

C540035 : MAJOR CURRICULUM AND INSTRUCTION

KEY WORD: READING COMPREHENSION / SCHEMA THEORY / TEACHING MODEL

SIRIPORN CHANTANONT : THE DEVELOPMENT OF A MODEL OF TEACHING ENGLISH READING COMPREHENSION BASED ON SCHEMA THEORY FOR THE UPPER SECONDARY SCHOOL STUDENTS. THESIS ADVISOR : ASSO.PROF. SUMITRA ANGWATANAKUL, Ph.D. THESIS COADVISOR : ASSO.PROF.TAWEEWAT PITAYANONT, Ph.D. 223 pp. ISBN 974-636-032-9

The purposes of this research were to develop a model of teaching English reading comprehension based on schema theory for the upper secondary school students and to examine the effectiveness of the teaching model in developing students' reading comprehension. The study was divided into 3 phases. The first one was to investigate the relationships between linguistic schema, content schema, and formal schema with upper secondary school students' reading comprehension. The second phase involves the development of the model of teaching English reading comprehension and supplementary materials, and the third one was to examine the effectiveness of the teaching model and supplementary materials.

The results of the research derived the teaching model consisted of five major components : principle, objective, content, teaching procedure, and evaluation. The model gave an emphasis on pre-reading stage where linguistic schema, content schema, and formal schema were provided to the learners to facilitate reading comprehension and the linking of schema to the reading text was also emphasized in while-reading stage. In examining the effectiveness of the teaching model, two groups of Matayom Suksa 5 students were selected through random sampling, and then one was assigned as an experimental group while the other was a controlled group. The teaching model was implemented with the experimental group whereas the controlled group learned through conventional method. It was found that the reading comprehension mean score of the experimental group was higher than that of the controlled group at the .05 level of significance.

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