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NUNTHAWADEE WONGSATHIAN : EFFECTS OF FORMATIVE ASSESSMENT ON MOTIVATION AND LEARNING OUTCOMES OF FIRST YEAR STUDENTS AT WANG KLAI KANGWON CAMPUS, RAJAMANGALA INSTITUTE OF TECHNOLOGY. THESIS ADVISORS : NIRAMOL PACHINBURAVAN, Ph.D., BOOSAKORN VIJCHULATA, Ph.D., MICHAEL TREPIAK, M.A. 180 p. ISBN 974-664-400-9

This experimental research carried out during the first semester in the 1998 academic year with 90 subjects of first-year diploma level students studying General English Course I. Two groups of 45 students each were randomly assigned as the experimental and the control groups. The instruments used in this study were the pretest-posttest, the formative tests, and the questionnaire. The students in the experimental group were given the formative tests. These tests were employed after the students learned 1-3 instructional objectives in each unit. They continued receiving feedback and corrections after taking these tests throughout the semester while the control group did not. The t-test was employed to compare the means of the two groups on the questionnaire as well as the pretest and the posttest.

The results of the questionnaire confirmed many beneficial aspects of formative assessment in relation to teaching and learning at RIT. Students with prior experiences in taking formative tests reported that the tests conducted in their previous schools placed heavy emphasis on vocabulary and grammar, reflecting the imbalance in the development of language skills. Students in both control and experimental groups recognized their low competency in every English skill with the exception of reading. They considered the teaching methodology (96%) and concentration in the classroom (87%) as important factors affecting their learning performance. Both groups expressed positive attitudes toward formative assessment. They believed taking formative tests would make it easier to prepare for the mid-term and final examinations. It helped them learn the lesson objectives and become more aware of their own strengths and weaknesses with regard to each lesson. Most students in the experimental group reported they could score better in multiple-choice type tests, although they agreed that essay tests are also important and should be included. Comparison of posttest mean scores showed that the students in the experimental group performed significantly better than those in the control group at p -value < 0.05 . The results strongly support the positive effects of formative assessment on the students' motivation and subsequently on the learning outcomes when they were administered in the instructional process of the experimental group.