

Thesis Title An Experimental Research Involving
Process-oriented and Product-oriented
Approaches and their Effects on Reading
Comprehension of M.6 Science Students

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ABSTRACT

Purpose of the study

This research investigated the effectiveness of the process-oriented approach in teaching English reading comprehension at upper secondary level in a private school in Bangkok.

Procedure

The subjects of this research are 60 M.6 male non-native speakers of English students studying in the science program at Saint Gabriel's College in Bangkok. The subjects were divided into two groups of 30 students. The first group, the control group, was taught through the product-oriented approach while the second group, the experimental group, was taught through the process-oriented approach.

The instruments employed in this research were 4 short reading passages of varying styles which were written and adapted by the researcher to evaluate subjects' ability to acquire English reading proficiency in both groups. They were composed of 40 items. The first two reading passages, which consisted of 20 items, took the form of selective-deletion gap-filling and information transfer. The last two reading passages, which consisted of 20 items, were in multiple-choice format. The reliability of this reading test was at 0.84. The scores obtained from the pre-test and the post-test of the control and the experimental groups were analyzed and administered to find out the effectiveness of these two teaching approaches.

Findings

All high-, middle- and low-reading-ability students in the experimental group scored higher than those of high-, middle- and low- reading ability in the control group and the difference among the mean scores of those students was significant at the same level ($p < .001$).