Phantharakphong, P.\textsuperscript{a}, Sudathip, P.\textsuperscript{a}, Tang, K.N.\textsuperscript{b}

The relationship between reading skills and English proficiency of higher education students: Using online practice program  

\textsuperscript{a} Faculty of Education, Khon Kaen University, 123 Mittraphap Rd., Muang Khon Kaen, Khon Kaen, 40002, Thailand  
\textsuperscript{b} International College, Khon Kaen University, 123 Mittraphap Rd., Muang Khon Kaen, Khon Kaen, 40002, Thailand

Abstract  
This study investigates the relationship between reading skills and English proficiency of higher education students using online practice program. This is further investigated the level of satisfaction of students as well as the strengths and weaknesses, and students' views toward the online practice program. The study is significant to support the Ministry of Education's goal to equip higher education students with English language and technology skills. Researchers employed mixed-mode method cross-sectional research design. A total of 548 undergraduate students who registered in English for Teacher course in the academic year 2017-18 were purposively selected as respondents. The online practice program consisted of four-skill exercises and quizzes, as well as other facilities, namely online dictionary, English magazines, and cartoon strips. The research instruments were comprised of pre-test and posttest of reading skills, questionnaire, worksheet, and open-ended questions interview protocol. Students' English proficiency was measured using the Common European Framework of Reference for Languages (CEFR) global scale. The quantitative finding indicated that there is a significant difference between the three different program students' in their reading comprehension performance. In addition, Pearson correlations finding showed that there is a positive, and low to moderate relationship between students' reading skills and English proficiency ($r = .021, p<.05$). Furthermore, findings showed that the majority of the higher education students are having high satisfaction level towards the online practice program ($X =3.60, SD = .64$). In fact, there was a total of 70.7 percent of the respondents would like to continue using this online practice program. The findings contribute significantly to knowledge of utilizing online practice activities to improve higher education students' English proficiency. © 2019 Asian EFL Journal Press. All rights reserved.

Author Keywords  
English proficiency; Online practice activities; Reading skills; Satisfaction

Funding details  
Khon Kaen University

Acknowledgement: This research project was funded by Faculty of Education, Khon Kaen

References

- Adams, M.J.  
  (1990) Beginning to Read: Thinking and Learning about Print,  
  Cambridge, MA: MIT Press

- Ahmadi, M.R.  
  The use of technology in English language learning: A literature review  

- Ansari, M.N.  
  (2018) Impact of Online Reading on Skills of Professionals,  
  Library Philosophy and Practice (e-journal) 1753

- Barbin, R.R.F., Nicholls, P.H.  
  Embracing an ASEAN economic community: Are Thai students ready for the
transition?

- Block, E.L.
  **See how they read: Comprehension monitoring of L1 and L2 readers**

- Bouware-Gooden, R., Carreker, S., Thornhill, A., Joshi, R.M.
  **Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement of third-grade students**

- Brown, A.
  **Design experiments: Conceptual and methodological challenges in creating complex interventions in classroom settings**

- Bunwirat, N.
  **English language teaching in AEC era: A case study of universities in the upper northern region of Thailand**

- Bunwirat, N., Chuaphalakit, K.
  **A case study of English teachers' perception toward the significance of English in ASEAN**
  Phitsanulok, Thailand: The Graduate School, Naresuan University

- Carlisle, J.F., Rice, M.S.

- Carpenter, J.M., Green, M.C., LaFlam, J.
  **People or profiles: Individual differences in online social networking use**

- Chick, N., Karis, T., Kerbahan, C.
  **Learning from their own learning how metacognitive and meta-affective reflection enhance learning in race-related courses**

- Choomthong, D.
  **Preparing Thai students' English for the ASEAN Economic Community: Some pedagogical implications and trends**


- Creswell, J.W.
De Vaus, D.  

Deerajviset, P.  
The ASEAN community 2015 and english language teaching in Thailand  

Hermida, J.  
The importance of teaching academic reading skills in First-Year University courses  

Israel, S.E.  
Using metacognitive assessments to create individualized reading instruction  
(2007) *Children's Metacognition about Reading: Issues in Definition*,  
J.E. Jacobs, & S.G. Paris (Eds.), Newark, DE: International Reading Association

Kirkpatrick, R.  
English education in Thailand: 2012  
Retrieved From

Kücükoğlu, H.  
Improving reading skills through effective reading strategies  

Kuhn, D.  
Metacognitive development  

Lewis, J.R.  
IBM computer usability satisfaction questionnaires: Psychometric evaluation and instructions for use  

Motteram, G.  
London, UK: British Council

Noom-Ura, S.  
English-teaching problems in Thailand and Thai teachers’ professional development needs  
(2013) *English Language Teaching*, 6 (11), pp. 139-147.

Pheeraphan, N.  
Enhancement of the 21st century skills for Thai higher education by integration of ICT in classroom  

Pressley, M.  
New York, NY: Guilford

Pressley, M., Wharton-McDonald, R., Mistretta-Hampston, J., Echevarria, M.  
The nature of literacy instruction in ten grade-4/5 classrooms in upstate New York

- Pyakurel, S.
  (2014) ASEAN Economic Community and Its Effects on University Education: A Case Study of Skill Verification by the Means of Professional Certification Examination, (Unpublished master’s thesis). Bangkok University, Thailand

- Somkarn, B., Person, K.R., Yordchin, S.
  Paper presented in 9th International Graduate Research Conference, Chiang Mai, Thailand, May 17-18

Publisher: Asian EFL Journal Press

ISSN: 17381460
Language of Original Document: English
Abbreviated Source Title: Asian EFL J.
2-s2.0-85067850806
Document Type: Article
Publication Stage: Final
Source: Scopus