

== C740829 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEY WORD : ENGLISH LISTENING COMPREHENSION ABILITY / INPUT / INTERACTION

WIRAT BOONMART : A COMPARISON OF ENGLISH LISTENING COMPREHENSION ABILITY OF MATHAYOM SUKSA THREE STUDENTS HAVING DIFFERENT INPUTS AND INTERACTIONS. THESIS ADVISOR : ASSO. PROF. SUMITRA ANGWATANAKUL, Ph.d., 176 pp. ISBN 974-636-020-5

The purpose of this research was to compare English listening comprehension ability of mathayom suksa three students among those having unmodified input without interacting with the speaker, those having unmodified input with opportunities to interact with the speaker, and those having premodified input without interacting with the speaker. The samples in the research were 147 mathayom suksa three students in Rattanakosinsomphod Bangkhunthian School in Bangkok Metropolis in the academic year 1996, which were purposively sampled. Two instruments, the English listening ability test and the English listening comprehension ability test, were used in the research. The two tests were approved content validity and appropriateness of the language use by five specialists and tried out twice. The reliability of the tests were .85 and .91 respectively. The data obtained were statistically analyzed by means of arithmetic mean, standard deviation, one-way analysis of variance, and pairwise comparisons by Sheffe's test.

The results revealed that :

1. The students who had unmodified input with opportunities to interact with the speaker gained higher English listening comprehension ability scores than those who had unmodified input without interacting with the speaker, and those who had premodified input without interacting with the speaker at the .01 level of significance.
2. The students who had premodified input without interacting with the speaker gained higher English listening comprehension ability scores than those who had unmodified input without interacting with the speaker at the .01 level of significance.

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