

Thesis title	A Development of Augmented Reality (AR) and Bi-lingual Fable Using Group Process to Enhance Listening and Speaking Ability of Kindergarten Students
Thesis Credits	12
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Abstract

This research were to 1) survey the need of learning activity of using augmented reality, 2) develop and evaluate the quality of learning using augmented reality and bi-lingual fable, 3) study the listening and speaking ability of kindergarten students before and after using augmented reality and bi-lingual fable, 4) authentic assess the learning activity, and 5) evaluate the satisfaction of the students. The population in this study was teachers and kindergarten students from 15 schools in Thungsong, Nakornsithammarat, academic year 2013. The 30 samples were kindergarten students simple random sampled from WatWangheep School, Thungsong, Nakornsithammarat, studying in 2nd semester of 2013 academic year. The data was statistically analyzed by percentage, mean, standard deviation (S.D.) and t-test Dependent. The findings were that the teachers needed to use augmented reality (AR) in learning activity at the level of “most” ($\bar{X}=4.52$, S.D. = 0.59). The quality evaluation of augmented reality and bi-lingual fable on content was at the level of “very good” ($\bar{X}=4.46$, S.D. = 0.46) the quality on media was at the level of “very good” ($\bar{X}=4.67$, S.D. = 0.36) and the quality on lesson plan was at the level of “good” ($\bar{X}=4.25$, S.D. = 0.59). The posttest score of listen and speaking ability was significantly higher than pretest score at the level of .05 ($t - test = 16.76^*$) The evaluation of lesson plan and authentic learning activity was at the level of “very good” ($\bar{X}=4.70$, S.D. = 0.45) and the satisfaction of the kindergarten students toward augmented reality and bi-lingual fable using group process was at the level of “most” ($\bar{X}=4.68$, S.D. = 0.51)

Keyword: group process / learning using augmented reality / listening and speaking ability / kindergarten students