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CHAIWAT GARNRUNSRI : EFFECTS OF USING DRILL AND PRACTICE COMPUTER - ASSISTED INSTRUCTION LESSONS ON ENGLISH VOCABULARY RETENTION OF PRATHOM SUKSA SIX STUDENTS WITH DIFFERENT GENDER AND LANGUAGE APTITUDE. THESIS ADVISOR : VICHUDA RATTANAPIAN, Ph.D. 95 pp. ISBN 974-635-243-1

The purpose of this research was to study the effects of using drill and practice computer-assisted instruction lessons on English vocabulary retention of prathom suksa six students with different gender and language aptitude. The samples were 72 students of Saint John's school, which were divided into 4 groups, each group consisted of 18 students as follows ; Group 1) male students with high language aptitude ; Group 2) male students with low language aptitude ; Group 3) female students with high language aptitude and ; Group 4) female students with low language aptitude. The data were analyzed by using T-Test, Two- Way ANOVA, Tukey's Honestly Significant Difference at .05 level and Correlation Coefficient at .001 level

The findings were as follows :

1. After using a drill and practice computer- assisted instruction lessons, there were no significant differences at .05 level on English vocabulary retention between students with different gender.

2. After using a drill and practice computer- assisted instruction lessons, there were significant differences at .05 level on English vocabulary retention between students with different language aptitude. Students with high language aptitude had more English vocabulary retention than students with low language aptitude.

3. After using a drill and practice computer- assisted instruction lessons, there were significant differences at .05 level on English vocabulary retention between students with different gender and language aptitude.

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