

ABSTRACT

I.D. No.: 5729407

Key Words: DYNAMIC ASSESSMENT/ PEER MEDIATOR/ SELF-REGULATORY STRATEGY/ LISTENING INSTRUCTION/ ENGLISH LISTENING SKILL

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Thesis Title: THE EFFECTS OF PEER MEDIATOR IN DYNAMIC ASSESSMENT AND SELF-REGULATORY STRATEGY INSTRUCTIONAL PROCESS ON THAI UNIVERSITY STUDENTS' ENGLISH LISTENING COMPREHENSION ABILITY

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The peer mediator (PM) in dynamic assessment (DA and self-regulatory strategy (SRS) or PM DA-SRS refers to an instructional process with an ultimate goal to develop Thai university students' English listening comprehension ability. This study is divided into two phases. The first phase is the instructional process development and the second phase is the main study. Both phases consist of three modules which start from the self-regulatory and listening strategy instruction, followed by the peer mediator training and the student's PM DA-SRS application respectively. The objectives of this study were 1) to develop the PM DA-SRS instructional process for its applicability in the listening instruction; 2) to investigate the effects of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability; 3) to examine how the PM DA-SRS instructional process can enhance the students' English listening comprehension ability; and 4) to explore the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability.

This study took the form of one group pretest-posttest experimental design where treatment was conducted between the pre-test and the post-test. Eight research instruments were utilized to collect quantitative and qualitative data with 29 students who were trained to be peer mediators in classroom setting. Most instruments were implemented during and after the invention period which lasted 15 weeks.

The findings revealed that 1) the four main research instruments could appropriately be used for the main study and the two emerged themes were problems related to the provision of mediating prompts and the insufficient time for peer mediator training; 2) there was a statistically significant difference on the students' English listening comprehension ability through the application of the PM DA-SRS instructional process; 3) the four emerged themes which could enhance the students' English listening ability were the development of self-regulation, the reduction of mediating prompts, the increased frequency of progressive moves, and the use of listening strategies; and 4) the students' attitudes towards the usefulness of the application of the PM DA-SRS instructional process was at high level, which benefited them academically, socially, and psychologically. However, two major problems were reported during the process application.

Apart from being served as a guideline for listening instruction in L2 classrooms, this study provided implications and recommendations which could pave the way for English teachers and researchers to conduct further investigations on related issues.