

Thesis Title Implementation of Directed Reading-Thinking Activity to Develop English Reading Comprehension and Comprehension Monitoring Abilities of Higher Vocational Diploma Level Students

Author Ms.Sutida Siripong

M.Ed. Teaching English as a Foreign Language

Examining Committee

Assoc. Prof. Wilaiporn Tanasuwan	Chairperson
Asst. Prof. Dr.Wanida Penkingarn	Member
Asst. Prof. Dr.Wirat Waiyakul	Member

Abstract

The purposes of this study were to compare the students' English reading comprehension and the students' comprehension monitoring abilities, before and after the experiment; and to investigate the correlation between the students' English reading comprehension and comprehension monitoring abilities. The population comprised 36 second year diploma level Marketing, students, Rajamangala Institute of Technology, Northern Campus during the academic year 1998. The experimental instruments were the English reading comprehension test, the error detection test, the cloze test and the comprehension monitoring questionnaire. The population was taught for 8 weeks. The English reading comprehension test, the error detection test, the cloze test and the comprehension monitoring questionnaire were administered before and after the experiment. The data were analyzed by using mean, mode, and Pearson Product Moment Correlation.

The findings were as follows:

1. After the students were taught using Directed Reading-Thinking Activity, their English reading comprehension scores were higher.
2. After the students were taught using Directed Reading-Thinking Activity, their abilities in using comprehension monitoring strategies were higher.
3. The correlation between the students' English reading comprehension and their comprehension monitoring abilities was positive.