Full Length Research Paper

Development of the instructional model of reading English strategies for enhancing sophomore students' learning achievements in the institute of physical education in the Northeastern region of Thailand

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The aim of this research is to develop and verify the effectiveness of an instructional model of reading English strategies for students of Mahasarakham Institute of Physical Education in the Northeastern region through survey. Classroom action research techniques with the two groups of sample sizes of 34 sophomore physical students as a controlling and 32 sophomore sport science students as an experimental were administered. The study used the 4-research instruments which were composed of the questionnaires on implementation of reading strategy, semi-structured interviews, reading comprehension achievement, and the 5-lesson plans. Statistically significant with the descriptive data were analyzed. According to the results of current implementation of reading strategies, average score of total reading strategy used was moderate practice. Sample group employed slightly more indirect strategy to direct strategy, among six categories of reading strategies, the most to the least current implementation of reading strategies were compensation strategies, social strategies, affective strategies, memory strategies, cognitive strategies and meta-cognitive strategies, respectively. The developing instructional model comprised of informs, model and practice. Transfer of concluding step to sum up the results and problems for practicing implementation of reading strategy, evaluate, reflect, giving feedback, and reinforcement of the implementation of reading strategy were found effective.

Key words: Development, English, enhancement, instructional model, physical education, qualitative and quantitative researches, sophomore students, strategy.

INTRODUCTION

Reading is an important skill for students who learn English as a Foreign or Second Language (EFL/ ESL). The most important English language skill in learning English for students in non-spoken English context is reading (Eskey, 1979). Students who are skillful in reading can improve their learning ability in other field of study (Anderson, 1999). As its definition, reading is a decoding process of words, sentences and text

structures. It includes all mental processes of which readers bring into their reading. It is an interaction between the readers and the texts. Reading is a way of getting experiences (Aebersold and Field, 1997; Taverner, 1990; Urquhart and Weir, 1998). The main purposes of language instruction in higher education is that learners are able to comprehend any passages from textbook, articles, or journal which are written or printed in English and later can apply for future career or higher education (Wei, 2005).

Richard Allington and the Commission on Reading define reading as the process of constructing meaning from written texts. Skilled reading is:

Constructive: Learning to reason about written material using knowledge from everyday life and from disciplined fields of study.
Fluent: Mastery of basic processes to the point where they are automatic so that attention is freed for the analysis of meaning.
Strategic: Controlling one's reading in relation to one's purpose, the nature of the material and whether one comprehends.
Motivated: Able to sustain attention and learning that written material can be interesting and informative; and
A lifelong pursuit: Continuous practices, development, and refinement (Allington, 1998).

The U.S. Department of Education has stated that children are expected to *learn to read* in the primary grades, kindergarten through third, when most reading instruction is given. By fourth grade, students are expected to *read to learn.* The Department continues "Over time, learning becomes more complex, with heightened demands on students to use reading skills to analyze or to solve problems. Good reading skills are required to study geography, do math, use computers, and conduct experiments. Even motivated, hard-working students are severely hampered in their schoolwork if they cannot read well by the end of third grade." Students must become effective readers to meet the demands of literacy and learning for the 21st century. Illinois children need and deserve an aggressive approach to ensure their right to read (Johns and Lenski, 1997).

In conclusion, reading is an important skill especially to students in higher education who have to use reading as a tool to comprehend any subject content in order for them to make use of information for their future career or future study. Thai students learn English as a foreign language, consequently, reading skill is the most important to be considered.

According to research results, Thai students' reading ability is in lower level. The most important reading problems are lacking of essential vocabularies, linguistics, text structure knowledge, and limited contents backgrounds (Aegpongpaow, 2008; Jesdapornpun, 2001; Songsiri 1999; Wongsuwan,1992). This is related to the results of foreigner researchers who found that students learning English as a foreign or second language cannot comprehend their English passage. Most of their reading problems are improper reading texts, misunderstanding of grammar, vocabularies, and limited background knowledge on the reading passage (Aebersold andField, 1997; Dagostina and Carrifio, 1994; Nuttall, 2000).

Comprehensive reading is an interactive process between reader's background and contents (Carrell, 1994, 1988; Carrell and Eisterhold, 1988; Clarke, 1988). Reader, who once encounters difficulties in comprehension, always employs reading strategy to get over those difficulties (Kern, 1989; Kletzien, 1991; Johnston, 1983; Paris et al., 1983). Reading strategy helps readers increase their comprehension (Carrell et al., 1989; Kern, 1989; Barnett, 1988; Kitajama, 1997). Reading strategy refers to an action or a series of action of cognitive steps readers use while reading in order to acquire, store, and retrieve new information to construct meaning from the text (Anderson, 1991; Garner, 1987; Jimenez et al., 1996). Reading strategy is one of the factors which influenced English comprehensive reading (Aebersold and Field, 1997; Ruddell and Ruddell, 1995; Urquhart and Weir, 1998). In order to attain a high level of comprehension, readers have to know what strategy to use, how to use, and why to use them (Paris et al., 1983). However, using strategy does not only depend on what to use; but also how to use, and have to use it integrally in order that readers can use reading strategies more effectively (Anderson, 1991). Reading strategy instruction is a way of helping reader to construct meaning from the texts (Dole et al., 1991; Grant, 1994). Reading strategy used should have been approved as effective reading strategies in accordance with criterions set by Dole et al. (1991). Those criterions are; strategies used must be consistent with a cognitive view of a reading process, strategies used must be appropriate to the target learners and strategies used must be proven to be teachable.

According to literature reviews, there are many research topics conducted by both Thai and non – Thai researchers on reading strategy in teaching English as second or foreign language context. For example, for non -Thai researchers, Metacognitive strategy training for English as a second language (ESL) reading (Carrell et al., 1989), Second language reading strategies instruction includes Its effects on comprehension and word inference ability (Kern, 1989), reading through context: How real and perceive strategy use affects second language (L2) comprehension (Barnett, 1988), referential strategies training for second language reading comprehension in Japanese texts (Kitajama, 1997). All of these research results conclude that reading strategies play an important role in comprehending passage. Moreover, those research results suggest that the teachers should introduce reading strategy instruction into reading class

(Barnett, 1988; Carrell et al., 1989; Kern, 1989; Kitajama, 1997). The reading research trends have been changed from product oriented to process oriented focusing on the use of reading strategies various texts (Anderson, 1991; Carrell, 1989).

Interesting research topics on reading strategy in Thai context are a qualitative investigation of metacognitive strategies in Thai students' English academic reading (Aegpongpaow, 2008), reading strategies of university English as a Foreign Language (EFL) Thai readers in reading Thai and English expository texts (Wirotanan, 2002), academic English reading: Strategy – based Instruction (Boonkit, 2008). According to these research results, to help students learn and practice implementing reading strategies, teachers should lead reading strategy instruction into EFL reading class and also promote metacognitive awareness instruction. Teachers should make use of test results of reading comprehension to improve students' reading ability (Aegpongpaow, 2008; Boonkit, 2006; Wirotanan, 2002).

Many of the reading problems' students encounter throughout in many countries are related to the five components of reading (phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary and comprehension). For some students, however, the problem may be the result of a combination of factors – weakness in one or more of the five components and difficulty with some form of processing. For other students, there may be a secondary complicating problem, such as attention, memory, or the challenge of learning English as a second language. Some additional sources of reading difficulties are defined below. They include processing; successful reading and writing requires that a student is able to process several types of information. Some students may have difficulty with auditory, phonological, and/or language processing. Processing difficulties may co-exist with other difficulties, such as dyslexia and attention deficit disorders; auditory processing, refer to a set of skills related to how the brain recognizes and interprets information presented orally.

This includes not just speech, but also the processing of non-speech auditory stimuli like music and environmental noise. Some people say auditory processing is "what we do with what we hear." Humans hear sounds through the ear and then sounds are changed into electrical information that is interpreted by the brain; Phonological processing, refer specifically to the processing of speech sounds (phonemes). Many poor readers have a specific weakness in phonological processing even through their other processing skills (auditory and language processing) are strong. This is often the case for students with reading disabilities.

Readers with phonological processing difficulties usually have problems decoding words; language processing includes a variety of language abilities including reading and writing. It is a broader term than phonological processing.

The research on language processing clearly shows us how important it is for parents and early caregivers to provide stimulating environments full of interesting experiences and new vocabulary words. The daily joys of reading to and talking with babies and toddlers do much to develop later language skills.

Foreigner children with fewer language-based experiences are typically behind their classmates when they start school in terms of vocabulary and ability to process language. They with a broad language processing deficit may have problems with comprehension even when they can decode words accurately.

Children with severe language disorders will almost certainly have difficulty in reading and writing; and Memory, In order to read, children must be able to place information into their memories and retrieve it when needed. What helps children understand vocabulary and comprehend what they read is being able to efficiently move back and forth between what they see in print and what is stored in their memories. There are different types of memory, including short-term memory, working memory, and long-term memory. An important aspect of phonological processing is phonological working memory, shown to be a factor in reading comprehension, written expression, spelling, and retention of information. Long-term memory is where you store a virtually unlimited amount of information about the world. The knowledge we store in our long-term memory affects our perceptions of the world, and what influences it has in the environment.

According to those studies, the researcher, therefore, is very interested in leading strategy instruction into EFL reading class. As a way to improve EFL reading ability of Thai students, an instructional model of reading strategies is very much needed. This is one way to help students to get a better understanding in reading English printed texts in any field of study in tertiary education.

RESEARCH OBJECTIVES

1. To identify reading strategies students of the Institute of Physical Education in the Northeastern region use in reading English.
2. To develop instructional model of reading strategies for students of the Institute of Physical Education in the Northeastern region.
3. To study the effectiveness of developed instructional model of reading strategies for students of the institute of physical education in the Northeastern region.

RESEARCH QUESTIONS

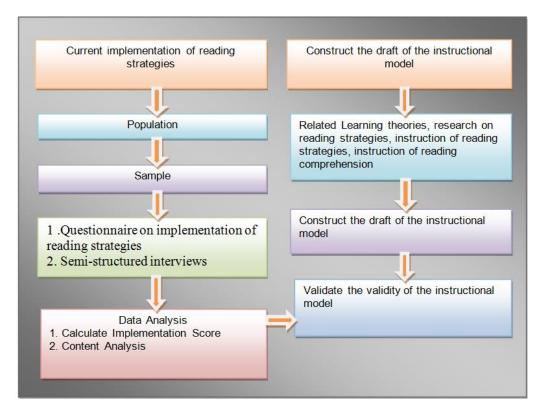Theoretically, reading strategies are useful to reading

Figure 1. Research process of the first phase.

comprehension. What reading strategies do to the students of the Institute of Physical Education in the Northeastern region use in reading English? What are the key characteristics of an effective instructional model of reading strategies? And to what extent is the developed instructional model of reading strategies for students of the institute of physical education in the Northeastern region effective?

METHODOLOGY

The survey research, classroom action research, and pre – experimental research design; one group pretest – posttest design and qualitative data collection are employed for the first phase (Figure 1). These are the three phase of research administrational processes.

Project phase

There are three phases:

Phase 1: Current implementation of reading strategies and instructional model drafting

There are two activities in this phase; current implementation of reading strategies and construct draft of instructional model of reading strategies. Objectives are to identify reading strategies students of the institute of physical education in the Northeastern

region use in reading English and to construct draft of instructional model. Survey research, in-depth interview and document study are employed:

1. *Achievement Test of Reading Comprehension* (ATRD)
2. Questionnaire on Implementation of Reading Strategy (QIRD 2)

Phase II: The development of instructional model and the verification of its effectiveness

This phase is to develop instructional model of reading strategies for students of the Institute of Physical Education in the Northeastern region, and to construct and develop research tools as well. Classroom action research is employed (Figure 2).

Phase III: The evaluation of instructional model and the confirmation of its effectiveness

This phase is to implement instructional model of reading strategies and verify its effectiveness. Experimental research; pre – experimental research design, one group pretest – posttest design and qualitative data collection are employed.

Population and sample size

The study comprised of Sophomore students of the Institute of Physical Education in the Northeastern Region; Maha Sarakham, Udon Thani, Chaiyaphume, and Sri Sa Ket campuses majoring in physical education, sport science, and sports management in academic year 2013 to 2014. Sample sizes for survey research of
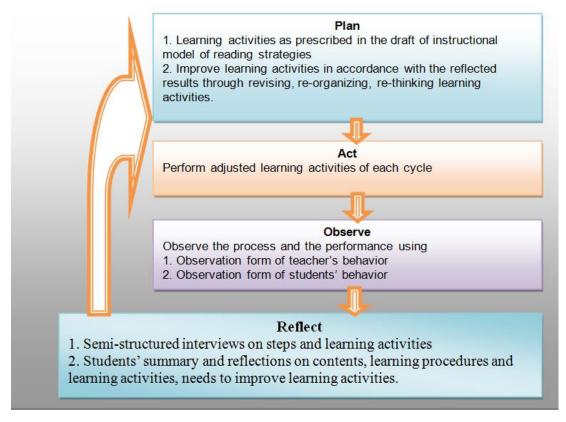
Plan
1. Learning activities as prescribed in the draft of instructional model of reading strategies
2. Improve learning activities in accordance with the reflected results through revising, re-organizing, re-thinking learning activities.

Act
Perform adjusted learning activities of each cycle

Observe
Observe the process and the performance using
1. Observation form of teacher's behavior
2. Observation form of students' behavior

Reflect
1. Semi-structured interviews on steps and learning activities
2. Students' summary and reflections on contents, learning procedures and learning activities, needs to improve learning activities.

Figure 2. Research process of the second phase. Source: Chamot and O'Malley (1987).

400 fleshy and sophomore students were planned. Target group in classroom action research with a sample of 34 sophomore students of the majoring physical education in Maha Sarakham campus were used and 32- sophomore sports science and management of experimental research group in Maha Sarakham campus.

Variables

Independent variables: Learning activities in lesson plans of instructional model of reading strategies.

Dependent variables: Reading comprehension achievement score and the implementation of reading strategies.

Research instruments

The two research instruments are questionnaires on implementation of reading strategies and semi-structured interviews on the implementation of reading strategies**.**

Instruments and equipment used to collect data

Phase I:
(1) Questionnaire on implementation of reading strategy (QIRD 1)
(2) Semi-structured interview (SSI)
(3) Lesson plan of learning activities

Phase II:
(1) Observation form on teacher behavior.
(2) Observation form on student behavior.
(3) Semi-structured interview.
(4) Learning summary and reflection (Figure 2).

Phase III:
(1) Lesson plans of learning activities as prescribed in the developed instructional model of reading strategy.
(2) Achievement test of reading comprehension.
(3) Questionnaire on implementation of Reading strategy.

Construction and development of research instruments

To get valid and reliable questionnaires on implementation of reading strategies, many activities were employed to construct and develop the questionnaire. First, principles and theories on constructing the questionnaire (Dornyei, 2010) and reading strategies (Oxford, 1990) were studied to analyze and synthesize the intended questionnaire. Second; small group of students (about 3 to 5) were determined to face validity in order to test the acceptable understanding on the asked items whether they were well designed and then, to adjust them according to the results. Third, five experts on education and teaching English, who got doctoral degree and possessed at least three years experiences of teaching English in higher education, checked content validity and corrected with their comments. Fourth, the questionnaires in accordance with experts' suggestions were presented to the thesis

Table 1. Details of data collection.

Period of time	Instruments	Data Provider
Before the implementation	1. Achievement test of reading comprehension 2. Questionnaire on the implementation of reading strategies	Participants (students)
Throughout the action research	1. Observation form of teacher's behavior 2. Observation form of students' behavior	Co- researcher
The end of each lesson plan	1. Learning summary and reflection form 2. Reading comprehension formative test	Participants (students)
The end of each cycle	Semi–structured interviews	Participants (students)
After the implementation	1. Achievement test of reading comprehension 2. Questionnaire on the implementation of reading strategies	Participants (students)

advisor. To assess the quality of the questionnaire, the adapted version of the questionnaire was tried out with students who had similar characteristics to the sample group of all four campuses, 30 each, 120 in total in order to prevent the selection bias and add up the close to normal curve of distribution. Reliability of questionnaires was computed through Alpha coefficient by Cronbach method. Reliability of memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies was 0.910, 0.927, 0.735, 0.910, 0.894, and 0.838, respectively. Item-total correlation technique was employed to verify discriminant power. Discriminant power of memory strategies was 0.380 to 0.687, cognitive strategies was 0.444 to 0.792, compensation strategies was 0.495, meta-cognitive strategies was 0.377 to 0.756, affective strategies was 0.226 to 0.630, and social strategies was 0.302 to 0.749. Finally, the completed versions of the questionnaires were printed and ready to collect data.

Research procedures

1. Administer with a sample group used the questionnaires on implementation of reading strategy to a sample group who were to be interviewed.
2. Administer with a learning target group used learning activities of the draft of instructional model of reading strategies through the plan of classroom action research.
3. Administer with a sample group used the achievement test of reading comprehension, questionnaire of reading strategies before implementing the developed instructional model, a sample group learn using learning activities of the developed instructional model of reading strategies, have sample group do achievement test of reading comprehension, questionnaire of reading strategies after implementing the developed instructional model, and have sample group to be interviewed.

Data analysis

1. Quantitative data; the results of survey research were analyzed through descriptive statistics; frequency, percentage, means, and standard deviation meanwhile the different average score of reading achievement and reading strategies implementation between before and after using instructional model of reading strategies are analyzed through t – test (dependent).
2. Qualitative data, semi –structured interview are analyzed using typology and relevancy.

RESULTS

According to the results of current implementation of reading strategies, average score of total reading strategy was used. Table 1 shows the results for each scale, such as; moderate practice, sample group employed slightly more indirect strategy and to direct strategy. Among six categories of reading strategies, the most to the least current implementation of reading strategies were compensation strategies, social strategies, affective strategies, memory strategies, cognitive strategies and meta-cognitive strategies, respectively.

According to the results of semi-structured interview, as a whole, the sample group said that they seldom read English passages. In case of reading an English passage, they had no obvious steps in reading a passage. They always look up the meaning of almost every word of the passages from the dictionary. They loved translating English into Thai. When they could not make sense from what they were reading, they did not have ways to solve the problems. If they said they had, they used that ways unsystematically. Shortly, it did not work at all. They finally guessed the possible answer in case of doing the test or stopped reading.

Description of quantitative data of analyzing responses for physical students' assessments is reported in Table 2. The mean correlation of each scale with the other scales were obtained for the sample in this present study as
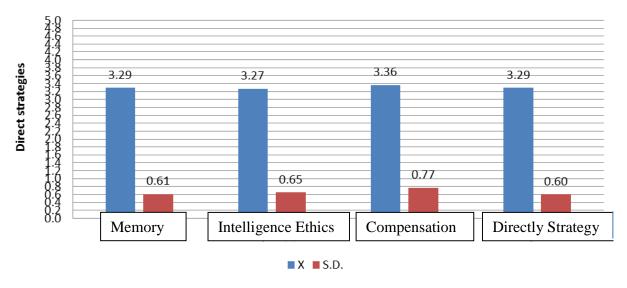
Figure 3. Means and standard deviations of implementing reading strategies. Source: Chamot and O'Malley (1987).

Table 2. Means and standard deviation of the implementation of reading strategies for the QIRD.

Implementation reading English strategy	Mean	Standard deviation
Moderate practicing strategy	3.29	0.58
Indirect strategy	3.30	0.62
Direct strategy	3.29	0.60
Compensation strategies	3.36	0.77
Social strategies	3.34	0.70
Affective strategies	3.33	0.64
Memory strategies	3.29	0.67
meta-cognitive strategy	3.25	0.67

indices of scale factor analysis of Moderate Practicing, Indirect, Direct, Compensation, Social, Affective, Memory, and Meta-Cognitive Strategies for the implementation reading English strategy. In Table 2, the scale means ranged from 3.25 to 3.36 on the students evidence responses. Standard deviations for the 8- implementation reading English strategy ranged from 0.58 to 0.77 that it meanwhile as high level for all of the eight strategy scales (Figure 3).

In terms of the instructional model drafting, there are three main steps; preparation, instruction and conclusion. Nine learning activities are divided into each step as follows. Three learning activities of preparation step are motivation raising, making known learning objectives and, filling up background knowledge. Four learning activities of instruction step are reading strategy inform, model, practice and transfer. Two learning activities of conclusion step are teacher and students which sum up the results, problems, and difficulties in practicing implementation of

reading strategy. Teacher and students evaluate, reflect, give and take feedback, and reinforcement in practicing implementation of reading strategy.

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Table 3 shows the result of three cycles of the classroom action research, 5 lesson plans of reading strategies under 3 main steps: preparation, instruction,

Table 3. Maximum and minimum scores, average score, standard deviation, and percentage score of the third phase cycle of the instructional model drafting for the RCAT.

Cycle	Full score	Maximum score	Minimum Score	Average score	Standard deviation	The percentage of 75 score
1	10	9	6	7.76	0.92	77.65
	10	10	7	8.62	0.88	86.18
2	10	10	5	7.62	1.45	76.18
	10	10	5	7.56	1.05	75.59
3	15	14	10	11.26	1.08	75.10

Table 4. Scales mean score and standard deviations for pre- and post- forms of the RCAT.

Test Form	Total score	Mean score	Standard deviation	t-test	ρ-Value
Pre-test	30	11.88	4.54	9.10	0.00
Post-test	30	23.22	6.97		

$P < .05$, N= 32.

Table 5. Scale mean score and standard deviations for pre- and post- forms of the RCAT.

Implementing form	Average score	Standard deviation	t-test	p-value
Pre-implementing	3.54	0.54	2.05	.048
Post-implementing	3.80	0.43		

$P < .05$, N= 32.

conclusion and 9 learning activities; motivation raising, making known learning objective, filling up background knowledge, reading strategies inform, model, practice, transfer, teacher and students sum up the results, problems, and difficulties in practicing implementation of reading strategy and teacher and students evaluate, reflect, give and take feedback, and reinforcement in practicing implementation of reading strategy. An achievement test of reading strategies and questionnaire on implementation of reading strategies were developed.

Phase III

According to the effectiveness of developed instructional model of reading strategies for sophomore students of the institute of physical education in the Northeastern region, average score of reading comprehension test of posttest was statistic significantly higher than the pretest score at 0.05 levels, differently. Description of quantitative data of analyzing responses for sophomore student's assessments is reported in Table 4. Reading English strategies implementing questionnaire score after using

model was statistically significant at 0.05 levels, differently.

The pre-implementing and pre-implementing perceptions of 66 sophomore students in two groups of their reading English strategies implementing questionnaire score were measured for statistical significant with t-test analysis is reported in Table 5. It was also confirmed that pre and post implementing perception differentiated significantly ($\rho < 0.05$) between perceptions of Reading English strategies of students in different groups.

CONCLUSION AND DISCUSSION

Three main steps: preparation, instruction, conclusion and nine learning activities; motivation raising, making known learning objective, filling up background knowledge, reading strategies inform, model, practice, transfer, teacher and students sum up the results, problems, and difficulties in practicing implementation of reading strategy and teacher and students evaluate, reflect, give and take feedback, and reinforcement in

practicing implementation of reading strategy was developed through the comprehensive survey and intensive classroom action research as found in phase 1 and phase 2. The developed instructional model confirmed its effectiveness as the result of phase 3.

However, there were useful suggestions to apply this model successfully.

At the preparation step

Teacher should prepare students' readiness by revising their background knowledge and making a linkage of background knowledge to read passage, adjust the passage to be more proper in length or amount of word, word difficulty according to students' reading ability, interest and experiences.

At the instruction STEP

Teacher should ascertain that students are well informed on reading strategies by various methods and also promote students' information storage and retrieval ability of long term memory. Teacher should demonstrate employing a reading strategy slowly and clearly, emphasize the importance of reading strategies, monitor and evaluate the practicing of reading strategy and motivate students to monitor and evaluate their implementing reading strategies through group, pair and individual work.

At the conclusion step

Teacher should have students conclude about ways they employed in reading strategy, and also reflect their opinion on conducting reading activities, evaluate their comprehension. Teachers should also give students feedback and compliment. Having feedback, student would know their ability on implementing reading strategies which later is useful for their own reading improvement and for teacher to improve reading activities.

Teacher should have a proper knowledge, ability, and techniques to instruct reading strategies in order to set proper learning activities to promote and improve the application of reading strategies among students. For example, teacher should plan learning activities systemically, give students ample opportunities to practice, wait and help, give them compliment, encourage them to get more confident to share opinion through group discussion and pair work. Changed the roles of teacher as reading strategy demonstrator, facilitator and information giver. Teacher should also introduce ways to store and retrieve information of reading strategies, monitor, evaluate and build up self – confidence and

students' sense of being proud in implementing reading strategy in order to attain learning goal in order that student have a clear comprehension on reading process, ways to solve reading problems using reading strategy.

This is a method to help student read English comprehensively and successfully.

Through the application of the model, students should prepare their knowledge and basic reading skills, be confident to discuss and try possessing the ability to cooperatively work with the others, be good at acting as both leader and member of group and pair work. These roles and characteristics will promote the effective instruction of reading strategy.

Proper time availability is an important consideration to improve the implementation of reading strategies among students, particularly at the first stage of the model. For this, the model is aimed to promote the employing of reading strategies of individual student through group and pair work, information on reading strategies student gain must be correct and clear. This affected the problems solving of reading as one of the most effective ways that student could realize and construct their own reading strategy schema and transfer those schema to read various text through repetition and finally get the sustainable learning. Consequently, applying this kind of model should be time taking. Students should not focus only on reading achievement but should focus on the reading process. This would help students to be aware of proper reading process, participating discussion activities in group and pair works, monitor and evaluate the implementation process of reading strategies.

SUGESTION AND IMPLEMENTATION

There should be a way to develop the instructional model of reading English strategies for enhancing sophomore students' learning achievements in the Institute of Physical Education in the Northeastern region of Thailand. The report of this result is that a complete reading strategies program model should be contained to include the development of language and thinking skills as well as phonemic awareness, phonics, decoding, word recognition, comprehension, positive reading habits and attitudes, vocabulary, and a sense of the organization of texts such as stories, articles, and reports. All are essential to addressing all the components in the early stages of literacy learning. Addressing reading as one of the several aspects of literacy should be prepared. Others include listening, speaking, writing, using information from text, and responding thoughtfully and critically to text. Teacher should be built on the cultural and linguistic diversity that students bring to the classroom, and this enables all students to understand and appreciate cultural diversity.

Providing management for the reading success of all

students, including those with special needs was assessed. Materials and instruction are adapted to accommodate those students to involve all teachers, including parents, and resources in the community providing language development and models of the importance of reading. To provide teachers with the instructional and assessment tools to plan and deliver to each student the instructional activities that best support that individual's achieving a high level of reading proficiency. The planning aims to raise the achievement of all students are provided.

Therefore, it must be flexible in meeting the needs of all students. Students' learning achievements of their acknowledgements that reading, like all cognitive skills, is linked to the physical well-being of children are enhanced. That well-being starts before birth with sound prenatal care and continues with healthcare for preschoolers as well as school-aged children. The instructional model is built on a wide range of significant research and thinking related to both the theory and practice of reading instruction. Significant research and thinking includes experimental studies, descriptive studies, case studies, meta-analyses of research, and reasonable, reflective writings on theory and best practice. Development of the instructional model incorporates findings of this study related to several factors in reading, not just a limited set of skills. Beginning readers, for example, need to learn about the structure of stories and sentences as well as word structure, which mean that research study in those areas is important.

This model should be a frame to develop the instruction of listening, speaking, and writing strategies using classroom action research through the cooperative working among the stakeholders. There should be a leading of this model and the application of research methodology to investigate and verify reading strategy instruction for another field of study in tertiary student under the specific context. The model should be reexamine with larger scale of sample, time and also the extension of reading achievement evaluation to determine student reading strategy knowledge retention which was the results from the developed model. This would be useful for teachers and persons who are involved in implementing the developed model and to get the model wider impact.

Conflict of Interests

The authors have not declared any conflicts of interest.

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