

ผลการวิจัยพบว่า (1) ผู้เรียนที่ได้รับการกระตุ้นความรู้เดิม กับผู้เรียนที่ไม่ได้รับการกระตุ้นความรู้เดิม ได้คะแนนความเข้าใจในการอ่านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.5 (2) ผลคะแนนความเข้าใจในการอ่านของผู้เรียนที่ได้รับการกระตุ้นความรู้เดิมทั้งสามวิธี ไม่แตกต่างกัน



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Thesis Title Effects of Three Types of Background Knowledge Activation on Students' Reading Comprehension

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Abstract

The purpose of this study were : (1) to compare the students' reading comprehension scores whose background knowledge is not activated with those whose background knowledge is activated in the prereading phase, (2) to compare the effects of three types of background knowledge activation: semantic mapping, pictorial previewing, and self-questioning. The subjects were ninety-six Mathayom Suksa 5 students taking an English Core Course (Eng 0110) in the second semester of the 2002 academic year at Muang Chiang Rai School, Muang District, Chiang Rai Province. The research instruments consisted of twenty prereading activity plans, and forty items of multiple choice tests of the five texts. One-Way ANOVA or F- Test and Scheffe Test were used to analyze the data.

The finding indicated that: (1) students whose background knowledge was activated in the prereading phase scored higher in the comprehension test than those whose background knowledge was not activated, (2) there were no significant differences within the three experimental groups. In other words, each type of the prereading activities was as good as the others.