



<b>Thesis Title</b>	Implementation of Collaborative Strategic Reading to Promote Reading Comprehension and Social Skills of Mathayom Suksa 4 Students	
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### Abstract

The purposes of this study were to compare students' reading comprehension and students' social skills before and after being taught with Collaborative Strategic Reading. The target group was Mathayom Suksa 4/1 students who took reading-writing course (English 025) in the second semester of the academic year 2000 at Yuparaj Wittayalai School, Muang District, Chiang Mai. The experimental instrument consisted of six Collaborative Strategic Reading lesson plans, a reading comprehension test, and a social skills evaluation form. The subjects were taught for 10 weeks. The reading comprehension test and the social skills questionnaire were administered before and after the experiment. The data were analyzed by using mean and standard deviation.

The findings were as follows:

1. After the students were taught with Collaborative Strategic Reading, their reading comprehension scores were higher than prior to the experiment.
2. After the students were taught with Collaborative Strategic Reading, their social skills level were higher than prior to the experiment.