

51254906: MAJOR: CURRICULUM AND INSTRUCTION

KEY WORDS: TASK-BASED INSTRUCTION/ METACOGNITIVE STRATEGIES/ READING

VIPADA POONSAKVIORASAN: THE DEVELOPMENT OF TASK-BASED INSTRUCTIONAL MODEL BY USING METACOGNITIVE STRATEGIES FOR ENHANCING ADULT LEARNERS' READING COMPREHENSION. THESIS ADVISORS: ASSOC. PROF. WISA CHATTIWAT, Ph.D., ASST. PROF. MAREAM NILLAPUN, Ed.D., AND WIPADA PRASANSUP. Ed.D. 263 pp.

The purposes of this study were to; 1) develop the task-based instructional model by using metacognitive strategies for enhancing adult learners' reading comprehension; 2) compare reading comprehension scores before and after using the model; 3) compare using metacognitive strategies in reading comprehension before and after using the model and, 4) study the satisfaction after using the model.

Then lesson plans were designed and tested in the classroom. Twelve students were selected as research samples participated in a reading course at Baptist Student Center, Bangkok, during July and August, 2012. The experiment took place during a period of 6 weeks, one session per week, 90 minutes per session. The research instruments were interviews, think-aloud protocol, questionnaires, reading comprehension tests, and lesson plans. The statistics used were t-test for dependent, mean, percentage and standard deviation. This research was mixed methods research.

The qualitative and quantitative data findings of the study revealed that:

1. the synthesized task-based instructional model by using metacognitive strategies for enhancing adult learners' reading comprehension comprised of 5 components: principles, objectives, procedure, roles of teacher and student, and evaluation. The model called META Model and comprised of 4 steps: managing for pre-task (M), encouraging in doing task (E), training for post-task (T), and assessing the outcome (A). The META model was verified by five experts at the very high level. Also, the task-based lesson plans efficiency was at the high level;

2. the score of students reading comprehension posttest was significantly higher than pretest at the 0.05 level, and the students could be able to improve their reading abilities in interpretation and summary;

3. the score of students' using reading metacognitive strategies after using this model was significantly higher than before using the model at the 0.05 level, and the students could be able to use questioning and setting a purpose strategies;

4. the students' satisfaction toward task-based reading instruction was at a very high level, and they used their potential to do task-based with enjoyment.

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Department of Curriculum and Instruction      Graduate School, Silpakorn University  
Student's signature .....      Academic Year 2012  
Thesis Advisors' signature 1. .... 2. .... 3. ....