

SUMALEE SHOOSRI : DEVELOPMENT OF AN INTERACTIVE READING
COMPREHENSION INSTRUCTIONAL MODEL. THESIS ADVISORS: ASSO. CHUMPNORN
YONGKITTIKUL, Ph.D., ASSO. PROF. SUMITRA ANGWATANAKUL, Ph.D.,
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The purposes of this research were to develop an interactive reading comprehension instructional model and to test the developed model.

The result of the research derived the interactive reading comprehension instructional model consisted of 3 affecting components on reading comprehension; learning strategies training, prior knowledge and text characteristics. The model testing was tried with 72 prathom sukka four bilingual students (dialect Malayu and Thai language). These subjects were classified into experimental and control groups. Four learning strategies; selective attention, note taking, organizational planning and summarization were used as treatment variables for training the experimental group while the control group was taught by conventional method. In each group, the prior knowledge component was assigned to be a control variable to divide students into groups with high and low prior knowledge. The last component, text characteristics were used in a reading comprehension test which classified into 3 different types of content; familiar, unfamiliar and general. Three factors experiment ($2 \times 2 \times 3$) with repeated measures on the last factor (text characteristics) was designed for this experiment. Moreover, pretest and posttest of Thai language proficiency were taken into account. It took 4 weeks for training learning strategies. The results confirmed that the three components affected on reading comprehension and there was an interaction among these 3 components. But, the interaction between 2 components was found only an interaction between learning strategies training and prior knowledge. Besides it was found that the experimental group had higher Thai Language proficiency score than the control group and the posttest score of the experimental group was significantly higher than the pretest score.