Title   : THE DEVELOPMENT OF LANGUAGE READINESS MATERIALS
                 FOR KINDERGARTEN II CHILDREN

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The main purpose of this research was to develop the language readiness materials for kindergarten II children. The minor purposes were 1) to survey language readiness for kindergarten II children, 2) to develop and study the effectiveness of language readiness material for kindergarten II children. 3) to experiment using the language readiness materials, 4) to evaluate the use of language readiness materials. The research was divided into four steps.

Step one. To survey the language development. The sample included 381 multi-stage randomly selected kindergarten II children who were learning in the experience plan of National Elementory Office under Phetchabun Primary Education Office. The instrument used was the summary of language development. Statistical method used was frequency.

Step two. To develop and study the effectiveness of the language readiness materials. The materials were examined by five experts in pre-school instrutional management and later used by 15 kindergarten II children of Wat Sriwisuttaram School. The instruments used were 7 sets of the language readiness materials, seven experience plans, and the achievement test. Statistical methods used were percentage and mean.

Step three. To experiment using the language readiness materials sets. The sample was 28 kindergarten II children in Banthungsamo School, Phetchabun Province. The instruments used were seven sets the language readiness materials, seven experience plans, and the achievement test. The t-test dependent methods were used to differentiate results of the test before and after the experiment.

Step four. To evaluate the use of the language readiness sets. The sample was 28 parents of kindergarten II children. The instruments used were questionnaires. Statistical methods to analyzed data were mean and standard deviation.

The results of this research were as follows:

1. The kindergarten II children possessed lower normal language development in the following were from most to least development : 1) sensible story telling 2) creative speaking 3) Information reporting (according to age) 4) comprehending mail ideas of information 5) perceiving and explaining information and word semantics 6) perceiving information and word 7) Speaking suitability.

2. The language readiness sets were suitable to use as instrutional media. The mean of suitability was 0.60-1.00, where as ' the efficiency ratio was 89.33/85.33.

3. The kindergarten II children gained more language readiness after the use of the readiness sets than before using them at statistical significance level of .01

4. Kindergarten II children 's parents considered input, process and output of the language readiness sets suitable at the higher and highest levels.