

## C740811 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEY WORD: COMMUNICATION STRATEGY / ENGLISH ORAL COMMUNICATIVE PROFICIENCY

SOMBAT SIRIKONGKASAKUL : EFFECTS OF COMMUNICATION STRATEGY INSTRUCTION ON ENGLISH ORAL COMMUNICATIVE PROFICIENCY OF MATHAYOM SUKSA THREE STUDENTS.

THESIS ADVISOR : ARCHARN SUJITRA SAWATDIWONG, 223 pp. ISBN 974-636-022-1

The purposes of this study were to investigate 1) the effect of communication strategy instruction on English oral communicative proficiency, 2) the retention of English oral communicative proficiency of students taught by using communication strategy, 3) the effect of communication strategy instruction on using communication strategy and 4) the retention of using communication strategy of students taught by using communication strategy. The samples of this study were two groups, 20 students each of mathayom suksa three students purposively selected from Thonburi Worathephiphalarak School, Bangkok Metropolis, in the academic year 1996. They were randomly assigned as the experimental group taught by using communication strategy and the control group taught by using conventional method. The researcher taught each group by himself for 6 weeks. The research instruments were 12 lesson plans per group, 2 parallel sets of speaking proficiency test and a set of communication strategy observation form constructed by the researcher. The first speaking proficiency test was administered to both groups at the end of the experiment. Three weeks after the experiment, the second speaking proficiency test was administered to the experimental group. The communication strategy observation form was used to collect communication strategy of the experimental group before the experiment, at the end of and three weeks after the experiment. The collected data were analyzed by means of arithmetic mean, standard deviation, t- test and percentage.

The results of the study were as follows:

1. The students taught by using communication strategy gained higher English oral communicative proficiency than those taught by using conventional method at the .01 level of significance.
2. The students taught by using communication strategy gained no retention of English oral communicative proficiency at the .05 level of significance.
3. The samples taught by using communication strategy used more communication strategy after the experiment than before the experiment.
4. The samples taught by using communication strategy gained no retention of using communication strategy.

ภาควิชา.....มัธยมศึกษา.....

ลายมือชื่อนิสิต..... สมนัด สิริคองกาสกุล

สาขาวิชา.....การสอนภาษาอังกฤษ.....

ลายมือชื่ออาจารย์ที่ปรึกษา..... ธีรพร สวัสดิ์กุล

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