

ABSTRACT

Thesis Title : A Study of Reading Ability Outcomes of Kindergarten Children in Two Different Programs at Ruamrudee International School in Bangkok

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This study was conducted to investigate the teaching-learning process in two different instructional programs, Traditional Skill Based (TSB) and Whole Language Based (WLB), and to examine their effects on Reading Ability outcomes of the kindergarten children in a multi-racial international school in Thailand. The cross-sectional study involved identification of two classrooms one each of TSB and WLB-oriented by using check-lists, and collection of reading score data of 37 children by using Text Accuracy and Fluency Sheet that were analyzed by SPSS. Additional classroom observations and semi-structured teacher's questionnaires were also used.

The results of the study confirmed close similarity of TSB and WLB classes with the given definitions. The Reading Ability outcomes score of TSB-oriented class was relatively but not significantly higher than that of WLB-oriented class. Regarding individual strategy scores, Comprehension (CP) score was higher in WLB whereas Decoding (DC) and Self-Correction (SC) scores were higher in TSB. The Reading

Ability outcomes of younger children were relatively higher in TSB-oriented class whereas older ones scored higher in WLB-oriented class. There was no significant difference between boys and girls in both classes. Children with English background group scored relatively higher than that of the Non-English group in both classes. By taking into consideration of strengths and weaknesses of both TSB and WLB, a 'balanced' or eclectic program should be adopted to optimize the development of Reading Ability as well as other literacy skills.

