

A STUDY OF THE EFFECTS OF SOCIAL STRATEGIES INSTRUCTION ON
SOCIAL STRATEGIES USE AND ENGLISH LANGUAGE COMMUNICATION ABILITIES
OF PRIMARY STUDENTS IN SCHOOLS USING
INTERNATIONAL BACCALAUREATE CURRICULUM

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A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy Program in English as an International Language

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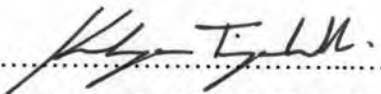
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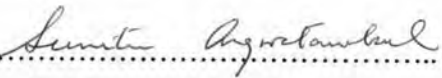
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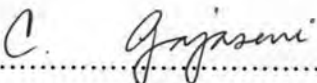
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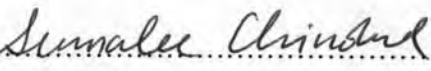
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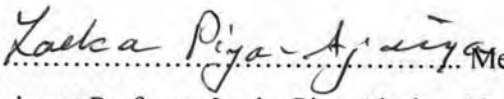
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จักรวาล อัตรานานิช : การศึกษาผลการสอนกลวิธีทางสังคมที่มีต่อการใช้กลวิธีทางสังคมและความสามารถทางการสื่อสารภาษาอังกฤษของนักเรียนชั้นประถมศึกษาในโรงเรียนที่ใช้หลักสูตรนานาชาติ. (A STUDY OF THE EFFECTS OF SOCIAL STRATEGIES INSTRUCTION ON SOCIAL STRATEGIES USE AND ENGLISH LANGUAGE COMMUNICATION ABILITIES OF PRIMARY STUDENTS IN SCHOOLS USING INTERNATIONAL BACCALAUREATE CURRICULUM) อ. ที่ปรึกษา : ผศ. ดร. จันทร์ทรงกลด คชเสนี 180 หน้า. ISBN 974-14-3397-2.

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการสอนกลวิธีทางสังคมที่มีต่อการใช้กลวิธีทางสังคมและความสามารถทางการสื่อสารภาษาอังกฤษของกลุ่มตัวอย่างประชากร ซึ่งประกอบด้วยนักเรียนชั้นประถมศึกษา 1 และประถมศึกษา 2 ในโรงเรียนนานาชาติศึกษา จำนวน 60 คน นักเรียนทั้งสองระดับชั้นถูกสุ่มจำแนกออกเป็น 2 กลุ่มคือกลุ่มทดลองและกลุ่มควบคุม เครื่องมือที่ใช้ในการวิจัยได้แก่แบบสอบถามกลวิธีทางสังคมสำหรับเด็กเล็กดัดแปลงมาจากแบบสอบถามกลวิธีการเรียนภาษาของออกซฟอร์ด และแบบทดสอบภาษาอังกฤษเคมบริดจ์สำหรับเด็กเล็ก เพื่อเก็บข้อมูลทั้งด้านกลวิธีทางสังคมและความสามารถทางการสื่อสารภาษาอังกฤษก่อนและหลังการทดลอง โดยนำคะแนนจากการทดสอบก่อนการทดลองมาวิเคราะห์ด้วยค่าที พบว่ากลุ่มตัวอย่างมีพื้นฐานเท่ากันก่อนการทดลอง จากนั้นทำการทดลองสอนให้แก่กลุ่มทดลองและกลุ่มควบคุมเป็นเวลา 14 สัปดาห์ โดยมีการเก็บรวบรวมข้อมูลด้วยการสังเกตการใช้กลวิธีทางสังคมโดยครูผู้สอน รวมทั้งการประเมินตนเองของนักเรียนในแต่ละสัปดาห์ และมีการจัดทำแบบสอบถามกลวิธีทางสังคมและแบบทดสอบภาษาอังกฤษสำหรับเด็กเล็กอีกครั้ง รวมถึงทำการสัมภาษณ์กลุ่มตัวอย่างหลังการทดลอง จากนั้นนำคะแนนมาวิเคราะห์หาค่าความแตกต่างระหว่างกลุ่มทดลองและกลุ่มควบคุมโดยการทดสอบค่าที และค่าไคสแควร์

ผลการวิจัยพบว่ากลุ่มทดลองมีการใช้กลวิธีทางสังคมมากกว่ากลุ่มควบคุมอย่างไม่มีนัยสำคัญทางสถิติที่ระดับ .05 อย่างไรก็ตาม ผลจากการสังเกตของครู และการประเมินตนเองของนักเรียน พบว่ากลุ่มทดลองมีการใช้กลวิธีทางสังคมมากกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 สำหรับด้านความสามารถทางการสื่อสารภาษาอังกฤษผลการวิจัยพบว่ากลุ่มทดลองมีคะแนนสูงขึ้นมากกว่ากลุ่มควบคุมอย่างไม่มีนัยสำคัญทางสถิติที่ระดับ .05 ข้อมูลจากการสัมภาษณ์แสดงถึงประโยชน์ของการสอนกลวิธีทางสังคมในเด็กเล็ก โดยสามารถแนะนำความรู้เบื้องต้นของกลวิธีการเรียนภาษา และการนำไปใช้ให้แก่ผู้เรียนในวัยประถมศึกษาตอนต้นได้

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ
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ลายมือชื่อนิสิต.....
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KEY WORD: CHILDREN / SOCIAL STRATEGIES / COMMUNICATION ABILITIES / INTERNATIONAL SCHOOL

JUCKRAWOOTH ATTANAWANICH: A STUDY OF THE EFFECTS OF SOCIAL STRATEGIES INSTRUCTION ON SOCIAL STRATEGIES USE AND ENGLISH LANGUAGE COMMUNICATION ABILITIES OF PRIMARY STUDENTS IN SCHOOLS USING INTERNATIONAL BACCALAUREATE CURRICULUM. THESIS ADVISOR: ASST. PROF. CHANSONGKLOD GAJASENI, Ph.D. 180 pp. ISBN 974-14-3397-2.

The objectives of this study were to investigate the effects of social strategies instruction on social strategies use and English language communication abilities. The subjects were 60 students of Grade 1 and Grade 2 at KIS International School. They were randomly assigned into two groups of experimental and control. The children's social strategies questionnaire (adapted from Oxford's SILL) was used to identify social strategies use while Cambridge Young Learners English (YLE) Test Starters was used to identify English language communication abilities of the participants before and after the experiment. Their pretest scores were analyzed via the t-test to confirm the equivalence between the two groups. The treatments were delivered to both groups during the 14-week experiment. Weekly teachers' observation and students' self-reflection on strategies use were conducted. The posttest of Cambridge YLE and children's social strategies questionnaire were administered, followed by an interview with the focused-group once the instruction completed. The t-test and chi-square were calculated to gain statistical results.

The research findings showed that most social strategies use resulted from social strategies questionnaire of the experimental group is not significantly higher than the control group at .05 level. However, the results from teachers' observation and students' self-reflection showed that the social strategies use of the experimental group is significantly higher than those of the control group at .05 level. Regarding the English language communication abilities, participants from the experimental group gained higher scores than the control group in the posttest. However, they were not statistically different at .05 level. The descriptive data gained from the focused-group interview with participants from both groups also confirmed the benefits of social strategies instruction in terms of raising students' awareness and use of the learning strategies.

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