

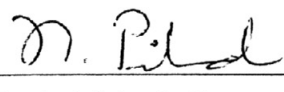
Suthipong Boonphadung 2006: Integrated Reading and Writing Skills in Learning Fundamental Mathematics in Order to Compare Mathayomsuksa Five Students' Learning Outcomes in Different Programs and Learning Styles. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Associate Professor Nataya Pilanthananond, Ph.D. 213 pages.  
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The purposes of the study were: 1) to study the learning styles of Math-Science program and Math-English program students, 2) to compare concept and problem solving skills in Fundamental Mathematics Course integrated reading and writing skills of students studying in different programs with students having different learning styles, 3) to study reading and writing skills affecting Fundamental Mathematics Course learning of students studying in different programs and of students having different learning styles and 4) to study the attitudes of students studying in different programs and of students having different learning styles towards Mathematics Course.

The samples used for this study were; 1) 37 students in Math-Science program selected by simple sampling and 2) 42 students Math-English program selected by purposive sampling. They are students in Matayomsuksa 5 at Demonstrative School of Suansunandha Rajabhat University.

The findings showed that; 1) the Assimilator style was the greatest level for Math-Science students and then the Accommodator, Converger, and Diverger styles. For Math-English students the greatest level was the Accommodator style and then Diverger, Converger and Assimilator styles, 2) students' learning outcomes in concept and problem solving skills of both programs were in satisfactory level, 3) teaching reading strategies to students could help them systematically learn Mathematics and the reading strategies effectively used in learning activities were Semantic Feature Analysis, SQ3R and Think-Pair- Share. On the other hand, the INSERT and DR-TA were the reading strategies ineffectively used in learning activities. Besides, it was found that reading strategies were more appropriate to the passage problem than the number problem and writing journal could enhance students' creativity, 4) the attitudes of students in Math-English program got better changed towards Mathematics Course while student in Math-Science was not changed.

  
Student's Signature

  
Thesis Advisor's Signature

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