

พิมพ์ต้นฉบับบทความวิจัยวิทยานิพนธ์ภายในกรอบสี่เหลี่ยมนี้เพียงแผ่นเดียว

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KEY WORD: MODEL OF TEACHING/ CRITICAL READING/ LEARNING STRATEGIES/
COOPERATIVE LEARNING

SUPHAWAN LEKVILAI : THE DEVELOPMENT OF AN INSTRUCTIONAL MODEL OF
CRITICAL READING THROUGH LANGUAGE LEARNING STRATEGIES USING
COOPERATIVE LEARNING PRINCIPLES FOR THE LOWER SECONDARY SCHOOL
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The purposes of this research were : 1) to develop an instructional model of critical reading through language learning strategies using cooperative learning principles for the lower secondary school students, 2) to compare the critical reading achievements between the pre-test and the post-test of the experimental group, 3) to study the interactions between the instructional model and the levels of students' achievements, 4) to observe the cooperative learning behaviors of the experimental group, and 5) to study opinions of the students in experimental group concerning cooperative learning and application of language learning strategies. The research processes were to develop the model and to experiment the model with the students.

The findings were as follows :

1. The instructional model consisted of 5 elements : principles, objectives, contents, instructional processes, and evaluation. The instructional processes specifically focused on cooperative learning principles by assigning the students to work together in small groups with the same goals of working, and helping each other in group interactions. Cognition, memorization, metacognition, compensation, affection, and socialization were used as language learning strategies to develop students' critical reading abilities in understanding author's purposes and ideas, identifying facts and opinions, analysing the stories, criticizing the propagandas, and judging the assigned passages. The instructional model materials were 2 handbooks for the teachers and 8 practical lesson plans.
2. The post-test achievement score of the experimental group was significantly higher than that of the pre-test at the .01 level.
3. There was no interaction between the instructional model and levels of the students' achievement toward critical reading achievement of the experimental group.
4. The post-test of the experimental group significantly performed better cooperative learning behaviors than the pre-test at the .01 level.
5. The experimental group indicated that the cooperative learning was useful to them, and had applied the acquired language learning strategies in their reading. The strategies most used were techniques in identifying main ideas, meditating, and concept mapping.

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