

The purposes of the present study were : 1) to develop an instructional model for enhancement of the reading comprehension skills, 2) to study the effects of the instructional model implementation for enhancement of Prathom Suksa VI students' reading comprehension skills.

The samples consisted of 24 Prathom Suksa VI students at Ban Pongsanook school. Pua District, Nan Province during the second semester of the 2001 school year. The research instruments were an instructional model for enhancement of reading comprehension skills in Thai, a Thai reading comprehension skills test and a questionnaire.

A computer program was employed to analyze the data using t-test and percentage. The results of the study were the followings :

1. The instructional model for enhancement of reading comprehension skills in the Thai language composed of 3 stages.

1.1 Stage of preparation before reading through development of the background knowledge and setting of the reading objectives.

1.2 Stage of silent reading.

1.2.1 Introduction to a lesson through the use of song and stories.

1.2.2 Teaching. Students are asked to predict future events, to find the meaning of new words, do silent reading, review the story which they have read, pose and answer questions

1.2.3 Summaries. The students write a story from cartoons, discuss and make a big book.

1.3 Stage of post-silent reading activity; the students were asked to participate in the post-silent reading activity in which a series of cartoon pictures was used and then the teacher evaluated the students' performance.

2. The effects of using the instructional model.

2.1 The post-test arithmetic mean scores of reading comprehension skills in the Thai language of students about factual comprehension, interpretative comprehension, and critical reading were higher than those of the pre-test scores at the .01 level of significance.

2.2 The majority of students perceived the instruction model as favorable at the high level.