

การใช้videօสอนเสริมด้านกลวิธีการอ่านที่พัฒนาโดยนักศึกษาเพื่อเสริมสร้างความเข้าใจในการอ่านใน TOEIC ของนักศึกษาปริญญาตรีที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

Integrating Student-Developed Strategy-Based Tutoring Video to Enhance TOEIC Reading Comprehension Among Thai EFL Undergraduates

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บทคัดย่อ

การใช้กลวิธีอ่านได้หลากหลายวิธีถือเป็นหนึ่งในตัวชี้วัดสำคัญของสมรรถนะภาษาอังกฤษระดับ B2 ตามมาตรฐาน CEFR ซึ่งสอดคล้องกับคะแนน TOEIC Reading ที่ 385 คะแนน แม้จะมีข้อพิสูจน์แล้วว่าการฝึกกลวิธีอ่านช่วยพัฒนาความเข้าใจในการอ่านได้จริง แต่ยังมีรายงานช้า ๆ ว่าผู้เข้าสอบมักมีข้อจำกัดด้านทักษะการอ่าน งานวิจัยนี้มีค่าตามงานวิจัย 3 ข้อ 1) มีกลวิธีใดที่ควรนำไปใช้ในการทำแบบทดสอบการอ่านเพื่อความเข้าใจของ TOEIC และควรจะใช้ช่องทางการฝึกแบบใดในมุ่งมองของผู้เข้าทดสอบ 2) การฝึกฝนโดยใช้ช่องทางนั้นสามารถพัฒนาความสามารถของผู้ฝึกฝนได้หรือไม่อย่างไร เมื่อวัดด้วยคะแนนสอบก่อนและหลังการฝึกฝน และ 3) ความพึงพอใจของผู้ฝึกใช้กลวิธีนั้นอยู่ในระดับใด ผู้นำเสนอกลวิธีการอ่านเป็นนักศึกษาวิชาเอกภาษาอังกฤษเพื่อการสื่อสาร จำนวน 3 คน ที่เข้าทดสอบ TOEIC แล้ว โดยเห็นควรให้ฝึกกลวิธีนั้นในรูปแบบของวิดีโอ้อน กลวิธีเหล่านี้ใช้สำหรับอ่านอีเมล จดหมาย ข่าว โฆษณา และประกาศ ทั้งหมดมี 10 กลวิธี อาทิ ศึกษาคำศัพท์ที่พบบ่อย อ่านคำศัพท์ที่ต้องตอบก่อนอ่านเนื้อหาที่ให้มา เลือกอ่านเฉพาะเนื้อหาที่มีแนวโน้มจะมีค่าตอบ และใช้สามัญสำนึกในการตอบคำศัพท์ที่อ้างอิงไปทางให้แสดงความคิดเห็น กลุ่มนักศึกษาที่ฝึกการใช้กลวิธีผ่านวิดีโอด้วยแก่ นักศึกษาวิชาเอกภาษาอังกฤษเพื่อการสื่อสาร จำนวน 32 คน นักศึกษาเหล่านี้ทำแบบทดสอบก่อนแล้วจึงดูวิดีโอด้วยและทำแบบทดสอบอีกครั้งผลการวิเคราะห์ พบว่า นักศึกษามีคะแนนหลังฝึก (ค่าเฉลี่ย 22.53) สูงกว่าก่อนฝึก (ค่าเฉลี่ย 9.72) และมีความพึงพอใจมากเกี่ยวกับการพัฒนาความเข้าใจในการอ่านด้วยกลวิธีต่าง ๆ ส่วนใหญ่มีที่มาจากมุ่งมองของผู้สอน งานวิจัยนี้ให้ความสำคัญกับมุ่งมองของผู้เรียนหรือผู้เข้าทดสอบ และเชื่อว่าจะเป็นแนวทางหนึ่งในการจัดการเรียนการสอนและการทดสอบแบบทดสอบมาตรฐานที่เกี่ยวกับการอ่านให้มีประสิทธิภาพยิ่งขึ้น

คำสำคัญ: แบบทดสอบ TOEIC ความเข้าใจในการอ่าน กลวิธีในการอ่าน วิดีโอสอนเสริม

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Abstract

The ability to employ strategies to achieve reading comprehension is recognized as an indicator of CEFR B2 proficiency, corresponding to a TOEIC reading score of 385. Despite the clear advantages of strategy training to improve reading comprehension, limited reading competency has often been reported. This study sought to address three research questions: (1) Which strategies should be adopted to address TOEIC reading comprehension questions, and how can these strategies be integrated into a tutoring platform from the perspective of novice test takers? (2) To what extent does the tutoring improve tutees' reading comprehension, as measured by pre- and post-test scores? and (3) What is the level of tutees' satisfaction with the tutoring? Three English for Communication (EC) majors who recently attended the TOEIC test contributed their insights regarding appropriate reading strategies. A tutoring video was subsequently developed from these strategies, which can be applied for reading emails, letters, news articles, advertisements, and announcements. Ten strategies were built into the video, including getting acquainted with common questions, previewing questions prior to reading, identifying locations of possible answers before reading the given texts, and applying inferential reasoning when responding to opinion-based questions. A group of 32 English for Communication majors participated in the study by completing pre- and post-tests, viewing the tutoring video, and responding to a satisfaction questionnaire. The results revealed that students' post-test scores ($M = 22.53$) were significantly higher than their pre-test scores ($M = 9.72$). The participants also reported a high level of satisfaction with the video across all evaluated aspects ($M = 4.79$), particularly with respect to its usefulness in developing their strategic reading skills ($M = 4.50$ – 4.90). Most studies using reading strategies to enhance reading comprehension were based on instructors' perspectives. This study took learners and fresh TOEIC test takers into account. It is believed that this approach is another effective way to improve learners' reading comprehension and performance on standardized English tests.

Keywords: TOEIC, reading comprehension, reading strategies, video tutorials

Introduction

The Test of English for International Communication (TOEIC) has been accepted worldwide as a tool for measuring English communication skills for the workforce. Educational Testing Service [1] (ETS, 2025), the testing body of TOEIC, reports that the test has been trusted by more than 14,000 organizations in 160 countries for 45 years. It offers three kinds of tests: the TOEIC Listening and Reading Test, and the TOEIC Speaking and Writing Test, which assess English-language proficiency needed in the workplace, and the TOEIC Bridge Test, which measures all four language skills for everyday use. This study is concerned with the reading section of the TOEIC Listening and Reading Test, the most often chosen TOEIC format, particularly in Thailand.

According to the TOEIC Listening and Reading Test 2023 statistics, Thai examinees scored 303 on listening and 221 on reading out of 495 for each [2] ETS (2023). The scores were equal to 61% and

45% of the total points, respectively. The findings are in line with the other two tests. Firstly, [3] EF EPI (2024) a company that is active in ranking countries and regions for English reading and listening skills, reported that in 2024 Thailand ranked 106th out of 116 countries globally and 21st out of 23rd among 48 Asian countries. The average score of Thai examinees was 415 out of 800, which was below the global score of 477. Secondly, the Program for International Student Assessment (PISA), which takes place every three years, also reported that Thai students scored 393 points for reading. This score was far below the average of 487 points [4] (Oranpattanachai, 2023). Furthermore, the Thai Commission on Higher Education Standards [5] (CHES, 2024) announced an expected English proficiency of university students that is comparable to the Common European Framework of Reference for Languages (CEFR) B2 as a minimum. [6] (ETS, 2024) maps the CEFR B2 with a TOEIC total score of 785 and a reading score of 385. Based on the information, Thai examinees need much improvement in English, particularly reading.

The TOEIC Listening and Reading test consists of two sections of 100 questions each. The test takes the test-takers 45 minutes for the listening section and 75 minutes for the reading section. The reading section is divided into three parts: incomplete sentences, text completion, and reading comprehension [1] (ETS, 2025). The reading comprehension part, which is the last part, requires the highest proficiency level of reading. It contains 54 questions: the first 29 questions are about ten single passages, followed by 2-4 questions each. The last 25 questions come with five sets of double or triple passages and five questions per set. According to an example test, the passages may include texts such as advertisements, announcements, emails, news articles, message chains, and online shopping carts [1] (ETS, 2025). Unlike a previous version of TOEIC in which only skills in reading mostly single passages and a few double passages were tested, [1] (ETS, 2025) reports the current format measures real-world communication in business settings, where readers engage with more reading sources. Test-takers need higher-level skills to handle the reading tasks under time pressure and to obtain satisfactory scores. Based on the reports above, Thai examinees have not performed well in terms of reading. The reading performance of Thai examinees is the concern of the present study.

Researchers have been interested in employing certain strategies to enhance English learners' reading proficiency. [7] Ilahi and Hidayat (2023) taught reading comprehension to eighth graders in Madura, Indonesia, utilizing a context-clues-based strategy. The pre-test and post-test showed that the students' reading comprehension skills were considerably improved by using the strategy. [8] Hidayat et al. (2024) designed digital comics to enhance the reading abilities of fourth-grade students in Indonesia. The test of the students' abilities demonstrated a significant improvement in the students' reading skills with the posttest score differences between the experimental and control groups. [9] Ghimire and Mokhtari (2025) examined the predictive utility of metacognitive reading strategies on metacognitive reading skills and reading achievement scores using data from PISA's 2018 assessment. The strategies were compared across four distinct educational contexts, including the United States as well as 79 partner countries. The analysis identified notable metacognitive reading strategies that showed a positive correlation with higher metacognitive skills and overall reading achievement. The strategies included underlining important parts

of the text, carefully checking the representation of important facts in summaries, and verifying information on websites. Many more studies have suggested the benefit of using strategies to develop learners' English reading proficiency. Indeed, developing reading comprehension should take strategies into account.

Studies have highlighted the research interest in TOEIC in the Thai context, but not in the use of strategies to enhance reading proficiency in particular. [10] Wongsa (2018) examined Thai test takers' attitudes towards TOEIC and explored the relationship between the attitudes and TOEIC scores. The findings illustrated the participants' positive attitudes toward the TOEIC test, but there was a weak relationship between the positive attitudes and the scores. [11] Kitjaroonchai et al. (2024) evaluated the relationships between reading assistant (RA) software usage, reading comprehension ability, and post-TOEIC reading scores among Thai students. The findings revealed some correlations between variables such as time invested in the RA software, reading level, fluency and accuracy rates per minute, and reading comprehension scores. However, no significant correlation was found between the frequency of RA software use and students' post-TOEIC reading scores. [12] Lertcharoenwanich (2022) explored the effect of communicative language teaching (CLT) on students' TOEIC scores. The results revealed that the TOEIC scores of the experimental group were significantly higher than the control group.

Knowledge of the benefits of using strategies to enhance reading comprehension is understood from previous studies. However, studies on how to use strategies to deal with the reading comprehension part of the revised TOEIC are scarce in the Thai context. Furthermore, the knowledge should be based on real experiences of fresh test takers, in other words, those who sat the revised TOEIC test recently. In this way, a deeper understanding can be obtained regarding the strategies that should be used to deal with the reading part. The findings will also be more beneficial for the coming TOEIC test takers. This consideration responds to [8] Hidayat et al. (2024)'s call for innovative student-focused materials so that they inspire their motivation to enhance their reading proficiency. This has meant that assessing learners' reading comprehension is regarded as an important job of TOEIC or any other tests. However, an effective way to demonstrate the proficiency that is created by students themselves is also significant in this study. It is believed that taking learners' approaches into account will yield another effective way of enhancing learners' reading comprehension as well as their performance on standardized English tests.

Objectives

The research was carried out to find answers to three questions.

1. What strategies should be adopted to deal with TOEIC reading comprehension questions, and how can they be incorporated into a tutoring channel in fresh task takers' perspectives?
2. To what extent does the tutoring improve tutees' reading comprehension, as measured by pre- and post-test scores?
3. What is the level of tutees' satisfaction with the tutoring?

Literature Review

Reading Comprehension and TOEIC

Reading is a skill that requires readers' ability to decode, read, interpret, and comprehend written texts. It triggers human cognition that is associated with social, emotional, economic, and physical aspects [13] (Adamu, 2024) [14] Snow and Sweet (2003) define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Therefore, the action of reading is concerned with three common dimensions to comprehending text: the text, the reader, and the reading activity [14] (Snow & Sweet, 2003).

In [15] Buelvas (2024) study, the ability to read is divided into three levels: literal, inferential, and evaluative levels. The literal level is involved with understanding specific information in the text, e.g., comprehending the main ideas, factual details, and stated points of view. The inferential level requires readers to conclude topics that are not explicitly mentioned in the text. The readers make educated guesses, reading between the lines to determine what is meant by what is written. The evaluative level requires the readers to go further than denotation to consider what they think and believe about the message in the text. It demands critical thinking, which requires readers to be analytical, form judgments, recognize points of view, assess the strength of readings and their meanings, and infer reasons (citing [16] Whitten, 2004; [17] Al Aila, 2015; [18] Victoria State Government, 2018). According to the definitions, the measurement of reading comprehension could be categorized as literal and inferential levels.

[19] Council of Europe (2020) divides reading comprehension into six sub-categories: overall reading comprehension, reading correspondence, reading for orientation, reading for information and argument, reading instructions, and reading as a leisure activity. Each category is further classified into CEFR's Pre-A1 to C2 proficiency levels. B2 descriptors include: 1) can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively, 2) can read correspondence relating to their field of interest and readily grasp the essential meaning, 3) understand what is said in a personal e-mail or posting even where some colloquial language is used, and 4) can scan quickly through long and complex texts, locating relevant details. 5) can quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile, 6) can recognize when a text provides factual information and when it seeks to convince readers of something, and 7) can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues. Thai English learners should master the B2 level as the minimum, according to [5] CHES (2024). It is also important to point out here that using strategies is among the indicators of reading comprehension.

When reading comprehension is measured as part of TOEIC, [1] ETS (2025) clarifies that the test is not meant to be a binary pass or fail but rather a diagnostic tool that measures an individual's proficiency. It actually empowers individuals to demonstrate their language proficiency to employers or supervisors. Good TOEIC scores enhance career prospects and business opportunities. TOEIC is a multiple-choice

assessment with four possible answers. It comprises a total of 200 questions, with a maximum score of 990. The entire examination must be completed within a two-hour timeframe.

The reading comprehension section consists of 100 items, with a total score of 495 and a time limit of 75 minutes. This section is divided into three parts, continuing from the listening section: Part 5: Incomplete Sentences (30 items), Part 6: Text Completion (16 items), and Part 7: Reading Comprehension (54 items). Part 7, which is the focus of the present study, is divided into two sections—the first focusing on individual texts with 2-4 comprehension questions, and the second requiring comparison and interpretation of paired or tripled texts. In this setting, reading comprehension in the TOEIC exam requires more than just basic reading skills. It involves a combination of cognitive processes such as understanding, analyzing, and interpreting texts. Part 7 of the TOEIC reading test presents challenges for many test takers due to the length and complexity of the texts. Success in this section depends on the ability to read and comprehend efficiently, and studies have demonstrated that the use of strategies is an open door to success, as reported in the introduction.

Reading Strategies

Reading strategies are specific methods or procedures that readers, more or less, apply intentionally to process and understand the information presented in a text [20] (Aarnoutse & Schellings, 2003). They are also the process used by readers to overcome failures, enhance their comprehension, and develop reading proficiency [21] (Singhal, 2001; [13] Adamu, 2024) or the cognitive or behavioral actions that are enacted under particular contextual conditions to improve some aspects of comprehension [22] (McNamara, 2007). Interest in improving reading comprehension through the use of strategies as found in recent research can be placed into two categories: individual strategies and teaching techniques as strategies.

Individual Strategies

Individual strategies include predicting, activating prior knowledge, setting purposes for reading, skimming, scanning, inferring, synthesizing, summarizing, recognizing story structure, visualizing, generating questions, rereading, retelling, and thinking aloud [17] (Al Aila, 2015). Strategies are practiced for the purpose of the reading and the reader's or teacher's desired level of comprehension [15] (Buelvas, 2024).

[13] Adamu (2024) believes in word attack strategies, particularly to assist schoolchildren in transforming orthographic symbols into language. These strategies fall into three categories: meaning attack, visual attack, and sound attack. The utilization of context cues and word and concept expectancy are the focus of the meaning attack. Using visual features of words, such as root words, prefixes, suffixes, and recognizable sections inside words, is known as the visual attack. Vowel and consonant sounds, their combination, and the application of further phonetic analytic techniques are all included in the sound attack [23] (Gibbon et al., 2017; [24] Brown, 1994).

When [4] Oranpattanachai (2023) investigated the relationship between reading strategies, self-efficacy, and reading comprehension of Thai EFL students, the strategies investigated were categorized into two groups: bottom-up and top-down strategies. Readers decode the linguistic features to

comprehend the text when they use bottom-up strategies. They use their previous and operational knowledge of how to approach the text to construct the meaning when using top-down strategies. Bottom-up strategies are, for example, skipping unknown words or parts, understanding some parts of the reading text, making use of the grammatical structure, looking up the unknown words in a dictionary, and using a finger to point to the words. Top-down strategies are, for instance, getting the main ideas while reading, going back to a prior part, predicting what will come next, and forming a mental picture of the text while reading.

[9] Ghimire and Mokhtari (2025) emphasize that metacognitive reading strategies are critical for enhancing reading comprehension and achievement. This is because reading comprehension and learning are greatly aided by metacognition awareness and cognitive process regulation, which actively monitor and control reading processes to improve reading abilities. The researchers collected strategies used by 15-year-old students who sat for PISA in 2018. The first category of strategies is related to comprehending and recalling textual information. This category includes concentrating on easy-to-understand text parts, quickly reading the text twice, discussing text content with others after reading, underlining important parts of the text, summarizing the text in one's own words, and reading the text aloud to another person. The second category is concerned with summarizing written passages; that is, writing a summary and then checking that all paragraphs are covered in it, accurately copying out as many sentences from the text as possible, reading the text multiple times before beginning the summary, carefully checking that the summary contains the most important facts from the text, and underlining the most important sentences in the text and then rewriting them in one's own words. The third category is for assessing the credibility of the information: asking for more information about the product offered in an email, checking the sender's email address, clicking the link in the email to fill out a form, deleting the email without clicking on the link, and checking the company's website to see if the product offered is mentioned there.

Teaching Techniques as Strategies

Teachers, particularly those working in English as a Foreign Language (EFL) and English as a Second Language (ESL) settings, are encouraged to find techniques to improve students' reading comprehension and increase academic performance [7] (Ilahi & Hidayat, 2023). Studies have reported effective teaching techniques.

According to [7] Ilahi and Hidayat (2023), a crucial talent for students to acquire is the capacity to obtain the general understanding of what they have read. Therefore, several studies have recommended a context-clue strategy to deal with unfamiliar words, master complex vocabulary, and comprehend the whole text without a dictionary. Students may use various ways to comprehend the text, When unusual terms are present, they examine words like 'for example' and 'consist of.' In their study, the researchers employed recount texts as a text genre for the context-clues-based implementation technique because they believed that learners could connect with the text better through recounts such as prior incidents, occurrences, experiences, or phenomena.

Many teaching researchers recommend scaffolds to support the reading environment, leading to the enhancement of reading skills. [15] Buelvas (2024) believes that a teacher, a classmate, or a competent reader can assist another person to perform a reading task beyond their current capability through well-structured scaffolds. [25] Archer (2008) divides the use of scaffolding in the classroom into three phases. In the before-reading phase, pronunciation and meaning are taught, background knowledge is activated, and a target text is previewed. During the reading phase, reading is practiced, questions are asked, and strategies for passage reading are applied. In the after-reading phase, students are engaged in discussion related to the reading text. [15] Buelvas (2024) implemented two strategies: scaffolding mediated using visualization and scaffolding using graphic organizers to develop the reading comprehension of primary school learners. The first strategy relied on forming mental images while reading. It was believed that once the students got the picture, they got the concept. The second strategy provides both a way to recognize text structures and set them up. It was believed that learners would better understand information if relationships between the texts were shown visually. The students in Buelvas's class visualized a frame, a single-column chart, a three-column chart, a two-column chart, and the movie-in-my-mind chart, and the graphic organizers included a Venn diagram, KWL, a mind map, a steps-in-a-process diagram, and story elements.

[8] Hidayat et al. (2024) designed digital comics (KODI) to enhance the reading ability of elementary school students due to the lack of effective media literacy resources during the COVID-19 pandemic. The selection of the technique was based on previous studies, which showed that the use of digital comic-based learning media in elementary education contexts had improved the students' academic achievement and their critical thinking skills. The digital comics that the researchers designed were based on three reading criteria and strategies: firstly, comprehension, which was involved with the ability to identify and explain key concepts in text; secondly, critical thinking, which was concerned with the ability to analyze, evaluate, and synthesize information from text; and lastly, clarity and structure, whose focus was on organization and clarity in presenting ideas in answers.

In the context in which this study is situated, Thai undergraduates are expected to reach reading comprehension at B2, or the literal and inferential levels, which is equivalent to the TOEIC reading score of 385 as a minimum. Part of the expected level is the use of strategies to enhance reading comprehension. As found in recent research, the interest in improving reading comprehension through the use of strategies can be placed into two areas, that is, those in individual strategies and in teaching techniques. This study takes both areas into account because it is concerned with both strategies that should be adopted to deal with TOEIC reading comprehension questions and ways in which the strategies can be incorporated into a tutoring channel. While the perspectives of instructors are valued, this study stresses the role of learners who are fresh task takers of TOEIC. This approach is not only in line with the current trend, which supports more innovative student-focused materials (e.g., [8] Hidayat et al., 2024), but also with what [26] Oxford (1990) emphasized long ago regarding learning rather than teaching strategies. Having said that, it is observable from [8] Hidayat et al. (2024) that teaching strategies have also

been geared to fit more to the current trend when they designed digital comics to enhance the reading ability of elementary school students. The measurement of reading comprehension, as in TOEIC receives research interest in the Thai context (e.g., [11] Kitjaroonchai et al., 2024; [12] Lertcharoenwanich, 2022). Therefore, this study can contribute to the knowledge of TOEIC reading comprehension in relation to reading strategies from the perspectives of learners or test takers.

Research Methodology

The study took both a qualitative and quantitative approach. Qualitative procedures were carried out during the design of a tutoring video by three student researchers. Quantitative procedures were done to find the differences between the pre-test and post-test after watching the video and the research participants' satisfaction with the video. This study has been approved for human research protection by the Institutional Review Board for Human Subjects Research, Sirindhorn College, Yala (IRB No. SCPHYLIRB-2568/327).

Research Participants

Data was collected from two groups of English for Communication (EC) majors studying at the Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya (RUTS), Songkhla: first, three second-year students, and, second, 32 first-year students. The students were undertaking a weekend program. The weekend program students hold a vocational certificate before enrolling at the university. The program took them approximately two years to graduate and obtain a bachelor's degree.

As part of the EC program, the three second-year students were studying a pre-independent study (Pre-IS) course, followed by an independent study (IS) course, which were both compulsory for the EC majors. The courses ran for two consecutive semesters with 15 weeks in each. While the Pre-IS course took the students two hours a week, the IS course took more time: three hours. The Pre-IS course required the students to complete a research proposal, and the IS course a complete report. They worked in a team of three, and the research topics must be related to English communication. The courses were taught by the first researcher. As in a regular practice of the courses, all students' research projects were offered to program lecturers without the students' identity so that the lecturers chose to supervise the projects based on their interest. The second author of the paper selected the student researchers' project by looking at the research title. By the time the project was selected, the student researchers already had tables of specifications (TOC) or drafts of their research instruments. The supervisor played a significant role, watching over the research project until the project was finished. This included the procedures of completing the tutoring video, the pre- and post-test, and the satisfaction questionnaire.

In this context, the student researchers finished their research and research article with the supervisor. They wrote their own abstract, introduction, objectives, literature review, research methods, results, discussion, and conclusion. Like their peers, their research project was evaluated and allocated scores the same way: class participation and assignments by the course lecturer (35%), a full research article by a supervisor (25%), and an oral report on the complete research by a committee (40%). The

committee members were the same group of lecturers as the supervisors, but the supervisors were not among the committee members in the presentation rooms. In this way, the student researchers' grades were not influenced by whether their research article was published. Ethical considerations were taken into place in the study. The student researchers contributed their findings to the present paper after the courses.

The course lecturer became aware of the three students' potential as research participants when they expressed their interest in the TOEIC reading comprehension part and when they shared their fresh experiences in both the university's RUTS test and the TOEIC test. After three rounds of discussion and feedback between the course lecturer and the students' drafts of research instruments, the course lecturer decided to recruit this group of students both as research participants and co-researchers. As research participants, they informed the research about strategies that should be adopted to deal with the TOEIC's reading comprehension. As co-researchers, they designed suitable tutoring material using the strategies, as well as collected and analyzed concurrent data. The team finally decided to make a video as a tutoring tool. In this scenario, the students took part in this study by purposive sampling. The students were invited to this study because they sat for TOEIC within a six-month time. The three students were found during the courses while the first researcher was looking for research participants. Weekend students at the university, generally speaking, take both the required RUTS test and TOEIC to demonstrate their English proficiency. Most of them work full-time during weekdays. Many of them want to demonstrate their English proficiency for their jobs.

The three student researchers' RUTS scores met the university requirements—their scores were between 60% and 69%, where the cutting line was 50%. Their TOEIC scores ranged from 370 to 625. The number of students with mixed ability scores was regarded as the proper and right informants for the qualitative analysis procedure for two main reasons. Firstly, this study investigated reading strategies that could help with reading performance. It was significant that knowledge of the strategies was based on the perspectives of students with different ability levels. The mixture reflected the nature of English classrooms and test takers in general. Secondly, the students sat for the TOEIC recently and their fresh perspectives would suggest effective strategies that should be incorporated into a tutoring channel. In this way, future test takers from similar environments could make the most use of their suggestions. More importantly, the students took part in the research voluntarily based on their research interest.

The other group of research participants was 32 first-year EC students. Like the second-year students, it was a must for them to meet the university's requirement regarding English proficiency. They might also sit a TOEIC test during the program. They had not taken the Pre-IS and IS courses nor been to English proficiency tests. They were invited to the study by the student researchers. In this context, they were the right people to learn about reading strategies and TOEIC. In this case, the students were invited to participate in the study by purposive sampling. In addition, the group was a mixture of all genders, mostly female and in their twenties.

Strategy Selection and Development of a Tutoring Video

In an attempt to obtain a satisfactory TOEIC score for career advancement, the three student researchers sat for the test and were interested in finding ways to handle the reading comprehension part after receiving the results. Their interest was in the use of reading strategies to enhance reading comprehension and scores. They considered that what they learned from their research would assist them in improving their scores and the findings would also be beneficial for EC students and TOEIC test takers in general. The students gathered together to discuss the problems they faced that had resulted in the unsatisfactory scores and the differences between them. They stressed techniques to solve the reading comprehension problem. The exchange of ideas led to a list of strategies and selective reading text types that should be incorporated into a tutoring video. The students worked out the conclusions by nature as part of their IS project. Therefore, the discussions were not audio or video recorded.

The strategies selected and the video tutorials created were checked for validity and quality before the actual data collection. Three experts were asked to check the validity of the strategies incorporated in the video and evaluate the quality of the video using a table of specifications (TOC) and an index of item objective congruence (IOC) tables. The quality contents were the same as those of the questionnaires. The experts were also among the program lecturers and had been supervising the students' research projects and checking the quality of the research instruments for more than three semesters. They scored items in the research tools -1 when they found no connection between the items and the stated specifications, 0 when they were not sure, and 1 when they were certain about the items. Space was provided for the experts to give suggestions in words. As a result, the IOC values received were 1.0; that is to say, the experts accepted the tutoring video as it was and did not ask the student researchers to improve any part of the video. Obviously, the student researchers worked on and revised the video several times before presenting it to the experts.

Pre- and Post-Test

As a research instrument, a pre- and post-test was designed for evaluating the research participants' reading comprehension ability by compiling the texts and questions from a variety of sources, including [27] CHULATUTOR (2025) and [28] University of Bordeaux (2024). The test contained 30 questions with four possible answers. One correct answer received one point, making a total of 30. The first 15 were about six single passages, including two job advertisements: one looking for a corporate trainer and the other a secretary for a company; an advertisement about a used car for sale; a letter announcing a street closure; a news article about health food bars; and an advertisement for a shopping mall. The other half included questions about paired or triple passages. The contents included an announcement about a store selling old music products, which came with an email written to the store about selling an old musical instrument; a book about a jeans brand accompanied by an advertisement for a company offering online office service; an email expressing pleasure with an episode of a radio program that featured the owner of the jeans brand; and, lastly, product information with a complaint about the product and a reply letter to the complaint. According to [15] Buelvas (2024) classification of the reading ability level, 11 of

the test questions asked for literal meaning or details presented in the texts, 16 for inferential meaning that was not stated in the texts, such as an audience's possible action after the reading, and three for evaluative meaning, for example, a reason why something was probably true about a person mentioned in the text.

The pre- and post-test was evaluated for content validity, correctness, and appropriateness by the same three experts as the video through TOC and IOC tables. All the items in the test received the IOC value of 1, and they received no comments. That meant the student researchers and their supervisor had a careful selection of the test items. In addition, the quality of the items selected, most probably, had been through a rigorous review before publication. The pre- and post-test was also checked for reliability. It was trialed with a group of 10 students who were in the same class as the student researchers, excluding themselves and only four absent students. The scores received from the trial were calculated by Cronbach's alpha coefficient. The calculation returned a value of 0.89, which was regarded as a high value.

Satisfaction Questionnaire

A satisfaction questionnaire was designed to inquire about the research participants' satisfaction with the tutoring video that was built on selected strategies by the student researchers. The satisfaction involved with four aspects of the video, that is, the content, design, practicality (convenience and usability) of the video, and its benefits to the test takers in terms of the strategies incorporated. The research participants were asked to rate the level of their satisfaction on a 5-point Likert scale: 5 very satisfied, 4 satisfied, 3 unsure, 2 dissatisfied, and 1 very dissatisfied. The satisfaction questionnaire was completed through the same validity check as the video and the pre- and post-test. Two of the three experts only gave comments on how to improve the items. Only one of them scored the questionnaire items together with some comments. Due to the missing scores, the IOC values were not calculated for the questionnaire. The items were improved according to the experts' recommendations, for example, moving or deleting an item that did not seem to belong to its category. A few of the items were rephrased for clarity according to their feedback. After the questionnaire was approved by all the experts, the student researchers trialed it with the same group as the pre- and post-test. The scores received were calculated for reliability by means of Cronbach's alpha coefficient. The calculation returned a value of 0.85, which was a high reliability value.

Data Collection

The data was collected while the student researchers were studying the IS course and the research participants were studying other courses in their program of study. The tutoring video, the pre- and post-test, and the questionnaire were ready for data collection around the middle of the semester. The research participants were invited to sit a pre-test, watch the tutoring video, sit the same test as the pre-test but this time as the post-test, and complete the questionnaire. The pre-test and the post-test were one week apart, and the possible answers of the post-test were reshuffled. While the number of times the test takers read the texts might influence their better post-test scores, it was also important

that their satisfaction with the tutoring video be examined not long after the video. Therefore, the contents of the video and the use of strategies remained fresh in their memories. The video was stored on YouTube, while the test and the questionnaire were on Google Forms. The applications were chosen because they were among the most practical and convenient means for the research participants. The participants accessed the YouTube and Google Forms through links provided by the student researchers.

Data Analysis

The data was analyzed both qualitatively and quantitatively. The qualitative analysis took place during discussions of the three student researchers about strategies that should be adopted to deal with the reading comprehension part of TOEIC and during the decision to make a tutoring video based on the strategies. The processes were close between data collection and data analysis. Themes, or the consistent ideas that emerged; incidence, or the frequency of something that was occurring; patterns, or the timing of the occurrences; and trends, or the frequency of the patterns [29] (Macintyre, 2000), were considered to adopt the strategies and built into the tutoring video. In the quantitative analysis, the statistics used to compare the tutoring results of the pre-test and post-test were frequency, mean (\bar{x}), standard deviation (S.D.), and independent T-test. The statistics used to assess the research participants' satisfaction with the tutoring video were mean (\bar{x}) and standard deviation (S.D.). The average scores gained from the satisfaction questionnaire were interpreted as follows: 4.21–5.00, very satisfied; 3.41–4.20, satisfied; 2.61–3.40, unsure; 1.81–2.60, dissatisfied; and 1.00–1.80, very dissatisfied [30] (Vagias, 2006).

Findings

The findings of the study include the tutoring video built with ten strategies and three groups of texts, the pre- and post-test results, and the research participants' satisfaction with the video in which strategies for enhancing reading comprehension were incorporated.

Selected Strategies and Tutoring Video

Based on fresh experiences of sitting for TOEIC tests, the student researchers concluded that three groups of texts should be selected as a means to training the research participants in strategies for enhancing the reading comprehension tested in TOEIC. Ten reading strategies as shown in Figure 1 should be adopted to deal with the texts, and the tutoring channel to cover the texts and strategies should be a short video.

The three groups of texts that were considered suitable for building into the video were 1) emails and letters, 2) news articles, and 3) advertisements and announcements. The kinds of texts were those measured in real TOEIC tests and among those most often given in TOEIC test examples [1] (ETS, 2025), suggesting their importance.

1. Getting acquainted with common topics or contents of the focused text types in the test:
emails, letters, news articles, advertisements, and announcements
2. Reviewing features of the focused text types
3. Reviewing vocabulary often used in the focused text types
4. Getting acquainted with common questions about the focused text types

5. Checking common components or layouts of the focused text types
6. Recalling functions of paragraphs or structures of the given texts
7. Previewing the questions before reading the given texts
8. Identifying locations of possible answers before reading the given texts
9. Scanning for specific details related to the questions
10. Applying inferential reasoning when responding to opinion-based questions

Figure 1 Reading Strategies Incorporated in the Tutoring Video

The majority of the strategies were selected from the vast variety suggested in theories related to reading strategies, except for the last one. They were considered suitable ones for dealing with the reading comprehension part of the TOEIC test, particularly the three groups of text. Only the last strategy was created anew by the student researchers. It might not appear to be a strategy, but it was considered a reading test strategy in the student researchers' perspectives.

Topics or contents of the focused text types are, for example, an email announcing a sports event. Features of a news article generally include introduction, plot, conflict, and resolution. Vocabulary often used in a job advertisement includes words such as vacancy, opening, position, full-time, and qualifications. Common questions can be those asked about the main idea, purpose of the text, and specific details. Common components of a letter in general include heading, date, address of recipient, salutation, body, complimentary close, and signature. The overall structure of a paragraph includes a topic sentence, supporting details, and a conclusion. Questions are always available for preview at the end of the given text. It is possible to identify the location of a possible answer; for example, contact details are usually presented at the end of an announcement. Readers can also scan only for names, for example, to find an answer to a question about the information. In addition, when asked an opinion-based question, a correct answer can be that which is commonly known or felt by the public, for example (e.g., [27] CHULATUTOR, 2025; [28] University of Bordeaux, 2024).

The video was approximately 19 minutes long, as shown in Figure 2. The contents were divided into three parts according to the three kinds of texts. The student researchers took turns explaining in English about the elements, components, functions, or features of each kind of text. Then they demonstrated reading strategies. The contents of the texts included an invitation to an art event, a thank-you letter for a donation, news articles about the computer industry, the historical rise in oil prices and health benefits, a job advertisement, and an announcement of a grand opening ceremony of a new store. After that, examples of reading questions and answers were given. For example, the first picture in Figure 2 shows one of the student researchers demonstrating a preview of the question asked before reading the given text. After reading the text, he came back to the question with the answer key. At the end of each part, a number of related vocabulary were presented both in English and Thai. The speakers paused speaking and let the pictures run freely from time to time. The tone of the talk was friendly and casual, and some music was also played in the background. The student researchers called themselves by

nicknames, and their words are annotated at the bottom of the screen. Near the end of the video, the speakers made a summary of the video contents. Finally, frequently found vocabulary in the focused text type was presented. The student researchers considered that this type of medium was chosen because it was among the most popular channels of communication in the present time. Today, people consume video content on a regular basis. In addition, quick but inclusive content could keep viewers' attention. The video could also be downloaded and played online or offline at viewers' convenience.



Figure 2 The Tutoring Video

Pre-test and Post-test Scores

As shown in Figure 2 and Table 1, the research participants' post-test scores ($\bar{x}=22.53$) were higher than the pre-test scores ($\bar{x}=9.72$).

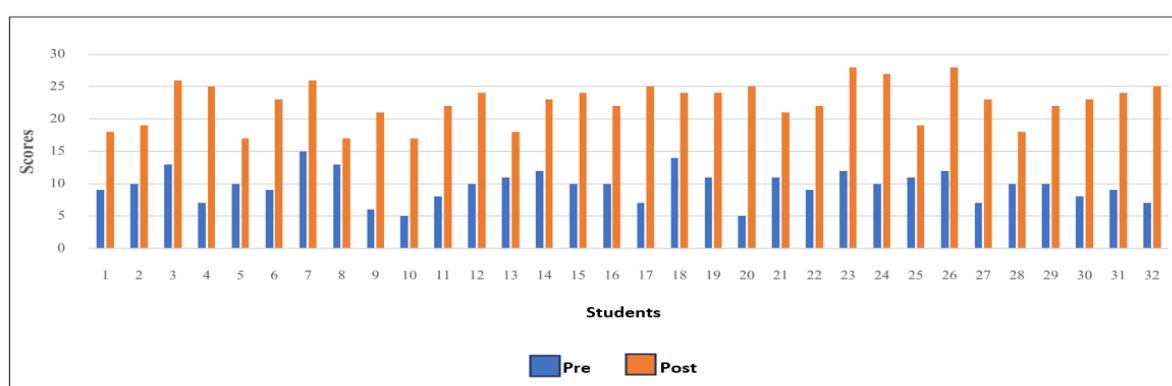


Figure 2 Pre-test and Post-test Scores

Table 1 Comparing Pre-test and Post-test Scores

Test	Score	n	\bar{x}	S.D.	t	df	Sig
Pre-test	30	32	9.72	2.45	4.19	31	0.001*
Post-test	30	32	22.53	3.18			

* $p < 0.001$

Out of 30, the pre-test scores ranged from 5 to 15, giving an average of 9.72. Their post-test scores were between 17 and 28, giving them an average of 22.53. The pre-test and post-test scores were significantly different at the level of 0.001.

Satisfaction with the Tutoring Video

The research participants' overall satisfaction with the tutoring video was very high ($\bar{x}=4.79$), as shown in Table 2.

Table 2 Satisfaction with the Tutoring Video*

Aspects	Concerns	\bar{x}	S.D.	Interpretation
Content	1. The content is structured in a way that is easy to follow and comprehend. 2. The explanation is clear and easy to understand. 3. The quantity of content is appropriate. 4. The content is accurate and reliable. 5. The examples and demonstrations provided in the video are helpful for viewers to understand the reading comprehension strategies.	4.80 4.90 4.80 4.90 4.80	0.36 0.33 0.36 0.33 0.36	Very satisfied Very satisfied Very satisfied Very satisfied Very satisfied
	Average	4.84	0.35	Very satisfied
Design	1. The format is characterized by its simplicity and ease of learning. 2. The color scheme used in the design of the video is appropriate. 3. The background color and text color are suitable for readability. 4. The font size and style are clear, readable, and visually appealing. 5. The video clip is aesthetic and modern in design.	4.80 4.80 4.70 4.70 4.90	0.39 0.41 0.45 0.45 0.33	Very satisfied Very satisfied Very satisfied Very satisfied Very satisfied
	Average	4.78	0.40	Very satisfied

Aspects	Concerns	\bar{x}	S.D.	Interpretation
Convenience and usability	1. The platform is easily accessible anytime, anywhere. 2. The availability of the video meets the viewer's needs. 3. The quickness in accessing the information in the video and test is satisfactory. 4. The information in the video boosts understanding efficiently. 5. The information on TOEIC exam reading comprehension strategies is beneficial for individuals to implement in future examinations.	4.80 4.80 4.80 4.50 4.70	0.43 0.47 0.38 0.61 0.63	Very satisfied Very satisfied Very satisfied Very satisfied Very satisfied
	Average	4.72	0.50	Very satisfied
Benefits to test takers	1. The content of the video on reading comprehension strategies is useful for test-takers. 2. The strategies learned helped improve reading comprehension skills for the TOEIC test. 3. The video increases the interest and engagement of test-takers in using strategies for reading comprehension. 4. Reading comprehension strategies used in the TOEIC test can be applied to further learning. 5. The strategies helped me manage time more effectively during the TOEIC test.	4.80 4.80 4.80 4.90 4.90	0.36 0.50 0.45 0.41 0.33	Very satisfied Very satisfied Very satisfied Very satisfied Very satisfied
	Average	4.84	0.41	Very satisfied
Overall average		4.79	0.41	Very satisfied

* N = 30

The research participants were very satisfied with the content ($\bar{x}=4.84$), design ($\bar{x}=4.78$), convenience and usability ($\bar{x}=4.72$), and benefits to test takers concerning the strategies built into the video ($\bar{x}=4.79$). They were also very satisfied with all specific concerns in the aspects ($\bar{x}=4.50-4.90$).

Discussion

The design of the strategy used to enhance reading comprehension in this study is among those teaching techniques that were supported by a subset of strategies like scaffolding [15] (Buelvas, 2024) and digital comics [8] (Hidayat et al. 2024). The present study took text types, including emails, letters, news articles, advertisements, and announcements, as a basis to identify suitable strategies and choose a

suitable tutoring channel to incorporate the strategies. Most studies rather investigated individual strategies like word attack [13] (Adamu, 2024), bottom-up or top-down strategies [4] (Oranpattanachai, 2023), and metacognitive strategies [9] (Ghimire & Mokhtari, 2025). The present study has contributed a new teaching technique for enhancing reading comprehension through the use of strategies.

The previous studies reported the training or the use of the strategies for an instructional purpose, rather than a testing purpose. While training in techniques to get high standardized test scores may be common and not attended to academically, the present study addressed it officially due to the fact that the ability to use a variety of strategies to achieve comprehension is an indicator of a B2 level of English proficiency [19] (Council of Europe, 2020). With assistance from strategies, Thai undergraduates may reach the B2 level more easily. The B2 level is the [5] CHES (2024) minimum standard, and it is equivalent to a listening score of 400 and a reading score of 385, and the TOEIC total score of 785 [6] (ETS, 2024). The 785 TOEIC scores will be adequate for making decisions involving recruitment, selection, and placement of new students or employees, as well as training for higher positions requiring English.

No matter for what purposes the individual strategies or techniques were designed, almost all the related studies confirmed the benefits of direct training in reading strategies on reading comprehension, including [7] Ilahi and Hidayat (2023); [8] Hidayat et al. (2024); [9] Ghimire and Mokhtari (2025); [13] Adamu (2024); [15] Buelvas (2024). The present study also demonstrates such satisfactory results. The research participants performed better in the post-test than in the pre-test after watching the tutoring video with the ten strategies incorporated. They also reported a very high level of satisfaction with the tutoring video and strategies. It might be true that the research participants' performance might have improved because of the more times they read the same texts. However, the performances might also be influenced by, firstly, the video that was built on the chosen texts and strategies itself, as the satisfaction scores demonstrated; secondly, the explanations and demonstrations by peers who had been successful in TOEIC tests; and, thirdly, the suitable tutoring means, which was a video. Among many others, [31] Dreyer and Nel (2003) emphasize the effectiveness of strategic reading instruction, particularly in digital learning environments. [32] Reutzel (1985) also advocates for visual aids to enhance comprehension. In addition, one of the previous studies found a significant relationship between students' top-down strategies and reading comprehension ability and not bottom-up strategies [4] Oranpattanachai (2023). The strategies incorporated in the tutoring video in the present study were geared towards the top-down strategies by the student researchers. The design based on the research of students' fresh perspectives also supports direct training in reading strategies.

Conclusion

EFL and ESL learners often struggle with the cognitive complexities of reading comprehension. Tests will challenge them to analyze complex texts and manage reading speed [33] (Grabe & Stoller, 2019). This study suggests that explicit instruction in reading strategies can yield more prompt results in reading comprehension as well as test scores. Therefore, it is recommended that English learners learn about reading strategies when developing reading comprehension. The strategies can be introduced in

individual reading lessons as they fit. The design of the teaching and learning and instructional tools will be based on individual contexts. Perspectives of people with direct experience with TOEIC are highly recommended. Learners wanting a satisfactory TOEIC score, as well as other standardized English tests, should be encouraged to brainstorm their strategies and try mock tests several times. Unknown strategies created by the learners should be acceptable as long as they are assisting them in the reading comprehension and test taking. In this way, strategic reading instruction can also foster learner autonomy [34] (Janzen & Stoller, 1998) and promote lifelong learning. With regard to concerns about whether teaching reading is for the sake of reading ability or test performance, the first option will always be the first priority. While many skills are key, strategies can assist in overcoming limitations and time management. The second is catered when the test is significant—for example, a requirement. Actually, reading and a standardized test should go hand in hand. A standard like CEFR's B2 or a TOEIC score of 700 should be established for a reading course to urge better results from the learners. Therefore, instruction will be worth both time and effort.

Because the ability to use a variety of strategies to achieve comprehension is an indicator of reading proficiency and can develop reading comprehension, more research should be carried out to contribute more knowledge and understanding of ways in which reading comprehension and reading proficiency can be enhanced through the use of strategies. Previous research has been investigating those employed to teach schoolchildren, e.g., [7] Ilahi and Hidayat (2023), [8] Hidayat et al. (2024), [13] Adamu (2024), [15] Buelvas (2024), and the predictive capability or the relationship between strategies and reading comprehension, e.g., [4] Oranpattanachai (2023), and [9] Ghimire and Mokhtari (2025). Much room is available for further research on either individual reading strategies or techniques as strategies in EFL or EFL higher education contexts. The benefits of research on reading strategies are obvious in the present study. Prior to learning from the provided strategies in the video, their scores demonstrated somewhat limited reading proficiency. After the tutoring video, their scores improved significantly. The effectiveness of the strategies incorporated in the video can also be observed from the research participants' satisfaction with the last aspect, which was specifically concerned with the strategies incorporated. Knowledge is obtained from the present study in the research context. More knowledge from research is wanted in other EFL and ESL environments, including Thailand.

This study was carried out in a context where only one group of weekend program students was taught at a time. Further research can take place in a context where more than one group of students is available and so the effect of such tutorials can be effectively compared with the control group. In addition, the use of the pre- and post-test could be replaced with a parallel test to yield more obvious results regarding the effectiveness of the tutorials and to confirm the reliability of the test. In a future study, having student researchers write their own mock TOEIC or any other standardized English tests could be the most effective way. English major students, particularly those in their final years, have, most probably, adequate knowledge of English to try designing a mock test. This strategy can bring the best out of English major students in terms of English standardized tests.

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