

TK Conference on Reading 2012



Campaign to Promote the Love of Reading

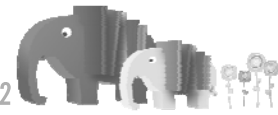
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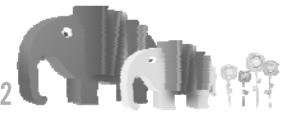
Background and Significance of the Study

Reading comprehension ability is the most important learning and self-development tool of human beings. In industrialized countries in Europe, the United States of America, and Japan, where book publications and reading are widespread, educational and socioeconomic development is more advanced than in the countries where there are fewer book publications and less reading. Besides this, in recently developed countries such as Singapore, South Korea, and Hong Kong, socioeconomic development is greatly enhanced once the love of reading as well as reading and learning development are promoted among children, adolescents, and the public at large.

According to UNESCO statistics on book production in various countries, in 2009 Thailand produced 13,607 books, which ranked 29th in the world, after Iran, Taiwan, South Korea, Turkey, Vietnam, Indonesia, Malaysia, and developed industrialized countries with smaller populations such as England, Sweden, the Netherlands, Canada, etc.¹

A research study entitled “An Investigation of Reading Condition and Reading Index in Thailand B.E. 2552” by TK Park and the Faculty of Education, Chulalongkorn University has revealed that the Thai population read two books per year on average (2002), while the citizens of Vietnam, South Korea, Japan, and Singapore read approximately 50 to 60 books per year on average.²

A survey on reading of the population in 2008 by the Office of National Statistics has shown that 66.3% of those aged six years old or older read, whereas 33.7% or 20.3 million did not read. The percentage of 66.3% who read seems rather high when compared to other countries in the survey. However, it is noteworthy that the definition of ‘reading books’ varied. In Thailand, the term ‘reading’ encompasses reading newspapers, magazines, and miscellaneous books, and the average time of reading was not specified.

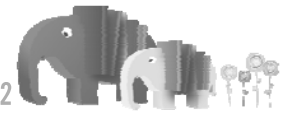


According to the aforementioned survey, about half (50%) of those who did not read explained that they spent time watching television, a little more than one quarter, or 28.4%, had no time to read, almost one-fourth, or 24.1%, stated that they did not have interest in reading, and 14.2% were unable to read.³

An assessment of learning outcomes of students aged 15 years (the age in which basic education is completed) in different countries (PISA) on reading, mathematics, and science conducted by OECD using the same test that was translated into various mother tongues of the children in 2009 revealed that Thai students' reading comprehension (in Thai) scores were much lower than those of students from newly industrialized countries (who took the test in their mother tongue) including students from Shanghai in China, South Korea, and Taiwan. The students from Shanghai had the highest scores on reading among the students from the 65 countries included in the survey, with a mean score equal to 556. Thailand ranked 47th, with a mean score of 421.

More than half of the students who participated in the survey had a low score on reading, at levels 1 or 2, which indicated that they were only able to read at a word level. To further explain, they may know the literal meaning of the letters, but they were unable to interpret the meaning of the words or analyze, evaluate, or connect the statements with various phenomena that will enable them to study further in a higher level or to read in their daily living. In fact, a good level of reading is from level 3 to level 6, but only a very small number of Thai students received scores at a moderate/high level, with most of the students who got high scores in levels 3 or 4 coming from university demonstration schools or privileged schools in a big city.

As regards assessment of mathematics and science subjects, the scores of Thai students were similarly low, just like their reading scores. This clearly reflects the need to carry out reform in the teaching and learning of reading and overall learning. The PISA evaluation has been conducted every three years since 2000. In the past ten years, the mean scores of the Thai students remained low in all subjects. On the other hand, many countries have invested a great effort in educational reform, hence the higher mean scores and rankings than Thailand.⁵



Limitations of the Campaign to Promote Reading in Thailand

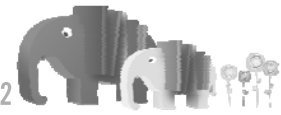
Both the public sector and the private sector have become well aware of the lack of reading among the Thai people. There have been several reading promotional campaigns to promote the love of reading among the public, especially children and adolescents. For example, awards for literary distinction have been given, good books have been selected and publicized, the First Book project has been established, and the Thailand Book Fair has been organized to sell books at a discounted price. Other efforts include the organization of exhibitions, seminars, conferences, and other strategies to promote reading. However, these projects are stand-alone projects, organized for specific purposes and benefitting only certain groups of children, adolescents, and adults who have access or who already have interest in reading or realized the significance of reading. In short, there are certain limitations that prevent the majority of Thai people from gaining access to these reading promotional projects.

Among the major limitations is the fact that these projects look at separate parts of the problem instead of dealing with the problem as a whole. Besides this, the reading promotional project is seen as an extension of the childcare and educational system, even though the childcare system and the educational system of Thailand are major causes of Thai people's ignorance of reading. Therefore, in order to seriously campaign for the majority of Thai people to increase their love of reading, the major causes of the problem need to be addressed by reforming both the childcare system and the educational system as a whole in conjunction with national development in all aspects.

Guidelines to Promote the Love of Reading on a National Level

1. Changes in child rearing techniques to promote curiosity and the love of reading from early childhood

People who are about to become parents should be educated to make them understand how parents can promote brain development in young children as much and as fast as possible. This project can be done on a national level with collaboration from the Ministry of Public Health. There should be volunteers who are physicians, nurses, and staff members who can provide information to mothers who seek neonatal care and child delivery at the hospital to make them realize that singing lullabies and reading stories to young children help stimulate brain



development and generate the habit of reading. Lullaby CDs and first story books should be distributed or sold to the mothers at a low price, but with the advice that this is equally important to the brain of their child as physical healthcare and safety. This is because if CDs or books are distributed without explanation, the mothers may not be interested in them and it will be a waste of effort.

The brains of young children are ready and sensitive to learning. Spoken language is learned mostly through listening and self-learning. Only at a later stage do parents begin to teach a few simple words to children themselves. However, young children will learn to speak faster and better if their parents consistently pay attention and communicate with them.

Written language, spelling, reading, and writing are more difficult and require teaching and the provision of the right environment. Children who are born to educated parents who love reading and who know how to talk to, play with, and teach their children through lullabies, rhymes, and illustrated storytelling have better a opportunity to learn than those whose parents are not interested or do not have time to instill curiosity and the reading habit in their children.

Research on families and reading in the United States has reported that in families where parents began reading to their children in infancy, children at the age of 1-3 years old were able to understand vocabulary and language as well as have better developmental stages than children who are not read to in the family. In brief, children's learning achievement does not depend on the socioeconomic status of the family, but on the interest in and frequency of reading.⁶

Problems with different childrearing methods and family environments result in discrepancies in brain development among children with different family backgrounds. A study conducted by Betty Hart and Todd Risley has revealed that children whose parents are professionals and raise them talking, reading, and singing to them will be exposed to a larger range of vocabulary and have more positive results than children who are born into a family of laborers or foster families, hence differences in brain development and learning and reading habits.⁷

Young children learn all the time, beginning even before they start going to kindergarten. However, the chance to learn depends on their family environment. As for language, reading is an important foundation. Children will develop their



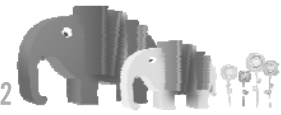
attitudes toward learning and reading when they are very young. Toddlers who begin to speak will ask a lot of questions because they do not know the answers and they want to know them. If parents pay attention to their questions, children will develop an attitude that asking is a good thing to do as it leads them to the answers they want and they can learn more. If parents are interested in reading stories and pointing out illustrations to their children, they will develop positive attitudes and have satisfactory development regarding language and reading.

However, the problem is most parents do not have such an interest. They do not pay attention to their children's questions, nor do they like to read stories to their children. Therefore, to adjust attitudes and instill the love of reading among children and adolescents, major efforts have to be taken to reform parents as to how they raise their children.

2. Promotion of singing lullabies and telling stories to toddlers by parents, nannies, daycare operators, and kindergarten teachers all over the country

Lullabies or rhymes that manifest the beauty of a language are a starting point for the children's brain to learn and admire language and literary creations. Storytelling should be done with illustrated books that are suitable the children's age. Children should be able to touch the books so that they will develop curiosity to know and learn.

A large number of parents are poor or not highly educated. They have to work very hard to earn their living, so they have no time to spend with their children. They may have very limited opportunity to sing lullabies or read books to their children. The public sector has to provide assistance by organizing training, allowing parents to take leave from work to participate in the training, and to offer support with storybooks and other media. This is because parents are the first teachers of children who can have a very high level of influence on them. At the same time, the primary school system and daycare system need to be seriously reformed, including small-sized public and private kindergartens all over the country. A training and distribution unit or agency needs to be set up with sufficient manpower and funding to send volunteers to conduct activities. Training should also be given to nannies and



kindergarten teachers in the community to ensure that they have knowledge psychology and brain function.

3. Dissemination of Knowledge among Parents and Teachers to Raise their Awareness of the Significance of the Mother Tongue

Language acquisition and use of language to communicate messages start at an early age. It is regarded as the most important thing in human development in the present day. This is because human beings have to use their intelligence to work with others now more than using only their physical energy to do agricultural work for self-sustainability like in the old days. Learning the mother tongue (or the Thai language for Thai people) just for speaking and listening purposes at a day-to-day level is not enough. We need to promote children's acquisition of their mother tongue to a certain extent before they can learn other subjects with success. For instance, they need to be able to read for main ideas and to speak logically, concisely, and precisely. In brief, reading competence enables individuals to learn and develop themselves to a significant extent.

A large number of parents and teachers have the misconception that the Thai language is an easy subject and that Thai can be acquired merely by being Thai without having to make great efforts to learn, especially when compared to other subjects that may guarantee advancement in the educational system and competitiveness in work such as English, mathematics, science, computers, and social studies, or subjects that will later on lead to careers in organizational management, medical science, engineering, architecture, economy, financial management, banking, and accounting. This is obviously misleading. In fact, children need to have a good command of their mother tongue before they can be successful in learning other subjects.

The Thai language that is mostly learned through the natural environment is the spoken language at a simple daily communication level. Individuals have different levels of command of the spoken language they use to communicate with others. Good speakers know how to pick the points to present, how to present it well, and how to present it in an easy to understand manner. Good communication skill needs to be learned and practiced, including communication in Thai which most



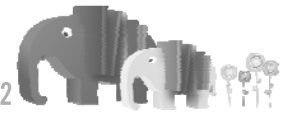
Thai people think they already know very well. This is because the Thai language is the mother tongue. However, it is undeniable that Thai people communicate in Thai with different levels of quality, particularly when communicating with a large group of people or about a serious topic. Thus, good communication skills need to be learned and practiced to ensure effectiveness.

Written language is even more important than spoken language. Human beings communicate and learn through written language which leads to concepts that can be connected to many other things, both concrete and abstract. It also results in summary of diverse issues that makes us develop complex understanding. Learning academic knowledge at a higher level requires the skill to read for comprehension, meaning and understanding, not just reading and writing intelligibly at a beginner level.

For Thai people, being able to read the Thai language effectively is very important and beneficial. Children start from understanding the concept of using words to represent objects before they can move on to the understanding of concepts of other subject areas. Individuals who do not have a good command of their own mother tongue are not likely to be successful learners of the English language and other subjects.

Young children who are smart enough, who receive good education, or who have parents from different ethnic backgrounds may become bilingual. This is because language is a tool for communication. Children can become proficient users of Thai, English, or even Chinese if they have sufficient opportunity to learn those languages. An important point is that they will start from proficiently using one of the languages to communicate with others.

For most Thai people, we need to help them learn the Thai language first of all. This should be the priority. Only when children understand the meaning of words, phrases, and sentences in Thai will they be able to understand the concepts of different words in other languages and other subjects.



4. Reform of Thai Language Teaching with an Emphasis on Comprehension and Literary Appreciation Instead of Rote Memorization

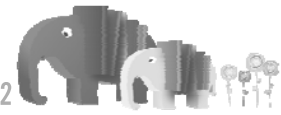
The teaching of the Thai language needs to be fully reformed, and all teachers of the Thai language need to be retrained. The traditional methods used in teaching Thai with emphases on grammatical accuracy, rote memorization, and boring, uninteresting, and unchallenging conservative teaching styles that teach children to be obedient should be replaced with natural teaching or the whole language approach which places its emphasis on learning from actual use of the language and from interesting and entertaining fairy tales and poems that attract the children's attention and suit the curiosity to learn of children at different ages.

Language teaching that will make children understand the language and develop the love of listening and reading is to teach them to understand the meaning of words, phrases, and sentences while at the same time allowing them to enjoy stories of fairytales and artistic literary works instead of teaching them to memorize grammatical rules presented in the textbooks. The learning process should be emphasized over standardized achievement tests or formative assessments.

Natural language teaching or whole language teaching that emphasizes learners' understanding what is linked to their real life and their dreams make learners gain a better understanding and enjoy the content of an entire literary work rather than having to memorize discrete words and sentences or learning from literary extracts that are too short.

This is believed to be the best approach in teaching language and literature. The charm of listening to and reading literary works lies in their esthetic beauty and captivating content. Learning to appreciate good works of literature that are appropriate for children of different ages will help instill the love of language and reading in them. On the other hand, traditional styles of language teaching, either Thai or English, by teachers who are boring turn the language into something boring or disgusting to the students.⁸

Ineffective teaching of the Thai language is a major problem and obstacle that makes most Thai children lack the love of reading or be unable to read for comprehension. One solution is to reform Thai teachers in the country to make them interested in reading and in using a new teaching approach to make the students



enjoy and appreciate whole pieces or longer pieces of literary works. The curricula and textbooks used to teach reading, as well as the assessment of reading skills, also need to be reformed.

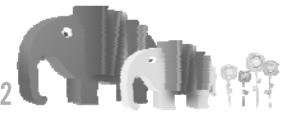
Integrating significant ethical values such as self-discipline, honesty, responsibility, etc. should be carefully incorporated into the use of literary works, with an emphasis on the development of students' literary appreciation while learning the language and the content, instead of memorizing grammatical rules primarily for formative assessments. Teaching ethics and values can be boring and ineffective if it is done tactlessly. The students may be able to memorize what has been taught for the sake of good grades, but the teaching will not leave a lasting impression and will be forgotten not long after that.

Testing and evaluation should emphasize the love of reading, reading comprehension ability, and the ability to retell or reinterpret the stories. As such, teachers need to undergo training to make them efficient and constantly interested in monitoring the students' progress so that they can help them further develop.

Evaluation of reading improvement should be done by asking the students to read aloud and answer comprehension questions. Teachers can also observe if students are able to pronounce and spell words correctly and provide assistance as necessary. The evaluation can be done at the end of the semester or the academic year. Evaluation in the form of teachers' monitoring of each student's reading improvement with patience and good intention to help them is more effective than evaluation that emphasizes grammatical accuracy which is boring and which does not assess the actual ability to use the language in an authentic situation.

A good command of the reading skills in Thai is the foundation that students need to learn other subjects in school. Primary school students need to mainly develop skills in the Thai language, reading, and mathematics. They should not have to study too many subjects at the same time.

In early elementary education, students should be taught how to read to function, based on a belief that good reading skills, particularly reading comprehension skills, are important tools for students to better understand other subjects they are studying. The early elementary curriculum which covers too many subject areas should be changed, and assessments based on rote memorization



should be abandoned, especially when teachers let the students pass for fear that failing students will reflect badly on how they themselves teach. This has become a new problem after it became evident that a number of students in Grade 3 cannot read.

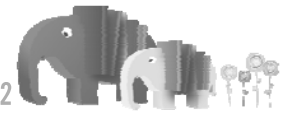
If students do not develop good reading skills from the time they are in early elementary education, it will be very difficult for them to succeed in other subject areas. This is one of the reasons why a number of students are unable to further their education and have to drop out from school, missing an opportunity to receive the compulsory basic education provided to them free of charge by the government.⁹ If students who have to drop out due to family poverty have literacy skills and have a love of reading, they still have a chance to study by themselves. However, most of them lack good reading skills and do not have the necessary reading habits.

In addition to the development of reading skills, practice in writing and speaking the Thai language are also necessary. The teaching of the Thai language and literature, therefore, should be improved to make it more interesting and effective so that students will be equipped with the language skills they need to ensure success in learning other subjects.

5. Reform of Teaching, Learning, and Assessment in all Subjects

What needs to be done simultaneously with the reform of Thai language instruction is to reform the curriculum and instruction of all subjects. The content and presentation of content should be done in ways that respond to students' curiosity and suit age-appropriate developmental stages of students. The textbooks and supplementary books should be easy to read, with illustrations to increase students' understanding and make them learn something that is new, fun, and challenges them to want to learn. The teaching method should be changed from one emphasizing memorization of discrete points for taking objective tests to one offering opportunity for students to practice analyzing, discussing, and subjectively interpreting (writing narratives) content more.

All subjects should promote the love of reading and searching for information instead of stressing memorizing the textbooks for examination purposes. The problem-based learning method should be utilized to enable students to practice research and discussion. Teachers have to assign students to read before they come



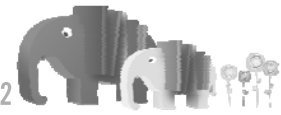
to class, and the students are encouraged to raise questions or issues for discussion in class. Teachers do not need to give lectures based on the textbooks, and there should be self-study hours for students to search for knowledge in the library, with teachers monitoring students to make sure that they have actually read something and to determine how much they understand what they have read.

With regard to assessment, memorization for examination should not be emphasized. Even though memorization may still be necessary for some subjects, it should be connective memorization. Part of the assessment should come from reports, projects, and presentations. As for final examinations, subjective questions should be included. The semi-objective test used in the PISA Project of OECD aimed to assess practical knowledge rather than memorized information. The test-writing committee members carefully designed the test items, not just writing items and giving answers simply from their own thoughts. This is different from tests which emphasize memorization and are written ambiguously like the ONET test used in Thailand.¹⁰

In order to introduce a reform of curricula and teaching of learning methods as well as the aforementioned new form of tests, teacher training also needs to be reformed. One of the problems is the teachers themselves used to study with memorization, lack analytical thinking, and do not like to read or search for information. Therefore, teachers do not know or are not interested in new teaching methods, which are more demanding and make them feel that their work will be more difficult. However, teaching reform to ensure effective teaching not only makes the teaching profession an interesting challenge but it also enables teachers to learn and further develop themselves, hence less boredom for both teachers and students.

6. Reform of the Learning System and Educational Environment of Society Together with Reform of the Educational System

Children, adolescents, and the general public have the opportunity to learn from the media and external environment all the time, and these can be more influential than what they learn in the school system. Therefore, the media and external environment need to be reformed to stimulate people to learn, to read, and to search for new learning all through their lives.



6.1 Reform and dissemination of library and reading promoting activities among people in all provinces, districts, tambons, villages, educational institutes, temples, and organizations

The National Library should be transformed into a public organization which will ensure more flexibility than as a government agency. Funding should be allocated to set up network libraries all over the country, allowing the people to check out books to read at home. The public libraries and school libraries should hire librarians who truly love reading, and they should have the freedom to order good books. The system which entitles the central agency to purchase books from major publishing houses with connections results in lack of good titles as well as lack of diversity of books, hence a small number of readers.

Libraries should be vigorously reformed. There should not be large buildings that lack constant care. Librarians should also cooperate with individuals who are interested in becoming a leader of the community to set up a library administration committee and to generate popularity of library use. At present, the problems of libraries include insufficient books at school or community libraries, uninteresting books, and librarians' lack of attention and care, so there are not many people who are interested in using library services. If the library system is reformed and there are a lot of good books in the library, people living in rural provinces will have more chance to read books. Villages and tambons that are close to one another may exchange or circulate books every three months to solve problems caused by limited budgets to buy books. The private sector such as large companies, banks, industrial companies, public enterprises, and shopping centers may carry out corporate social responsibility (CSR) projects by establishing a public library for both their employees and the general public.

The government should allocate funding for 30,000-40,000 libraries to buy good books. More than 10,000 copies of good books for libraries should be printed at a time so as to reduce the printing cost, and the general public will also benefit from this as they can buy good books at a cheaper price.

6.2 Reform of the mass media and electronic media to generate interest in literary books and others



There should be programs that talk about books and literary works and quiz shows on television, as well as the construction of a website that offers free access to good books to the general public, etc.

Development of radio, television, Internet, and CDs should be promoted in the form of edutainment that disseminate universal knowledge as well as basic knowledge about the Thai society. There should be allocation of financial support, organization of contests, and establishment of an agency and employment of staff members who are keen on technology and media. Children of a new generation are interested in and spend more time on these modern media, so using such media to promote the reading habits should be encouraged (such as reading books from electronic boards, computers, etc.). This is because reading is important and necessary, and it is irreplaceable by other media.

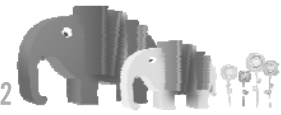
6.3 Development of libraries, museums, and different types of learning centers and promotion of artistic and cultural knowledge

Activities for children and adolescents should be organized such as book reading, storytelling contest, reading poems, debates, drama, and book critiques. Reading aloud and storytelling are activities that have been done for a long time, before the existence of modern media. They are considered group activities that facilitate the learning of arts and culture and create warmth in the family and community. At present, such activities have been revived in many countries because group reading aloud gives a different atmosphere and feelings and their effectiveness is different from that of reading silently alone.

7. Campaign to Raise the Nation's Awareness that the Love of Reading is the Most Important Foundation for Reform of Quality of Citizens and National Reform

The love of reading leads to the love of learning, analytical thinking, and emotional and intellectual development. Thus, it is important to campaign for Thai students to learn to read for functional purposes and to develop the love of reading.

Children learn at different paces. Some children may have problems with their eyesight, hearing, or be afflicted with a learning disability, particularly language learning. Health problems should be solved by medical means, while problems with learning disabilities should be solved with developmental stimulation by psychologists

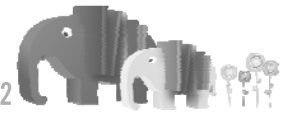


and counselors who can help those with learning disabilities to read to a certain extent. As for children in general, they should be motivated to read proficiently and seriously. The problems of these children include lack of opportunity to learn effective reading, so they read with difficulty and without enjoyment. This makes them lose interest in reading. Also, they may not have good books or age-appropriate books for them to read.

Modern-day media cannot replace books. Letting children learn a language from television, computers, and other electronic media without teaching them to read books for functional purposes and without providing them with books that are fun to read can be seen as being too dependent on modern technology without taking learning psychology, readiness, and the learning potential of young children into account. Politicians' and others' belief that modern media will better enable children to compete than older media like books is absolutely wrong. Modern media are simply supplementary tools. Children need to start from learning a language, learning to read for comprehension from books, and developing the love of reading before they can use modern media to support their learning processes.

Learning from what is easy to what is difficult, learning to understand the meaning of words and sentences, using the language clearly and correctly, and having fun with reading and developing the love of reading more appropriately help individuals to develop knowledge and skills that can extend their work and study than learning from electronic media that emphasize moving images rather than use of words which we need to rely on for the rest of our life. Moving images may be more captivating and fun, and make children understand some stories, but to learn a language in order to appreciate the language and culture should be done through books, including even children's books with more illustrations than words. Psychologists specializing in young children's learning have complained that learning from electronic media is an insult to the intelligence of children and does not help children learn as many words as they should even when the children's brain is ready to take in a very wide range of vocabulary.¹¹

Reading books is a slow process of learning that is more secure and can create more concentration and imagination than electronic media such as movies. While reading, children can stop and go back to earlier pages. On the other hand, electronic media involves fast movements and tells the story through the movements and



speech of the characters. Children need only to watch and listen, without having to think or imagine, which is different from when reading books.

Some electronic media such as the Internet, E-books, and CD Roms that are appropriately chosen and used (possibly with the presence of adults) may be beneficial in some respects. However, the most important thing is to lay a solid foundation for children's love of reading, concentration on reading, curiosity and thirst for knowledge so that they will have both the habit and the readiness to search for information and knowledge from the Internet or e-books.

If children lack a solid foundation in language and the love of reading, they may use electronic media merely for entertainment purposes such as playing games, becoming infatuated with sex or movie stars. They may not be interested in reading and searching for knowledge and meaning in life. Giving grade 1 students a tablet or any other form of computer by parents or politicians is deemed inappropriate. Children in grade 1 have just started to learn about language and reading. Having them use the computer instead of reading books has negative effects on the children's learning and developmental processes. In particular, when there are no teachers or parents who have enough knowledge and time to supervise the children's use of computer, their learning developmental processes can be adversely affected. Thus, grade 6 or 7 students should be more ready to work with the tablet. However, there needs to be teachers who have undergone training on how to supervise children's use and how to prepare good programs.¹²

Reading promotion activities should be done both within and outside the school. It should also be integrated into radio shows, television programs, or Internet networks. In other countries, there may be a voting activity in which the citizens of a city will pick one literary piece of writing to read before organizing a discussion and quiz based on such piece of writing. In countries where the government has an awareness of the significance of a true love of reading, there are campaigns to encourage parents to read stories to young children or talk to their children about the stories so that they will develop the habit of reading, hence better learning outcomes in terms of love of reading. Students' readiness to learn also increases, and this can solve problems caused by teachers' and students' lack of readiness, and the content to be integrated into the computer program www.technology.thaiza.com/olpc/240434.



The current government has generated a false image that reading is on the national agenda, but there are only posters showing the prime minister reading a book and these are distributed for a certain period of time before they disappear, or there is a small project that offers a tax deduction if taxpayers donate books to a public library. Their disappearance may be due to the prime minister's and the cabinets' loss of interest after a while. Since there are no reading activities that are regularly and consistently carried out, there is no serious effect. The whole campaign then seems like more propaganda of politicians who constantly turn from one self-advertisement to another.

Authors and academics have proposed that the government establish the National Book Institute, a large-sized public organization, to promote the production and distribution of good books among the citizens of the country. The campaigns on a national level should be purposefully and continuously conducted to promote reading good books.¹³ This is a concrete recommendation that should be further developed. This is because doing activities to promote the love of reading and reading good books among children, adolescents, and the general public is a practice of learning reform that can help solve problems and bring about significant development of self.

Educational reform that is done widely, fairly and with quality is the only means to generate the economic, political, and social reform of the country to ensure that its development is effective, just, and sustainable.



บรรณานุกรม

พรพิไล เลิศวิชา. โรงเรียนอนุบาลตามแนวคิด Brain-Based Learning. สำนักงานคณะกรรมการ
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