Piranya Bunnag 2009: Content-Based Instruction for English on Reading for Information at Thammasat University. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Associate Professor Somtawil Dhanasobhon, Ed.D. 238 pages.

This study aimed to develop content-based instruction for EG.221 Reading for Information, offered by the English department, Liberal Arts Faculty, Thammasat University. The study was conducted by integrating content specific to each student's major group to the course and by studying how students' content background influenced the students' achievement in English when integrated with the content of their major subject. The sample group of this study was 27 students taking this course as a compulsory or minor subject in semester1, 2006.

The research instruments were as follows: (1) the EG.221 Reading for Information course outline, (2) EG.221 Reading for Information unit plans integrated with the students' major subject matter, (3) evaluating activities for each unit plan, (4) rubric-based scoring, (5) student journals reflecting attitudes towards lessons, content, activities and reading skills, (6) additional interviews, and (7) the teacher's journal on the teaching and learning atmosphere for each unit.

The results showed that most of the students achieved fairly high scores in the range of B to A. The analysis of student journals in every unit indicated that the content-based instruction satisfied the students' needs very well by noticeably developing reading and language skills. Moreover, the students developed positive attitudes toward content and lessons in the units integrated into the content of their majors. In addition, the students gained high scores and developed positive attitudes toward the content in some units related to majors other than their own.

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