

**Thesis Title :** Teaching Reading for Enhancement of Critical Thinking  
Through the Aesthetic Approach

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### Abstract

The study aimed at investigating the effects of teaching reading for enhancement of critical thinking of Mathayomsuksa 5 students through the aesthetic approach.

A group of forty students were randomly selected and used in the study from Mathayomsuksa 5 students in the academic year 1996 in Mahavajiravuth Songkhla School in the capital of Songkhla province. They were assigned to take a pretest prior to being taught through 13 units that were conducted with reading teaching for enhancement of critical thinking through the aesthetic approach. The implementation covered 17 periods with each periods taking 50 minutes. After the implementation, the pretest was assigned for them to take as a posttest. Then, two sets of averaged scores gotten from the pretest and posttest were compared by t-test.

The research findings were as followed :

The students who were taught with teaching reading for enhancement of critical thinking through the aesthetic approach proved to be as stated in the hypothesis. A difference in critical thinking through the aesthetic approach between the two sets of averaged scores, pretest and posttest, was found. The posttest set of scores was remarkably higher than the pretest set of scores ; the statistical difference was significant at the .01 level.