ABSTRACT

Thesis Title : A Structural Model of a Learning Hierarchy of the English Reading Comprehension Skills of the Second Year Students in the Faculties of Commerce & Accountancy and Economics Chulalongkorn University

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The purpose of this research was to study the structural model of a learning hierarchy of the English reading comprehension abilities of the second year students in the Faculties of Commerce & Accountancy and Economics Chulalongkorn University in the academic year 1993. The abilities were classified into 6 levels as classified by Bloom and Others: knowledge & memory, comprehension, application, analysis, synthesis, and evaluation. The samples used were 325 second year students studying in the two faculties mentioned above, drawn proportionally from 620 students in both faculties. An English reading proficiency test measuring the 6 types of the cognitive ability was used to gather the data. The data were analyzed by the Path Analysis method with the Partial Least Squares technique. The models mentioned in the assumption were tested against the empirical data following Specht's procedure.

Findings:

The model studied was similar to the models studied earlier in that it was an accumulative model in which the abilities at the lower levels have both direct and indirect effects on the abilities at the higher levels. Although Miller's model, Wright's model, and the model studied were all not a simple linear model and were similar in their complexity, they differed in their branching. The model studied was significantly different from the simple linear model, Miller's model, and Wright's model. In particular, it had two terminal abilities: synthesis, branching from analysis, and evaluation, branching directly from comprehension.