$, S.D. = 0.094) was at the highest level. When considering each item individually, all were rated at the highest level, as follows: **Using a variety of reading materials** (texts, articles,

Table 3 Innovative teaching methods used in teaching reading skills

Innovative Teaching Methods	Level of opinion	
	Median	Level
1. The integration of multimedia resources (such as videos and audio clips) into reading lessons can enhance students' understanding of complex topics.	5	Very high
2. The flipped classroom approach, in which students review materials independently before class, leads to more in-depth discussions during class sessions.	5	Very high
3. Collaborative learning activities, such as peer discussions and group projects, help improve students' critical thinking about texts.	5	Very high
4. The use of technology-based platforms (such as e-books and online annotation tools) has a positive impact on students' interaction with reading materials.	5	Very high
5. The use of gamification elements (quizzes, challenges) in reading instruction helps increase students' motivation to read.	5	Very high
Total	$\bar{x} = 4.68$ S.D. = .165	Very high

Conclusion

The findings revealed that secondary school English teachers rated both current strategies and innovative teaching methods for teaching English reading skills at the highest level. For current strategies, teachers emphasized using diverse reading materials, engaging students through pre-reading activities, providing explicit vocabulary instruction, implementing guided reading for small groups, and applying scaffolding techniques. These practices were recognized as highly effective in enhancing comprehension, supporting individual learning needs, and organizing students' understanding of the text (Graves, et al., 2018). Similarly, innovative teaching methods, including multimedia integration, flipped classroom approaches, collaborative learning, technology-based platforms, and gamification, were all perceived as significantly contributing to deeper engagement, improved critical thinking, and increased motivation (Bishop & Verleger, 2013; Deterding, et al., 2011).

Discussion

The high ratings across all strategies suggest that teachers are aware of and actively employ a balanced mix of traditional and modern approaches in teaching reading skills. The strong preference for diverse reading materials and pre-reading activities aligns with established theories of reading instruction, which emphasize exposure to varied texts and activation of prior knowledge to facilitate comprehension (Anderson & Pearson, 1984). Furthermore, the integration of explicit vocabulary instruction and scaffolding reflects an understanding of the importance of linguistic support in reading development (Nation, 2013). On the other hand, the adoption of innovative approaches, such as flipped classrooms and gamification, demonstrates teachers' willingness to adapt to contemporary educational trends, potentially influenced by increased access to digital tools (Hung, 2015). These results indicate

a blended instructional model that combines foundational strategies with technology-enhanced practices, offering both structure and adaptability to meet diverse learner needs.

Recommendations

To sustain and enhance the effectiveness of these strategies, it is recommended that schools provide continuous professional development focusing on the practical integration of both traditional and innovative methods (Darling-Hammond, et al., 2017). Workshops and training sessions can help teachers refine their use of multimedia, collaborative projects, and gamified learning while reinforcing effective foundational strategies as guided reading and scaffolding. Additionally, investment in technological infrastructure, such as e-book libraries and interactive platforms, will support the consistent application of innovative methods (Tomlinson, 2014). Finally, ongoing evaluation and peer-sharing sessions should be encouraged so that teachers can exchange best practices, reflect on classroom experiences, and adapt strategies to better address the evolving reading needs of students in secondary education.

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