

## ABSTRACT

The main purpose of the study in this research is to find out the initial impact of IDI on Learning style and Teaching Strategy: A Case Study of Primary 3 Thai language class at Room 2 and Room 6. This study aimed to achieve three main objectives including (1) To describe and analyze the current status of Learning Style and Teaching in Thai language Classes in Primary 3 Room 2 and Room 6, (2) To identify and implement appropriate Instructional Development Intervention's to improve the Learning Style and Teaching Strategy at Primary 3 Room 2 Thai Language Class and (3) To determine the initial impact of Instructional Development Intervention on Learning Style and Teaching Strategy at Primary 3 Room 2 Thai Language class.

The respondents of this research are the 124 students from Room 2 and Room 6 at Primary 3 in Thai language classes of academic year 2009. Room 2 were taught by using academic game in Writing and Spelling Complication Words .

For the research methodology, the researcher focused on paper test and questionnaire which were applied for gathering primary data. The research instruments that were developed for the study are the Pre-test and Post-test of the achievement test in Writing and Spelling Complication Words in Thai language class, having 30 questions. The questionnaire identified the Learning Style of the respondents by using the VAK learning style model that related to Visual style , Auditory Style and Kinesthetic style. Then, research design used questionnaire about the students' opinion on Teaching Strategy analysis which referred to any approach that attempts to describe the data. The appropriate tools applied to conduct this study

were questionnaires and observations survey, the statistical package software program, T-test and percentile were used to analyze the data.

From the findings, the researcher could conclude that most of the respondents were Kinesthetic Style that percentile is 72.6 . For IDI, the researcher created the Teaching Strategy by using academic game in Writing and Spelling Complication Words to motivate students from Room 2 to learn and they got the higher score in paper test when compared with Room 6. After intervention, the researcher collected the data to check the impact of ID Intervention on Learning Style and Teaching Strategy. The results showed students from Room 2 agree in Teaching Strategy by using academic game more than Room 6 that used old teaching style.

Therefore, based on the research hypothesis, there is a significant difference between Pre and Post IDI. And ID interventions bring impact on Learning Style and Teaching Strategy.

