

Udomluk Koolsriroj 2011: Development of English Reading Skills Learning Packages for At-Risk Students at High School Level Using Scaffolding Technique. Doctor of Education (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education.

Thesis Advisor: Associate Professor Somtawil Dhanasobhon, Ed.D. 262 pages.

The objectives of this research were to develop the English reading skills learning packages for at-risk students at high school level using scaffolding technique and to study the effects of using them. This study was the research and development research and the qualitative research method was applied. The research population were seven at-risk students in English at high school level at Kasetsart University Laboratory School Center for Educational Research and Development in the academic year of 2010, screened by interviewing English teachers and students who were claimed to be at-risk students. The research tools consisted of the interview forms for teachers, the interview forms for students who were claimed to be at-risk students, the English reading skills learning packages using scaffolding technique, the framework for observation and intervention records and the interview forms for students toward the practicing. The data were analyzed using frequency, percentage, and content analysis.

The research results showed that: 1) There were seven at-risk students. Reading skills which needed improvement for at-risk students were guessing the meaning of words, chunking, guessing the illustrations, reading for main idea, and interpreting. 2) The English reading skills learning packages consisted of five units were developed. 3) The results of using the English reading skills learning packages showed 3.1) All students reached the “pass” level in the task scores. 3.2) All English reading skills learning packages could help students develop their ability. However, some more scaffolds were added for some students in some packages as follows: Guessing the Meaning of Words, Chunking Your Reading, Reading for Main Idea, and Reading and Interpretation; and one student needed a scaffold withdrawal from Reading and Interpretation package. 3.3) The students’ opinions toward practicing were that all students enjoyed the practicing and all of them thought that all reading skills they had been trained were improved.

---

Student’s signature

---

Thesis Advisor’s signature