A DEVELOPMENT OF A BUSINESS-ORIENTED ENGLISH READING COURSE USING CONTENT-BASED INSTRUCTION AND TEAM-BASED LEARNING TO ENHANCE THE READING ABILITY OF EFL UNDERGRADUATE STUDENTS

การพัฒนารายวิชาการอ่านภาษาอังกฤษเชิงธุรกิจ โดยใช้การสอนเชิงเน้นเนื้อหา และรูปแบบการเรียนแบบทีม ในการพัฒนาความสามารถด้านการอ่านของนักศึกษาระดับปริญญาบัณฑิต ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

Mrs. Teresita J. Bunyakarte

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
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(Interdisciplinary Program)
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การพัฒนารายวิชาการอ่านภาษาอังกฤษเชิงธุรกิจ โดยใช้การสอนเชิงเน้นเนื้อหา และรูปแบบการเรียนแบบทีม ในการพัฒนาความสามารถด้านการอ่านของนักศึกษาระดับปริญญาบัณฑิต ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

นาง เทเรสิตา บุณยเกียรติ

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
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By	Mrs. Teresita J. Bunyakarte
Field of Study	English as an International Language
Thesis Advisor	Associate Professor Sumalee Chinokul, Ph.D.

Accepted by the Graduate School, Chulalongkorn University in Partial Fulfillment of the Requirements for Doctoral Degree

……..Dean of the Graduate School
(Associate Professor Pornpote Piumsomboon, Ph.D.)

THESIS COMMITTEE

……Chairman
(Associate Professor Supanee Chinnawongs, Ph.D.)
…….. Thesis Advisor
(Associate Professor Sumalee Chinokul, Ph.D.)
……... Examiner
(Associate Professor Punchalee Wasanasomsithi, Ph.D.)
……Examiner
(Jutarat Vibulphol, Ph.D.)
……External Examiner
(Associate Professor Sumitra Angwatanakul, Ph.D.)

นางเทเรสิตา บุณยเกียรติ : การพัฒนารายวิชาการอ่านภาษาอังกฤษเชิงธุรกิจ โดยใช้การสอนเชิงเน้น เนื้อหา และรูปแบบการเรียนแบบทีม ในการพัฒนาความสามารถด้านการอ่านของนักศึกษาระดับปริญญาบัณฑิต ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (A Development of a Business-Oriented English Reading Course Using Content-Based Instruction and Team-Based Learning to Enhance the Reading Ability of Undergraduate EFL Students) อ.ที่ปรึกษา: รศ.ดร. สุมาลี ชิโนกุล, 406 หน้า

งานวิจัยนี้มีจุดมุ่งหมาย ดังนี้ (1) เพื่อพัฒนารายวิชาการอ่านภาษาอังกฤษเชิงธุรกิจ โดยการใช้การสอนเชิงเน้นเนื้อหา และรูปแบบการเรียนแบบทีม เพื่อพัฒนาความสามารถด้านการอ่านภาษาอังกฤษของนักศึกษาระดับปริญญาบัณฑิต (2) เพื่อศึกษาประสิทธิภาพของรายวิชาการอ่านภาษาอังกฤษ โดยการใช้การสอนเชิงเน้นเนื้อหา และรูปแบบการเรียนแบบทีม เพื่อพัฒนาความสามารถในการอ่านภาษาอังกฤษของนักศึกษาเป็นรายบุคคล กลุ่มประชากรที่ผู้วิจัยใช้ในการวิจัยนี้ ได้แก่นักศึกษาปริญญาบัณฑิต ชั้นปีที่ 2 ของมหาวิทยาลัยอัสสัมชัญ การวิจัยนี้ เป็นการวิจัยโดยใช้แบบทดสอบก่อนการทดลองและหลังการทดลอง กับนักศึกษากลุ่มเดียว และใช้คะแนนระหว่างการเรียนและหลังการเรียนทดสอบ Business Language Test Service, (BULATS) และ Readiness Assessment Tests, (RATs) เป็นข้อมูลเชิงปริมาณ ส่วนข้อมูลเชิงคุณภาพ ผู้วิจัยได้ข้อมูลจากแบบสอบถามชนิดปลายเปิด และบันทึกประจำวันของนักศึกษา

ผลจากการวิจัยสรุปได้ว่า การพัฒนา 4 กลุ่มรายวิชา 17 บทเรียนการอ่านภาษาอังกฤษเชิงธุรกิจ โดยใช้การสอนเชิงเน้นเนื้อหาและรูปแบบการเรียนแบบทีมซึ่งเป็นรายวิชามีประสิทธิภาพ และเมื่อนำรายวิชาดังกล่าวไปใช้ในสภาพจริงพบว่า (1) คะแนนเฉลี่ยของแบบทดสอบก่อนและหลังการวิจัย แสดงว่า ความสามารถในการอ่านภาษาอังกฤษของนักศึกษามีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ค่าความแตกต่างในระดับกลางที่ 0.40 (2) คะแนนเฉลี่ยของนักศึกษารายบุคคลและแบบทีมจากการทดสอบระหว่างการเรียน แบบทดสอบของ RAT แสดงให้เห็นว่าคะแนนเฉลี่ยจากแบบทดสอบครั้งหลังสุด สูงกว่าคะแนนจากการทดสอบก่อนๆ อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และ ผลสรุปจากแบบสอบถามนักศึกษา แสดงให้เห็นว่าคะแนนเฉลี่ยของทุกข้อคำถามสูงกว่า 3.0 จากค่าคะแนนเต็ม 4.0 ซึ่งแสดงให้เห็นว่านักศึกษาในระดับปริญญาบัณฑิต ชั้นปีที่ 2 ของมหาวิทยาลัยอัสสัมชัญเรียนรายวิชาการอ่านภาษาอังกฤษธุรกิจมีทัศนคติเชิงบวกต่อการเรียนรายวิชาการอ่านภาษาอังกฤษเชิงธุรกิจที่ใช้การสอนเชิงเน้นเนื้อหาและรูปแบบการเรียนแบบทีมจากการวิจัยดังกล่าว สรุปได้ว่า รายวิชาการอ่านภาษาอังกฤษเชิงธุรกิจใช้การสอนเชิงเน้นเนื้อหาและรูปแบบการเรียนแบบทีม ของนักศึกษาในระดับปริญญาบัณฑิต ชั้นปีที่ 2 มหาวิทยาลัยอัสสัมชัญ ทั้งเป็นรายบุคคล และแบบทีม พัฒนาความสามารถเพิ่มขึ้น

สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ ลายมือชื่อนิสิต.....

ปีการศึกษา 2551 ลายมือชื่ออาจารย์ที่ปรึกษา.....

4789661320: MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
KEYWORDS: COURSE DEVELOPMENT/ CONTENT-BASED INSTRUCTION/ TEAM-BASED LEARNING/ READING ABILITY

TERESITA J. BUNYAKARTE: A DEVELOPMENT OF A BUSINESS-ORIENTED ENGLISH READING COURSE USING CONTENT-BASED INSTRUCTION AND TEAM-BASED LEARNING TO ENHANCE THE READING ABILITY OF UNDERGRADUATE EFL STUDENTS. THESIS ADVISOR: ASSOC. PROF. SUMALEE CHINOKUL, Ph.D, 406 pp.

This study aimed to (1) develop a business-oriented English reading course using CBI and TBL to enhance the reading ability of EFL undergraduate students, (2) investigate the effectiveness of the course in enhancing the reading ability of the students individually and as a team. The population was second year undergraduate students of Assumption University. The study was a research with one-group pretest-posttest design. The pre-test and post-test scores on the BULATS, the formative RAT tests and the questionnaire yielded quantitative data. Qualitative data were obtained from the open-ended questions in the questionnaire and student diaries. The findings showed that the developed course consisted of four themes and seventeen lessons was effective in enhancing the reading ability of the students. When the CBI-TBL Business-Oriented English Reading Course was implemented with the students, the findings were as follows: (1) the students' reading ability scores gained from the posttest taken after they had been exposed to the CBI-TBL Business-Oriented English Reading Course that used content-based instruction and team-based learning were significantly higher than the scores gained from the pretest at .05 level, yielding a medium effect size at 0.40; (2) the students' English reading ability scores in the final formative test were significantly higher than those in the previous ones at .05 level when they performed individually and as a team, and (3) the overall findings from the student questionnaire showed that the mean scores of all items were higher than 3.0 from a 4-point Likert scale, indicating positive opinions of the students about the CBI-TBL English Reading Course. In conclusion, the findings show that the CBI-TBL Business-Oriented English Reading Course improved the reading ability of the students individually and as a team.

Field of Study: English as an International Language

(Interdisciplinary Program) Student's Signature .....

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