

THE EFFECT OF TOPIC INTEREST ON EFL READERS' COMPREHENSION IN
A STATE UNIVERSITY IN BANGKOK, THAILAND

A MASTER'S PROJECT

BY

WARAPORN PANDET

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

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AN ABSTRACT

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Waraporn Pandet. (2008). *The Effect of Topic Interest on EFL Readers' Comprehension in a State University in Bangkok, Thailand*. Master's Project, M.A. (English).

Bangkok: Graduate School, Srinakharinwirot University. Project Advisor:

Assoc. Prof. Dr. Tipa Thep-Ackrapong.

The purpose of this study was to examine the effects of topic interest on EFL readers' comprehension in a state university in Bangkok, Thailand. The study was also designed to investigate the strategies employed by readers to their reading. Additionally, it was designed to examine the correlation between the participants' motivation and attitude toward learning English language, and reading comprehension. There were 31 second year students majoring in Library and Information Science in Srinakharinwirot University. The participants were assigned to read the text of two different topics which related to their most and their least interesting topic. The results revealed that topic interest affected the participants' reading comprehension. The participants gained higher scores on the text of their most interesting topic than that of their least interesting topic. The results of an interview showed that the high achievers applied more reading strategies to their reading than the low and the intermediate achievers. The participants' motivation and attitude toward learning English did not correlate with the reading comprehension.

อิทธิพลของความเข้าใจในหัวข้อเรื่องที่อ่าน ที่มีผลต่อความเข้าใจของผู้อ่าน ที่เรียนภาษาอังกฤษเป็น
ภาษาต่างประเทศ ในมหาวิทยาลัยแห่งหนึ่งของรัฐ

บทคัดย่อ

ของ

วราภรณ์ พันธุ์เดช

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

ตุลาคม 2551

วราภรณ์ พันธุ์เดช. (2551). อิทธิพลของความเข้าใจในหัวข้อเรื่องที่อ่าน ที่มีผลต่อความเข้าใจของผู้อ่าน ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ ในมหาวิทยาลัยแห่งหนึ่งของรัฐ. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษา สารนิพนธ์: รศ. ดร. ทิพา เทพอักษรพงศ์.

วัตถุประสงค์ของงานวิจัยนี้เพื่อที่จะศึกษาอิทธิพลของความเข้าใจในหัวข้อเรื่องที่อ่าน ที่มีผลต่อความเข้าใจของผู้อ่าน ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ ในมหาวิทยาลัยแห่งหนึ่งของรัฐ และยังจัดทำขึ้นเพื่อศึกษาพฤติกรรมที่กลุ่มทดลองใช้ในการอ่านเพื่อความเข้าใจ นอกจากนั้นแล้วการศึกษานี้ยังมีวัตถุประสงค์เพื่อที่จะศึกษาถึงความ สัมพันธ์ของทัศนคติและแรงจูงใจที่มีต่อการเรียนวิชาภาษาอังกฤษที่มีผลต่อความเข้าใจในการอ่านเพื่อความเข้าใจของกลุ่มทดลอง การศึกษานี้ประกอบด้วย นิสิต 31 คน ที่กำลังศึกษาปีที่ 2 ในสาขาวิชาบรรณารักษศาสตร์ของมหาวิทยาลัยศรีนครินทรวิโรฒ นักเรียนในกลุ่มทดลองทั้งหมดจะได้รับคำสั่งให้อ่านบทความ 2 บทความที่มีหัวข้อที่แตกต่างกัน ซึ่งทั้ง 2 หัวข้อนี้คือหัวข้อที่กลุ่มทดลองมีความสนใจมากที่สุด และน้อยที่สุด ผลการทดลองปรากฏว่าความสนใจในหัวข้อเรื่องที่อ่านมีอิทธิพลต่อการอ่านเพื่อความเข้าใจ โดยกลุ่มทดลองจะได้คะแนนที่มากกว่าเมื่ออ่านหัวข้อที่มีความสนใจ นอกจากนั้นแล้วผลจากการสัมภาษณ์ยังแสดงให้เห็นว่ากลุ่มนักเรียนที่มีความสามารถในการอ่านสูง จะใช้กลวิธีในการอ่านมากกว่ากลุ่มที่มีความสามารถในการอ่านปานกลาง และต่ำ และท้ายที่สุดทัศนคติและแรงจูงใจของกลุ่มทดลองที่มีต่อการเรียนวิชาภาษาอังกฤษไม่มีความสัมพันธ์กับความเข้าใจในการอ่านเพื่อความเข้าใจของกลุ่มทดลอง

The master's project advisor, chair of the English program, and oral defense committee have approved this master's project *The Effect of Topic Interest on EFL Readers' Comprehension in a State University in Bangkok, Thailand* by Waraporn Pandet as partial fulfillment of the requirements for the Master of Art degree in English of Srinakharinwirot University.

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This master's project has been approved as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

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(Associate Professor Chaleosri Pibulchol)

October....., 2008

ACKNOWLEDGEMENTS

I would like to express my gratitude and sincere appreciation to Associate Professor Dr. Tipa Thep-Ackrapong, my advisor, for her comments, valuable advice and encouragement. Without her kind suggestions, I could not have achieved this master's project.

I am very grateful to Dr. Walaiporn Chaya, Assistant Professor Dr. Nitaya Suksaeresup and Mr. Martin Grose, my readers, for valuable suggestions and comments.

My sincere gratitude is extended to Assistant Professor Tuanta Lausuksri, another reader of mine, for her comments and her assistance about data collection.

I also would like to thank all the participants in this study for their cooperation. My special thanks are extended to all my friends for their encouragement.

Finally, I would like to dedicate my thanks to my parents and my husband, for their support and encouragement during my study. Their love and encouragement inspired me to complete this master's project.

Waraporn Pandet

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CHAPTER I

INTRODUCTION

Rationale

Reading is a paramount skill for English as a foreign language (EFL) and English as a second language (ESL) learners. The ability to interpret a message from printed words is very important. However, one major problem of EFL readers is their difficulty with decoding and deriving the meaning from a text (Carrell, 1993). Thai readers encounter the same problem. They lack skills to decode and derive the meaning from a text.

Carrell (1993) pointed out that the professional in second language education should be concerned with the method or model that can improve reading skills of EFL and ESL readers. One of the factors that affects reading comprehension is the lack of background knowledge or schema. According to Carrell (1984), the absence of content or formal schema can cause readers to encounter difficulties in processing a text.

The schema theory proposes that when individuals obtain knowledge, they attempt to fit that knowledge into some structures in memory that help them make sense of that knowledge. Therefore, a schema can help readers to relate new information to their background knowledge. Readers who apply a schema to their reading will easily comprehend a text (Anderson & Pearson, 1984).

According to Carrell (1984) there are two kinds of schema: content and formal. On the other hand, Koda (2004) has designed content schema as general and domain. Therefore, the terms content schema includes general and domain knowledge. However, this study focused on the general schema, which refers to all general knowledge including topic interest. Topic interest can help readers to link prior knowledge with comprehension. Readers will be more attentive when reading something they are

interested in (Koda, 2004).

Bartlette (1932, p.33) pointed out that “interests and attitudes often direct the course and determine the content perceiving.” They can help people to remember the things better. If readers can remember information, they will have background knowledge in that information. This background knowledge can relate to new incoming information.

Many university students are poor readers because they cannot perceive a purpose for reading. Their reading background is poor. Therefore, they cannot understand the meaning of the text. Concentration in reading is another factor that affects reading comprehension. Concentration is affected by lack of interest. Readers are able to concentrate on their reading when they read a text of an interesting topic. On the other hand, readers will encounter difficulties in reading when they read something not interesting (Sosothikul, 1992).

In conclusion, topic interest can help readers to remember a text, and to concentrate with their reading task. In this study, topic interest is considered a factor affecting reading comprehension, and therefore, the focus of the research.

Purposes of the study

The purposes of this study were as follows.

1. To investigate the effect of topic interest on EFL readers' comprehension in a state university in Bangkok, Thailand
2. To examine the EFL readers' strategies employed to comprehend a text
3. To examine if the students' motivation toward learning English language affects reading comprehension
4. To examine if the students' attitudes toward learning English language affects reading comprehension

Scope of the study

The participants were limited to 31 students studying at Srinakharinwirot University in Bangkok, Thailand. The study focused on the content schema in terms of topic interests. The interests of the participants were considered as one kind of schema which affects reading comprehension. Therefore, this study specified the effects of topic interest on the participants' reading comprehension.

Only two different texts were selected for measuring students' reading comprehension. The selection of the two texts was based on the score of the participants' topic interest. This score obtained from the survey of the participant motivation and topic interest questionnaire. The topics receiving the highest and lowest scores were selected.

Definition of terms

Reading Comprehension

In this research, reading comprehension refers to readers' ability to recall two different texts within limited time. The scores from a recall are used to measure the reading comprehension. High scores indicate high reading comprehension ability.

Recall

Recall is a procedure for measuring reading comprehension. A test taker was assigned to recall what they remembered from the reading text within a limited time. The recall then was scored regarding fixed criteria. The greater amount the test taker could remember a text accurately, the higher score he/she got.

Topic Interest

Topic interest refers to level of interest in a topic, as revealed by a survey, with the participants' most interesting topic being that with the higher score.

Significance of the study

The results of this study would be beneficial to other researchers and readers.

There are three benefits which should accrue from the results of this study. Firstly, teachers or readers may use the results of this study to be a guideline for a text selection. Secondly, teachers teach their students to read by applying the method of teaching focusing on attitude, motivation and interest of their students. Thirdly, employing effective strategies to reading task may help readers to comprehend the text better. Therefore, it will be useful for readers and teachers to learn how to use reading strategies in their reading. Readers can apply strategies that high achievers use in their reading. In terms of teaching, teachers can consider using strategies that work in their class.

In conclusion, there are many factors affecting reading comprehension, and topic interest is one of them. Therefore, this factor and readers' reading strategies should be examined. The results of this study will benefit readers, students and teachers.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the schema theory, reading process, and review of previous related research.

Schema Theory

This section discusses the theoretical concept and the definition of the schema theory, and its development.

The term schema was first introduced by Bartlette (1932). He tried to develop a theory of remembering regarding consciousness. He proposed that schema refers to “an active organization of past reactions or of experiences, which must always be supported to be operating in any well-adapted organic response (p. 201).” Schema is influenced by the past experience, and the new experience. All the experiences are connected by a common interest: sport, literature, history, and so on (p.201).

Study in this field was then expanded by Anderson and Pearson (1984). In their study, schema was described as knowledge already stored in memory. This knowledge helps to interpret new information. At the same time the brain will store new knowledge as a part of background knowledge.

Background knowledge or schema plays an important role in reading comprehension of a second language. There are two types of schema: content and formal. Content schema refers to a reader’s background or world knowledge. It provides readers with a foundation, and a basis for comparison. Formal schema, often known as textual schema, refers to the organizational form and rhetorical structure of a written text (Carrell, 1993).

In addition, reading comprehension not only is affected by the lack of schema, but

also because readers cannot activate the appropriate schema. Readers can understand the meaning of the text more easily when they relate it to their background knowledge. They must activate their schema to comprehend the text. “The greater the background knowledge a reader has of a text’s content area, the better the reader will comprehend that text” (Carrell, 1984, p. 244).

Many proficient readers succeed in reading comprehension because they bring their background knowledge to their reading task (Goodman, 1975).

Eskey (1984) also proposes that fluent readers have skills to decode and relate the new information to their prior knowledge.

According to Nunan (1985) reading involves not only linguistic and decoding skills, but it also involves interest, motivation and background knowledge of reader.

In conclusion, many researchers have explained the significant influence of schema in helping readers to relate a new text to their prior knowledge. Therefore, schema is a major factor that affects reading comprehension of second language readers. ESL readers can understand texts better when they relate their new information to their background knowledge.

Reading Processes

This section discusses the reading process and explains models of reading.

Reading is defined as a process to decode and transform the message of an author. Therefore, “reading is viewed as a kind of dialogue between the reader and the text” (Grabe, 1993, p. 56). In addition, Goodman (1975) describes reading as a receptive language process that starts with the writer encoding and ends with the reader decoding the meaning of the writing.

Reading consists of two necessary elements: the reader and the text. The process

of reading refers to the interaction between the reader and the text. Reading can be defined as the process to obtain the message from the writer through the printed letters (Alderson & Urquhart, 1984).

Reading is an active process that involves the reader in an interaction with the text. The successful readers depend on the background knowledge that they apply to their reading task (Goodman, 1975).

There are three models in the reading processes: bottom-up, top-down, and the interactive process. Bottom-up is a decoding process of reconstructing the author's intended meaning via recognizing the printed letters and words, and building up a meaning for a text from the smallest textual units to larger units (Carrell 1993). On the other hand, top-down refers to the process in which the readers not only use the reading process, making predictions and processing information, but the readers also activate everything in their prior knowledge in the process. Readers process their background knowledge to comprehend the whole text before reading (Carrell 1993). The bottom-up process can be data deriving, but top-down can be conceptual deriving because the readers use the benefits of schema in this process (Carrell & Eisterhold, 1983).

In the top-down process, the readers apply their background knowledge to their reading. If the readers lack schema, they cannot use the top-down process (Carrell, 1984). Many researches have revealed that readers with different background knowledge performed reading with different reading abilities.

The third process is the interactive model. This model is a combination between the bottom-up and top-down processes. The characteristic of this model is to apply an interaction between the bottom-up and the top-down processes simultaneously. Readers can input various sources of knowledge to the reading process: sensory, orthographic, lexical, syntactic, semantic, and graphemic. Those sources of knowledge will interact

with each other during the reading process (Rumelhart, 2004).

Many researchers found that both bottom-up and top-down processes are important for reading in a second language. Second language readers could apply both to their English reading, helping them to understand the text. It can be concluded that schema has a great impact on the top-down process, and the top-down process is a major factor affecting reading ability.

In brief, the process of reading is a mode of helping readers comprehend a text. Many researchers have pointed out that the top-down process is related to schema. Readers need to apply schema to their reading if they want to use the top-down process. Therefore, the above explanation reveals the important role of schema in the reading models. It can be concluded that schema is an important factor in reading comprehension.

Previous Research Related to the Study

Many researchers have studied the significance of schema. The following overview is divided into two parts: the related studies abroad and the related studies in Thailand.

Related Research Abroad

This section discusses the related studies abroad. The examples of the research abroad are as follows.

Steffensen and Joag-Dev (1984) examined the influence of cultural knowledge on reading comprehension. The participants consisted of 20 Indians and 20 Americans. The two groups read two different texts: American wedding and Indian wedding. Then they all were assigned to recall the two texts. The results revealed that cultural background knowledge was a factor affecting the participants' reading comprehension. Readers can comprehend the text when they process the schemata.

Chen (1995) investigated the effects of previewing and providing background knowledge for American short stories on Taiwanese College students' comprehension of stories and attitudes toward the treatment. The participants consisted of 243 freshman students who were non-English majors in Tamkang University. The participants were divided into four groups according to the treatments: (a) a preview passage, (b) a passage of background knowledge, (c) both a preview passage and background knowledge passage, and (d) no treatment. The preview passage group and background knowledge passage group each took 10 minutes reading a passage before taking the test. The combined passage group took 15 minutes. The last group had no treatment. The participants then took the post-test after they had finished reading their passage. After that they completed the attitude questionnaires. They took 15 minutes to complete the survey. The results revealed that the treatments affected their reading comprehension. Students who received three treatment groups earned higher scores than the no treatment group. The previewing group and combined group earned higher scores than the background knowledge or the control group.

Carr and Thompson (1996) studied the effects of prior knowledge and schema activation strategies on the inferential reading comprehension of children with and without learning disabilities. The participants consisted of 48 students from schools in the metropolitan New Orleans area. They were divided into three groups: learning disability students (LD), non-learning disability (NLD) age-level peers and the non-learning disability (NLD) reading-level peers. All the groups were pre-tested for decoding ability and prior knowledge related to the topic. The experiments were divided into two phases. Eight to 18 days after the pretest, the first session took place. In this session, the participants were assigned to read the first half of 16 passages and answer the questions. The second session was between one to four days later. They all were assigned to read the

remaining passages. After the two sessions, the participants were post-tested. Before they did the test, they all needed to answer questions about their prior knowledge in the topics.

The findings revealed that the reading performances of the three groups were different. The LD students and their NLD reading-level peers could answer the questions when they had developed knowledge of the topics, whereas the NLD age-level peers were different to LD students and NLD reading-level peers. The findings also showed that the experimenters' prompting affected only NLD reading-level peers. In contrast, there was no statistical difference between LD students and NLD age-level peers. Regarding passages on familiar topics, the students in the LD or NLD age-level peers did not need experimenters prompting to activate prior knowledge.

Razi (1998) examined the effect of cultural schema and reading activities on reading comprehension. The participants were 60 students in the third grade at the department of English language teaching in Cakkale Onsekiz Mart University, Turkey. The participants were divided into four groups according to their cumulative GPAs at the end of their fourth term in the department. The groups received different treatments. Group A were assigned to read the original text without activities. Group B were given the original text with three activities: pre-reading, while-reading, and post-reading. Group C were assigned to read the adjusted text without activities. Group D were given the adjusted text with those activities. The text was adjusted according to the familiarity of the participants with the topics.

The results revealed that the students who read the adjusted story with activities earned higher scores than the other groups. The students who read the adjusted short story without activities earned higher scores than students who read the original short story both with and without activities. The results also showed that reading activities could help students who lacked topic familiarity in reading comprehension.

Bensoussan (1998) examined the effects of schema on EFL reading comprehension. The participants consisted of 125 first-year students in a reading course at the University of Haifa. The test consisted of two parts. Part I contained vocabulary and topics that they had already learned in class. Dictionaries were not allowed in this part. Part II contained a new text that discussed love and marriage because everyone has a schema of love and the text would be close to the participants' personal experience. To expand the topic about love, the author chose the topic of marriage. A monolingual or bilingual dictionary were allowed in this part. The participants spent three hours for this examination. The results revealed the important role of schema. Students could activate schema to comprehend the text. They performed better reading comprehension when they read the familiar text without a dictionary.

Muangsamai (2006) investigated the schema development process of EFL reader and also the strategies used in EFL reading. The participant was a student who was studying in the third year in a University in the Northeastern United States. The author examined only one participant for the case study. There were three processes for collecting data: questionnaire, interview, and observation. These processes were related to schema and reading strategies used in the participant's reading comprehension. The results revealed that the participant's L1 reading had a great impact on her L2 reading. The participant applied both bottom-up and top-down strategies to her L2 reading. In addition, the participant developed the schema to comprehend the texts when she encountered difficulties. The results showed the significance of schema for reading comprehension.

Related Research in Thailand

Thai researchers also have conducted studies of the effects of schema on reading comprehension. However, only a few have been conducted.

Loethurakitskul (1997) studied the effects of content schema on reading comprehension of bank staff in Khamphaeng Phet. The participants consisted of 20 bank staff members who worked in Khamphaeng Phet. They worked in various positions with different years of work experience. Their experiences in bank work ranged from 1-24 years. The participants were given two reading tests. A questionnaire was also assigned at the same time as the test. There was a pilot study as a guideline. The participants had 40 minutes for taking the tests. The results showed that content schema has a great influence on reading comprehension. Readers can understand the meaning of the text better with a familiar text. Gender was not a factor affecting reading comprehension. Age and work experience seemed to have an effect on reading comprehension, the latter the more so. In conclusion, the bank staff members could comprehend the reading task when they activated their background knowledge or content schema.

Tanyapanit (1998) investigated the effects of cultural schema on the reading performance of Mattayom Suksa 5 Student at Phimanphitthayasan School. The participants consisted of 20 Mattayomsuksa 5 students in the Mathematics-Science program, Phimanphittayasan School. They were divided into two groups depending on their English reading score from the first semester and they were assigned to read two different passages. The first one was "Loy Krathong Festival," a familiar cultural topic. The second one was "Pancake Race," an unfamiliar topic. They spent 50 minutes for the reading tasks and the test. The results revealed that participants performed better when they read a familiar passage. It can be concluded that cultural content schema had a great effect on the reading performance of the participants.

Conclusion

Many researchers have revealed the great impact of schema on reading comprehension, especially reading English as a foreign language learner. It can help readers to relate a new text to their background knowledge. Readers will comprehend a text better when they activate schema in their reading task. In the process of reading, schema also has an influence on using the top-down process. To process top-down, readers need to activate all prior knowledge while reading a text. If readers do not have schema, they cannot use the top-down process. It can be concluded that schema can help readers to enhance their reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This study was designed to investigate the effect of topic interest on EFL readers' comprehension in a state University in Bangkok, Thailand. This chapter discusses the design of the study including the participants, research instruments, data collection procedures, and data analysis.

Participants

The participants in this study consisted of 31 students from Srinakharinwirot University. They were second year students majoring in Library and Information Science. They all enrolled in the reading course in the second semester of academic year 2007. The participants had studied English for an average of 10 years. They all were Thai nationality, aged from 18 to 20 years old. The participants consisted of 10 males and 21 females.

Research Instruments

There were five instruments in this study: a motivation and a topic interest questionnaire, an English quiz, an attitude questionnaire, two different texts, and interview questions.

Motivation and Topic of Interest Questionnaire

The questionnaire was used to obtain background information of the respondents. The questionnaire contained three parts. Part one of the questionnaire concerned personal information in general terms, such as gender, age, and years of English learning. The second part of the questionnaire was designed to discover their topic of interest for reading. This part contained a list of topics for participants to rank according to their

interest (see Appendix A). The results of the questionnaire were used as a guideline to select texts for the reading test. The third part of the questionnaire consisted of ten questions regarding the desire to learn English language (see Appendix A). The results were used to analyze the correlation between the participants' motivation and their reading comprehension.

An English Quiz

An English quiz was an activity during the break of the test. The purpose of the quiz was to help students to relax before reading the second passage. The quiz contained two parts: matching words with the same prefix, and matching words with the same sound. (see Appendix B)

An Attitude Questionnaire

This questionnaire was another activity during the break. The questionnaire was designed to examine the participants' attitudes toward learning English. The results were used to analyze the correlation between the participants' attitude and their reading comprehension. The questionnaire contained five negatively and five positively worded items (see Appendix C).

Two Different Texts

Two different texts were selected for the reading comprehension test. The first reading passage was related to the topic rated highest in the survey. The topic of second passage was related to the lowest rated in the survey. The results of the reading comprehension revealed the effect of the schema in terms of topic interest on reading comprehension.

The two different texts were expository texts with the same readability level. SMOG (simplified measure of gobbledygook) was used to measure the readability level of the texts. Therefore, only texts with the same readability were selected for this reading

comprehension test (see Appendix D).

Interview Questions

To examine the strategies and schema used by the participant in reading comprehension of the participants, questions for an interview were designed. The questions for an interview contained two parts. Part one consisted of 7 open-ended questions related to the two reading passages. There were four main points in the questions regarding their ability to read and their attitudes: (a) informants' ability to find the main idea, (b) informants' ability to solve their reading problems, (c) their attitude toward background knowledge, and (c) their attitude toward the topics of the texts (see Appendix E).

Part two contained structured interview questions about five reading strategies. This part was designed to ask the participants if they applied the listed reading strategies to their reading comprehension (see Appendix E).

In brief, five instruments were designed to achieve the purposes of this study. A motivation and topic interest questionnaire showed the participant's desire to learn English, and the participants' level of interest toward each topic. An English quiz helped students to relax during the test. An attitude questionnaire revealed their attitudes toward learning English. The passages of two different topics were used to determine students' reading comprehension. Finally, an interview showed the students' reading strategies used in their reading comprehension.

Data Collection Procedures

The data collection procedures were divided into three phases: a survey study, a pilot study, and a reading comprehension test.

The Survey Study

A questionnaire was administered to the 32 participants. The purpose of the questionnaire was to examine the participants' background knowledge, their topics of interest, and motivation toward English learning.

The Pilot Study

A pilot study was conducted to determine the amount of time used in the real study. The pilot participants were 28 students studying in the second year majoring in English at Srinakharinwirot University. The reading passages and questionnaires were piloted at the end of February, 2008. The pilot participants were assigned to read passages of two different topics: "Crabs Cause Problems" and "Cell Phone Safety." They also were administered an English quiz and a questionnaire during the break. The results of the pilot study revealed the time for each section as follows: ten minutes for each passage, five minutes for an English quiz, and five minutes for a questionnaire. The results of time spent in each section were used as a guideline for the reading comprehension test in this study

Reading Comprehension Test

The participants were assigned to read two different types of texts. To overcome the effects of reading sequence, the participants were divided into two groups. Group A was assigned to read their most interesting topic, while group B received their least interesting topic as their first passage. Following the pilot study, the participants were limited to 10 minutes for their first passage. Then the participants were assigned to recall the passage that they had read within 10 minutes. The participants then had a break. During the break students took the English quiz and the attitude toward learning English questionnaire.

After the break, the participants were assigned to read the second passage.

Students in group A received their least interesting topic, and group B received their most interesting one. They all spent 10 minutes on their second passage as with the first. They then spent 10 minutes for recalling the passage that they had read.

Finally, the participants were interviewed about their reading process. The interview was conducted in the next seven days after the reading comprehension test. In this phase, the participants were divided into three groups according to their score in the midterm reading test. The three groups were low achievers, intermediate achievers and high achievers. Two students from each group were randomly selected for the interview, making a total of six. The interview was then recorded in a tape recorder.

Data Analysis

To answer the research questions, the scores from the questionnaire and the reading comprehension tests were analyzed. All data was statistically analyzed.

To rate the score for the reading comprehension test, the text from each reading passage was classified into idea units (see appendix F). After that, the participants' recalls were compared with the original idea units. There were three criteria to rate the score: accuracy, distortion, and omission. Each recalled idea unit was rated as one point in each type. For example, the participants gained one point of accuracy when they recalled one accurate idea unit. The results of this analysis showed the recall score. If scores of accuracy on the most interesting text were higher than those on the least interesting text, it could be concluded that content schema in terms of topic interest affected the participants' reading comprehension.

A *t*-test was used to examine the different achievements between reading the most interesting text and reading the least interesting text. The accuracy recall score of the 31 participants were used to calculate *p* value. This *p* value indicated the different between

reading the two texts.

The Pearson Product Moment correlation was used to examine the correlation between the participants' attitude toward learning English and the recall score. The Pearson Product Moment correlation also was used to examine the correlation between participants' motivation toward learning English and the recall score.

Additionally, interview data were used to explore the participants' reading process and their reading strategies.

Conclusion

In this study, there were three phases, which were designed to achieve the four purposes of the study. Firstly, a survey study was designed to obtain the participants' information, topic of interest, and their motivation toward learning English language. This survey was also a guideline for the reading comprehension test in terms of text selection. Secondly, a pilot study was designed to examine the amount of time limited required for the real study. Thirdly, a reading test was designed to investigate the effects of topic interest on reading comprehension. The results from the three phases were analyzed for achieving the purposes of this study.

CHAPTER IV

RESULTS

This chapter presents the results of the study. There are four parts corresponding to the four purposes of the study. Part one shows the participants' recall score. In addition, the effect of topic interest on the participants' recall score is discussed in this part. Part two then reveals the participants' reading strategies employed to comprehend a text. Part three presents the correlation between the participants' motivation toward learning English language and the reading comprehension score. The last part reveals the correlation between the participants' attitudes toward learning English language and the recall score.

Recall Score

This part shows the results of the first purpose of this study, the effect of topic interest on EFL readers' comprehension. The recall scores on reading two texts on two different topics were revealed in this part. In this recall, the participants were assigned to read the two different texts, and to recall them in Thai. The reason for recalling in Thai language was to avoid writing problems because the participants encountered difficulties in writing in English. The following figure and tables present the results of the recall score. Tables 1 and 2 show the different recall scores between reading the text on the most interesting topic and that on the least interesting topic. In addition, Table 3 and Figure 1 reveal the results of the *t*-test which indicated the effect of topic interest on the participants' recall scores. The analysis of the *t*-test was required to support the results of the study statistically.

According to the recall, most of the participants earned higher scores on the text on the most interesting topic than on the recall of the text on the least interesting topic. Only

four participants earned higher scores on the least interesting topic.

Table 1 Recall Score Obtained from Reading Texts on the Most and Least Interesting Topic

Type of recall	The Most Interesting Topic		The Least Interesting Topic	
	Raw Score	Percentage	Raw Score	Percentage
1. Accuracy	198	38.08 %	122	24.45 %
2. Distortion	(38)	(7.30%)	(94)	(18.84%)
2.1 Inaccuracy	14	2.69%	91	18.24%
2.2 Addition	24	4.61%	3	0.60%
3. Omission	284	54.62 %	283	56.71 %
Total	520	100 %	499	100%

The percentage of accuracy for the participants' recalling the most interesting text was 38.08 %. On the other hand, the percentage of accuracy for the recall of the least interesting text was 24.45 %. The above table reveals that the participants could recall the most interesting text more accurately than that of the least interesting topic. Therefore, overall the participants earned higher score on the text of the most interesting topic (1.56%/1%). The following is an example of accuracy recall from the reading comprehension test.

Original idea unit: Some kids start to drink alcohol at a young age.

Accuracy Recall: เด็กวัยรุ่นบางคนเริ่มดื่มเครื่องดื่มแอลกอฮอล์ตั้งแต่อายุยังน้อย (Some kids start to drink alcohol at a young age.)

There are two kinds of distortion: an inaccurate idea and an additional idea. The inaccurate idea refers to the recall of idea units which distorted the originals. On the other

hand, the additional idea refers to additional details that the participants put in the recall. The additional details were related to the text. In terms of the inaccurate ideas, the idea units found in the most interesting text were less distorted than those on the least interesting topic. The percentage of distortion in recalling the most interesting text was 2.69 %. In contrast, the percentage of distortion for recalling the least interesting text was 18.24%. It can be concluded that the participants encountered difficulty in comprehending the least interesting text. On the other hand, they comprehended the text better when they read their most interesting topic. An example of distortion is as follows:

Original idea unit: A growing area becomes the new city.

Distortion recall: ผู้คนมากมายต้องการจะเปลี่ยนเมืองที่อยู่ให้ดีขึ้น (Many people want to change the city to make it better).

In addition, the findings revealed that some participants added details regarding the topic of the text. Those additional idea units were considered distorted. The additional ideas were found most in the text of most interesting topic because the participants had schema on the topic. They activated it to comprehend the text. If the participants did not have background knowledge on the topic, they would not added ideas related to the topic. The following is an example.

Original idea unit: They think it is a part of becoming an adult.

Additional recall: การที่วัยรุ่นชอบดื่มสุรามันเริ่มมาจากที่ผู้ใหญ่เป็นแบบอย่างที่ไม่ดี วัยรุ่นเห็นจึงนึกว่าดีจึงเอาเป็นแบบอย่าง (Kids liking to drink alcohol originates from adults. It is not a good example. Teenagers think that drinking is a good thing. Therefore, they follow the adults' example).

In terms of omission, the participants earned nearly the same percentage for both texts. The percentage of omission for recalling the most interesting text was 54.62 %. On

the other hand, the percentage of omission for recalling the least interesting topic was 56.71 %. The difference in percentage was negligible: only 2.09 %. In the text of the most interesting topic, the participants omitted what they could not remember rather than distorted it. On the text of least interesting topic, the participants hardly remembered the content at all. Therefore, they encountered difficulties in recalling the text accurately, causing them to omit the idea units. The following is an example of omission in the least interesting text.

Original idea unit: The city's first mayor and four council members were sworn in.

Omission recall: (The participants did not mention any thing about the above idea unit).

In brief, the participants earned higher scores on the text of the most interesting topic than that on the least interesting topic. Moreover, the idea units on the most interesting topic were less distorted than those in the text of least interesting topic. However, the percentage of omission for both texts was similar. It can be concluded that the participants could comprehend their interesting text better. On the other hand, the participants encountered difficulties in comprehending the least interesting text.

To analyze the data statistically, a *t*-test was conducted. The scores of accuracy recall of the 31 participants were used to calculate the mean score, standard deviation (SD), and *p* value. The following figure was also calculated from the accuracy score of the 31 participants.

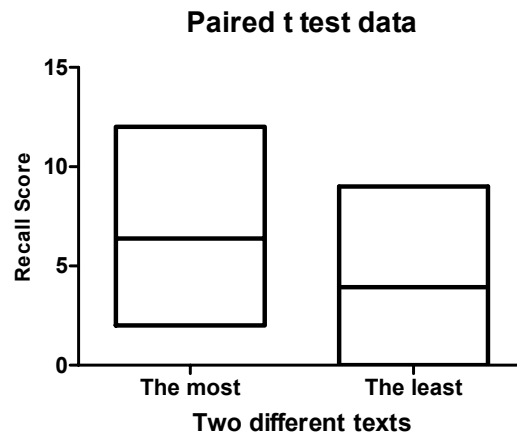


Figure 1 Recalls on he Two Different Texts

The above figure shows the different recalls between reading the text of the most interesting topic and that of the least interesting text. The *t*-test figure revealed that the participants performed better recalling on the most interesting text. The lowest score on the most interesting topic was higher than 2 points. On the other hand, the lowest score on the least interesting topic was zero. The participants encountered difficulties in recalling the least interesting text. Therefore, they earned lower scores on their least interesting text as shown in the above figure.

Table 2 shows the mean score, SD, and *p* value. These three scores show the statistical significance of the difference between reading the text of the most interesting topic and that of the least interesting topic.

Table 2 T-test of Accurate Recalling of the Two Different Texts

Topic	n	Mean	SD	<i>P</i> value (two tailed)
The text of most interesting topic	31	6.387	2.71	<.0001
The text of least interesting topic	31	3.935	2.42	

The above table shows that the mean score of accurate recalling on the text of the most interesting topic was higher than that of the least interesting topic. Table 2 reveals that the difference between reading the most interesting topic and the least interesting topic was statistically significant at the level of .05 ($p < .05$). It can be concluded that topic interest affected the participants' recall. The results of this study were consistent with schema theory. Readers can comprehend a text better when they relate the new text to their prior knowledge (Bartlett, 1932; Carrell, 1983; Anderson & Pearson, 1984; Goodman, 1975; Eskey, 1984; Nunan, 1985).

Reading Strategies

This section discovers the second purpose of the study, the participants' strategies employed to comprehend a text. The findings of the two parts of the interview questions are reported regarding the participants' reading processes and reading strategies used in their reading passages. Part one reveals four main points: (a) the informants' ability to find the main idea, (b) the informants' ability to solve their reading problems, (c) their attitudes on background knowledge, and (d) their attitudes toward the topic of the text. Part two then reports on the findings regarding the reading strategies used in their reading comprehension. The results are discussed in relation to three different groups of participants: low achievers, intermediate achievers, and high achievers. There were totally six participants interviewed: two participants in each group.

The following is the report of the first part, reading processes. Firstly, the two low achievers explained that they were not certain that they could identify the main idea. They stated that they tried to locate the main idea, but they were not sure if the idea they located was the main one. On the other hand, the intermediate and high achievers (four participants) stated that they could find the main idea of the text. Secondly, in solving

reading problems, they all explained that if they encountered difficulties with the vocabulary, they would guess it based on the context. Thirdly, regarding the schemata, they all linked the reading text to their prior knowledge. Therefore, all of them agreed that background knowledge played a significant role in their reading comprehension. Fourthly, in their attitude toward the topic interest, they all explained that the text of the interesting topic helped them to recall the text better. The following are examples of their interview.

Question: Does content schema help you to comprehend the reading tasks, and how?

Student A: Yes, I do. I will perform better reading comprehension with the text that I have some background knowledge.

Question: Does topic of the text affect your reading comprehension?

Student B: Yes it does. I can comprehend the text better when I read something I am interested.

Student C: Yes I do. If the topic is not interesting, I will not concentrate on that text.

The above explanations reveal the important role of content schema and topic interest on the participants' reading comprehension.

The results of part two show the participants' strategies used in the reading processes. The five reading strategies are as follows: (a) linking prior knowledge before reading, (b) developing a purpose for reading, (d) using the title to predict content/events, (e) developing questions to guide the reading, and (f) summarizing what has been read. The results of part two are shown in Table 3.

Table 3 Strategies Used in Reading Comprehension

Strategies	Low Achievers		Intermediate Achievers		High Achievers	
	A	B	C	D	E	F
1. Linking prior knowledge before reading	yes	yes	yes	yes	yes	yes
2. Developing purpose for reading	no	no	yes	yes	no	yes
3. Using titles to predict content/events	yes	yes	yes	yes	yes	yes
4. Developing questions to guide reading	no	no	no	no	no	yes
5. Summarizing what has been read	yes	yes	yes	yes	yes	yes
Total	3	3	4	4	3	5

The above table revealed the four main points of the study as follows. Firstly, all three groups of achievers linked their prior knowledge to the reading test. Secondly, the two low achievers did not develop the purpose of reading before reading the text. On the other hand, the two intermediate achievers and one high achiever developed the purpose of reading before reading the text. Thirdly, they all predicted the content from the title before reading. Using this strategy, the participants needed to apply the top-down process to their reading. Therefore, the content schema also played a significant role in the participants' reading comprehension. Fourthly, only one of the high achievers developed questions to guide their reading. Finally, all six participants in the three groups summarized what they had read after reading. Regarding the results of this part, the higher achievers employed more strategies than the lower achievers.

In short, only two intermediate and two high achievers could find the main idea. When they encountered difficulties with interpreting the meaning of vocabulary, all six

participants would guess the meaning from the context. They all agreed that schema and topic interest affected their reading comprehension. It can be concluded that schema in terms of topic interest affected the participants' reading comprehension. In terms of reading strategies, there were three strategies that all six participants applied to their reading comprehension: linking the prior knowledge to the reading task, predicting the content from the title before reading, and summarizing what they had read after reading. Only intermediate and high achievers developed the purpose of reading before reading. Finally, only one high achiever developed questions to guide their reading.

Motivation and Reading Comprehension Score

This part presents the results of the third purpose of the study, the correlation between the participants' motivation in learning English and the reading comprehension. The results from the questionnaire showed that participants' motivation in relation to learning English. The ten items of the questionnaire revealed that most of the participants desired to learn English. Most of them recorded high on the 5-points Likert scale of the motivation questionnaire. The raw score and the mean score of the 31 participants' desire to learn English are in table 4.

Table 4 The Motivation Questionnaire Score

Questions	Raw Score	Mean	SD
1. During English Class, I would like:	58	1.87	0.72
2. If I had the opportunity to speak English outside of school, I would	60	1.94	0.77
3. Compared to my other courses, I like English	71	2.29	0.73
4. If there were an English club in my school. I would:	64	2.06	0.54
5. If it were up to me whether or not to take English, I:	65	2.10	0.74
6. I find Studying English:	56	1.81	0.60
7. If the opportunity arose and I knew enough English, I would watch English TV programs:	70	2.26	0.42
8. If I had :the opportunity to see an English play, I would	64	2.06	0.57
9. If there were English speaking families in my neighborhood, I would:	70	2.26	0.51
10. If I had the opportunity and knew enough English, I would read English magazines and newspapers.	71	2.29	0.58
Total	649	20.93	6.17

Note: Mean sore at 2.5 – 3 = very interested in learning English and want to use it as much as possible
(Gardner, 1985, pp.181-2, cited in Schumann, 1997, pp.68-70)

There were three scales rating the participants' intensity of desire to learn English: 1 represented no desire, 2 represented indifference, and 3 represented strongly desire. The average score of the motivation questionnaire was 2.09. Therefore, the above table reveals that the participants desired to learn English so that they could use it occasionally.

The Pearson Product Moment correlation was conducted to examine the correlation between the participants' motivation and their reading comprehension. The score on the questionnaire and the accuracy score on the recall of the 31 participants were used to calculate the correlation. The results are presented in table 5.

Table 5 Motivation and Recall Correlation

Number of XY Pairs	Pearson r	<i>P</i> value (two tailed)
31	0.1419	0.4464

The above table shows that the correlation between the participants' motivation and recall score was not significant ($p < .05$). The participants' motivation toward learning English did not correlate with their recall score. Some participants who rated a higher score on the motivation questionnaire did not earn a higher score on the reading comprehension test. On the other hand, some participants who rated low on the motivation questionnaire earned higher scores on the reading comprehension test. Therefore, the participants' motivation toward learning English language did not correlate with their reading comprehension.

Attitude and Reading Comprehension Score

This section shows the findings of the fourth purpose of the study, the correlation between the participants' attitude to learning English language and their recall score. The attitude questionnaire presented the participants' attitudes toward learning English. The results from the 10-items in the questionnaire showed that most of the participants had positive attitudes toward learning English. Only three participants had negative attitudes. The mean score of positive and negative attitudes are also presented in the following tables.

Table 6 Score on Positively Worded Items

Questions	Raw Score	Mean	SD
1. Learning English is really great.	135	4.35	0.83
2. I really enjoy learning English.	107	3.45	0.80
3. English is an important part of the school program.	129	4.16	0.88
4. I plan to learn as much English as possible	121	3.90	0.90
5. I love learning English.	110	3.55	1.11
Total	602	19.41	4.52

Note: Mean score at 4.5 - 5 = strongly agree

Table 7 Score on Negatively Worded Items

Questions	Raw Score	Mean	SD
6. I hate English.	63	2.03	0.94
7. I would rather spend my time on subjects other than English	90	2.90	1.12
8. Learning English is a waste of time.	41	1.32	0.59
9. I think that learning English is dull.	59	1.90	0.83
10. When I leave school, I shall give up the study of English entirely because I am not interested in it	67	2.16	0.95
Total	320	10.32	4.43

Note: Mean score at 4.5 - 5 = strongly agree

(Gardner, 1985, pp.178, cited in Schumann, 1997, pp.74)

Five points of the Likert scale were used to rate the participants' attitudes toward learning English: 1 represented neutral, 2 represented agree, 3 represented moderately

agree, 4 represented slightly agree, and 5 represented strongly agree. The above tables reveal the higher score for positive attitudes. Moreover, the mean scores of positive attitudes were higher than those of negative attitudes.

Table 8 The Participants Attitude on Learning English

Worded Items (Number)	Mean score of Positive	Mean score of Negative	The Participants' Attitudes
1	4.35	2.03	2.32
2	3.45	2.9	0.55
3	4.16	1.32	2.84
4	3.9	1.9	2
5	3.55	2.16	1.39
Total	19.41	10.31	9.1

The scores of the positively worded items were then deducted by the negatively worded items. The results from this calculation revealed the participants' attitude toward learning English. If the calculated scores were higher than zero, the participants had the positive attitude. On the other hand, if the calculated scores were lesser than zero, the participants had negative attitudes. The above table reveals that the mean scores of all items were higher than zero. It can be concluded that most of the participants had positive attitudes toward learning English.

The Pearson Product Moment correlation was conducted to examine the correlation between the participants' attitudes toward learning English and their recall score. Therefore, the questionnaire score and the accuracy recall score of the 31 participants were used to explore the correlation. The following table shows the results.

Table 9 Attitude and Recall Score

Number of XY Pairs	Pearson r	<i>P</i> value (two tailed)
31	- 0.2890	0.1149

The above table reveals that the correlation between the participants' attitudes and the recall score was not significant. Even though some participants rated a high score on the attitude questionnaire, they earned lower scores on the recall. In contrast, some participants who rated lower scores on the attitude questionnaire earned higher scores on the reading comprehension test. It can be concluded that the participants' attitudes toward learning English language did not correlate with their reading comprehension. The results of this study did not conform to Bartlett (1932), who proposed that readers' attitudes can determine the perception of the text. This result was different probably because of the limitation of the questionnaire. Ten items may not be enough for exploring the correlation of the participants' attitudes toward learning English and their recall score.

Summary of the results

The results for the four purposes of this study were as follows. Firstly, topic interest affected the participants' recall of a text. The participants could comprehend the text better when they read a text of their most interesting topic. They all employed the content schema in their reading comprehension. Secondly, the participants in different groups of achievers employed different reading strategies. The intermediate achievers employed more strategies than the low achievers. In addition, the high achievers employed more strategies than the low and the intermediate achievers. Thirdly, the participants' motivation and attitude toward learning English language did not correlate with their recall scores.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter compares conclusions regarding the results of the study and a discussion of them. The limitations of the study and recommendations for future research are also included.

Conclusion

The summary of the research is discussed in accordance with the purposes of the study. Firstly, the findings of this study revealed that the percentage of accuracy recall on the most interesting topic was 39.92 %. On the other hand the participants earned only 24.60 % on the text rated as the least interesting topic. The participants could comprehend the text better when they read the text related to their interest. It can be concluded that content schema in terms of topic interest played an important role in the participants' recall of the two different texts.

Secondly, the results showed that the intermediate and the high achievers (two participants in each group) could find the main idea of a text. In contrast, the two low achievers encountered difficulty in finding the main idea. However, most of them could solve the problem during their reading by keeping the meaning of the whole text. All of them agreed that schema on topic interest played an important role in their reading comprehension. It can be concluded that the participants applied schema to their reading when they faced difficulties with decoding and deriving the meaning from the text.

Thirdly, the participants' attitudes and motivation toward learning English language did not correlate with the recall score.

In brief, topic interest had a great impact on the participant's reading comprehension. However, the participants' motivation and attitude toward learning

English did not correlate with the reading score.

Discussion

The results revealed the significant role of topic interest on reading comprehension. Therefore, the results of this study support the schema theory (Bartlet, 1932; Carrell, 1983; Anderson & Pearson, 1984; Goodman, 1975; Eskey, 1984; Nunan, 1985). Readers can comprehend a text better when they have background knowledge of that topic. This knowledge can relate to the new incoming information.

The results were consistent with many previous studies (Anderson, Steffensen and Joag-Dev, 1984; Chen, 1995; Carr and Thompson, 1996; Razi, 1998; Bensoussan, 1998; Muangsamai, 2006). For example, Bensoussan (1998) investigated the effects of schema on EFL reading comprehension. The results showed the important role of schema. The participants performed better reading comprehension when they read a familiar text. The results of this study also conform to the previous studies in Thai (Loethurakitskul, 1997; Tanyapanit, 1998).

In addition, the results of this study in terms of topic interest support previous studies. Bartlet (1932) and Koda (2004) propose that readers can comprehend a text better when they apply schema to their reading. Moreover, topic interest can determine reader comprehension. The readers will perform better reading comprehension when they read their interesting topic.

The results also imply that the low achievers do not develop the purpose of reading before they start reading. These results support the explanation of Sosothikul (1992), who proposes that many students perform as poor readers because they cannot realize their purpose for reading.

However, motivation and attitude did not relate with the recall score.

These results do not support Bartlett's explanation (1932). Those two factors did not support the previous studies because probably there were only 10 items in each questionnaire, which may be not enough to determine the attitude and motivation of the participants toward learning English language.

Limitations

There are three limitations in this study. Firstly, the number of the participants, 31, was small. They all were studying in the same major. Therefore, only one major in the university was selected for this study. Secondly, there were only two short texts selected for the reading comprehension test. These two different texts were probably enough for investigating the effect of the participants' interest. However, in future studies, longer texts are recommended. Thirdly, this study was conducted to examine only the content schema. Therefore, the results showed only the effect of content schema. Readers may apply other kinds of schema to their reading task. Therefore, there might be an affect of formal or domain schema playing a role in readers' comprehension. Finally, this study examined the interest based on the whole group of the participants. The different interests between male and female were not examined. Gender may determine different topic interests and have different effect on reading comprehension.

Recommendations for Future Research

There are three suggestions for future studies. Firstly, other kinds of schema should be examined in future studies. Some readers may apply a different kind of schema in the same reading task. Moreover, some readers may apply more than one kind of schema to their reading. For example, readers may employ both content and formal schema. Therefore, future researchers should explore if readers apply more than one kind

of schema to their reading. Secondly, in terms of topic interest, gender should be considered. Males and females may have different interests. Therefore, future researchers should consider the different interest between males and females. In the future study, researchers may explore the different effect on topic interest between different male and female. Thirdly, this study should be expanded to students of various educational backgrounds and various levels of education. The results may reveal different reading strategies or different effects of topic interest on reading comprehension.

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APPENDICES

Appendix A

The Motivation and Topic Interest Questionnaire

Motivation and Topic Interest Questionnaire

Part I: Please fill out this personal information.

Name _____ Tel. _____

Major _____ Date _____

Gender: ☐ Male ☐ Female

Age: _____

Year of studying in English: _____ years

Have you ever been abroad: ☐ Yes ☐ No

Part II: Please rate your interest on each of topics for your reading; 1 = strongly not interest, 2 = not interest, 3 = interest, 4 = strongly interest

☐ Heath & Fitness

☐ Horoscopes

☐ Music

☐ Sports and Games

☐ Technology and Science

☐ Nature and Environment

☐ Politics

Part III: Please answer the following questions.

1. During English Class, I would like:
 - a. to have a combination of English and Thai spoken.
 - b. to have as much English as possible spoken.
 - c. To have only Thai spoken.
2. If I had the opportunity to speak English outside of school, I would
 - a. never speak it.
 - b. Speak Thai most of the time, using English only if really necessary.
 - c. Speak it occasionally, using Thai whenever possible.
3. Compared to my other courses, I like English
 - a. the most.
 - b. the same as all the others.

- c. least of all.
- 4. If there were an English club in my school. I would:
 - a. attend meeting once in a while.
 - b. be most interested in joining.
 - c. definitely not join.
- 5. If it were up to me whether or not to take English, I:
 - a. would definitely not take it.
 - b. would drop it.
 - c. don't know if I would take it or not.
- 6. I find Studying English:
 - a. not interesting at all
 - b. no more interesting than most subjects.
 - c. very interesting.
- 7. If the opportunity arose and I knew enough English, I would watch English TV programs:
 - a. sometimes.
 - b. as often as possible.
 - c. never.
- 8. If I had :the opportunity to see an English play, I would
 - a. go only if I had nothing else to do.
 - b. definitely go.
 - c. not go.
- 9. If there were English speaking families in my neighborhood, I would:
 - a. never speak English with them.
 - b. speak English with them sometime.
 - c. speak English with them as much as possible.
- 10. If I had the opportunity and knew enough English, I would read English magazines and newspapers.
 - a. as often as I could.
 - b. never.
 - c. not very often.

แบบสอบถามความสนใจวิชาภาษาอังกฤษ

ส่วนที่ 1 : กรุณากรอกข้อมูลส่วนตัวข้างล่างนี้ตามความเป็นจริง เพื่อประโยชน์ในการวิจัย
การตอบแบบสอบถามนี้จะไม่มีผลต่อคะแนนในชั้นเรียนของท่าน ขอให้ท่านตอบด้วยความจริงใจ

ชื่อ _____ นามสกุล _____ หมายเลขโทรศัพท์ _____

วิชาเอก _____ ชั้นปีที่ _____ วันที่ตอบแบบสอบถาม _____ เดือน _____ ปี _____

เพศ: ____ ชาย ____ หญิง อายุ: ____

ระยะเวลาในการเรียนภาษาอังกฤษ: ____ ปี

ท่านเคยไปต่างประเทศหรือไม่: ____ เคย ____ ไม่เคย

ส่วนที่ 2: กรุณาให้คะแนนความสนใจในการอ่านสำหรับหัวข้อต่างๆดังต่อไปนี้ ทั้งนี้ 1 = ไม่สนใจอย่างมาก, 2 = ไม่สนใจ, 3 = สนใจ, 4 = สนใจเป็นอย่างมาก

- __ สุขภาพ
- __ การพยากรณ์ดวงชะตา
- __ คนตรี
- __ กีฬา และ เกมส์
- __ วิทยาศาสตร์ และ เทคโนโลยี
- __ ธรรมชาติ และ สิ่งแวดล้อม
- __ การเมือง

ส่วนที่ 3: จงตอบคำถามดังต่อไปนี้

1. ฉันคิดทบทวนเกี่ยวกับสิ่งที่ฉันได้เรียนในชั้นเรียนวิชาภาษาอังกฤษ

- ก. บ่อยครั้งมาก
- ข. แทบจะไม่เคย
- ค. นานๆครั้ง

2. ถ้าไม่มีการเรียนวิชาภาษาอังกฤษในห้องเรียน ฉันจะ

- ก. ใช้ภาษาอังกฤษในทุกๆสถานการณ์ (เช่น อ่านหนังสือภาษาอังกฤษ และอ่านหนังสือพิมพ์ภาษาอังกฤษ พร้อมทั้งพยายามพูดภาษาอังกฤษเมื่อมีโอกาส
- ข. ไม่ใส่ใจที่จะเรียนภาษาอังกฤษเลย
- ค. พยายามที่จะค้นคว้าบทเรียนภาษาอังกฤษจากแหล่งข้อมูลอื่นๆ

3. เมื่อฉันมีปัญหาในขณะที่เรียนภาษาอังกฤษในห้องเรียน ฉันจะ

- ก. ขอความช่วยเหลือจากครูทันที
 - ข. ขอความช่วยเหลือเพียงแต่ช่วงก่อนจะสอบเท่านั้น
 - ค. ไม่ใส่ใจที่จะถาม
4. เมื่อมีการบ้านวิชาภาษาอังกฤษ ฉัน
- ก. ให้ความใส่ใจที่จะทำ แต่ไม่มากที่สุดเท่าที่ฉันทำได้
 - ข. ทำอย่างตั้งใจและตรวจสอบให้มั่นใจว่าเข้าใจทุกสิ่ง
 - ค. ทำแบบผ่านๆเท่านั้น
5. เมื่อพิจารณาถึงการเรียนภาษาอังกฤษของฉันว่าเป็นอย่างไร ฉันสามารถพูดด้วยความซื่อสัตย์ว่า ฉัน
- ก. ทำเพียงเพื่อที่จะสามารถเรียนในชั้นเรียนต่อไปได้
 - ข. จะผ่านเพียงพื้นฐานเนื่องจากฉันสนใจเรียนรู้เพียงแค่เล็กน้อย
 - ค. มีความพยายามเป็นอย่างมากที่จะเรียนภาษาอังกฤษ
6. ถ้าคุณครูต้องการนักเรียนเพื่อที่จะมาช่วยงานพิเศษเกี่ยวกับงานทางด้านภาษาอังกฤษ ฉันจะ
- ก. ไม่อาสาทำอย่างแน่นอน
 - ข. อาสาทำอย่างแน่นอน
 - ค. จะทำก็ต่อเมื่อครูจะขอให้ฉันทำเท่านั้น
7. เมื่อฉันได้รับการบ้านวิชาภาษาอังกฤษคืนมาจากครู ฉันจะ
- ก. แก้ไขข้อผิดพลาดให้ถูกต้อง
 - ข. เก็บเข้าลิ้นชักและไม่สนใจมัน
 - ค. เปิดดูทั้งหมดแต่ไม่มีการแก้ไขข้อผิดพลาด
8. เมื่อฉันอยู่ในห้องเรียนวิชาภาษาอังกฤษ ฉัน
- ก. อาสาตอบคำถามให้มากที่สุดเท่าที่จะทำได้
 - ข. ตอบเฉพาะคำถามที่ง่ายๆเท่านั้น
 - ค. ไม่เคยตอบคำถามใดๆ
9. ถ้ามีช่องทีวีท้องถิ่นภาษาอังกฤษ ฉันจะ
- ก. ไม่ดูเลย
 - ข. เปิดไปดูบางครั้ง
 - ค. พยายามดูบ่อยๆ
10. เมื่อฉันได้ยืมเพลงภาษาอังกฤษในวิทยุ ฉันจะ
- ก. ฟังเพลงและให้ความสนใจเฉพาะคำศัพท์ที่ง่าย ๆ
 - ข. ฟังอย่างละเอียดและพยายามทำความเข้าใจกับทุกๆ คำ
 - ค. เปลี่ยนช่องสถานี

(Gardner, 1985, pp.181-2, cited in Schumann, 1997, pp.68-70)

Appendix B

An English Quiz

Name _____ Major _____ Tel. _____

Date _____ Start at _____ Finish at _____

Match the words in column A with the prefixes in column B

A

____ 1. before

____ 2. after

____ 3. again

____ 4. two

____ 5. three

____ 6. many

____ 7. wrong

____ 8. between

____ 9. water

____ 10. across

B

a. tri

b. bi

c. inter-

d. poly-

e. pre-

f. post-

g. hydro-

h. mis-

i. trans-

j. re-

Match the words in A with those that have the same sound in B

A

____ 11. knew

____ 12. seen

____ 13. stare

____ 14. one

____ 15. peace

____ 16. wait

____ 17. write

____ 18. week

____ 19. would

____ 20. through

B

a. won

b. piece

c. stair

d. right

e. threw

f. new

g. weight

h. scene

i. wood

j. weak

Appendix C

An Attitude toward Learning English Language Questionnaire

Name _____ Tel. _____

Major _____ Date _____

The attitudes toward learning English scale consists of five positively and five negatively worded items. Please rate your attitude on the following worded items:
1= disagree and 5= strongly agree.

Attitude Toward Learning English	1= disagree, 5=strongly agree				
	1	2	3	4	5
Positively Worded Items					
1. Learning English is really great.					
2. I really enjoy learning English.					
3. English is an important part of the school program.					
4. I plan to learn as much English as possible					
5. I love learning English.					
Negatively Worded items					
6. I hate English.					
7. I would rather spend my time on subjects other than English					
8. Learning English is a waste of time.					
9. I think that learning English is dull.					
10. When I leave school, I shall give up the study of English entirely because I am not interested in it					

ชื่อ _____ นามสกุล _____ วิชาเอก _____ ชั้นปีที่ _____

หมายเลขโทรศัพท์ _____ วันที่ตอบแบบสอบถาม _____ เวลาเริ่ม _____ เวลาสิ้นสุด _____

แบบสอบถามเกี่ยวกับทัศนคติในการเรียนวิชาภาษาอังกฤษ ประกอบด้วยทัศนคติทั้งด้านบวกและด้านลบ ด้านละ 5 ประโยค กรุณาให้คะแนนแก่ทัศนคติในการเรียนภาษาอังกฤษดังต่อไปนี้ ทั้งนี้ 1 เป็นคะแนนที่ท่านเห็นด้วยน้อยที่สุด และ 5 เป็นคะแนนที่ท่านเห็นด้วยมากที่สุด

ทัศนคติเกี่ยวกับการเรียนภาษาอังกฤษ	1= เห็นด้วยน้อยที่สุด, 5=เห็นด้วยมากที่สุด				
	1	2	3	4	5
ทัศนคติในด้านบวก					
1. การเรียนภาษาอังกฤษเป็นสิ่งที่ดีมาก					
2. ฉันมีความสุขมากกับการเรียนภาษาอังกฤษ					
3. ภาษาอังกฤษเป็นส่วนที่สำคัญสำหรับโปรแกรมเรียน					
4. ฉันตั้งใจที่จะเรียนภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้					
5. ฉันชอบเรียนภาษาอังกฤษ					
ทัศนคติในด้านลบ					
6. ฉันเกลียดภาษาอังกฤษ					
7. ฉันชอบที่จะใช้เวลากับวิชาอื่น ๆ มากกว่าภาษาอังกฤษ					
8. การเรียนภาษาอังกฤษเป็นสิ่งที่เสียเวลาเปล่า					
9. ฉันคิดว่าการเรียนภาษาอังกฤษน่าเบื่อ					
10. เมื่อฉันไม่ได้อยู่ที่โรงเรียน ฉันอาจยอมแพ้ในการเรียนภาษาอังกฤษ เพราะฉันไม่สนใจในภาษาอังกฤษเลย					

Appendix D

Two different texts

Name _____ Major _____ Tel. _____
Date _____ Start at _____ Finish at _____

Teen Drinking

Some kids start to drink alcohol at a young age. They think it is part of becoming an adult. They also think drinking is not that bad because so many people do it. They feel it is not as bad as taking drugs. It is easy for kids to get liquor by using fake identification.

Parents may start to notice a change in their child's behavior if the child starts drinking. Kids who drink sometimes stop doing things they normally liked to do. They may keep telephone calls and meetings a secret and not want anybody to touch their things. They act moody and do not have the same eating and sleeping habits.

Parents need to stay involved in their kids' lives. They should talk to their children about their problems to be aware of any changes.

Parents can be the best protection. Children who get a lot of love can feel good about themselves. It helps them resist doing bad things even when other kids are doing them. Parents can also help set a good example by not drinking and driving. They can have firm rules in the home that everyone follows.

Give the children good ideas on how to say "no" to drinking, even when they are at a party. Try not to overreact or panic if the child tries alcohol. How you handle it can affect their attitude. It may be helpful to talk to other parents about setting up curfews and rules about parties or other events.

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Retrieved February 17, 2008 from
<http://www.cdlnonline.org/index.cfm?fuseaction=activity1&topicID=5&storyID=108>

Name _____ Major _____ Tel. _____
Date _____ Start at _____ Finish at _____

A New City

A growing area recently became its own city. Many people who live there are very excited. They hope that this will give them the power to make some changes for the better in their neighborhoods.

One of the first things that many people would like to do is build new parks. Before this area became a city it was hard to do things like that. Now people who live in the city can decide what they would like to do and raise the money to do it.

The city's first mayor and four new council members were sworn in. They met and had a celebration. They discussed what changes they would like to see for their new city.

One change that many people want to see is better police protection. In the past this area had to depend on nearby police officers to patrol their neighborhoods. Having its own police department should make the area a safer place to live.

This area has doubled in size in the past ten years. It is expected to grow much more over the next twenty years. People are going to see many changes in this new city during those years.

(This was adapted from an original story provided by News10 KXTV Sacramento.)

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Retrieved February 17, 2008 from
<http://www.cdiponline.org/index.cfm?fuseaction=activity1&topicID=2&storyID=149>

Appendix E

Interview Questions

Name _____ Major _____ Tel. _____
 Date _____ Start at _____ Finish at _____

Interview Questions

To examine the strategies and schema used in reading comprehension of the participants, the interview questions are designed.

Part I: Reading processes and Attitude

- A. What strategies do you employ to comprehend the texts?
- B. When you are reading and you have difficulty, what do you do?
- C. What do you do when you come to a word that you do not understand?
- D. What might stop you when you are reading?
- E. Do you activate your background knowledge in your reading? If yes how do you activate it?
- H. Does topic of the text affects your reading comprehension?

Part II: Strategies used in reading comprehension

Strategies	Yes	No
Links prior knowledge before reading		
Develops purpose for reading		
Uses titles or illustrations to predict content/events		
Develops questions to guide reading		
Summarizes what has been read		

ชื่อ _____ นามสกุล _____ วิชาเอก _____ ชั้นปีที่ _____

หมายเลขโทรศัพท์ _____ วันที่สัมภาษณ์ _____ เวลาเริ่ม _____ เวลาสิ้นสุด _____

แบบสัมภาษณ์

แบบสัมภาษณ์เพื่อที่จะสำรวจกลวิธีในการอ่าน และการใช้ความรู้เดิม (Schema) เพื่อช่วยในการอ่านเพื่อความเข้าใจ

ส่วนที่ 1. กระบวนการอ่าน และทัศนคติที่มีต่อเนื้อหาที่อ่าน

1. ท่านสามารถจับใจความหลัก และประเด็นรองของเนื้อหาที่อ่านได้หรือไม่
2. ท่านสามารถสรุปใจความของเนื้อหาที่อ่านได้หรือไม่
3. ขณะที่กำลังอ่านเนื้อหาอยู่ และท่านพบปัญหาในการอ่าน ท่านมีวิธีการอย่างไรในการแก้ไขปัญหา
4. ท่านทำอะไรเมื่อท่านพบคำศัพท์ที่ท่านไม่รู้จักร และ ไม่เข้าใจ
5. มีสาเหตุใดที่อาจทำให้ท่านหยุดอ่าน
6. ท่านได้ใช้ความรู้พื้นฐานเดิมของท่านมาช่วยในการอ่านหรือไม่ ถ้าใช่ อย่างไร
7. หัวข้อของเรื่องที่อ่านมีผลต่อความสนใจในการอ่านของท่านหรือไม่

ส่วนที่ 2. วิธีการที่ใช้ในการอ่านเพื่อความเข้าใจ

วิธีการอ่าน	ใช่	ไม่ใช่
เชื่อมโยงเนื้อหาที่จะอ่านกับความรู้เดิมที่มีก่อนที่จะลงมืออ่าน		
ตั้งจุดประสงค์ในการอ่าน		
คาดการณ์เนื้อหาของเรื่องจากหัวข้อเรื่อง		
ตั้งคำถามเพื่อเป็นแนวทางในการอ่าน		
สรุปและย่อความเรื่องที่อ่าน		

Saskatchewan Education (2008). Retrieved February 17, 2008 from <http://www.sasked.gov.sk.ca/docs/mla/readstrat.pdf>

Appendix F

The idea unit of two different texts

Idea units for the most interesting topic : Teen Drinking

Name: _____ Time ____ Mins

Idea Units	Accuracy	Distortion		Omission
		Inaccuracy	Addition	
1. Some kids start to drink alcohol at a young age.				
1.1 They think it is a part of becoming an adult.				
1.2 They also think that many people do it, so it's not bad.				
1.3 They feel it is better than taking drugs.				
1.4 It is easy for them to hide liquor with others.				
2. Parents can notice if their kids start drinking by observing their kid behaviors.				
2.1 They may stop their normal activities.				
2.2 They may keep telephone calls, have a secret meeting, and keep privacy.				
2.3 They may act moody and have the different habits in eating and sleeping.				
3. Parents can be aware if there are any changes with their kids.				
3.1 Parents should get involve with their kids' live.				
3.2 Parents should talk with their kid about their problems.				
4. Parents can be the best protection for their kid.				
4.1 Parents' love will help them to refuse doing all bad things.				
4.2 Parents should give them a good example like no drinking and driving.				
4.3 The home should have the rule for everybody				
4.4 Parent should suggest their kids how to refuse drinking even at the party.				
4.5 If their kids try alcohol, do not panic. It will affect their attitude.				
4.6 Parents should talk to other parents for setting the rules when their kids have parties and other events.				
Total				

Idea units for the least interesting topic: A New City

Name: _____ Time ____ Mins

Idea Units	Accuracy	Distortion		Omission
		Inaccuracy	Addition	
1. The growing area became the new city.				
1.1 Residents are excited.				
1.2 They hope that this will be some changes for better their neighborhoods.				
2. Residents firstly want to build new parks.				
2.1 Before became the new city, it's hard to build the things like this.				
2.2 Right now, people can decide what they want and rise money to do it.				
3. The city's first mayor and four council members were sworn in.				
3.1 They had a meeting and a celebration.				
3.2 They also discuss what should be changed.				
4. People also want the better police protection.				
4.1 In the past this area depended on nearby police officers.				
4.2 They want their own police station.				
4.3 The police station will make this city safer.				
5. In the past ten year, this are has doubled in size.				
5.1 In the next twenty years, the city will grow much more than this time.				
5.2 There will be many changes in this new city.				
Total				

VITAE

VITAE

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