



**EFFECTS OF FORMATIVE ASSESSMENT ON MOTIVATION  
AND LEARNING OUTCOMES OF FIRST YEAR STUDENTS  
AT WANG KLAI KANGWON CAMPUS, RAJAMANGALA  
INSTITUTE OF TECHNOLOGY**

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Nunthawadee Wongsathian

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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.

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นันทวี วงษ์เสถียร : ผลของการประเมินความก้าวหน้าระหว่างการเรียนการสอนที่มีต่อแรงจูงใจและการเรียนรู้วิชาภาษาอังกฤษพื้นฐานของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง ชั้นปีที่ 1 สถาบันเทคโนโลยีราชมงคล (EFFECTS OF FORMATIVE ASSESSMENT ON MOTIVATION AND LEARNING OUTCOMES OF FIRST YEAR STUDENTS AT WANG KLAJ KANGWON CAMPUS, RAJAMANGALA INSTITUTE OF TECHNOLOGY). คณะกรรมการควบคุมวิทยานิพนธ์ : นิรมล ปาจีนบูรวรรณ, Ph.D., บุษกร วิชชุดา, Ph.D., Michael Trepik, M.A. 180 หน้า. ISBN 974-664-400-9

งานวิจัยชิ้นนี้เป็นงานวิจัยเชิงทดลอง ตัวอย่างประชากรที่ใช้ในการวิจัยคือ นักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง ชั้นปีที่ 1 สถาบันเทคโนโลยีราชมงคล วิทยาเขตวังไกลกังวล ปีการศึกษา 2541 จำนวน 90 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบทดสอบก่อนและหลังการทดลอง ชนิดสี่ตัวเลือก แบบทดสอบความก้าวหน้าระหว่างการเรียนการสอน และแบบสอบถามเจตคติที่มีต่อแบบทดสอบและการประเมินความก้าวหน้าระหว่างการเรียนการสอน ระหว่างการทดลองนักศึกษากลุ่มทดลองได้รับการทดสอบหลังจากเรียนจบ 1-3 จุดประสงค์เชิงพฤติกรรมในแต่ละบทเรียน และมีการเฉลยคำตอบหลังการทดสอบทุกครั้ง ค่าเฉลี่ยจากแบบสอบถามรวมทั้งแบบทดสอบก่อนและหลังการทดลองของนักศึกษาทั้งสองกลุ่มนำมาเปรียบเทียบและทดสอบสมมติฐานโดยใช้ t-test ผลที่ได้จากแบบสอบถามทำให้ทราบความสัมพันธ์ระหว่างการประเมินความก้าวหน้าระหว่างการเรียนการสอนที่มีต่อการเรียนการสอนวิชาภาษาอังกฤษในสถาบันเทคโนโลยีราชมงคลโดยนักศึกษาระบุว่าแบบทดสอบย่อยจากประสบการณ์เดิมเน้นการทดสอบความรู้ในเรื่องคำศัพท์และไวยากรณ์ และคิดว่าตนเองมีความสามารถในการใช้ภาษาอังกฤษในเกณฑ์ที่ต่ำทุก ๆ ทักษะ ยกเว้นการอ่าน ปัจจัยที่มีส่วนช่วยส่งเสริมการเรียนวิชาภาษาอังกฤษมากที่สุดคือ วิธีการสอนของครูและความตั้งใจเรียน นักศึกษาทั้งสองกลุ่มมีเจตคติที่ดีต่อการประเมินความก้าวหน้าระหว่างการเรียนในการสอน โดยมีความเห็นว่าวิธีการนี้ทำให้เตรียมตัวสอบได้ง่ายขึ้น ช่วยให้รู้จุดประสงค์ในแต่ละบทเรียนและรู้ว่าตนเองมีจุดอ่อนใดบ้างที่ต้องแก้ไขปรับปรุง แม้นักศึกษากลุ่มทดลองจะมีความเห็นว่าแบบทดสอบชนิดเลือกตอบช่วยให้ทำคะแนนได้ดีกว่าแบบทดสอบชนิดเขียนตอบ แต่ต่างก็ลงความเห็นว่าแบบทดสอบย่อยควรมีทั้งชนิดเลือกตอบและชนิดเขียนตอบ นอกจากนี้การประเมินความก้าวหน้าระหว่างการเรียนการสอนยังมีผลต่อการเรียนรู้วิชาภาษาอังกฤษพื้นฐานของนักศึกษากลุ่มทดลอง โดยคะแนนเฉลี่ยของนักศึกษากลุ่มทดลองสูงกว่าคะแนนเฉลี่ยของนักศึกษากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่  $P\text{-value} < 0.05$

# CONTENTS

	Page
<b>ACKNOWLEDGEMENT</b>	iii
<b>ABSTRACT</b>	iv
<b>CONTENTS</b>	vi
<b>LIST OF TABLES</b>	ix
<b>LIST OF FIGURES</b>	x
<b>CHAPTER I INTRODUCTION</b>	1
1. Rationale of the study	2
2. Statement of the problems	7
3. Hypothesis	8
4. Significance of the study	8
5. Basic assumptions	9
6. Scope and limitations	9
7. Definition of terms	10
<b>CHAPTER II LITERATURE REVIEW</b>	
1. Educational assessment and evaluation	12
2. Formative assessment	15
2.1 Meaning and role of formative assessment	15
2.2 Formative tests	17
2.3 Types and characteristics of formative tests	18
2.4 Formative assessment process: a learning stimulation	20
3. Language assessment	23
3.1 The idea of existing language assessment	23
3.2 Language assessment approach	25
3.2.1 Quiz	25
3.2.2 Criterion-referenced tests	26

## CONTENTS (CONTS.)

	<b>Page</b>
3.3 Language test format	29
4. Motivation: Definition and its importance to language learning	31
4.1 How can students be motivated by formative test	34
<b>CHAPTER III RESEARCH METHODOLOGY</b>	<b>36</b>
1. Population and samples	37
2. Research method	38
2.1 The experimental design	38
2.2 Instructional material and lesson plan	41
3. Research instrument	42
3.1 The pretest-posttest	42
3.2 The formative tests	48
3.3 Questionnaire	59
4. Course materials	61
5. Research procedures	61
6. Statistical devices	64
<b>CHAPTER IV RESULTS</b>	<b>66</b>
1. The effects of formative assessment on motivation	67
2. The effects of formative assessment on learning outcomes	80
<b>CHAPTER V DISCUSSION</b>	<b>84</b>
1. Background information and implications obtained from the questionnaire and interview	85
2. The effects of formative assessment on learning outcomes	89
3. Implications for teaching and learning	90
<b>CHAPTER VI CONCLUSION</b>	<b>93</b>
<b>BIBLIOGRAPHY</b>	<b>97</b>

**CONTENTS (CONTS.)**

	<b>Page</b>
<b>APPENDICES</b>	
Appendix A: The RIT compulsory English course syllabus (1992)	<b>105</b>
Appendix B: Instructional objectives and Lesson plan	<b>107</b>
Appendix C: The RIT English proficiency test scores	<b>111</b>
Appendix D: The tests in the study	<b>112</b>
Appendix E: Answers key of the tests	<b>160</b>
Appendix F: Questionnaire	<b>165</b>
<b>BIOGRAPHY</b>	<b>180</b>

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
1. Evaluation of various item types	30
2. One-way analysis of variance of seven samples	38
3. One-way analysis of variance of four samples	38
4. Unit division of General English Course I	41
5. The pretest-posttest specifications	43
6. The formative tests specifications	49
7. Students' background information	68
8. Students' perception of themselves concerning their competency in English	69
9. Factors affecting students' learning of English	70
10. Students' previous experience and attitudes toward formative tests in their previous English courses	73
11. The experimental group students' attitudes toward formative tests and the formative assessment approach	78
12. A comparison of the pretest mean scores of the control and the experimental groups	81
13. A comparison of the posttest mean scores of the control and the experimental groups	81
14. Students' progressive development in General English Course I	83

## LISTT OF FIGURES

<b>Figure</b>	<b>Page</b>
1. Formative assessment process on a particular instructional program	22
2. The experimental design	40
3. The procedures	63



## **CHAPTER I**

### **INTRODUCTION**

This study investigates the effects of formative assessment on students' motivation and learning outcomes in English language course for first year students at Rajamagala Institute of Technology. During the semester with successive formative assessment given, the students are motivated and learning outcomes are directly affected by feedback on their performance given at the end of the semester. Furthermore, the students themselves also directly remedy individual specific problems identified by the test.

The study is presented in six chapters. Chapter one is concerned with the rationale of the study, statement of the problems, hypotheses, significance of the study, basic assumptions, scope and limitations, and definition of terms. Chapter two considers the related research and literature. In Chapter three, the design and procedure of the study is described. Chapter four gives the results of the study. In Chapter five, the results are discussed. Chapter six, the last chapter, deals with conclusions and recommendations for further studies.

## 1. RATIONALE OF THE STUDY

In the environment of information technology, English is used as an international language which has important implication for all countries around the world. It is an official language for education, government and business in many countries. It is also the common language of trade, travel, industry, and international conferences throughout the world.

In Thailand, the English language continually plays an important role in many fields as a tool to communicate with people in other countries. The Ministry of Education also realizes the importance of learning foreign languages as communicative tools and is most concerned with the needs of learners and the community (The Educational Committee's 8<sup>th</sup> Plan of Educational Development; 1996-2000: 8) so it has launched a policy to enhance the quality of teaching and learning foreign languages in most educational institutions including Rajamagala Institute of Technology.

Most Thai students learn English language as a foreign language and the students' proficiency in English is an essential feature which is seriously considered by many employers. As a result, it is important for English teachers to determine effective methods of teaching and learning English. Increasing motivation in learning English both inside and outside the classroom might be the right answer.

A previous study (Broughton, 1997: 1-10) into why Thai students fail in learning English has found that the major problem is the low motivation of students. The report of the Educational Research Workshop (Henry, 1989) claimed that lack of pupil and teacher motivation is a crucial problem. This problem is linked to its curricula, as well as to the growing heterogeneity of pupils. The report suggested that assessment procedures should be used to solve this problem.

It seems that testing and teaching are so closely interrelated that it is virtually impossible to work in either aspect of education without being constantly involved with the other. A test set up to measure a student's performance can be effectively used to motivate the student. Heaton (1975: 1) contended "Tests may be constructed as devices to reinforce learning and to motivate the students, as a means of assessing the student's performance in the language."

Testing is integral to the teaching-learning process. Tests have an important function as an aid to learning in a foreign language program. Students' learning can be improved by tests throughout the course. Placement tests before starting the course can be used to place new students into classes according to their proficiency levels. During a course, a teacher may use formative tests to assess students' progress toward the particular objectives of the course. And at the end of the course, a summative test can be used to certify learning outcomes and to assign grades. Test results are used as a tool to indicate the students' achievement, to determine learning progress, to diagnose specific items or areas in which individuals or groups appear to be having difficulty so that remedial instruction can be planned, and to determine whether teaching methods and techniques and also curriculum are working or are in need of revision.

In order to assess the students' learning progress or how much the students have learned in a foreign language course, or some part thereof, using only an achievement test at the end of the course is not enough. Gimenez (1996: 233) states "... end-product evaluation cannot measure students' achievement in English language learning accurately. It comes too late in the learning process for formative feedback to take place."

Perrenoud (1989: 80) suggested that:

*There are a thousand ways of helping a student to progress, for example, explaining something more simply; setting a different task, which is more motivating; reassuring him and giving him renewed confidence; suggesting other reasons for learning and so on. A simple concept to help a student to learn and develop is formative assessment.*

Students' progress in learning English can be stimulated if the teachers follow up on the students continually by using formative assessment throughout the course. Teachers can frequently (e.g. every week) use a short test (quiz), or a diagnostic test which is sometimes called a formative or progress test (Harrison, 1983) to measure or review students' previous knowledge before going on to the next lesson. In addition, this test could be used to identify specific weaknesses or to check on the students' progress during the teaching process. The teacher can use the results to track the students' progress in order to offer remedial help for those who do not advance in their learning. With this approach, the students can monitor themselves in order to find their specific problems which can be directly remedied in advance of the end-product evaluation. If the students' scores indicate that their learning is progressing, this would be effective reinforcement of the students' motivation in learning English.

Bloom, Hastings and Madaus (1971) mentioned that formative assessment should simply inform the student whether he has or has not mastered the unit, and if he has not, indicate that there are certain steps he should take before completing the unit. However, if students do the necessary learning or relearning over the first few units, the attainment of mastering later units becomes more probable. This progressive development of mastery as well as the repeated evidence of mastery serves as very powerful reinforcement, and the student comes to look forward to this reassurance and to the tests which provide it. Furthermore, the student is likely to anticipate the tests and make the necessary preparation for them in advance.

Even the student who hasn't achieved mastery on a particular formative test may be assured of what he has learned and what he still needs to work on. If the results can be put in positive terms, he can be reassured at what he has learned. If necessary, a parallel form of the formative test can be given to those who did not attain mastery on the first form of the test, but who did attempt to relearn those parts of the content they missed the first time. The repeated administration of the formative evaluation test can then further reinforce those who attained mastery on the second administration.

The purpose of this study has been to investigate whether the formative testing approach can increase the motivation and learning outcomes in English Language Courses for first year Rajamagala Institute of Technology students.

The educational administration of Rajamagala Institute of Technology (RIT) emphasizes the graduation of students who have the mastery both in their field of study and in the English language. One goal of English teaching at Rajamangala Institute of Technology is to develop students' ability to use language for actual

communication in their future professional lives. Although the Rajamangala Institute of Technology has continually improved its compulsory English courses, they are still inadequate in enabling all students to have well-founded English language proficiency.

With regard to the researcher's experience, one of the problems that RIT English teachers most often face is a lack of student motivation in learning English. Most students who come to study at RIT have different educational backgrounds: some finished secondary school while others came from vocational school, technical college, or non-formal education. This suggests that they have differing levels of proficiency in different subjects, especially in the English language. In fact, they are not very good at English. It is very difficult to motivate the students to learn English.

In addition, RIT English teachers believe that the objectives of the English courses are too general and that they are not clearly stated. Teaching methodology used in the classroom cannot motivate the students. It is not learner-centered. According to Boonchit, Sasidhorn (Boonchit, 1990), one of RIT English teachers, it is obvious that the RIT English teachers control the language and interaction in classroom. They are likely to view their work as presenting and practicing language patterns to help the students have accurate and automatic performance of the provided models within the time available.

The information from the researcher's personal interview with some RIT students and English teachers (December 1996) indicated that in the case of course content, RIT English teachers found that a lack of appropriate course books affects English instruction. Some of the existing materials were described as being unsuitable. Besides, some students thought that the interval between the classes is too long for the students to remember the previous lesson. (The students learnt English 3

periods/week.) There was no powerful reinforcement used to increase students' motivation in learning English. Some students felt English was not important or not relevant to their field of study.

Students' unsuccessful performance when communicating with other people in real life situations also makes them feel inadequate in learning English. In their learning situations, the students practice English by repetitive drilling, and memorizing language patterns. As a result, the students are able to demonstrate only what they can remember from the model provided but cannot use language for communication. In other words, they cannot relate what they have learned in class to the actual language used in the world outside. Therefore, students' motivation towards the English classes is low.

In considering the method of assessment, RIT English teachers only use achievement tests to assess students' knowledge at the end of the learning process. The formative assessment has been ignored by so many English teachers. However, RIT students indicated that they had had formative tests in the form of short quizzes focusing on word meaning and grammar usage before entering RIT. Therefore, this study aims to investigate the effects of formative tests, primarily through integrative skills tests, on motivation and learning outcomes for first year RIT students.

## **2. STATEMENT OF THE PROBLEMS**

This study attempts to answer the following research questions:

1. Can formative assessment affect motivation in learning the English language for first year RIT students?
2. Can formative assessment increase the students' learning outcomes?

### 3. HYPOTHESIS

#### **Specifying level of significance for a One-tailed Test at p-value < 0.05.**

**H<sub>0</sub>:** There is no significant difference in the students' learning outcome mean scores between the experimental and the control groups. ( $H_0: \mu_1 = \mu_2$ )

**H<sub>1</sub>:** The learning outcomes mean scores for the students in the experimental group is significantly higher than that for the control group. ( $H_1: \mu_1 > \mu_2$ )

### 4. SIGNIFICANCE OF THE STUDY

According to the students' motivation problems in learning English as mentioned, this study attempts to use the ongoing process of assessment to motivate the students during the English learning situations. The formative tests are an effective way of reducing failure and increasing motivation in learning. It is used to check on students' progress in learning particular objectives. The students can detect their specific problems themselves continually from the feedback given during their learning and these problems can be remedied before taking the formal examination. By doing this repeatedly, not only the students' motivation in learning English increases, but also their learning outcome improves. The results of this study are expected to benefit the Thai educational system. It may be applicable to similar groups of students; and it may be used as a research guide for others who are interested in formative tests procedure; finally, it will promote the development of foreign language educational programs and will enhance the quality of English teaching and learning.

## **5. BASIC ASSUMPTIONS**

1. It is assumed that the control and the experimental groups are equivalent in terms of their English language proficiency at the beginning of the experiment.
2. For this study, it is assumed that there are no extraneous factors that can motivate students in learning English such as the motivation from parents or the learning environment.
3. It is assumed that the subjects in this study honestly and seriously provide answers on the tests and the questionnaire.

## **6. SCOPE AND LIMITATIONS**

The study aims to investigate the effects of using formative tests on motivation and learning outcomes in a General English Course for first year RIT students. The scope and limitations of the study are as follows:

1. The subjects are two groups of first year diploma level students at RIT, Wang Klai Kangwon campus studying in General English Course I.
2. The lesson plan is adapted from the syllabus content of General English Course I and the specifications for each unit of learning from the coursebook which is used in that course.
3. The same pre-test and post-test will be used at the beginning and at the end of General English Course I.
4. The independent variable is a set of formative tests.
5. The dependent variables are the students' motivation and the students' learning outcomes.

## 7. DEFINITION OF TERMS

Terms used in this study are defined as follows:

<b>Students</b>	First year diploma level students of Rajamangala Institute of Technology at the Wang Klai Kangwon campus, Hua-Hin.
<b>Formative assessment</b>	The on-going process of measurement and evaluation of the students' English achievement during the period of teaching. In this study, a set of six formative tests which includes the specific purposes and the important features of tests such as progress tests, diagnostic tests, periodic tests, and quizzes is used to determine the students' progress.
<b>Formative test</b>	A set of six formative tests used to measure students' progress toward specific objectives, administering at various times during the teaching-learning process. The results of the test are used to check the students' progress and to identify students' strengths or weaknesses. It includes integrative skills tests, which hope to promote meaningful instruction.
<b>Quiz</b>	A component of a formative test. Each of the 6 formative tests is subdivided into 3-5 quizzes, lasting 5-10 minutes. Each quiz covers 1-3 teaching objectives of the unit and serves as a review of the students' previous knowledge. It is administered at the end of the class.
<b>Learning outcomes</b>	The students' ability in the vocabulary, structure, listening, knowledge of the English pronunciation system, and conversational expressions, writing, and reading as measured by the pre-test and post-test.

<b>Motivation</b>	The students' attitudes toward learning English based on the effects of formative tests.
<b>Backwash effect</b>	The positive or negative impact of tests on teaching and learning.

The following terms refer to the students' educational level before studying at RIT at the Diploma Level

<b>Secondary Education</b>	The students who graduate from Mathayom 6 in Thailand, which is equivalent to Grade 12 in the US educational system.
<b>Certificate Level</b>	The level of students who finish vocational school and technical college in Thailand. They have to take 2 years of study when they have finished Mathayom 3 in secondary school.
<b>Diploma Level</b>	The higher level continues from certificate level or Mathayom 6 for 2 years in vocational school and technical college in Thailand.
<b>Non-Formal Education</b>	The students who studied in long-distance learning and /or home study and have graduated at the same level as Mathayom 6 in Thailand.

## CHAPTER II

### LITERATURE REVIEW

This chapter attempts to review the relevant literature concerned with the following topics: Educational Assessment and Evaluation, Formative Assessment, Language Assessment, and Motivation.

#### 1. EDUCATIONAL ASSESSMENT AND EVALUATION

It is found that the terms *assessment*, *evaluation* or *measurement* are used in a number of different ways. Sometimes educators use these terms interchangeably as Popham (1975: 6) noted:

*Although for most educators the term assessment is used interchangeably with measurement, some people have begun to equate assessment and evaluation. One suspects that such people conceive of assessment as a euphemism for evaluation, believing it will be a less offensive term, at least to some people. They believe that teachers will be less terrified if informed they are to be assessed rather than evaluated.*

Within educational contexts, assessment and evaluation are both parts of an important strategy in the teaching and learning process. Teachers need to monitor and assess what students are learning in each unit. In other words, teachers have to use an appropriate process to check whether students can pass the criterion level of performance defined in the teaching objectives at various stages in the teaching process. That is the process of gathering information using appropriate testing, instruments and techniques. Then teachers interpret the results in order to identify

problems in students' learning and to make programmatic, curricular, and instructional decisions about students. This process is called assessment. Luftig (1989: 4) noted that assessment contains two components — measurement and evaluation. Measurement refers to the administration and scoring of tests; evaluation involves the subsequent interpretation of test results.

In this study, the terms evaluation and measurement are sometimes used interchangeably with the term assessment. However, many scholars attempt to distinguish these terms.

In addition to the use of assessment procedure to assess the learners' performance, assessment procedure can be used to determine whether the programs the institution has arranged for the learners are appropriate and relevant to the students' needs.

In 1973, Worthen and Sanders (1973: 19 cited in Brown, J. 1995: 218) offered that:

*Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or object, or the potential utility of alternative approaches designed to attain specified objectives.*

Later Popham (1975: 8) noted that “systematic educational evaluation consists of a formal assessment of the worth of educational phenomena.”

Other educators, Richards et al. (1985: 98 in Brown, J. 1995: 218) defined evaluation as “the systematic gathering of information for the purpose of making decisions.”

Finally, Brown, J. (1995) developed a new definition of evaluation as the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved.

This definition requires that information be gathered and analyzed in a systematic manner and that only relevant information should be included, that is, information must necessarily be filtered so that irrelevant information can be ignored. There are two purposes of the information: the promotion of improvement and the assessment of effectiveness.

Assessment, evaluation and measurement should be defined here as “the process of gathering information, using appropriate instruments and techniques, and analysis of all relevant information necessary to promote the improvement of student learning and behavior and to assess their effectiveness.”

In short, assessment procedures can be used continually at various times throughout the teaching and learning process or only used once at the end of the teaching and learning stage in any particular course. Many studies have shown that assessment procedures cannot only help the students with specific problems, but they can also reduce failure and increase motivation in the students' learning. The students can pass the level of performance and achieve their goals. Moreover, they can be used to promote the development of the educational program.

## 2. FORMATIVE ASSESSMENT

### *2.1 Meaning and role of formative assessment*

Educational assessment consists of summative and formative assessment. Summative assessment refers to the process of gathering and analyzing information in a systematic way. It takes place upon completion of an instructional program to make decisions about the overall program. Formative assessment also uses the same process as summative assessment but it is focused on instructional programs that are still capable of being modified.

Educators (Scriven, 1967; Bloom, Hastings and Madaus, 1971; Finocchiaro and Sako, 1983; and Brown, 1995) stated the aims of formative assessment and evaluation as the process of collecting and analyzing appropriate information which takes place *during* curriculum development and implementation. Formative assessment gives frequent indication of progress or lack of it toward mastery, and also helps to determine whether units or lessons being prepared for a curriculum or course of study are in need of revision.

Many studies indicated the benefits of formative assessment to students' learning achievement and their motivation.

In Thailand, there was a previous study conducted by Phaijit, Boonchoo (1978) to examine the effects of formative testing on students' achievement in first language learning. The study examined the effects of formative tests on the achievement of Secondary Level students (Grade 7) in the "Structure of the Thai language." Eighty-two students from Secondary Level of Rachasima Wittayalai were used as the sample. These students were separated into two groups, one was experimental; the other was the control group. Six formative tests were used as the experimental tools, and a

summative test used as the data collecting tool. The analyzed data showed that the experimental group attained significantly higher scores than the control group at .01 level. However, the research study concentrated on the study of structure of the mother tongue language only.

The positive impact of formative assessment on motivation and learning outcomes has been illustrated in many research studies in ESL and EFL.

According to Harrison (1983), formative assessment will give immediate feedback to the student. If his learning has been successful, the results will give a considerable lift to the student's morale and he is likely to approach the next learning task with fresh enthusiasm.

The report of the Educational Research Workshop (1989) reported that formative assessment procedures can reduce failure and increase motivation, but these procedures should avoid focusing on too narrowly defined objectives, to be attained within too short a time span.

Later, the outcomes of project that was set up at Instituto de Estudios Superiores (IES) (Gimenez 1996), process assessment in ESP, which has a similar characteristic of formative assessment, proved beneficial for teachers and students. The teachers were able to decide the appropriate topic in their classes, choose the class materials and talk about new ways of assessing the course content. Students were asked to participate in the learning process by suggesting activities and topics to be discussed. They usually favored those topics they also discussed in subject-matter classes and activities they believed were representative of their future professional life. Students also discussed ways of assessing their performance. Students felt deeply motivated and became active participants as they understood they played an important part in the

process. They grew more responsible for their learning and teachers felt highly rewarded.

It might be concluded that during class sessions, when formative tests and immediate feedback are frequently administered and given, this assessment process can monitor the students' performance and progress both in their learning and motivation.

## **2.2 Formative tests**

In order to collect the appropriate information and to check the student learning outcomes continually, the appropriate instrument — *formative tests* should be constructed to be administered during the period of instruction.

According to the definition of a formative test provided in the Longman Dictionary of Applied Linguistics (1985), a formative test is a test which is given during a course of instruction and which informs both the student and the teacher how well the student is doing. A formative test includes only topics which have been taught, and shows whether the student needs extra work or attention. It is usually a pass or fail test. If a student fails he or she should be able to do more study and take the test again.

Finocchiaro and Sako (1983: 6) stated that:

*Formative testing takes place at various times during the developmental or intermediate stages of learning. Formative tests may be administered before introducing a new curriculum. The students are tested again after instruction which includes the new curriculum. If a test indicates no significant changes in pretest and posttest results on a particular unit of instruction, that unit of the curriculum material may need revision or enrichment. Test results will also indicate whether certain items were omitted altogether, or poorly sequenced, or too difficult for that particular learning level.*

It may be concluded that formative tests used in this study are the appropriate teaching device that takes place at various times during the assessment procedures in order to check the students' performance and progress of learning.

### ***2.3 Types and characteristics of formative tests***

The formative assessment procedure may incorporate a series of formative testing instruments, which are given many times during the instruction to monitor and/or assess the students' learning outcomes. The formative assessment instruments are carried out according to their characteristics and use, for example, a progress test, diagnostic test, periodic test, and quiz which will be discussed as follows.

Progress tests are usually prepared by teachers and given at the end of a chapter, course, or term. They may be regarded as similar to achievement tests but narrower and much more specific in scope. They help the teachers to judge the degree of success of their teaching and to identify the strengths and weaknesses of the learners.

Heaton (1996: 163) claims that:

*Most classroom tests take the form of progress tests, since they assess the progress which students have made in mastering the material taught in the classroom. Progress tests are often given to motivate the student. They also enable the teacher to assess the degree of success of his teaching, helping him to identify areas of weakness or difficulty.*

*The class progress test is a teaching device, its backwash effect on teaching and motivation being important features. A good progress test should encourage the student to perform well in the target language in a positive manner and to gain additional confidence. Its aim is to stimulate learning and to reinforce what has been taught.*

According to Wongsothorn, Achara (1996), progress tests are created to measure students' progress toward specific objectives continually during the learning process. The teacher will use the result to score their progress repeatedly in order to offer remedial help for the students who do not progress in their learning and also for developing the quality in teaching process.

Diagnostic tests are also related to the formative tests' purpose, but here the concern is with obtaining detailed information about individual students' areas of strength and weakness. The purpose is to help students and their teachers to focus their efforts where they are most needed and where they will be most effective.

Wongsothorn, Achara (1996) mentioned that a diagnostic test is a discrete-point test in nature and the information obtained can be used to revise a curriculum effectively and to motivate the students' learning process in the study of language.

Furthermore, information acquired from a diagnostic test may be used to construct the language curriculum for specific skills at specific levels and to plan a remedial instructional program.

A periodic test is a test constructed to stimulate interest and motivate the student to greater effort and accomplishment (Noll 1965: 447). The teacher can use a periodic test to check the students' previous knowledge before going on to the next topic in any particular courses in order to avoid misleading measurement of the students' ability.

A quiz is also administered frequently with the same test purposes as mentioned above. Cohen (1994: 35) mentioned that :

*Frequency may mean the first or last five to ten minutes of almost every lesson. The advantage of having the quiz at the beginning of class is that it can serve as a review of what was covered in the last class. It also helps students settle into the class session. An advantage of having the quiz at the end of class is that it helps to keep students' attention level high. The*

*particular moment for the quiz will depend on the given lesson. There are teachers who find that a short quiz during every class session (particular at the beginning of instruction) or at least once every week or two is useful.*

He also stated the definition and the advantages of quiz as follows :

*A quiz is only a short test that tends to be more informal than a test. A quiz relates to the highlights of the day's assessment and class activities. The focus of a quiz may be quite narrow, in terms of both the extent of coverage of what was taught/learned and the degree of variety of items and procedures. Quizzes can provide both teachers and learners with some useful feedback. Teachers can get feedback on the type of items or tasks that successfully meet the assessment needs of a given class. For students, the quiz can be a check on just how well they learned the latest material (Cohen, 1994: 31).*

In conclusion, the concept of formative assessment here is the process of measurement and evaluation of students' learning behavior *during* the teaching and learning process to determine their progress by using an appropriate teaching device which included the specific purposes and the important features of progress tests, diagnostic tests, periodic tests, and quizzes.

#### ***2.4 Formative Assessment Process : a learning stimulation***

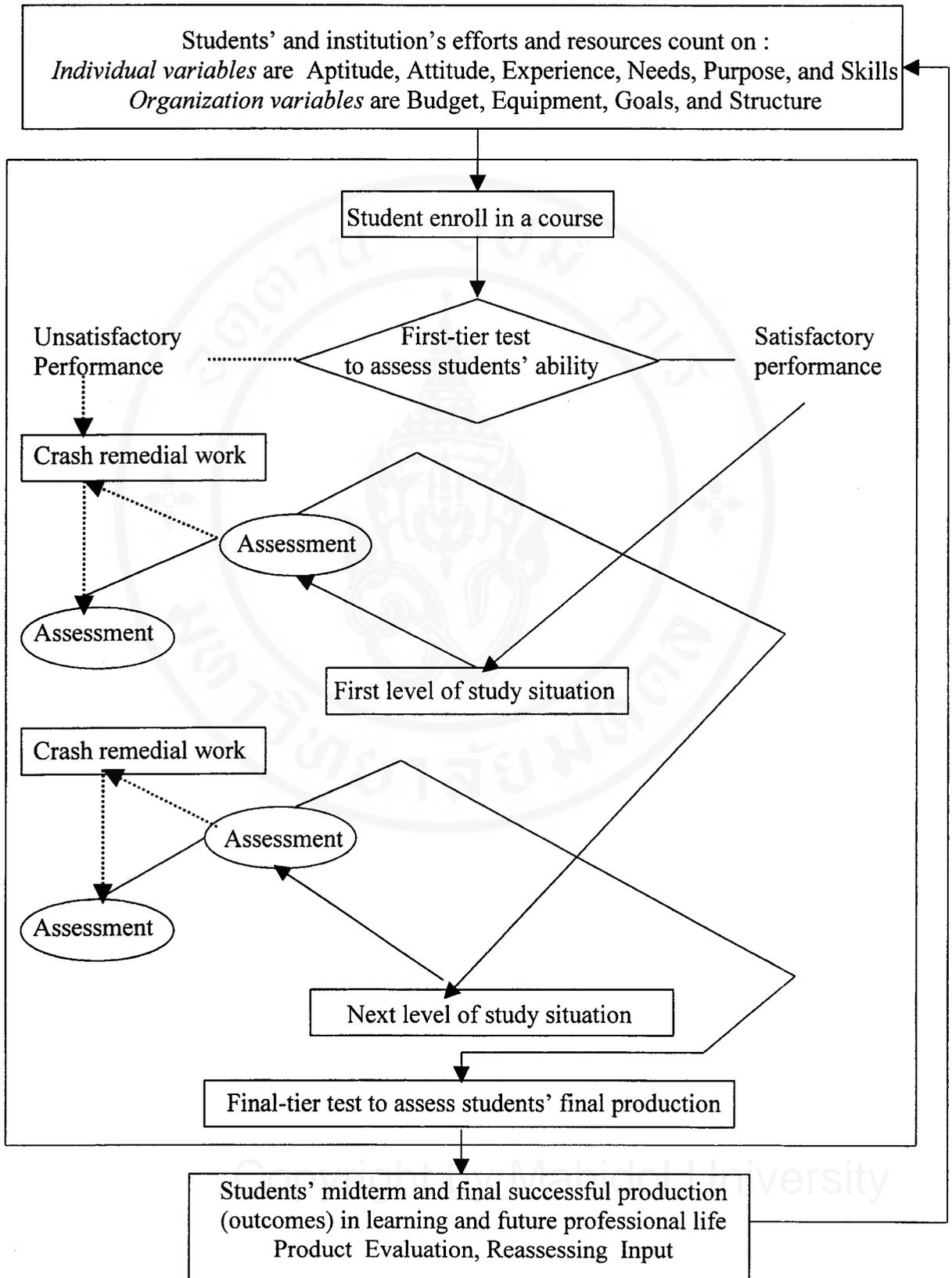
The formative assessment process described in this study is a process that is part of the educational process. It is grounded in the field of measurement and evaluation to determine how to incorporate formative testing information for monitoring and producing the students' learning outcomes and motivation at various stages in the improvement of teaching and the learning process. While formative assessment is taking place, students are not only getting feedback on how well they perform on those tests, but also the students' final production and their motivation during that situation will be improved. Concerning formative assessment in terms of process assessment in

ESP (English for Specific Purpose) proposed by Gimenez (1996: 233-241), it seems to be that the process assessment applied to ESP courses and formative assessment are similar. If the instructors apply this process along with an appropriate way of formative assessment, it is a good way to stimulate and promote beneficial washback of students' learning behavior.

Gimenez (1996: 233-241) suggested that assessing students' performance in an ESP course should consist of a thorough analysis of *the input*, a continuous assessment of *the throughput variables* and finally, an evaluation of *the output*. The term *input* refers to the students' and the institution's efforts and resources before starting the course. *Throughput variables* involve the internal state and behavior of both the students and the institution; assessment of *the throughput individual variables* is an ongoing process that reveals how the learning process is developing. *Output* refers to the students' mid-term and final production or outcomes. This process can motivate students to pay attention to what they have been taught and encourage them to become involved in the learning process, making them more participative and responsible at the same time.

As a result, this study attempts to incorporate the important characteristic of process assessment in ESP to the formative assessment process as in the following model :

**FIGURE 1 : FORMATIVE ASSESSMENT PROCESS ON A PARTICULAR INSTRUCTIONAL PROGRAM**



The model illustrated above is the process assessment that gives an opportunity to teachers and students to improve the production or outcomes and motivation at various times throughout the teaching and learning stage in order that the students will finally achieve their particular learning objectives in any topics. Gimenez (1996: 233-241) claims:

*This process is an alternative assessment procedure which evaluates not only students "products" but also how they have come to acquire the proficiency needed to produce them. It gives the instructor as well as students an opportunity to improve their outcomes when there is still time for so doing.*

The assessment here concerns the students evaluation and continuous assessment; using formative tests assessing what the students are learning and how well they perform on those tests continually.

### **3. LANGUAGE ASSESSMENT**

#### ***3.1 The Idea of Existing Language Assessment***

In the environment in which language is often learned as a foreign language as in Thailand, it is the necessary responsibility of a language teacher to assess the students' ability in language learning before they become involved in the workforce interaction.

Ideally, teachers should at all times be aware of how much learning is going on and the effects of what is taught on what is learned. Thus, teachers test whenever they want to know what is being learned. For this reason, formative tests might be the key answer to assessing language ability.

However, it is very important to be concerned with the primary reasons for conducting language assessment in the classroom. As Cohen (1994: 13-15) mentioned:

One of the primary reasons for conducting language assessment in the classroom is to promote meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students. If students perceive a quiz or test as relevant to their needs in the course, they are probably going to be more motivated to deal with it.

Assessing language ability in the classroom is valuable for both teachers and learners. It is advantageous to learners in that it can provide learners with feedback about their language performance at various stages in the developmental process. While assessment is taking place, students are getting feedback on how well they perform on those tasks. Once the task has been scored and evaluated, students learn how well they did on what was assessed.

Teachers find language tests beneficial because the teachers may be able to see how well the students do on the material being assessed and check for any discrepancies between expectations and actual performance. This information may indicate how well the students are learning or if they have mastered the material, how well the teacher has put across the material, and also how well the item was written. Such feedback to the teacher can suggest areas for instruction, for review, or for improving future assessment.

Regarding the material mentioned in Cohen (1994: 13), types of assessment instruments include the assessment tasks, tests and quizzes. It is relevant to the formative assessment instrument used in formative assessment process previously mentioned. Gimenez (1996: 233-241) proved that the most useful instruments which can promote students' motivation and perception are progress tests and diagnostic tests. Therefore, formative tests, which includes the specific purposes and the characteristics of progress tests, diagnostic tests, periodic tests, and quizzes, should be effective language assessment instruments used to promote meaningful involvement of students and their progress in integrative skills in a given course.

When constructing the language assessment instruments, the focus, however, should be on the instructional objectives of a given course in order that the information analyzed by those instruments will indicate what students really know. Besides, the assessment of students' performance should be employed frequently to produce successful outcomes and also increase motivation in language learning.

### ***3.2 Language Assessment Approach***

There are various useful approaches to assess students' ability in language learning such as quizzes and criterion-referenced tests. It is a new way of testing.

#### ***3.2.1 Quiz***

As mentioned before, language assessment includes many characteristics of tests such as progress tests, diagnostic tests, periodic tests, and quizzes. However, this study is concerned with the use and the advantage of quizzes which are used as supporting material in given classroom activities to encourage students' enthusiasm in language learning. As Krypsin & Feldhusen (1974) cited by Cohen (1994: 13) noted "Quizzes may motivate students to pay closer attention to the material on a particular

day, if the teacher announces at the outset of class session that there will be a quiz on that material.”

Moreover, Juric (1993) suggested that an excellent way to stimulate students' interest in English and to make school life more interesting and lively is to organize an English quiz. During the atmosphere of an English quiz, students talk about it and discuss who is better at English and who has the best chance to succeed. During that time, the importance of English increases. This is not only useful for poor students, but also it is useful for excellent students who do not have much competition in their class, so they tend to think that they know it all and become lazy. An English quiz provides them with competition.

In short, a quiz is a short test used during various stages of learning to measure students' progress toward specific objectives and stimulate the students to review their lessons. It can be completed in 2-3 minutes or 5-10 minutes during every class session or at least once every week or two at the beginning or at the end of class. The items may be the questions asked during teaching situation (Wongsothorn, 1996). Besides, a quiz is easier to score, and to evaluate than an exam, and it gives immediate feedback to learners and teachers.

### ***3.2.2 Criterion-referenced tests***

Why is the criterion-referenced approach considered to be a language assessment instrument? As Cohen (1994) suggested it is a new approach to assess students' ability and it has become more popular. He divided the criterion-referenced approach into two groups: the class minimal level performance and the individual students minimal level. The former is concerned with how well individuals have mastered the instructional content. On the other hand, the latter is used to set minimal

performance standards for the individual students rather than to set performance standards for the entire class. Furthermore, these standards could vary according to the students' strengths and weaknesses.

Besides the criterion-referenced approach, there is a norm-referenced approach, which differs from the former one. Before discussing further the criterion-referenced approach, the definitions of the norm-referenced test (NRT) and criterion-referenced test (CRT) should briefly be looked at. In the criterion-referenced test, the students' score is compared against a given benchmark or criterion rather than against the results of other students as in a norm-referenced test.

Richards, Platt, and Weber (1985) provide one definition of a CRT: a test that measures a student's performance according to a particular standard or criterion that has been agreed upon. The student must reach that level of performance to pass the test, and a student's score is therefore interpreted with reference to the criterion score, rather than with the scores of other students.

Furthermore, it is found that the criterion-referenced tests and mastery tests have the same characteristics. According to Cleary (1971: 7 cited in Millman 1974), mastery tests have been defined as "criterion-referenced tests that are administered at the end of educational process to determine whether the persons can perform all of the tasks specified in the objectives of the program". Mayo (1970) used the term in the same way.

In the criterion-referenced approach, criterion skills or behaviors are determined, and then test specifications are written. These test specifications delineate the operations called in order to measure the skill or trait (Cohen 1994: 26). Before writing test items, Kitpredaborisut (1994: 97-98) suggests that the teachers should be

aware of the concept of using the two types of tests (NRT and CRT). It is necessary for the test questions in the concept of criterion-referenced tests to cover the content and behavior that the teachers need to measure. Thus, this approach produces information that is more descriptive and that addresses absolute decisions with respect to the instructional goal (Davidson, Hudson, and Lynch, 1985 in Cohen, 1994: 26). The criterion-referenced approach is used to see whether a respondent has met certain instructional objectives or criteria. In such a system of assessment, students presumably know exactly what knowledge has to be demonstrated and either demonstrate it and move on, if it cannot be demonstrated, check to see how their performance can be improved. Rivers (1983: 143 in Cohen, 1994: 26) has referred to this form of testing as “a revolution in the concept of testing” in that students become responsible for their own learning in a system where assessment becomes more closely linked to learning itself: “it may well lose the appearance of what we conceive of as a conventional test.”

The challenge in constructing such criterion-based assessment instruments is not only in determining which objectives to assess, how to construct items for these objectives, and how to administer the items, but also in determining what constitutes attainment of an objective — that is, the percentage of students who must answer a certain number of items of a given type correctly in order to say that this objectives have been attained (Hambleton & Eignor, 1978 in Cohen 1994: 26).

According to the research notes collected by Cohen (1994: 28), a study by Hudson and Lynch (1984) demonstrated the use of the criterion-referenced approach to assessment during the final examinations in the UCLA ESL service courses. While the typical norm-referenced instrument used in that situation would have given

indications about a respondent's relative standing, the testers were interested in using criterion-referenced assessment in order to provide a measure of absolute standing with respect to the instructional goal. They wanted to answer the question "Who is qualified?"

In order to conduct statistical analysis of the test, they needed to compare a group receiving ESL instruction ( $N = 57$ ) with an uninstructed group ( $N = 42$ ). Item analysis was then based on the difference between the proportion of uninstructed getting the item right and the proportion of instructed doing so (Hudson and Lynch 1984: 178 in Cohen 1994). The results of item analysis demonstrated that the criterion-referenced approach discriminated well between those who had mastery of the language objectives and those who did not, rather than dealing with items whose main purpose was to rank individuals without reference to mastery/non-mastery. With regard to reliability, the criterion-referenced approach provide information on the consistency of decisions about student mastery or non-mastery rather than focusing on psychometric properties of the test itself. Finally, the issues of content and construct validity, as opposed to criterion-related validity, were found to be better addressed through the criterion-referenced approach than through the norm-referenced approach. The conclusion was that the criterion-referenced approach helped clarify what was being measured.

### ***3.3 Language Test Format***

The format of the language assessment instruments are also important features. When evaluating the various types of tests, it is found that the different types of tests can assess the students' ability and other factors differently. This is claimed by the

table of evaluation of various item types adapted with permission from Thorndike and Hagen (1969: 71) as follows :

**TABLE 1 : EVALUATION OF VARIOUS ITEM TYPES**

<b>FACTOR</b>	<b>ESSAY OR ORAL</b>	<b>SHORT- ANSWER</b>	<b>TRUE- FALSE, MATCHING, MULTIPLE- CHOICE</b>
Measures pupil's ability to select, organize, and synthesize his ideas and express himself coherently.	++	+	-
Discourage bluffing.	--	-	++
Potential diagnostic value.	--	-	++
Answer cannot be deduced by process of elimination.	++	++	-
Can be rapidly scored.	--	+	++
Can be scored by machine or untrained person.	--	-	++
Scoring is reliable.	--	-	++
Independent of verbal articulation (fluency).	--	+	++
Provides for good item pool.	--	+	++
Takes relatively little time to prepare.	--	+	++
Measures higher mental processes.	+	+	-
Provides for broad content sampling.	++	-	++
Measures application in novel situations.	--	+	++
Provides for adequate sampling of objectives.	++	+	++
Measures originality.	--	+	++
	+	+	--

There were two previous studies which established the effects of formative tests from other different types of tests to assess the students' ability in language learning in Thailand. Those studies were conducted by Chariya Chongnanurug (1984) and Damkoeng Wongsawang (1985).

The purpose of the study which was investigated by Chongnanurug (1984) was to determine the effects of formative tests and the feedback from different answering types of multiple-choice : the conventional and confidence weighting procedures on ability in English learning of Thai students (Grade 11).

A study by Wongsawang (1985) demonstrated the effects of formative testing using essays, completion and multiple-choice tests on the writing ability of Thai students.

In order to check students' preference and which test types can assess their real ability or enable them to get high scores, formative tests constructed in this study attempt to collect all the important features of all types of test together. This is one appropriate way to encourage students' motivation.

#### **4. MOTIVATION : *Definition and its importance to language learning***

There are a number of factors to promote the successful achievement in language learning. Language teachers suggest that the motivation of students is the most important thing that they bring to language classroom. Ebel (1972: 519) mentioned that :

*One of the personality traits that teachers most often wish to measure is motivation. They see some of their students studying hard, and others avoiding study as much as possible. They explain the difference by saying that some students are well and others poorly motivated.*

There are various definitions of motivation noted by educational psychologists.

Motivation is an inner state of human being or an animal which drive their behavior to attain a particular goal. Morgan et al. (1981: 210 in Itthipanya 1994) expressed “motivation refers to states within a person or animal that drive behavior toward some goals.”

Motivation is a process of controlling behavior to attain a definable goal. Yong (1961) and Kleinginna & Kleinginna (1981 a, b in Itthipanya 1994) stated that “motivation is the control of behavior or the process by which behavior is activated and directed toward some definable goals.”

Motivation can increase students' interest. Allen (1975: 2 in Itthipanya 1994) claims that it is extremely difficulty to teach students who do not want to learn even when their teachers are good. Conversely, if the students are motivated, they can learn even though their teacher are not good.

Generally, educational psychologists separate motivation into two main types: intrinsic motivation, which can be defined as motivation guided by an interest in the task itself in which someone is engaged, and which is affected by variables such as anxiety, need to achieve, self concept and aspirations (Raymond, 1982: 47 in Boonchit 1990); and extrinsic motivation, which can be defined as motivation guided by external stimuli of sociocultural influences and social reinforcement such as parental approval, offer of reward, threat of punishment, or a good grade (Theo Van Els et al, 1984: 117 in Boonchit 1990).

Motivation seems to have a strong effect on success or failure concerning students success in language learning. According to H. Douglas Brown, interview

(December 1993), Brown identified the role of motivation to the learners' success in language learning as:

*The teacher can motivate the learner all the time by giving praise or grades or gold stars or privileges, but those are extrinsic because they come from outside the learner. The key to motivation in language learning is intrinsic motivation so that the learner rewards himself rather than being dependent on teachers or somebody on the outside rewarding. In that way, learners will keep on learning.*



Harmer (1983: 3) stated that "Motivation is an internal drive that encourages someone to pursue a course of action." He expressed the importance of perceiving a goal in a language classroom, for example, if students wish to achieve their learning, they will be strongly motivated to do what is necessary to reach that goal. For this reason, students who are motivated can perceive goals of various types, i.e. short-term goals and long-term goals.

Long-term goals might have something to do with a student's wish to get a better job or become a member of the target language community. Short-term goals might include such things as the urge to pass an end-of-term or end-of-semester exam or complete a unit successfully (Harmer 1983). He also suggested that a teacher would find a strongly motivated student with a long-term goal easier to teach than a student who has to study the language, because it is on the curriculum, and who does not have such a goal.

The foreign language learner who is either intrinsically or extrinsically meeting needs in learning the language will be positively motivated to learn. Since motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action (H. Douglas Brown, interview, December 1993). He also contended that:

*Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is "motivated." It is easy in second language learning to claim that a learner will be successful with the proper motivation.*

Moreover, the teacher should be interested in individual differences in order to enhance motivation. Chastain (1976) states that it is not the same factor for all students to increase motivation, the most effective way depends on the teachers' justification. In other words, it is indispensable for the teacher to keep in mind the individual differences as the priority in motivational influence.

#### ***4.1 How can students be motivated by formative test***

To motivate students to express themselves, it is necessary that teachers find strong external stimuli to reinforce their learning. As previously mentioned, the formative assessment process can promote motivation in the students' language learning. In other words, while formative testing is taking place, it can promote individuals' beneficial washback since the students know their learning progress from the test results and from a given feedback continually.

In order to consider the role of testing in relation to key motivation in language learning, Murphey (1995) recognized that tests are motivating and that many students study because of them. Though most students do not like tests, they have been conditioned to think they must prepare for them. He has also been reminded that in many contexts, tests have a very high profile while interactive learning does not. This test may be used as motivation for kick-starting students into interactive learning. As one of his students recorded in her dairy, "We took a test today. The test is very important because we learned words and idioms by it. Of course we can learn them

without tests but tests make us study harder.” The main purpose of these tests is not evaluation but rather stimulation of effective language learning processes that can later be used by learners to help them learn what they want.

In short, motivation in this study is not only concerned as a strong stimulation to reinforce language learning, but it also concerned as a beneficial classroom activity that takes place at various time in learning situations. It can be both extrinsic motivation and intrinsic motivation depending on the learners’ perceived goals. At first, it might be derived outside the learners, then it might become their behavior in exploring knowledge of language learning by themselves in order to achieve their goals after the students gain the beneficial washback of those formative assessment process.

In conclusion, all the literature reviewed investigated the effects and ways of using formative assessment in various topics. Most findings showed that the students achieve their language learning by the effectiveness of formative testing. However, there is no recent study concerned with using formative assessment process in order to increase motivation in language learning and to monitoring students’ learning outcomes. Therefore, this study was designed similarly to the studies reviewed and attempts to include all important features of the formative assessment process in order to achieve those goals. For example, the test items were constructed to establish the students’ progress at various skills from any types of tests. The formative tests are used as one of the instruments in this study including the specific purposes and the important features of progress tests, diagnostic tests, periodic tests, quizzes, and criterion-referenced tests.

## CHAPTER III

### RESEARCH METHODOLOGY

This study provides experimental evidence on the effects of formative assessment on motivation and learning outcomes in General English Course I for first year students at Rajamangala Institute of Technology. The control and the experimental groups were equivalent in terms of their English language proficiency. The researcher used the same materials and methods of teaching to teach both groups. Both took the same pretest and posttest. The only difference was that the students in the experimental group were given the formative tests after they learned 1-3 instructional objectives in each unit throughout the semester while the control group was not. To obtain information on the students' backgrounds and the perception on their English proficiency as well as factors affecting the English learning, a questionnaire was developed and administered to the students with and without prior experiences in taking formative tests. The experimental group was also required to answer questions about formative tests given to them through the semester.

## 1. POPULATION AND SAMPLES

The subjects were first-year diploma level students at the Rajamangala Institute of Technology (RIT). RIT has 40 campuses and it is responsible for the provision of technological education at four levels: Certificate, Diploma, Bachelor's Degree, and Graduate Studies. This study considers the effects of formative assessment on motivation and learning outcomes for first-year students at *Diploma Level*. In the academic year of 1998, the total number of the students enrolled in Diploma Level of RIT is 21,000.

The pilot study of the pretest-posttest was administered to 90 first-year RIT students at Nonthaburi Campus and the pilot study of the formative tests and the questionnaire was carried out with another group of 90 RIT students at Wang Klai Kangwon Campus.

Four classes comprised of 90 students were used as the subjects in this study. These students were selected from the first-year diploma level students studying General English Course I of Rajamangala Institute of Technology at the *Wang Klai Kangwon Campus* during the first semester of the academic year of 1998. The scores obtained from the RIT English proficiency entrance examination in the academic year of 1998 were those of 180 students majoring in seven areas: Electricity, Computer Numerical Control (CNC), Business Computer, Business Language, Accounting, Tourism, and Hotel Hospitality. Those scores were calculated and analyzed using one-way ANOVA to find groups of subjects that were not significantly different in terms of their English language proficiency. Then two groups of 45 students each were randomly selected and assigned to groups then designated as the experimental and the control groups (See also Table 2 and 3).

Table 2 shows the means on the English proficiency test scores of groups of the students in seven majors.

**TABLE 2: ONE-WAY ANALYSIS OF VARIANCE OF SEVEN SAMPLES**

Group	1 (N=35)	2 (N=22)	3 (N=34)	4 (N=24)	5 (N=21)	6 (N=26)	7 (N=19)
Mean	31.60	33.36	31.23	31.08	31.42	33.15	35.47
Var.	159.71	24.90	49.70	39.64	22.05	67.89	47.48
F	df N		df D	TOTAL SS	TRTMT SS	ERROR SS	
.8633978	6		174	11841.60	342.3438	11498.72	
	Mean Variance			Variance of Means			
	58.77286			2.596192			
	p = .5230748						
	The MEANS of these samples are NOT significantly different.						

Table 3 shows the means on the English proficiency test scores of groups of the students in four majors.

**TABLE 3: ONE-WAY ANALYSIS OF VARIANCE OF FOUR SAMPLES**

Group	4 (N=24)	5 (N=21)	6 (N=26)	7 (N=19)	
Mean	31.08	31.42	33.15	35.47	
Var.	39.64	22.05	67.89	47.48	
F	df N	df D	TOTAL SS	TRTMT SS	ERROR SS
1.821962	3	86	4153.289	248.1953	3905.094
	Mean Variance		Variance of Means		
	44.27071		4.033529		
	p = .1491857				
	The MEANS of these samples are NOT significantly different.				

The data from Table 2 and 3 showed that the means of these subjects are not significantly different in terms of English language proficiency before taking part in the experiment.

## 2. RESEARCH METHOD

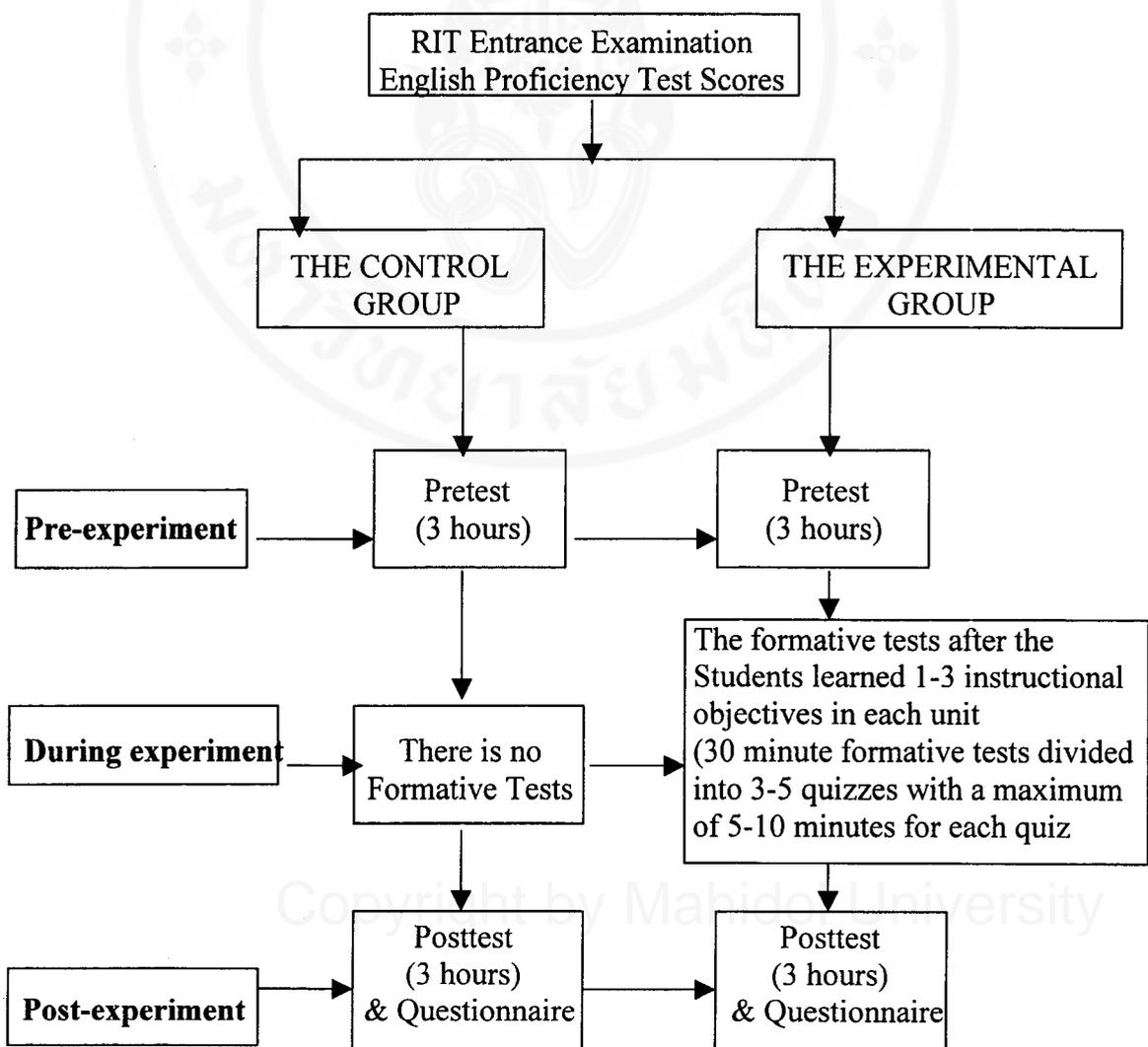
### *2.1 The experimental design:*

This study provides experimental evidence on the effects of formative tests on motivation and learning outcomes in General English Course I for first year students at Rajamangala Institute of Technology during the first semester of the academic year of 1998. The control and the experimental groups were equivalent in terms of their English language proficiency. Prior to the experiment, the control and the experimental groups took the same pretest. Following the results of the pretest analysis, the formative tests were designed to remedy students' weakness areas and to cover the objectives they were going to study in the course. Then, they were taught by the researcher using the same course book, entitled "New Headway *Intermediate*", selected by the Department of Business Language, Faculty of Business Administration, Rajamangala Institute of Technology, Wang Klai Kangwon Campus and the students were taught using the same methods. The experiment took 54 periods / 18 weeks to complete. During the experimental stage, all possible conditions were kept the same for both groups — the same kind of instruction, same midterm and final examinations. The only difference was that the experimental group was given the formative tests after the students learned 1-3 instructional objectives in each unit. The formative tests were in the form of quizzes. Each 30-minute formative test was subdivided into 3-5 quizzes. There were six formative tests with a maximum of 5-10 minutes allowed for each quiz. Each quiz was used to check on individuals' progress in specific objectives and to identify their weaknesses in specific areas. Then, providing feedback such as, the scores, giving answers, corrections and suggestions were given to the students after taking each quiz to promote their motivation. This

also enabled the students to do the remedial work on their own. Thus, they may be assured of what they have learned and what they still need to work on. The control group was not given the formative tests. At the end of the experiment, the same pretest was administered again as the post-test for both groups. It was used to find the group means of the learning outcomes scores. Furthermore, the questionnaire was also administered to find the attitudes toward formative assessment approach in both the control and the experimental groups.

The experimental design can be shown by the following illustration.

**FIGURE 2: THE EXPERIMENTAL DESIGN**



### 2.2 Instructional material and lesson plan:

The instructional objectives and the lesson plan of General English Course I were designed and defined from the content areas for each unit of the course book (**New Headway English Course *Intermediate***: unit 1-6). (See Appendix B)

Table 4 shows the division of units in the course book which is used in General English Course I.

**TABLE 4: UNIT DIVISION OF GENERAL ENGLISH COURSE I**

Unit	Topic	Period	Test
1	<b><u>What a wonderful world!</u></b> Auxiliary verbs – Social expressions	10	30 mins.
2	<b><u>Happiness!</u></b> Present states and action – Active and passive – Numbers	8	30 mins.
3	<b><u>Telling tales</u></b> Past tenses – Active and passive – Giving opinions	9	30 mins.
4	<b><u>Doing the right thing</u></b> Modal verbs – Requests and offers	9	30 mins.
5	<b><u>On the move</u></b> Future forms – Traveling around	6	30 mins.
6	<b><u>Likes and dislikes</u></b> <i>Like</i> – Verb + -ing or infinitive? – Signs and soundbites	6	30 mins.
Total		48	180 mins

### **3. RESEARCH INSTRUMENTS**

There were 3 kinds of research instruments in this study.

3.1 The pretest-posttest

3.2 The formative tests

3.3 The questionnaire

#### **3.1 The pretest-posttest**

There was a need for a multiple-choice pretest-posttest to be administered at the beginning and at the end of General English Course I. The test was constructed to determine whether the formative tests used during this study can increase the students' learning outcomes at the end of General English Course I. It was used also to identify students' problems at the beginning of the course.

Backwash, potential effects of the test, was also considered to be important. Backwash is generally defined as the impact of a test on teaching and learning, and it can powerfully determine both positively and negatively what happens in the classroom. What the students need to achieve in this course is performance of the basic skills (see also Appendix A), so this test should encourage the practice of speaking, listening, writing and reading, and also encourage the correct use of English grammar.

The test was constructed by using a content sampling technique following the instructional objectives defined for each unit from the coursebook used in this course (unit 1-6) and from the table of specifications from the RIT compulsory English course syllabus (see Appendix A) and specific linguistic problem areas of students.

There were 100 items in the test and a maximum of three hours was allowed for it.

The test and the answer sheet were separated.

The pretest-posttest is composed of six parts. The items writing for each part are as follows:

Table 5 shows the pretest-posttest specification.

**TABLE 5: THE PRETEST-POSTTEST SPECIFICATIONS**

Skills and Sub skills	Test Objectives	Item Description	Number of Items	Time Minute (s)
<b>Part I: Listening test (9 items)</b>	To demonstrate overall proficiency in listening comprehension.	One prompt provided in a form of question (approx. 5 words in length) followed by comprehension check questions.	2	1
	To demonstrate the ability to identify specific details.	Questions on specific details drawn from a 50-word speech.	2	2
	To demonstrate the ability to identify the main stressed word or words.	Choose the main stressed word(s) in a telephone conversation	5	7

TABLE 5 (continue)

Skills and Sub skills	Test Objectives	Items Description	Number of Items	Time Minute (s)
<b>Part II:</b> Knowledge of the English pronunciation system and conversational expressions (14 items)	To know how to pronounce the vowel sounds in words.	Students identified word in which vowel sound is pronounced different from the other three.	5	5
	To demonstrate the ability to pronounce the numbers, prices, dates, phone numbers, fractions, decimal, and percentages.	Students choose the correct pronunciation of numbers.	2	2
	To demonstrate the ability to speak in various situations defined.	Students choose the appropriate things to say for different situations of everyday English use.	7	7
<b>Part III:</b> Vocabulary and Interpretation (7 items)	To demonstrate the ability to choose the correct vocabulary for a given context.	Statements with blanks are given. Students have to select words to fill in the blank.	4	4
	To demonstrate the ability to recognize the meaning of words and expressions and to interpret symbols and signs.	Select the meaning of the underlined phrase in a short dialogue and symbols on common signs.	3	3

**TABLE 5** (continue)

<b>Skills and Sub skills</b>	<b>Test Objectives</b>	<b>Items Description</b>	<b>Number of Items</b>	<b>Time Minute (s)</b>
<b>Part IV: Structures and Written Expressions</b> (37 items)	To demonstrate the ability to choose the correct English usage.	Sentences with blanks selected to represent grammar items.	25	25
	To demonstrate the ability to choose the correct English use and usage.	A cloze passage containing 100 words, with 12 deletions selected to represent grammar items and everyday English use	12	12
<b>Part V: Indirect Writing Test</b> (11 items)	To demonstrate the ability to fill in a form.	Fill in a registration form based on the information given.	9	9
	To demonstrate the ability to take the correct and clear message.	Students take a message from two short telephone conversations.	2	3

**TABLE 5** (continue)

<b>Skills and Sub skills</b>	<b>Test Objectives</b>	<b>Items Description</b>	<b>Number of Items</b>	<b>Time Minute (s)</b>
<b>Part VI: Reading Comprehension</b> (22 items)	To demonstrate the ability to derive meaning from context, to recognize paraphrases and to identify references.	5 passages of 50-100 words in length followed by questions on reading comprehension using reading strategies learned in class.	9	15
	To demonstrate the ability to read for specific details, main ideas, stated conclusions and stated cause-effect relationship.		13	20

### ***3.1.1 Criterial Level of Performance***

The required level of performance was at least 50 percent accuracy. (It was the effect after the students took the formative tests which defined the criterial level of performance for each of the instructional objective with 50 percent accuracy.)

### ***3.1.2 Key and Scoring***

There was only one correct answer for each item. Scoring was objective and carried out by the researcher.

### ***3.1.3 Item Moderation***

The items in the test were constructed by the researcher. In addition, all items were revised and checked for content validity, ambiguity and correctness of language before administration by three English instructors in the Foreign Language Department, Faculty of Science, Mahidol University.

### ***3.1.4 The pretest-posttest pilot study***

The pilot study was used to improve the quality of the pretest-posttest and to establish validity and reliability. Subjects in the pilot study were 90 first-year RIT students at Nonthaburi Campus.

Content validity was determined by comparison of the test content with the syllabus content and by three English instructors in the Foreign Language Department, Faculty of Science, Mahidol University. According to Marshall (1972), if the Table of Specifications is carefully constructed and followed in the selection of items for the test, it is quite likely that this test will exhibit content validity.

Then, the data obtained from the pilot study was analyzed as to the facility value, and the discrimination value by means of item analysis. In considering the test items, Marshall (1972: 82) indicated, "when the value is less than .20, the discrimination power is so small ... . Items with indices between .20 and .40 are of some value ... . Items with indices between .40 and .60 are good discriminators. Those with indices above .60 are unusually good." Wongsothorn (1996) contended that acceptable facility values are from .20 to .80 and acceptable discrimination values are those higher than .30.

The reliability coefficient was established by measuring internal consistency using Kuder Richardson formula 21. The acceptable reliability coefficient for teacher-made test should be between .60-.80. If the reliability coefficient of test is lower than this criterion, it is in need of revision (Wongsothorn 1996). It was found that the reliability coefficient of this test was .73.

### 3.2 The formative tests

There were 6 formative tests which were used as the experimental treatment in this study. The tests were designed from problems identified by the pretest in the pre-experimental stage related to the subject areas for each unit in the course book required of Rajamangala Institute of Technology at the Wong Klai Kangwon campus (“New Headway Intermediate”: unit 1-6). In addition, all items were revised and checked for content validity, ambiguity and correctness of language before administration by three English instructors in the Foreign Language Department, Faculty of Science, Mahidol University.

Each test was organized in the same way in order to check the students’ progress on the following areas: structures, listening and speaking, reading, and writing. In order to promote a positive effect of testing on teaching and learning, known as backwash, the students have to be retested on those specific problems and encouraged to repeat those lessons continually.

The test methods were varied so scoring included both objective and subjective items which were marked by the researcher. The total score for each test was 30 points. Each formative test was subdivided into 3-5 subtests in order to be administered to the students in the experimental group after they had learned 1-3 instructional objectives and a maximum of 5-10 minutes was allowed for each subtest.

Table 6 shows tests specifications for each formative test in addition to its subsequent subtests.

**TABLE 6: THE FORMATIVE TESTS SPECIFICATIONS**

<b>Skills and Sub skills (Formative test I)</b>	<b>Quiz No.</b>	<b>Test Objectives</b>	<b>Items Description</b>	<b>Test Type</b>	<b>Number of Items &amp; Scores</b>	<b>Total Time Minute (s)</b>
Part A: Structures and Written Expressions	I	To demonstrate the ability to choose the correct English use and usage.	Statements with blanks selected to represent grammar items and everyday English use.	M-C	10	10
Part B: Pronunciation Test	II	To know how to pronounce the vowel sounds in words.	Students identified word in which vowel sound is pronounced different from the other three.	M-C	5	5
Part C: Reading Comprehension	III	To demonstrate the ability to read for specific details.  To demonstrate the ability to recognize paraphrases.	True/false questions asking for specific details from passage of 180 words.	T/F	5	5
Part D: Indirect Writing Test	IV	To demonstrate the ability to write an informal letter.	An informal letter was presented with blanks, students were to complete the letter using the information given.	Matching	10	10
<b>Total Number of Items</b>		30				
<b>Total Scores</b>		30				

TABLE 6 (continue)

Skills and Sub skills (Formative test II)	Quiz No.	Test Objectives	Items Description	Test Type	Number of Items & Scores	Total Time Minute (s)
Part A:  &  Part B: Structures and Written Expressions	I	To demonstrate the ability to choose the verbs in the correct form, <i>Present Simple</i> or <i>Present Continuous</i> .	1 conversation passage containing form of present simple and present continuous.	M-C	6	10
		To demonstrate the ability to choose the correct the English use.	Sentences with blanks selected to represent present passive and prepositions.	M-C	4	
Part C: Pronunciation Test  &  Part D: Vocabulary	II	To demonstrate the ability to pronounce the numbers, prices, dates, phone numbers, fractions, decimal, and percentages.	Match the numbers and words.	Matching	5	10
		To demonstrate the ability to choose appropriate verbs to match the words and phrase provided.	Students match words and phrases provided with verbs <i>play, do, make, go, and have</i> .	Matching	5	

**TABLE 6** (continue)

<b>Skills and Sub skills (Formative test II)</b>	<b>Quiz No.</b>	<b>Test Objectives</b>	<b>Items Description</b>	<b>Test Type</b>	<b>Number of Items &amp; Scores</b>	<b>Total Time Minute (s)</b>
Part E: Reading Comprehension	III	To demonstrate the ability to recognize the meaning of the numbers.	Select the meaning of numbers from the given context in a passage.	Matching	5	5
Part F: Writing Test	IV	To demonstrate the ability to write a physical description of a person.	1 given situation about a lost person.	Essay	1 5 points	5
<b>Total Number of Items</b>		26				
<b>Total Scores</b>		30				

TABLE 6 (continue)

Skills and Sub skills (Formative test III)	Quiz No.	Test Objectives	Items Description	Test Type	Number of Items & Scores	Total Time Minute (s)
Part A:  &  Part B:  Structures and Written Expressions	I	To demonstrate the ability to translate the ideas of Past time, Past Perfect; Past Simple Passive; and Past Simple tense into Thai.  To demonstrate the ability to choose the correct verb form of Past Simple and Past Continuous.	Students translate sentences of Past time, Past Perfect; Past Simple Passive; and Past Simple into Thai.  Sentences with 2 selected tenses, Past Simple and Past Continuous.	Short answer	3  2	5
Part C:  &  Part D:  Reading Comprehension	II	To demonstrate the ability to read for specific details.  To demonstrate the ability to read for specific details and to recognize the meaning of words from context.	News item from a newspaper report with a length of 30 words.  Questions asking for specific details and vocabulary based on an 80-word biographical sketch.	Short answer  Short answer	1  7	10

**TABLE 6 (continue)**

<b>Skills and Sub skills (Formative test III)</b>	<b>Quiz No.</b>	<b>Test Objectives</b>	<b>Items Description</b>	<b>Test Type</b>	<b>Number of Items &amp; Scores</b>	<b>Total Time Minute (s)</b>
<p>Part E: Conversational Expressions Test</p> <p>&amp;</p> <p>Part F: Writing Test</p>	<p>III</p>	<p>To demonstrate the ability to give the opinion.</p> <p>To demonstrate the ability to write a story.</p>	<p>Students give the appropriate opinion from situations given.</p> <p>Students describe their worst holiday.</p>	<p>Short answer</p> <p>Essay</p>	<p>2</p> <p>1 8 points</p>	<p>10</p>
<p><b>Total Number of Items</b></p> <p><b>Total Scores</b></p>		<p>16</p> <p>30</p>				

TABLE 6 (continue)

Skills and Sub skills (Formative test IV)	Quiz No.	Test Objectives	Items Description	Test Type	Number of Items & Scores	Total Time Minute (s)
Part A: Structures and Written Expressions	I	To demonstrate the ability to identify the setting of the signs.  To demonstrate the ability to interpret signs.  To demonstrate the ability to choose the correct English usage.	Students select the setting and meaning of a common sign.  Students select the correct form of must/have to, can/be able to, could/managed to and the appropriate adjectives.	M-C	10	10
Part B: Conversational Expressions Test	II	To demonstrate the ability to give advice.  To demonstrate the ability to make short dialogues of requests and offers.	Students give advice and make short dialogues of, requests, and offers from given situations.	Short answer  Short answer	2  3	5
Part C: Writing Test	III	To demonstrate the ability to complete the application form based on the information given.	Fill in an application form using information from a biographical sketch provided.	Short answer	1  15 points	10
<b>Total Number of Items</b>						16
<b>Total Scores</b>						30

TABLE 6 (continue)

Skills and Sub skills (Formative test V)	Quiz No.	Test Objectives	Items Description	Test Type	Number of Items & Scores	Total Time Minute (s)
Part A:  &  Part B:  Structures and Written Expressions	I	To demonstrate the ability to choose the correct verbs between <i>make</i> and <i>do</i> .  To demonstrate the ability to choose the correct forms of future tense.	Complete sentences by choosing verbs, <i>make</i> and <i>do</i> .  Choose the correct forms of future tense to complete 2 dialogues.	M-C  M-C	2  3	5
Part C: Conversational Expressions Test	II	To demonstrate the ability to make offers with <i>I'll</i> .	Students making offers with <i>I'll</i> in given situations.	Short answer	5	5
Part D: Conversational Expressions Test	III	To demonstrate the ability to identify the setting of the situations.	Students match the appropriate places with the situations of everyday English use.	Matching	5	5

**TABLE 6** (continue)

<b>Skills and Sub skills (Formative test V)</b>	<b>Quiz No.</b>	<b>Test Objectives</b>	<b>Items Description</b>	<b>Test Type</b>	<b>Number of Items &amp; Scores</b>	<b>Total Time Minute (s)</b>
Part E:  &  Part F:  Reading Comprehension	IV	To demonstrate the ability to interpret the symbols of the weather forecast, using the appropriate lexical set of the weather based on the information given.  To demonstrate the ability to read for specific details.	Students answer questions on the symbols of weather forecasting and Thailand Map with labeled symbols on the map and the given situations.  Questions asking for specific details from passage of 90 words about a festival in Thailand.	Short answer  Short answer	3  7	10
Part G: Writing Test	V	To demonstrate the ability to take a message.	Students derive and write a message from a telephone conversation.	Essay	1 5 points	5
<b>Total Number of Items</b>						21
<b>Total Scores</b>						30

TABLE 6 (continue)

Skills and Sub skills (Formative test VI)	Quiz No.	Test Objectives	Items Description	Test Type	Number of Items & Scores	Total Time Minute (s)
Part A:  &  Part B: Structures and Written Expressions	I	To demonstrate the ability to make suitable questions with <i>like</i> according to the given answers.  To demonstrate the ability to answer the questions with <i>like</i> .	Students form questions with <i>like</i> .  Students answer the questions using the word <i>like</i> .	Short answer  Short answer	3  2	5
Part C:  &  Part D: Structures and Written Expressions	II	To demonstrate the ability to choose the correct form of <i>like</i> and <i>as</i> .  To demonstrate the ability to choose the correct form of verbs.	Complete sentences by choosing prepositions, <i>as</i> and <i>like</i> .  Complete sentences by choosing verb patterns of infinitive with and without to, present participle and gerund	M-C  M-C	2  3	5

TABLE 6 (continue)

Skills and Sub skills (Formative test VI)	Quiz No.	Test Objectives	Items Description	Test Type	Number of Items & Scores	Total Time Minute (s)
Part E: Structures and Written Expressions  &  Part F: Conversational Expressions Test	III	To demonstrate the ability to choose the appropriate relative pronouns.	Select appropriate relative pronouns, <i>who</i> ; <i>which</i> ; <i>where</i> ; <i>whose</i> to fill in the blank.	M-C	3	5
		To demonstrate the ability to stress words in sentence to convey the intended meaning.	Students make the questions from the responses with the main stressed word provided.	Short answer	2	
Part G: Reading Comprehension	IV	To demonstrate the ability to identify main idea, to read for specific details, and identify references.	Comprehension check and true/false questions asking for main idea, references and specific details from passage containing 120 words on an attractive place in Thailand.	Short answer & T/F	5	5
Part H: Writing Test	V	To demonstrate the ability to describe a place.	Students describe a bedroom based on the situation given.	Essay	1 10 points	5
<b>Total Number of Items</b>						21
<b>Total Scores</b>						30

### ***3.2.1 Criterial Level of Performance***

The items were written and adapted in the content areas of the coursebook as required. The required level of performance was that anyone completing the course successfully should be able to perform each of the instructional objectives with 50 percent accuracy.

### ***3.2.2 The formative tests pilot study***

A pilot study of those tests were used with the other three groups of the students at RIT, Wong Klai Kangwon Campus before administering the actual study in order to improve the quality of the items in the tests. The reliability coefficient was established by using the Livingston (1972) formula. The Livingston formula was used to estimate the coefficient reliability of the criterion-referenced test (Wongsothorn 1996: 294). It was found that the reliability coefficients of the six formative tests were as follows: .80, .93, .78, .81, .85, and .84.

## **3.3 Questionnaire**

The questionnaire was constructed by the researcher in order to measure the motivation of the students in both the control and the experimental groups after the formative tests were used. It was conducted following the model of Likert, R.A., who constructed a summative scale or summated rating, (Kitpredaborisut 1994).

The questionnaire is composed of 3 parts:

Part 1 composed of 22 items which elicit students' background information, students' perception of themselves on English language competency and the factors affecting students' English language learning.

Part 2 concerns students' attitudes toward the formative assessment approach. This part comprised 15 items eliciting the previous experience and the attitudes of students in both the control and the experimental groups toward formative assessment in general topics.

Part 3 comprised of 11 items which were only constructed for students in the experimental group in order to elicit their attitudes toward the formative tests given and the formative assessment approach in terms of the frequency of the administration of formative tests, time allocation, test types, and feedback after taking formative tests.

### ***3.3.1 The validation of the questionnaire***

In order to avoid misunderstanding, it was written in Thai and was checked for content appropriateness and word ambiguity, — i.e. it was established in terms of face and content validity by the English instructors in the Foreign Language Department, Faculty of Science, Mahidol University.

### ***3.3.2 The reliability of the questionnaire***

Coefficient Alpha was ascertained by SPSS/PC to establish the reliability for this questionnaire. The reliability coefficient of this questionnaire was 0.985. It indicated that this questionnaire has an acceptable reliability for conducting the study.

### ***3.3.3 Pilot study of the questionnaire***

Then, a pilot study was conducted to revise items and the quality of the questionnaire with the other groups of the subjects at the RIT, Wong Klai Kangwon Campus in this study.

## **4. COURSE MATERIALS**

The teaching materials used in this study was “**New Headway** English Course *Intermediate*” (Unit 1-6), which was selected by the Department of Business Language, Faculty of Business Administration, RIT, Wang Klai Kangwon Campus.

## **5. RESEARCH PROCEDURES**

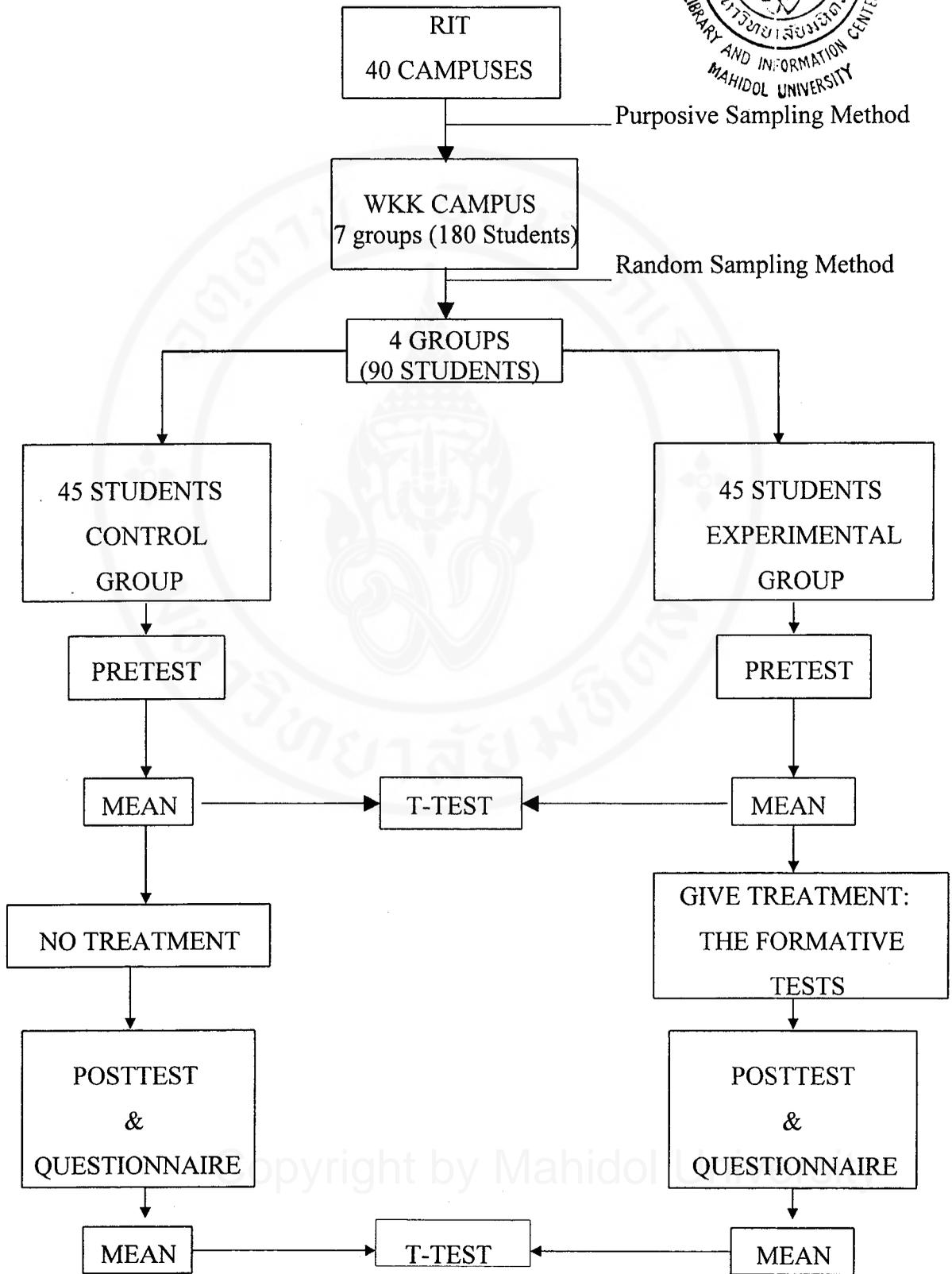
This study was an experimental research project which was planned and conducted in the first semester of the academic year of 1998. It took one semester (18 weeks). The procedures were carried out as follows:

1. Select subjects from a population by purposive sampling method.
2. Randomly assign subjects into equal 2 groups, the Control group and Experimental group (equivalent in terms of their English language proficiency).
3. Design the research instruments, the pretest-posttest, the formative tests, and the questionnaire.
4. Do pilot study of the pretest-posttest with 90 first-year RIT students at Nonthaburi Campus.

5. Do pilot studies of the formative tests and the questionnaire with the other three groups of the subjects in this study.
6. Do the item analysis of the tests and the questionnaire and revise them according to the results of the item analysis.
7. In the pre-experimental stage, pre-test both the control group and the experimental group to find the arithmetic means of the learning outcomes score.
8. During the experimental stage, keep all conditions the same for both groups, except for exposing only the experimental group to the experimental treatment after the students learned 3-5 instructional objectives in each unit.
9. After the experiment, administer the posttest and the questionnaire to both groups to find the arithmetic means of the learning outcome scores for each group.
10. Compare the arithmetic means of pre-test and post-test scores for each group separately to see their gain scores.
11. Compare the results to determine whether the effects of using the formative tests can increase learning outcomes and motivation in English language learning.
12. Use t-test (independent variables) and specify the level of significance at  $p\text{-value} < 0.05$  to determine whether the mean scores of learning outcomes between two groups is significantly different.
13. After the experiment, see whether the information on the questionnaire is needed to cover, if so design questions to interview some students in both the control and the experimental groups.

Figure 3 below shows the illustration of the procedures.

**FIGURE 3: THE PROCEDURES**



## 6. STATISTICAL DEVICES

The following statistical devices were employed in this study.

### *6.1 T-test*

In the stage of interpretation of the learning outcomes score, it is considered whether the hypotheses are accepted or rejected by using the statistical result from t-test (independent variables). The significance level was set of at p-value < 0.05. The EPISTAT Program, a statistical package by Tracy L. Gustafson, used to calculate the data.

### *6.2 Item analysis*

Item analysis data were primarily used to improve tests by eliminating weak items, identifying weaknesses in other items and aiding in the selection of items for the tests. Moreover, the level of difficulty and the discriminatory power were considered in case of revision of the test items.

### *6.3 Kuder Richardson formula 21*

The KR-21 formula was used to confirm the reliability of the pretest and posttest. The acceptable reliability coefficient for teacher-made tests should be between .60-.80. If the reliability coefficient of the test is lower than this criterion, it is in need of revision.

### *6.4 Arithmetic mean*

The arithmetic mean was used to provide the average scores on the students' learning outcomes and the students' motivation for the control and the experimental groups.

### ***6.5 Coefficient Alpha***

Coefficient Alpha was employed by SPSS/PC to ascertain the reliability of the questionnaire.

### ***6.6 Livingston (1972) formula***

The Livingston formula was used to establish the coefficient reliability of the formative tests.

### ***6.7 One-way ANOVA***

One-way ANOVA was used to find group of subjects that were not significantly different in terms of their English language proficiency by the EPISTAT Program, a statistical package by Gustafson.

## CHAPTER IV

### RESULTS

The research questions formulated in chapter one are presented in this chapter as the framework. The answers are based on the data obtained from the research instruments used in this study, i.e. the questionnaire; the pretest and posttest; and the formative tests.

The results are reported as follows:

1. **Finding one** presents the effects of formative tests on *motivation* for first year diploma level students at RIT, Wang Klai Kangwon Campus. The data is calculated and analyzed from the scores in the 3 parts of the questionnaire taken by both the control and the experimental groups.
2. **Finding two** concerns the effects of formative tests on *learning outcomes* for first year diploma level students at RIT, Wang Klai Kangwon Campus. The results are based on the scores obtained from the pretest and posttest administered to both the control and the experimental groups.

## 1. THE EFFECTS OF FORMATIVE ASSESSMENT ON MOTIVATION

**Research Question One:** *Can formative assessment affect motivation in learning*

*General English Language Course of first year RIT students?*

In order to answer this research question, a questionnaire (in Thai; see Appendix F) was administered to both the control and the experimental groups at the end of the experiment.

The results are presented according to the organization of *Part 1, Part 2, and Part 3* of the questionnaire as follows:

### 1.1 Results from *Part 1* of the Questionnaire

*Part 1* composed of 22 items which elicit:

1. Students' background information on sex, age, and educational background before studying at RIT in diploma level (see Table 7)
2. Students' perception of themselves on English language competency (see Table 8)
3. Factors affecting students' English language learning (see Table 9)

Table 7 illustrates students' general background information on sex, age, and educational background before studying at RIT in diploma level in both the control and the experimental groups.

**TABLE 7: STUDENTS' BACKGROUND INFORMATION**

INFORMATION		PERCENTAGE	
		Groups	
		Control	Experimental
Sex	Male	22.22	24.44
	Female	77.78	75.56
Age	17 years old	11.11	-
	18 years old	31.11	31.11
	19 years old	46.67	55.56
	20 years old	8.89	8.89
	20+ years old	2.22	4.44
The level you have graduated before studying at Diploma Level.			
	Secondary Education	42.22	40.00
	Certificate Level	55.56	57.78
	Non-Formal Education	2.22	2.22

The data from Table 7 indicated that the two groups have similar backgrounds. Firstly, the subjects are male and female. The number of female attendants in both the control and the experimental groups are more than the number of male attendants. Secondly, the subjects' ages ranged from 17 to 22 years old but the age of the majority of subjects is 19. And lastly, the two groups have similar educational backgrounds. Over fifty percent of the students in both two groups graduated at Certificate Level before studying at Diploma Level.

Table 8 reports the percentage, the means, standard deviations and t-value (independent) of the ratings for each item on students' perception of themselves on English language competency (items 4-11).

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Note: There are two abbreviations used in the tables showed in this chapter.

Con. refers to control group

Exp. refers to experimental group

**TABLE 8: STUDENTS' PERCEPTION OF THEMSELVES CONCERNING THEIR COMPETENCY IN ENGLISH**

Items	Groups	Percentage				Mean	Sd	t(independent) Probability Sig. of t
		Very Good	Good	Poor	Very Poor			
4. Your grade in English at Secondary Education, Certificate Level, or others.	Con.	0	55.56	37.78	6.67	2.49	.62	t = 1.154 p = .264 NS
	Exp.	0	62.22	37.78	0	2.62	.49	
Your competency in using English. (Items 5-11)								
5. Knowing the meaning of vocabulary	Con.	0	26.67	68.89	4.44	2.22	.52	t = 3.10 p = .0026 .01
	Exp.	0	55.56	44.44	0	2.56	.50	
6. Applying the vocabulary to new situations	Con.	0	42.22	53.33	4.44	2.38	.58	t = .527 p = .599 NS
	Exp.	4.44	37.78	55.56	2.22	2.44	.62	
7. Using English grammar correctly	Con.	4.44	11.11	73.33	11.11	2.09	.63	t = .341 p = .734 NS
	Exp.	0	20.00	64.44	15.56	2.04	.60	
8. Listening skills	Con.	0	40.00	55.56	4.44	2.36	.57	t = .198 p = .843 NS
	Exp.	0	37.78	62.22	0	2.38	.49	
9. Speaking skills	Con.	0	40.00	53.33	6.67	2.33	.60	t = .179 p = .857 NS
	Exp.	4.44	26.67	68.89	0	2.36	.57	
10. Reading skills	Con.	4.44	53.33	40.00	2.22	2.60	.62	t = 1.534 p = .129 NS
	Exp.	2.22	73.33	24.44	0	2.78	.47	
11. Writing skills	Con.	0	44.44	53.33	2.22	2.42	.54	t = .514 p = .608 NS
	Exp.	4.44	33.33	55.56	6.67	2.36	.68	

The data in Table 8 presented two dimensions in the students' perception of their English language competency. Item 4 revealed their level of satisfaction based on their grades earned during their secondary education, certificate level or others. The majority of students in both groups were satisfied with their relatively good grades. Items 5 to 11 gave another dimension which reflected the self-assessment of

the students themselves on various English language skills. The results of this study showed that the perception of the students in their English competency was much less satisfactory in comparison to their achievement represented in their earned grades. Most of them felt incompetent in all language skills and subskills being asked, except for the reading skills. Using English grammar correctly was considered their weakest area. There was no significant difference in the perception on their English language competency between the control and the experimental groups.

In items 12-22 of the questionnaire, students were asked to report their opinion concerning factors affecting their learning of English.

**TABLE 9: FACTORS AFFECTING STUDENTS' LEARNING OF ENGLISH**

<i>Items</i>	<b>Groups</b>	<b>Percentage</b>				<b>Mean</b>	<b>Sd</b>	<b>t(independent) Probability Sig. of t</b>
		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>			
12. Preference and intention to learn English	Con.	17.78	60.00	20.00	2.22	2.93	.69	t = 2.213 p = .029 .05
	Exp.	35.56	53.33	11.11	0	3.24	.65	
13. Years of studying English	Con.	17.78	64.44	15.56	2.22	2.98	.66	t = .488 p = .626 NS
	Exp.	22.22	60.00	17.78	0	3.04	.64	
14. Revision of English lessons outside the classroom	Con.	13.33	17.78	66.66	2.22	2.42	.75	t = 1.281 p = .153 NS
	Exp.	22.22	24.44	51.11	2.22	2.67	.85	
15. Doing exercises frequently	Con.	15.56	22.22	57.78	4.44	2.49	.81	t = 2.741 p = .0074 .01
	Exp.	22.22	48.89	28.89	0	2.93	.72	
16. Concentration in the classroom	Con.	15.56	68.89	15.56	0	3.00	.57	t = 1.265 p = .208 NS
	Exp.	26.67	62.22	11.11	0	3.16	.60	

**TABLE 9** (continue)

Items	Groups	Percentage				Mean	Sd	t(independent) Probability Sig. of t
		SA	A	D	SD			
17. Taking formative tests frequently	Con.	6.67	40.00	42.22	11.11	2.42	.78	t = 5.321 p = < 10(-6) .001
	Exp.	33.33	55.56	11.11	0	3.22	.63	
18. Giving corrections after taking formative tests	Con.	13.33	35.56	46.67	4.44	2.58	.78	t = 2.566 p = .01 .01
	Exp.	28.89	51.11	17.78	2.22	3.07	.75	
19. Understanding the objectives of each lesson	Con.	11.11	42.22	42.22	4.44	2.60	.75	t = 2.314 p = .022 .05
	Exp.	22.22	51.11	26.67	0	2.96	.71	
20. Relation of test items to the objectives of each unit	Con.	20.00	48.89	31.11	0	2.89	.71	t = 2.478 p = .01 .01
	Exp.	35.56	53.33	11.11	0	3.24	.65	
21. Interest in self-learning practice continually	Con.	13.33	35.56	46.67	4.44	2.58	.78	t = 1.685 p = .095 NS
	Exp.	28.89	28.89	42.22	0	2.87	.84	
22. Teaching methodology	Con.	46.67	46.67	6.67	0	3.40	.62	t = 1.824 p = .071 NS
	Exp.	64.44	33.33	2.22	0	3.62	.67	

The data from table 9 indicated that the students placed the teaching methodology as the most important factor and gave the least attention to the revision of lessons outside the classroom. There is no significant difference in several items between the two groups. Both believed that concentration in the classroom, years of studying, preference and intention to learn English were positive factors, but recognized less the value of frequently engaging in self-learning practice. However,

Note: The criteria used for table 9-12 were as follows:

- SA refers to strongly agree
- A refers to agree
- D refers to strongly disagree
- SD refers to disagree

there are same discrepancies between the two. By comparison of the means, the experimental group tended to give more weight on the following items; preference and intention to learn English, doing exercises frequently, taking formative tests frequently, giving corrections after taking formative tests, understanding the objectives of each lesson, and relation of test items to the objectives of each unit.

## 1.2 Results from *Part 2* of the Questionnaire

*Part 2* comprised of 15 items eliciting experience and attitudes of students in the control and the experimental groups toward formative tests in their previous English courses. The results are shown in Table 10 as follows.

**TABLE10: STUDENTS' EXPERIENCE AND ATTITUDES TOWARD FORMATIVE TESTS IN THEIR PREVIOUS ENGLISH COURSES**

INFORMATION	PERCENTAGE	
	Groups	
	Control	Experimental
1. Have you ever taken formative tests in your English courses before studying at Diploma Level in RIT?		
Yes	82.22	77.78
No	17.78	22.22
If you answer <i>Yes</i> , please answer questions 2-7. (From items 2-5, the data is calculated from the total 37 subjects in the control group and from the total 35 subjects in the experimental group who replied <i>yes</i> in item 1)		
2. How often did you take formative tests?		
Every week	24.32	28.57
Every two weeks	21.62	22.86
Every month	21.62	22.86
After finish each lesson	18.92	11.43
Rarely	13.51	14.29
3. What topics did formative tests concern?		
Vocabulary and grammar usage	72.97	71.42
Listening	8.10	2.85
Speaking	10.81	8.57
Reading	18.91	25.71
Writing	5.40	8.57

TABLE 10 (continue)

Items	Groups	Percentage				Mean	Sd	t(independent) Probability Sig. of t
		SA	A	D	SD			
4. I think, the scores obtained from formative tests can be used to measure students' ability in English.	Con.	27.03	64.86	8.11	0	3.19	.57	t = .298 p = .765 NS
	Exp.	28.57	65.71	5.71	0	3.23	.55	
5. Formative tests encourage me to learn English.	Con.	27.03	64.86	8.11	0	3.19	.57	t = .789 p = .432 NS
	Exp.	28.57	71.43	0	0	3.29	.46	
6. I review my English lessons when I know that I have to take formative test.	Con.	11.11	64.44	17.78	6.67	2.80	.73	t = 1.822 p = .071 NS
	Exp.	0	62.22	28.89	8.88	2.57	.58	
7. I would like to take formative tests in other English courses.	Con.	20.00	60.00	20.00	0	3.00	.64	t = 1.310 p = .193 NS
	Exp.	20.00	75.56	4.44	0	3.16	.47	
8. Taking formative tests makes me more enthusiastic about learning English.	Con.	24.44	75.56	0	0	3.24	.43	t = 1.088 p = .279 NS
	Exp.	37.78	60.00	2.22	0	3.36	.53	
9. Taking formative tests makes me review my English lessons.	Con.	28.89	71.11	0	0	3.29	.46	t = .207 p = .837 NS
	Exp.	35.56	60.00	4.44	0	3.31	.56	

TABLE 10 (continue)

Items	Groups	Percentage				Mean	Sd	t(independent) Probability Sig. of t
		SA	A	D	SD			
10. Taking formative tests makes it easier for me to prepare for the midterm and the final examination.	Con.	31.11	62.22	4.44	2.22	3.22	.64	t = .357 p = .721 NS
	Exp.	31.11	64.44	4.44	0	3.27	.54	
11. Taking formative tests enables me to understand the objectives of my English lessons better.	Con.	24.44	66.67	6.67	2.22	3.13	.63	t = .183 p = .855 NS
	Exp.	22.22	71.11	6.67	0	3.16	.52	
12. Taking formative tests enable me to understand my English lessons better.	Con.	28.89	66.67	4.44	0	3.24	.53	t = .719 p = .473 NS
	Exp.	24.44	71.11	0	4.44	3.16	.64	
13. Taking formative tests helps me to realize my weaknesses in each lesson and how to cope with those weaknesses.	Con.	35.56	60.00	4.44	0	3.31	.56	t = .769 p = .443 NS
	Exp.	42.22	55.56	2.22	0	3.40	.54	

TABLE 10 (continue)

Items	Groups	Percentage				Mean	Sd	t(independent) Probability Sig. of t
		SA	A	D	SD			
14. Taking formative tests enables me to study more on the topics that I do not understand.	Con.	22.22	68.89	6.67	2.22	3.11	.61	t = .978 p = .330 NS
	Exp.	35.56	55.56	6.67	2.22	3.24	.68	
15. I feel that I can do the midterm test or the final test better after taking formative tests.	Con.	33.33	53.33	11.11	2.22	3.18	.72	t = .665 p = .507 NS
	Exp.	31.11	64.44	4.44	0	3.27	.54	

There were two points concerned with the data reported in Table 10. The first point considered the students' experience toward formative tests in their previous English courses. The tests were taken at different intervals, i.e. every week, every two weeks, every month, after finishing each lesson, or on rare occasion. They specified five topics with which the formative tests were concerned. Vocabulary and grammar usage test was the biggest concern of both the control and the experimental groups while listening tests, speaking tests, reading tests, and writing tests were of little concern. Items 4 through 15 of this section represented the other point. Those items were used to identify the attitudes of the students in both the control and the experimental groups toward taking formative tests in their previous English courses. For the students in the experimental group, however, these attitudes not only came from their previous experience but also they knew the advantages of taking formative tests when they familiar with the formative assessment approach in the experiment. The data show that there is not any significant difference in the mean scores for each

item. Most students in both groups agreed that the scores obtained from the formative tests could be used to measure their English ability and formative tests greatly encouraged them to learn English. The students reported the advantages of taking formative tests as following. Firstly, the students in the experimental group would revise their lessons less than did the control group, if they knew that they would have to take the formative tests frequently. Furthermore, a large number of the students in both groups indicated that formative tests made them more enthusiastic about learning English. They would continually revise and prepare their lessons before the administration of the midterm and the final examination. The students thought that they understood the objectives of their English lessons better when they took the formative tests. They could detect their weaknesses and knew how to improve those weaknesses by studying more on the topics they did not understand. And lastly, the students reported that they were able to perform better on the midterm test or the final test after taking the formative tests. Most of the students indicated that they would like to continue taking formative tests in other English courses. The data suggested that most students in both groups had positive attitudes toward the formative tests. This approach encouraged the students to relearn their English lessons continually.

### **1.3 Results from *Part 3* of the Questionnaire**

This part comprised of 11 items which were only constructed for students in the experimental group in order to elicit their attitudes toward the formative assessment tools given (formative tests) and the formative assessment approach in terms of the frequency of the administration of formative tests, time allocation, test types, including giving answers and corrections after taking the formative tests. The results are presented in Table 11.

**TABLE 11: THE EXPERIMENTAL GROUP STUDENTS' ATTITUDES TOWARDS FORMATIVE TESTS AND THE FORMATIVE ASSESSMENT APPROACH**

Items	Percentage				Mean	Sd
	SA	A	D	SD		
1. The frequency of taking the formative tests is appropriate.	17.78	73.33	8.89	0	3.09	.51
2. The number of test items for each quiz is appropriate.	26.67	66.67	6.67	0	3.20	.55
3. The formative tests cover the objectives of the General English Course I.	31.11	66.67	2.22	0	3.29	.51
4. Time allocation for taking each quiz is appropriate.	20.00	55.56	20.00	4.44	2.91	.76
5. Taking multiple-choice tests enable me to get higher scores than taking essay tests.	46.67	44.44	6.67	2.22	3.36	.71
6. The formative test types should be multiple-choice tests.	40.00	51.11	6.67	2.22	3.29	.69
7. The formative tests types should be essay tests.	4.44	40.00	46.67	8.89	2.40	.72
8. The formative test types should be both multiple-choice tests and essay tests.	15.56	66.67	15.56	2.22	2.96	.64
9. Giving answers and corrections after taking the formative tests enable me to be more enthusiastic about learning English.	15.56	73.33	8.89	2.22	3.02	.58
10. Giving answers and corrections after taking formative tests enables me to understand English lessons better.	31.11	66.67	0	2.22	3.27	.58
11. Giving answers and corrections after taking formative tests wastes my time.	8.89	2.22	40.00	48.89	3.28	.92

Table 11 above illustrates the percentage, the means and standard deviations of the ratings for each item on *Part 3* of the questionnaire. The mean scores showed that students in the experimental group had positive attitudes toward the formative tests and the formative assessment approach.

In considering the appropriateness of the formative tests which were used in this study (items 1-4), most students reported that the frequency of taking the

formative tests in this study was appropriate — it was after the students learned 1-3 instructional objectives in each unit. In terms of the number of test items for each quiz, the students indicated that the number of items was appropriate, i.e. 5-10 items for each quiz. They also agreed that the formative tests covered the objectives of the General English Course I. As to whether time allocation for taking each quiz was appropriate (5-10 minutes for each quiz), over fifty percent agreed.

Regarding the formative test types (items 5 through 8), the students showed that taking the multiple-choice tests enabled them to get higher scores than taking the essay tests. However, most of students indicated that the formative test types should be both multiple-choice tests and essay tests.

In terms of giving feedback and corrections after taking formative tests (items 9 through 11), most students agreed that this enabled them to be more enthusiastic about learning English and to understand English lessons better. Moreover, item 11 was a negative question used to confirm whether giving feedback and correction wastes their time in learning English, and the students gave a strong disagreement (48.89 %) and disagreement (40 %). These ratings showed that the students in the experimental group were likely to have feedback and correction after taking the formative tests.

In conclusion, the results from the questionnaire showed that the formative assessment approach affected motivation of the students in the control group based on their previous experience while the students in the experimental group had an impact on their previous experience and on the experiment of this study. This implies that the formative assessment approach has an effect on the students' motivation in both groups.

## 2. THE EFFECTS OF FORMATIVE ASSESSMENT ON LEARNING OUTCOMES

*Research Question Two: Can formative assessment increase the students' learning outcomes?*

**Hypothesis:**

*H<sub>0</sub>: There is no significant difference in the students' learning outcome scores between the experimental and the control groups. ( $H_0: \mu_1 = \mu_2$ )*

*H<sub>1</sub>: The learning outcomes mean scores for the students in the experimental group is significantly higher than that for the control group. ( $H_1: \mu_1 > \mu_2$ )*

To examine whether the formative tests affects learning outcomes on General English Course for the first year Diploma Level students at RIT, Wang Klai Kangwon Campus, the formative tests were only administered to the students in the experimental group after they had learned 1-3 instructional objectives in each unit throughout the regular lessons. During the experiment, the control and the experimental groups were taught by the researcher using the same materials and methods. The same multiple-choice General English Course I test was administered twice to both groups: prior to the experiment as a pretest and then at the end of the experiment as a posttest.

Prior to the experiment, the control and the experimental groups took the same pretest. When comparing the pretest mean scores obtained from the control and the experimental groups, t-test (independent variables) was calculated, and the results of comparison are presented in Table 12.

**TABLE 12: A COMPARISON OF THE PRETEST MEAN SCORES OF THE CONTROL AND THE EXPERIMENTAL GROUPS**

Groups	Mean	Sd	t (independent)	Sig. of t
Control	42.38	7.79	.768 (N = 90; df = 88)	NS (p = .444)
Experimental	43.57	7.00		

The t score value indicates that there is not a significant difference between the mean score on the pretest of the control and the experimental groups. This analysis shows that the subjects in both groups are equivalent in terms of their English language proficiency before initiating this research.

At the end of the research, the pretest was administered to the control and the experimental groups again as a posttest. In this case, in order to compare the mean scores of the control and the experimental groups the scores obtained from the posttest were calculated and analyzed by t-test (independent variables). The results are illustrated in Table 13.

**TABLE 13: A COMPARISON OF THE POSTTEST MEAN SCORES OF THE CONTROL AND THE EXPERIMENTAL GROUPS**

Groups	Mean	Sd	t (independent)	Sig. of t
Control	42.42	9.07	5.671 (N = 90; df = 88)	0.001 [p < 10 (-6)]
Experimental	52.38	7.51		

The data in Table 13 shows that the difference between two groups in comparing the mean scores on the posttest is statistically significant (at well) below the 0.05 probability level set for this study. In fact, it is statistically significant different at the .001 level, favoring the experimental group. This analysis shows that the subjects in the experimental group, who were given the formative assessment, achieved higher scores on learning outcomes than those in the control group. This is because during the experiment, the students in the experimental group had to pass the

formative tests on the criteria level of performance on any particular objectives defined at 50% accuracy. At the end of the experiment, the students in the experimental group performed more successfully than did the students in the control group in their posttest. Consequently, it can be concluded that formative assessment has an influence on learning outcomes of the samples in the experimental group in this study.

According to the data from Table 12 and 13, the mean scores on the pretest and posttest of the subjects in the control group indicated that there is not any significant difference between the pre-experiment and post-experiment. It might be concluded that there was no powerful factor that could promote the students' learning outcomes, especially in terms of reviewing their previous lesson before taking the formal examination. The students in this group really needed a powerful reinforcement since they needed to achieve high scores on the final examination.

This data also showed that the mean score on the posttest of the subjects in the experimental group is significantly better from the mean score on the pretest. Since the formative assessment approach affects the individuals' confidence in taking the formal examination, it can increase the students' confidence. Besides, the formative assessment can help the students review their previous lessons easier, and it also reduces their anxiety before taking the formal examination. Consequently, the learning outcomes of the students in the experimental group was significantly increased after the formative tests were used.

As mentioned earlier, the only one difference between the two groups in this study was that the students in the experimental group were administered formative tests, integrative skills tests, after they had learned 1-3 instructional objectives in each

unit. In order to check the progressive development on the General English Language Course I of the students in the experimental group, the researcher continually reminded the students to be concerned with the scores they obtained from each quiz by returning the students their quizzes after administering each one.

Table 14 shows the progress scores on formative tests of students in the experimental group.

**TABLE 14: STUDENTS' PROGRESSIVE DEVELOPMENT IN GENERAL ENGLISH COURSE I**

<b>Formative test</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Mean</b>	18.35	24.22	18.86	19.33	20.44	20.22
<b>Sd.</b>	4.06	2.62	3.34	3.50	2.73	2.85

Table 14 revealed the progressive development in General English Language Course I of the students in the experimental group within six units. It can be reported that the students developed their scores continually. However, there were three types of test used in this study. Unit 1 and unit 2 were multiple-choice tests; unit 3, an essay test; and unit 4-6 including both multiple choices and essay. Each test influenced the students' progressive development. Since the formative tests were designed to encourage the students to practice their specific weaknesses repeatedly.

There was an upward trend in scores for the students in the unit 2 as compared to unit 1. And then there was a sudden fall in Unit 3, which was an essay type of the test. Slight improvement and subsequent stability were seen in the unit 4-6 which included multiple choices and essay. Thus, the results indicated the weaknesses in the writing skills of the students.

## CHAPTER V

### DISCUSSION

Chapter five is concerned with the discussion of the results and implications for teaching and learning.

With regards to the demonstration of the idea in this study, formative assessment can be used to check on students' progress in learning particular objectives of the English course during the teaching process and to identify the specific weaknesses in which individuals or groups appear to be having difficulty. Formative test results are used as a tool to measure the students' progress in learning. The teacher can use the results to score the students' progress repeatedly in order to encourage their motivation and learning outcomes and to offer remedial help for the students who do not progress in their learning. On the other hand, the students can detect what exactly their specific problems are by themselves with this approach and how those problems can be directly remedied in advance before end-product evaluation takes place. In addition to checking the students' progress, formative assessment may also be used to reduce the anxiety of individuals before taking the formal examination, to improve the quality of the teaching process, and to determine whether teaching methods, techniques and curriculum are working or in need of revision.

## **1. BACKGROUND INFORMATION AND IMPLICATIONS OBTAINED FROM THE QUESTIONNAIRE AND INTERVIEW**

The data on students' background information showed that the students in both the control and the experimental groups had the similar sex, age, and educational background. However, these students came from many different schools that implied the different experience in their English learning before studying at Diploma Level in RIT.

The results of the study as to the students' perception of their English competency indicated the honest concerns of the students in their language skills. Although they were satisfied with their grades, they felt incompetent in using English grammar correctly, knowing the meaning of vocabulary, applying the vocabulary to new situations, listening and speaking and writing skills. Significant confidence in their reading skills, may be the result of the emphasis on these skills in their previous English programs.

The study on factors affecting students' learning of English revealed the attitudes, and learning behavior of the students. The results showed that the students were more accustomed to spoon-fed type of teaching. Over ninety percent of the students considered the teaching methodology as the more important factor affecting their learning performance. This implies that the students depend on their teaching as source of knowledge. Less than fifty percent recognized the importance of revision of lesson outside the classroom. Only thirteen percent of the control group accepted self-learning practice as the most important factor. The students wanted to learn only in the classroom and showed no interest beyond the assigned materials, thus, making no progress in acquiring language skills. Motivation is obviously lacking.

The results of this study strongly suggest that certain measures must be taken to ensure that the students are more self-reliant and responsible. Students should be motivated to extend their English learning outside the classroom. Some practices, such as external reading assignments and formative tests should be encouraged to help change the students' learning behavior.

The study on the students' experience toward formative tests in their previous English courses revealed that formative tests were used as a tool to measure the students' achievement in their previous English learning in many different schools. However, only two areas, vocabulary and grammar usage, were emphasized in the students' previous English courses. This might reflect that most Thai English teachers were likely to emphasize more on the accuracy in the students' English use rather than the fluency. This is why the students were less concerned with the other productive areas.

Furthermore, the results also reported the positive attitudes of the students in both groups toward formative tests. There was not any significant difference between the arithmetic means of the two groups concerning students' attitudes toward the formative assessment approach. The students in both the control and the experimental groups reported that they gained positive feedback in comparison with their previous experience and when taking part in this experiment. It indicated that the formative assessment approach could affect the students' motivation in learning English.

The results suggest that this approach gives the teachers an opportunity to more closely observe the students' progress. The students will know what exactly their weaknesses are and they will be encouraged to learn further. Moreover, teachers

should spend time developing the tests, administering them to the students, and grading their performance as efficient as possible.

The study showed that the students in the experimental group had positive attitudes toward formative tests and the formative assessment approach in terms of the frequency in taking formative tests, time allocation, test types, and giving answers and getting corrections after taking the formative tests. It shows the students may find the formative assessment approach helpful to them in learning English since this approach may promote the students' motivation when they frequently take the formative tests.

The data of the appropriateness in terms of frequency in taking formative tests, number of test items for each quiz, the tests that covered the objectives of the English course, and time allocation for taking each quiz used in this study revealed the needs of the students. Although the students did not like testing, they believed that taking formative tests frequently benefited their English learning. The other way of this approach, giving feedback and corrections after taking the formative tests, also benefited the students. They would like to receive feedback after each quiz. Consequently, the teachers should administer the relevant and useful formative tests which allow beneficial feedback after 3-5 instructional objectives. Moreover, the study of the formative test types used in this study showed that the students wanted to include both objective and subjective type of tests that can measure their ability.

In order to cover some missing information in the questionnaire, the researcher designed the questions to ask some students in both the control and the experimental groups after the experiment. The information from the researcher's interview with the students in both the control and the experimental groups also supported the previous results in three parts of the questionnaire. In this case, most of the students in the

control group did not know that there was a difference in the teaching and learning process in this course, i.e., the students in the experimental group had to take the formative tests after they learned 1-3 instructional objectives in each unit while the control group did not. However, most of the students in both groups believed that they could get more marks on the final examination if they took the formative tests frequently. It seems they anticipated the final examination in advance. It is a powerful reinforcement for them to continually revise the lesson. Some said “I’m usually lazy but I think this way make me more enthusiastic.” In terms of giving feedback after taking formative tests, most of them mentioned that they gained benefits directly from doing this. Because they knew exactly what they needed to relearn before the final examination took place. In other words, this approach may increase the students’ motivation in learning English, and they may be able to remedy their specific problems by themselves before the administration of the final examination. Moreover, most students worried about the scores they would get on the final examination, so this approach was quite related to their needs since the formative assessment may have helped to reduce their anxiety, and make them feel more confident in taking the formal examination.

As mentioned earlier, the students in the experimental group took the formative tests after they had learned 1-3 instructional objectives in each unit with 5-10 minutes long. After each quiz, the researcher returned the students their quizzes and gave them the correct answers in order to show them their performance (in terms of the scores they obtained from each quiz) and to identify the individuals’ specific weaknesses, or in other words, what objectives they had not mastered. During that time, the students were trying to compete with their peers. The students were more diligent even though

they did not like testing. According to the researcher's interview, one of the best students in the experimental group said, "I would like to get higher scores than the others. I would rather compete with myself and also with the others." This might imply that the formative assessment approach is a way to motivate students to learn the English language, not only for the poor students, but also for the better ones who do not have much competition in their class.

Finding one is supported by the previous studies of Murphey (1995), Juric (1993), Henry (1989), Bonnoil (1989) which reported on the Educational Research Workshop, and Noll (1965) and as suggested by the study of Sedlak (1990) and Bosco (1990).

## **2. THE EFFECTS OF FORMATIVE ASSESSMENT ON LEARNING OUTCOMES**

Incorporation of formative tests into the teaching process has resulted in better learning outcomes of the students. Comparison on the posttest mean scores of the control and the experimental group showed the better performance by the latter. The pretest results indicated the same level of English proficiency between the two groups at the beginning of the study. During the course of learning, six formative tests were given at interval, corrected with comments and subsequently returned to the experimental group. Different types and contents were used in each test to identify weakness and strength of the students in coping with the English language learning. As the results, the students in the experimental group were able to improve their English and obtain higher scores in the posttest. This achievement was attributed to

the motivation of the students put upon by the needs to prepare for the test on a regular basis.

Administration of formative tests not only motivated the students to improve their English language proficiency but also revealed several factors that are important in learning outcomes. Decline of the mean scores when the essay type of formative test was given indicated the weakness in writing ability of the students. The formative test can be modified and improved to provide better indicators and reliability of assessment of the students' English language competency. With proper remedial measures, the learning outcomes of the students can be further enhanced.

This finding is supported by earlier studies: Chariya Chongnanurug 1984, Boonchoo Phaijit 1978, and Damkoeng Wongsawang 1985.

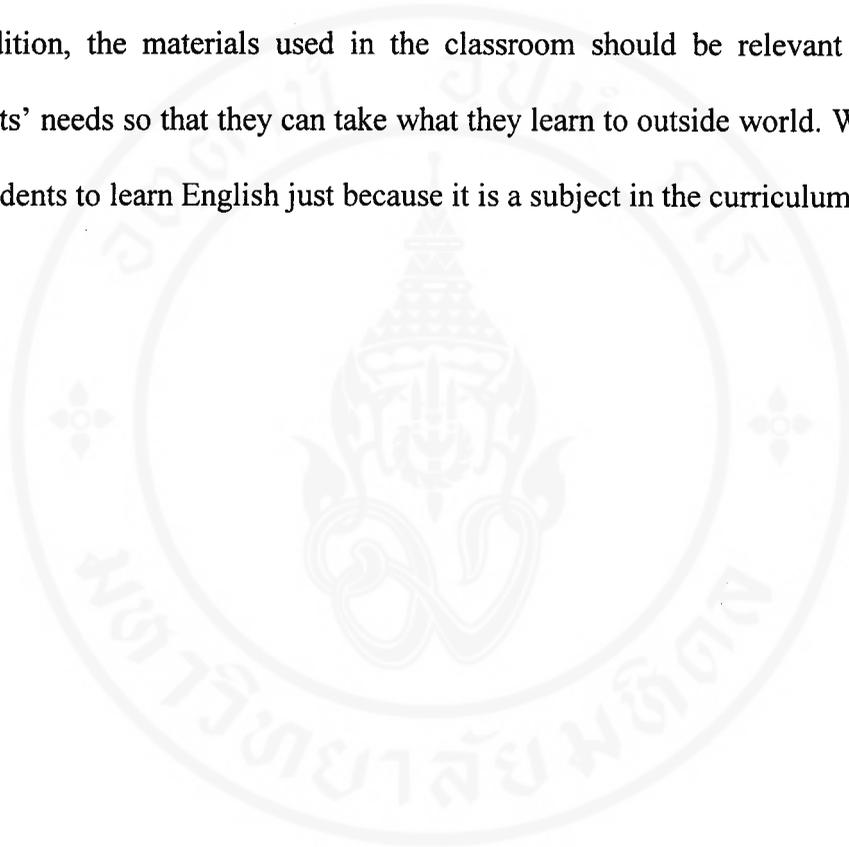
### **3. IMPLICATIONS FOR TEACHING AND LEARNING**

This study was conducted to investigate the effects of formative tests on motivation and learning outcomes for first-year students at RIT. The results of this study have shown that the formative assessment can increase motivation and learning outcomes. Therefore, according to these results and other related studies, it might be concluded that the formative assessment approach should be used in English classes, especially for those students who lack interest and motivation in learning the English language, like the students at RIT. The formative assessment approach might not only be used in the language classroom, but it could also be used as part of the instructional process to improve teaching and learning in other subjects in the educational institutes.

In order to promote students' achievement and encourage their motivation in English learning, English teachers should take up the role of motivators by motivating and developing the students' learning outcomes continually and frequently throughout the teaching and learning process. The teachers should use the formative assessment approach by giving students frequent formative tests, i.e. after the lessons students are posed with the questions, feedback and corrections. To do this, not only the students might learn more and can monitor themselves on their strengths and weaknesses, but also the teachers might have a closer look at students' progress, check on their teaching method and materials, see if some students needs to be retaught, whether supplementary information in language use or usage, additional exercises and practice are needed. The students will be encouraged to learn further, to have a good foundation to continue their study further.

In order to promote meaningful instruction and the successful learning outcomes, the language assessment instruments, the formative tests in this case, should emphasize integrative skills, and be carefully designed to encourage the students to correct their specific weaknesses before the administration of the formal examination. Moreover, these language assessment instruments should include the important features of any test types: essay or oral; short answer; true/false; matching; and multiple-choice tests, and also the specific purposes and the important features of progress test; diagnostic test; periodic test; quiz; and CRT. Finally, the language assessment instruments should include test objectives that cover instructional objectives to help the students learn English.

The students reported that teaching methodology is the most important factor affecting their learning of English. This means that the students are likely to get more knowledge from their teachers. Therefore, teachers should try to do their best in teaching, using various teaching methods to suit their students' learning styles. In addition, the materials used in the classroom should be relevant and useful to students' needs so that they can take what they learn to outside world. We do not want the students to learn English just because it is a subject in the curriculum.



## CHAPTER VI

## CONCLUSION



Since the lack of motivation of students in English language learning is a crucial problem faced by the RIT English teachers, the concept of formative assessment approach might solve this problem. Noll (1965: 3) suggested that if students had an occasional test during the term they would do better on a final examination. This periodic test could serve to stimulate interest and motivate the students to greater effort and accomplishment. The earlier study, the report of the Educational Research Workshop (1989: 9), claimed this suggestion “formative assessment procedures can reduce failure and increase motivation ...”

As a result, this study has attempted to examine whether the formative assessment approach can increase the motivation and learning outcomes in learning a General English Language Course for first year RIT students.

During the experimental sessions, only the students in the experimental group received the formative tests, discrete point and integrated skills tests including various test types and important purposes of many tests as mentioned, after they learned 1-3 instructional objectives in each unit of instruction. Also, feedback and corrections were given to the students after the administration of the formative tests to increase their motivation and to identify specific problems. The students relearned those problems by themselves before taking the formal examination.

Regarding the first result, the study concluded that the students in the control group who had formative test in their previous English courses and the experimental group have indicated positive attitudes toward the formative assessment. Students in the experimental group answered the questionnaire based on their experience having formative assessment during the experiment and in their previous courses in schools, which those in the control group answered the questionnaire based on the formative assessment in their previous schooling experiences. There was not any significant difference between the arithmetic means of two groups determined by the scores on the questionnaire. It implied that the ways of doing this approach are most related to the students' motivation in learning English.

The other result was determined by the comparison of the posttest means scores of the control and the experimental groups in order to investigate the effects of formative tests on the learning outcomes of first-year RIT students. The results showed a significant difference between the two groups well below the .05 probability level set in this study. It might be concluded that the students in the experimental group accomplished their English learning more than did the control group according to the effects of formative assessment approach.

This study recommends that the formative assessment approach be used as a tool to encourage the students' motivation and learning outcomes in language learning classroom. Thus, it shows that the subjects in this study need the formative assessment approach to help them learn English.

## RECOMMENDATIONS FOR FURTHER STUDIES

This study will be extended to investigate the effects of formative assessment as follows.

1. The subjects used in this study focused on students who studied the General English Course at the Diploma Level; this study does not cover other subjects. Therefore, the subjects for further investigation should be carefully selected from students who undertake English for Specific Purpose (ESP) in various areas from the same or different educational levels. This is because this approach is not taken into consideration by any educational institutes. By doing this, it may be shown that formative assessment affects the students' motivation and learning outcomes.
2. According to the results of this study, the formative tests used in students' previous English courses were mainly discrete-point tests, emphasizing on vocabulary and grammar. The tests employed in this study were objective and subjective tests, including discrete-point as well as integrative types of tests. A further study should be extended to the use of integrative and communicative tests with an emphasis on authentic test-tasks to improve a more communicative and meaningful instruction. Students' fluency in using language skills should also be considered as well as accuracy.
3. The frequency in taking formative assessment is the most important impact on the students' motivation and learning outcomes. In this study the frequency in taking formative assessment is after the students learned 1-3 instructional objectives. A further study should consider this factor.

4. Student subjects in this study stated that they were poor in writing, speaking and listening. These skills are often ignored by teachers and also the students do not realize that they may be important to their future professional lives. Therefore, a further study should be conducted to explore a variety of testing methods appropriate to assess students' programs in both productive and receptive skills in large classes.
5. Despite the time-consuming and tedious efforts put forth by the teachers, formative assessment in the form of direct tests should be given as much as possible in language learning situations due to their washback effects. Direct tests to assess students' progress in productive skills should be administered and the results investigated to determine their effects on learning outcomes and motivation.
6. A further study could be extended to consider more on giving feedback after taking the formative test frequently in order to investigate the effects of this factor towards learning outcomes and motivation.
7. Other techniques of formative assessment such as learning logs, reflective journals, portfolio and contract and goal-based assessment could be extended to a further study.
8. The materials used in this study considered content-based, a further study could be extended to use task-based and/or authentic materials.
9. Finally, the lack of motivation in learning English is a very serious problem. Research into this matter should be conducted to search for other relevant and useful techniques that could motivate students to learn English.

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## APPENDIX A

### The RIT Compulsory English Course Syllabus (1992)

- Course :** General English Language I & II
- Characteristic :** The fundamental course for the 1<sup>st</sup> year diploma level
- Time allocated :** 54 periods / 18 weeks
- Credit :** 3 credit
- Objectives :**

By the end of the course students should be able to :

1. develop knowledge of and perform the basic skills (listening, speaking, reading, and writing)
2. use the knowledge in daily conversation
3. use the basic English knowledge for further study
4. use the knowledge in a career

#### Course description :

- developing four main skills, conversation dealing with daily and vocational matters
- using a dictionary to enhance reading
- understanding reading and listening strategies
- practicing speaking and writing skills in such situations using vocabulary, idioms, and structures from the reading or listening passages

The objectives should be defined to be more specific in terms of instructional objectives as follows :

By the end of this course, the students will be able to perform each of the following objectives with at least 50 percent accuracy :

#### Reading Skill

- identify the main idea from the reading passage provided in 100-250 words
- state the meaning of words given from the context

- choose the appropriate meaning of words given in any context from a dictionary accurately
- answer the comprehension check questions from the reading passage provided in 100-250 words

### **Writing Skill**

- write a 50-word paragraph from the information provided
- write sentences or paragraphs with the correct tenses
- write informal letters
- write phone messages
- fill in forms
- find the required vocabulary from a dictionary quickly and accurately to complete the sentences

### **Speaking Skill**

- stress words in a sentence appropriately and clearly to convey intended meaning
- ask and answer questions in real life situations appropriately
- make a sentence accurately and appropriately from situation given

### **Listening Skill**

- listen to and identify the theme from a 2-3-minute daily life dialogue
- listen to and summarize the main idea from the listening passage provided in 1-2 minutes
- listen to and choose the different sounds according to the pronunciation
- listen to and answer the comprehension check questions from the listening passage

## APPENDIX B

### The Instructional objectives and Lesson Plan

**Material:** New Headway *Intermediate*

WEEK	CONTENTS
1	<b>Pretest</b>
2-5	<p><b>UNIT 1 <u>What a wonderful world!</u></b></p> <p>Auxiliary verbs – Social expressions</p> <p><b><u>Instructional Objectives</u></b></p> <p>By the end of this unit, the students will be able to perform each of the following objectives with at least 50 percent accuracy :</p> <ol style="list-style-type: none"> <li>1. make questions with auxiliary verbs with emphasis on the accurate formation of the tenses</li> <li>2. make the statements negative</li> <li>3. answer the comprehension check questions from the reading passage provided</li> <li>4. choose the appropriate expressions used on many occasions in day-to-day interactions</li> <li>5. listen to and answer the comprehension check questions from listening carefully to the passage provided</li> <li>6. listen to and underline the different vowel sounds</li> <li>7. listen to and cross out the silent letters</li> <li>8. choose an appropriate preposition that commonly goes together with the given verb in any context</li> <li>9. write an informal letter</li> <li>10. write the phonetic script</li> </ol>

5-7	<p><b>UNIT 2 <u>Happiness!</u></b></p> <p>Present states and action – Active and passive – Numbers</p> <p><b><u>Instructional Objectives</u></b></p> <p>By the end of this unit, the students will be able to perform each of the following objectives with at least 50 percent accuracy :</p> <ol style="list-style-type: none"> <li>1. make statements with the correct tenses of present simple and present continuous, and also present active and passive</li> <li>2. choose the words and phrases that come after <i>play, do, make, go, and have</i> correctly</li> <li>3. choose the correct form of a phrasal word verb</li> <li>4. pronounce the numbers, prices, dates, phone numbers, fractions, decimal, and percentages</li> <li>5. listen to and write the numbers correctly</li> <li>6. answer the comprehension check questions from the reading passage provided</li> <li>7. ask and answer questions in real life situations appropriately from the situation given</li> <li>8. listen to and answer the comprehension check questions from listening passage provided precisely</li> <li>9. write 3-5 sentences describing a person</li> <li>10. choose the correct opposite word of an adjective</li> </ol>
8-10	<p><b>UNIT 3 <u>Telling tales</u></b></p> <p>Past tenses – Active and passive – Giving opinions</p> <p><b><u>Instructional Objectives</u></b></p> <p>By the end of this unit, the students will be able to perform each of the following objectives with at least 50 percent accuracy :</p> <ol style="list-style-type: none"> <li>1. compare and contrast the narrative tenses – the past simple, the past continuous, and the past perfect</li> <li>2. make statements with the correct tenses of past active and passive</li> <li>3. listen to and identify the regular verbs in the past simple, according to the pronunciation of <i>-ed</i></li> <li>4. match a word-sort on art, music and literature</li> <li>5. complete the sentences with a verb (in the right tense) and a noun</li> <li>6. choose the correct verbs and nouns that go together</li> <li>7. give opinions about books, music, films, etc.</li> <li>8. listen to and complete part of a story</li> <li>9. write a 25-50 word length story about their worst holiday</li> <li>10. identify the main idea from a reading passage provided in 100-150 words</li> <li>11. state the meaning of words given from the context</li> </ol>

11-13	<p><b>UNIT 4 <u>Doing the right thing</u></b></p> <p>Modal verbs – Requests and offers</p> <p><b><u>Instructional Objectives</u></b></p> <p>By the end of this unit, the students will be able to perform each of the following objectives with at least 50 percent accuracy :</p> <ol style="list-style-type: none"> <li>1. transform the sentences into 1) the negative, 2) questions, and 3) third person singular forms with modal auxiliary verbs (past and present)</li> <li>2. give advice in the situation given</li> <li>3. choose an appropriate adjective that describe character</li> <li>4. find the entry for the required words in an English dictionary quickly and accurately to rewrite the sentences</li> <li>5. complete the charts with a different part of speech by using a dictionary</li> <li>6. pronounce the words from phonetic script</li> <li>7. fill in a form</li> <li>8. make a dialogue of requests and offers for the situation given</li> <li>9. stress words in a sentence appropriately and clearly to convey intended meaning</li> <li>10. answer the comprehension check questions from the reading passage provided</li> <li>11. choose the correct form of must/have to, can/be able to, could/managed to complete the sentences provided</li> </ol>
14-15	<p><b>UNIT 5 <u>On the move</u></b></p> <p>Future forms – Travelling around</p> <p><b><u>Instructional Objectives</u></b></p> <p>By the end of this unit, the students will be able to perform each of the following objectives with at least 50 percent accuracy :</p> <ol style="list-style-type: none"> <li>1. choose the correct forms of future tense to write a statement</li> <li>2. compare and contrast future forms – <i>will</i> and <i>going to</i></li> <li>3. make a correct sentence using present continuous</li> <li>4. write a message from a telephone conversation correctly and in the clearest way</li> <li>5. make a telephone conversation form the information given</li> <li>6. choose the appropriate lexical set of the weather, looking at nouns, adjectives, and verbs</li> </ol>

	<ol style="list-style-type: none"> <li>7. listen to a weather forecast, label the symbols and take notes</li> <li>8. listen to and summarize the main idea from a listening passage provided in 1-2 minutes</li> <li>9. make requests from the situations given</li> <li>10. answer the comprehension check questions from the reading passage provided</li> </ol>
16-17	<p><b>UNIT 6 <u>Likes and dislikes</u></b></p> <p><i>Like</i> – Verb + -ing or infinitive? – Signs and soundbites</p> <p><b><u>Instructional Objectives</u></b></p> <p>By the end of this unit, the students will be able to perform each of the following objectives with at least 50 percent accuracy :</p> <ol style="list-style-type: none"> <li>1. make questions with <i>like</i> as a verb and a preposition</li> <li>2. choose the correct verb patterns from the reading passage and listening passage</li> <li>3. choose suitable adjectives that commonly go with people, places and food</li> <li>4. make sentences with the correct form of <i>like</i> and <i>as</i></li> <li>5. find the appropriate relative pronouns used in the reading passage or sentences provided and identify what each one refers to</li> <li>6. write a 25-50-word length paragraph describing a room, using some adjectives to describe it</li> <li>7. identify the main idea from the reading passage provided in 100-150 words</li> <li>8. stress words in a sentence appropriately and clearly to convey intended meaning</li> </ol>
18	<b>Posttest</b>

### APPENDIX C

#### The RIT English Proficiency Test Scores of Subjects in the Study

Group No.	1 (N=35) Scores (100)	2 (N=22) Scores (100)	3 (N=34) Scores (100)	4 (N=24) Scores (100)	5 (N=21) Scores (100)	6 (N=26) Scores (100)	7 (N=19) Scores (100)
1	32	34	24	38	34	28	30
2	32	42	28	30	28	52	38
3	36	38	26	24	30	36	34
4	36	34	22	28	28	36	36
5	99	40	50	32	30	34	34
6	28	26	36	26	28	26	50
7	38	36	30	28	32	24	48
8	28	36	30	44	34	22	28
9	32	42	38	26	22	30	36
10	27	30	32	32	46	30	34
11	26	26	26	30	36	24	36
12	38	26	26	38	28	46	30
13	32	36	40	32	32	40	34
14	22	34	24	30	34	40	34
15	38	30	46	30	32	34	42
16	24	34	34	28	32	28	28
17	26	26	28	28	28	40	32
18	28	30	30	22	36	38	46
19	30	30	28	34	30	32	24
20	23	38	28	50	28	28	
21	24	34	34	32	32	36	
22	32	32	20	24		28	
23	28		28	30		28	
24	28		28	30		52	
25	24		44			24	
26	26		32			26	
27	28		36				
28	28		34				
29	24		36				
30	25		30				
31	26		32				
32	36		20				
33	32		38				
34	34		24				
35	36						
Mean	31.60	33.36	31.23	31.08	31.42	33.15	35.47
Med.	28.00	34.00	30.00	30.00	32.00	31.00	34.00
Sd.	12.63	4.99	7.04	6.29	4.69	8.23	6.89

## APPENDIX D

### The Tests in the Study

#### สถาบันเทคโนโลยีราชมงคล วิทยาเขตวังไกลกังวล

แบบทดสอบวิชา ภาษาอังกฤษ 1	ประจำภาคเรียนที่ 1 /2541
จำนวนข้อสอบ 100 ข้อ	คะแนนเต็ม 100 คะแนน
นักศึกษาชั้น ปวส. ปีที่ 1	เวลาสอบ 3 ชั่วโมง
สอบวันที่ ตุลาคม 2541	อาจารย์ นันทวดี วงษ์เสถียร ผู้ออกข้อสอบ



#### คำชี้แจงการทำข้อสอบวิชาภาษาอังกฤษ 1

โปรดอ่านคำชี้แจงในการทำข้อสอบให้เข้าใจก่อนลงมือทำ

- ☞ ห้ามนำเอกสารใด ๆ เข้าห้องสอบ
- ☞ ห้ามนำข้อสอบออกนอกห้องสอบอย่างเด็ดขาด
- ☞ ให้นักศึกษาเลือกคำตอบที่ถูกต้องที่สุด กากบาท X ลงในกระดาษคำตอบ
- ☞ ข้อสอบชุดนี้มี 6 ตอน จำนวน 100 ข้อ ใช้เวลาในการทำข้อสอบ 3 ชั่วโมง

ตอนที่ 1 ทดสอบการฟัง แบ่งเป็น 3 ส่วนจำนวน 9 ข้อ

ส่วนที่ 1 นักศึกษาจะได้ฟังคำพูดบางอย่างและคำถามเกี่ยวกับคำพูดนั้นจากเทปบันทึกเสียง 2 ครั้ง ให้นักศึกษาตอบคำถามหลังจากได้ยินจำนวน 2 ข้อ โดยนักศึกษาจะได้อ่านคำถามและคำตอบในแบบทดสอบ

ส่วนที่ 2 นักศึกษาจะได้ฟังสมพงษ์พูดเกี่ยวกับตัวเขาจากเทปบันทึกเสียง 2 ครั้ง  
ให้นักศึกษาตอบคำถามเกี่ยวกับสมพงษ์จำนวน 2 ข้อ โดยนักศึกษาจะได้ฟังคำถามจาก  
เทปบันทึกเสียง 2 ครั้ง และสามารถอ่านคำถามและคำตอบได้จากแบบทดสอบ

ส่วนที่ 3 นักศึกษาจะได้ฟังบทสนทนาระหว่างนางเบเคอร์ และ นักสืบราฟี่จาก  
เทปบันทึกเสียง 2 ครั้ง ในระหว่างการสนทนา นักสืบราฟี่จะพูดข้อความที่ไม่ถูกต้อง  
ทำให้นางเบเคอร์ต้องคอยแก้ไขตลอดเวลา ให้นักศึกษาเลือกคำที่นางเบเคอร์เน้นเสียงในแต่ละ  
ตอนจากตัวเลือกที่ให้ไว้ในแบบทดสอบ โดยนักศึกษาจะได้อ่านบทสนทนาควบคู่ไปกับการฟัง

ตอนที่ 2 ทดสอบความรู้เกี่ยวกับการออกเสียงภาษาอังกฤษและสำนวนภาษาที่ใช้ใน  
การสนทนา แบ่งเป็น 3 ส่วน จำนวน 14 ข้อ

ส่วนที่ 1 ให้นักศึกษาเลือกสระที่ออกเสียงต่างไปจากคำอื่น

ส่วนที่ 2 ให้นักศึกษาเลือกการออกเสียงที่ถูกต้องของตัวเลขที่กำหนดให้

ส่วนที่ 3 ให้นักศึกษาเลือกคำตอบที่เหมาะสมที่สุดจากสถานการณ์ที่  
กำหนด

ตอนที่ 3 ทดสอบคำศัพท์และการตีความ จำนวน 7 ข้อ

ตอนที่ 4 ทดสอบไวยากรณ์ และลีลาการเขียนระดับประโยค จำนวน 37 ข้อ  
ให้นักศึกษาเลือกคำตอบที่ถูกต้องที่สุดเพื่อเติมข้อความในช่องว่างให้  
สมบูรณ์

ตอนที่ 5 ทดสอบการเขียน แบ่งเป็น 2 ส่วนจำนวน 11 ข้อ

ส่วนที่ 1 ให้นักศึกษาอ่านข้อความที่กำหนดให้ และใช้ข้อมูลนั้นเป็นแนวทางใน  
การเลือกคำตอบที่ถูกต้องที่สุดเพื่อกรอกแบบฟอร์มลงทะเบียนให้สมบูรณ์

ส่วนที่ 2 ให้นักศึกษาอ่านบทสนทนาที่กำหนดให้ และเลือกข่าวสารทางโทรศัพท์  
ที่บันทึกได้ชัดเจนและถูกต้องที่สุด

ตอนที่ 6 ทดสอบการอ่าน ประกอบด้วยบทอ่าน 5 บท จำนวน 22 ข้อ

ให้นักศึกษาอ่านและตอบคำถามจากบทอ่านโดยเลือกคำตอบที่ถูกต้อง  
ที่สุด



**C. Directions :** Listen to the telephone conversation between Mrs Baker and Detective Raffy. In each line of the conversation, Detective Raffy gives some wrong information and Mrs Baker corrects him.

<b>Detective Raffy:</b>	Good morning Miss Barlays.
<b>Mrs Baker:</b>	(5) It's Mrs Barker actually.
<b>Detective Raffy:</b>	Oh yes. Mrs Barker of 53 North Road, Brighton.
<b>Mrs Baker:</b>	(6) 52 North Road, Brighton actually.
<b>Detective Raffy:</b>	Ah, yes. Now Mrs Baker, You informed us that you saw someone break into your apartment last week.
<b>Mrs Baker:</b>	(7) No, in fact, I informed you that when I came back yesterday I felt like my house was robbed.
<b>Detective Raffy:</b>	Oh I see. And your husband's diamond ring was stolen.
<b>Mrs Baker:</b>	(8) Oh, no. It's my diamond necklace actually. Don't you think you should read the report before calling me, Mr Raffy?
<b>Detective Raffy:</b>	I'm terribly sorry. Can you come to the police station and give me more details?
<b>Mrs Baker:</b>	(9) No, I can't. I don't have anything to tell you. Good bye.

Now listen to the conversation again and choose the main stressed word or words (คำที่เน้นเสียง) in Mrs Baker's replies on your answer sheet.

5.
  - 1 Miss / Baker
  - 2 Mrs / Baker
  - 3 Miss / Barclays
  - 4 Mrs / Barclays
  
6.
  - 1 52
  - 2 53
  - 3 North Road
  - 4 North Street
  
7.
  - 1 like / my
  - 2 in fact / came
  - 3 informed / robbed
  - 4 yesterday / house

8. 1 my / necklace  
2 diamond / calling  
3 actually / should  
4 diamond / read
9. 1 can't / don't / you  
2 No / anything / tell  
3 can't / tell / Good bye  
4 No / anything / Good bye

**Part II : Pronunciation and Conversational Expressions (Questions 10-23)**

**A. Directions :** In each item below, which one of the underlined vowel sounds is pronounced differently?

- |     |                |                 |
|-----|----------------|-----------------|
| 10. | 1 <u>ball</u>  | 2 <u>call</u>   |
|     | 3 <u>shall</u> | 4 <u>tall</u>   |
| 11. | 1 <u>clear</u> | 2 <u>dear</u>   |
|     | 3 <u>fear</u>  | 4 <u>wear</u>   |
| 12. | 1 <u>bone</u>  | 2 <u>clone</u>  |
|     | 3 <u>done</u>  | 4 <u>stone</u>  |
| 13. | 1 <u>pain</u>  | 2 <u>afraid</u> |
|     | 3 <u>paid</u>  | 4 <u>hair</u>   |
| 14. | 1 <u>good</u>  | 2 <u>wood</u>   |
|     | 3 <u>flood</u> | 4 <u>stood</u>  |

**B. Directions :** How do you pronounce the following numbers?

15. **17.34 %**  
1 seventeen and thirty-four percent  
2 seventeen and three four percent  
3 seventeen point thirty-four percent  
4 seventeen point three four percent
16. **5  $\frac{3}{4}$**   
1 five and three four  
2 five and three fourth  
3 five and three quarter  
4 five and three quarters



**Part III : Vocabulary and Interpretation**  
**(Questions 24-30)**

**Directions :** Choose the best answer.

24. I've just finished reading a ..... of Princess Diana. She had an interesting life.  
1 bibliography                      2 biography  
3 biology                                4 birth
25. The air in Bangkok is very ..... .  
You can hardly breathe when the traffic's heavy!  
1 thick                                    2 troubled  
3 worse                                  4 polluted
26. It is not safe for a woman to walk alone at night.  
The streets are very ..... .  
1 crowded                                2 dirty  
3 dangerous                              4 interesting
27. The movie was not interesting at all. Actually, I thought it was very ..... and I left after thirty minutes.  
1 boring                                    2 beautiful  
3 exciting                                 4 frightening
28. "Shall we go to the beach this weekend?"  
"That's **a wonderful idea!**"
- A similar meaning of the underlined words is ... .**  
1 an amusing idea                      2 a dreadful idea  
3 a fantastic idea                        4 a poor idea
29. What does this sign mean?

Keep Off the Grass

- 1 You must keep the grass.  
2 They let you walk on the grass.  
3 You must not walk on the grass.  
4 They allow you to keep off the grass.







**B. Directions :** Read the following situation and choose the best answer for each blank.

Since Pink's leg is in pain, she asks Peter, who is both her doctor and her friend, to visit her ...56... home. But she ...57... wait for an hour before he ...58... come to see her.

**Peter:** ...59... I got held up in the traffic.

**Pink:** ...60... You're here now. Come and sit down.  
...61... abroad next week. ...62... to America on business. But ...63... two days. ...64... I'll be well enough to go?

**Peter:** When I ...65...you, I'll be able to tell you.  
Well! you ...66... a bone in your leg I ...67... you to hospital for an X-ray.

56. 1 in 2 in the  
3 at 4 at the
57. 1 must 2 had to  
3 would 4 ought to
58. 1 can 2 could  
3 may 4 might
59. 1 It's boring 2 I'm really tired  
3 Sorry, I'm late 4 That's too bad
60. 1 Poor you 2 Take care, my love  
3 You must be joking 4 That's all right
61. 1 I'll be go 2 I'll go  
3 I'm going 4 I go
62. 1 I'm sent 2 I'm being sent  
3 I'm send 4 I be sent
63. 1 I've had a pain for 2 I've had a pain since  
3 I'm having a pain for 4 I'm having a pain since
64. 1 Do you think 2 Are you thinking  
3 Did you think 4 You are thinking
65. 1 am examining 2 will examine  
3 will have examined 4 have examined





**B. Take the messages**

**Directions :** Read the following telephone conversations and choose the message that gives the important information correctly and in the clearest way.

**Conversation 1**

- Somsri:** Hello! Mr. Smith's house. Can I help you?  
**Pam:** Yes, this is Pam. Is that you, Nook?  
**Somsri:** No, this is Somsri. I'm the new maid.  
**Pam:** Oh I see. I thought you sounded like Nook. I'm Bob's daughter. I just wanted to ask my Dad something. Is he there?  
**Somsri:** Yes, but he's talking with somebody in his library at the moment. Do you want me to ...  
**Pam:** No, it's not urgent. Tell him I'll give him a call later. Give him my love.  
**Somsri:** Okay, I'll tell him.  
**Pam:** Thanks. Bye.  
**Somsri:** Okay. Bye.

77. 1

10.00 a.m. Fri.  
 Mr. Smith,  
**Pam rang. Wants you to call her.**  
**It's urgent.**  
 Somsri

2

10.00 a.m. Fri.  
 Mr. Smith,  
**Pam rang. Will call you later.**  
**Sends her love.**  
 Somsri

3

10.00 a.m. Fri.  
 Mr. Smith,  
**Your daughter rang.**  
**Wants to speak to Nook.**  
 Somsri

4

10.00 a.m. Fri.  
 Mr. Smith,  
**Your daughter rang. Wants to see you at the library.**  
 Somsri

**Conversation 2**

- Albert:** SCM Company. May I help you?  
**Paitoon:** Could I speak to Mr. Johnson, please?  
**Albert:** I'm sorry. He's out this morning and I don't think he's back yet. Can I take a message?  
**Paitoon:** Yes. It's Paitoon Sandee from Thai Seafood Company. This is the third time I've left a message. He doesn't seem to get them. Could you tell him there is a problem with his fish order and to ring me as soon as possible?  
**Albert:** OK Mr. Paitoon. Problem with fish order. Ring you a.s.a.p. What's your number there?  
**Paitoon:** Bangkok 02 678 5210  
**Albert:** Bangkok 02 678 9210  
**Paitoon:** No, 5210  
**Albert:** Oh, right, 02 678 5210. Okay, I'll give him that message.  
**Paitoon:** Thanks. Bye.  
**Albert:** Goodbye.

78. 1

Thurs. 1.30 p.m.  
 Mr. Johnson,  
**Paitoon Sandee rang.**  
**Has rung you three times.**  
**Will ring back later.**  
 Albert

2

Thurs. 1.30 p.m.  
 Mr. Johnson,  
**Mr. Paitoon – Thai Seafood Company rang.**  
**Complain about your order.**  
 Albert

3

Thurs. 1.30 p.m.  
 Mr. Johnson,  
**Paitoon Sandee rang. Wants to order fish.**  
**Call him back asap.**  
 Albert

4

Thurs. 1.30 p.m.  
 Mr. Johnson,  
**Mr. Paitoon Sandee from Thai Seafood Company rang – problem with fish order.**  
**Ring him asap on 02 6785210**  
 Albert

**Part VI : Reading (Questions 79-100)**

**Directions :** Read the following passages and choose the best answer for each question.

**Passage 1**

People coming by plane to London Airport have two main methods of getting in to the city. They can take the airport coach to the air terminal in Kensington or they can take a taxi. The coach is much cheaper. The cost of a ride in a London taxi is calculated according to the distance traveled and the time taken. The amount due is shown on the meter.

79. According to the passage, which of the following is **true**?
- 1 The cost of the taxi will be shown on the meter.
  - 2 The cost of the taxi is much cheaper than the coach.
  - 3 The cost of the coach depends on the distance and the time.
  - 4 People can take neither the coach nor a taxi to go from the airport to the city.
80. Who may this statement be most useful for?
- 1 Londoners
  - 2 Taxi drivers
  - 3 Tourists
  - 4 Tour guides

**Passage 2**

A customer in a small retail store has an air conditioner and complains that the unit has stopped working.

The technician arrives and goes to the room thermostat and notices that there are no figures showing on the face of the thermostat. There should be some numbers or writing on the face of the digital thermostat. The technician reviews the diagrams.

The technician removes the thermostat from the subbase and jumps from RH to W, goes to the air conditioner and discovers that there is no power at the cooling. The technician then goes to room thermostat and jumps from RC to G and the indoor fan does not start.

81. The passage is mainly about .....
- 1 A customer's complaining
  - 2 An out of order air conditioning
  - 3 The technician's repair procedures
  - 4 An out of order air conditioning and the solution
82. What does the technician see on the face of the thermostat when he goes to the room thermostat?
- 1 nothing
  - 2 figures
  - 3 letters
  - 4 numbers

83. According to paragraph 3, which of the following does the technician do first?
- 1 He jumps form RC to G.
  - 2 He goes to the thermostat.
  - 3 He removes the thermostat.
  - 4 He goes to the air conditioner.

**Passage 3**

The National Electrical Code (NEC) sets the standard for all electrical installations, including motor overload protection. The code book published by the National Electrical Manufacturer's Association should be consulted for any overload problems or misunderstandings **that** may occur regarding correct selection of the overload device.

The purpose of the overload protection device is to disconnect the motor from the circuit when an overload condition occurs. Detecting the overload condition and opening the circuit to the motor can be done in several ways : by an overload device mounted on the motor starter, or by a separate overload relay applied to a system with a **contactor**.

84. What is the NEC's responsibility?
- 1 Publishing the standard code book
  - 2 Making the rules for electrical work
  - 3 Consulting for any overload problems
  - 4 Detecting the overload condition and opening the circuit
85. In line 4, "**that**" refer to the .....
- 1 correct selection
  - 2 overload device
  - 3 overload problems
  - 4 National Electrical Manufacturer's Association
86. The best title for this passage would be .....
- 1 Electrical Installation
  - 2 Overload Device Protection
  - 3 National Electrical Code Standard
  - 4 National Electrical Manufacturer's Association
87. In line 10, "**a contactor**" means an .....
- |                     |                     |
|---------------------|---------------------|
| 1 electrician       | 2 electricity       |
| 3 electrical device | 4 electrical system |

88. According to the passage, why do we need an overload protection device?
- 1 To detect an overload condition
  - 2 To protect an overload condition
  - 3 To open the circuit to the motor
  - 4 To disconnect the motor from the circuit

**Passage 4**

**Actress Goodman has  
benign cyst removed**

-----

Actress Nicole Goodman, 31, had a benign ovarian cyst removed at a Los Angeles hospital here last week.

“The operation was entirely successful and Nicole is in the best of health,” her publicist said in a statement.

Goodman and husband Tom Brown were said to have been worried about the operation because her mother had suffered from breast cancer.

89. What happened to Nicole Goodman?
- 1 She had an operation.
  - 2 She died during the operation.
  - 3 She had suffered from breast cancer.
  - 4 She was not worried about the operation.
90. Who is Nicole Goodman?
- |               |                |
|---------------|----------------|
| 1 a singer    | 2 a movie star |
| 3 a publicist | 4 a surgeon    |
91. The operation was .....successful.
- |          |              |
|----------|--------------|
| 1 almost | 2 not        |
| 3 hardly | 4 completely |
92. What does the number ‘31’, (line 1) in the news refer to?
- 1 She had an operation for 31 hours.
  - 2 She has stayed in the hospital for 31 hours.
  - 3 She had an operation when she was 31 years old.
  - 4 She was taken to the hospital on the 31<sup>st</sup> of the month.



97. Which of the following is **true**?
- 1 She was buried in her hometown.
  - 2 She was not a successful woman pilot.
  - 3 She couldn't beat Anthony Morton's record.
  - 4 A song, *Jane, wonderful Jane!*, was written when she was a schoolgirl.
98. Which of the following made her famous?
- 1 Her mystery death.
  - 2 She was married to Anthony Morton.
  - 3 A very famous song written about her.
  - 4 She was the first woman to fly to Europe.
99. When did she die?
- 1 during a flight
  - 2 before the war
  - 3 before she was famous
  - 4 when she was a schoolgirl
100. The underlined word, "**mystery**" means ..... .
- |           |            |
|-----------|------------|
| 1 fright  | 2 interest |
| 3 suspect | 4 unknown  |



**Formative Test****Unit 1**

A. *Directions: Choose the best answer. (Questions 1-10)*

1. A: "Where ..... yesterday?"

B: "I was in the restaurant."

1 went you

2 was you

3 were you

4 have you been

2. "I ..... ten years ago," she said.

1 was born

2 am born for

3 was born since

4 have been born since

3. A: "Do you want any breakfast?"

B: "No, ....."

1 I've some still

2 I don't want

3 I'm not hungry

4 I still have much

4. A: "Did you have a good holiday last week?"

B: "Yes, ....."

1 I do

2 I did

3 I was

4 I have

5. Chinese ..... spoken in every country in the world.

1 don't

2 doesn't

3 isn't

4 hasn't





19. Today Bireley's is still supplying orange juice drinks to the market.
20. Because of the arrival of new carbonate soft drink competitors, Bireley's changed its production.

D. *Directions : Suppose you are Tom. Write a letter to your friend, Max, giving some of your news from the following information. Match the information given with the numbers in the letter provided.*

*(Questions 21-30)*

*Use the following information for paragraph 1 in the letter.*

- A. I've just come to Hua-Hin for 2 weeks to study at RIT
- B. I am staying in the apartment near the campus
- C. I think it is very important to my future life
- D. How are you?

*Use the following information for paragraph 2 in the letter.*

- E. It's very fun
- F. You could have been here
- G. My English teacher told me my English is very poor
- H. However, when I have free time on my weekend I always go sightseeing

*Use the following information for paragraph 3 in the letter.*

- I. Take care of yourself
- J. Would you like to visit me in Hua-Hin?

26 Soi Nana

Hua-Hin

June 15, 1998

Dear Max

21 \_\_\_\_\_. I'm very well.  22 \_\_\_\_\_.  
I am studying in Accounting.  23 \_\_\_\_\_.  
 24 \_\_\_\_\_. I can see the beautiful view of the sea from there.

I have to study hard, especially in the English course.  
 25 \_\_\_\_\_ so I have to do a lot of homework.  
 26 \_\_\_\_\_. Last weekend I went to Pa-La-U waterfall with my  
classmates.  27 \_\_\_\_\_. I wish  28 \_\_\_\_\_.

I'd love to see you.  29 \_\_\_\_\_. Why don't you come for a  
weekend?  30 \_\_\_\_\_ and write as soon as you can.

Yours,

Tom



C. *Directions: Match the numbers and words. (Questions 11-15)*

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> 11. 201.4  | a. twenty fourteen                |
| <input type="checkbox"/> 12. 20.14% | b. twenty and one-quarter         |
| <input type="checkbox"/> 13. 2014   | c. twenty pounds fourteen         |
| <input type="checkbox"/> 14. £20.14 | d. twenty point one four percent  |
| <input type="checkbox"/> 15. 20¼    | e. two hundred and one point four |

D. *Directions: Which of the verb (play, do, make, go or have) goes with each of the following word or phrase. Write the verb in front of the word or phrase. (Questions 16-20)*

- |           |             |
|-----------|-------------|
| 16. _____ | a day off   |
| 17. _____ | a mistake   |
| 18. _____ | aerobics    |
| 19. _____ | by ear      |
| 20. _____ | sightseeing |

E. *Directions: Read the following passage. What do these numbers refer to? Match the numbers in column A with meaning in column B. (Questions 21-25)*

**The country's two top tennis players, Tamarine Tanasugarn and Paradorn Srichaphan, will play in the 65<sup>th</sup> National Tennis Championships at Nightingale Ramindra Outdoor courts and The Mall Bangkapi Indoor Exhibition Hall, December 13 to 21.**

**The first four days will be held outdoor, but the last four will be indoors at the Mall which can seat 4,500 spectators. This will be the first time the championships have been held indoors.**

**With sponsorship from Boonrawd Brewery there will be a total of 400,000 baht in prize money.**



## Formative Test

### Unit 3

A. *Directions: Translate the following sentences into Thai. Translate the ideas, not word by word. (Questions 1-3)*

1. By the time I arrived, the children had already gone to bed.

---

2. "Romeo and Juliet" was written by William Shakespeare.

---

3. What did you think of the football game?

---

B. *Directions: Underline the correct verb form. Past Simple or Past Continuous? (Questions 2-5)*

4. I *saw* / *was seeing* you on the beach yesterday. You *talked* / *were talking* with Tom.

5. Last summer, I *heard* / *was hearing* someone shouting for help while I *lay* / *was lying* on the beach.

C. *Directions: Read the following news and answer the question. (Questions 6)*

**Philippines  
reveals El  
Nino damage**

**DIGOS, Philippines – At least 26 people have died and a million others face severe food shortages after drought linked to El Nino destroyed crops worth millions of dollars in the southern Philippines, officials said yesterday.**

6. What was the effect of El Nino on the southern Philippine people?
- 
- 

- D. *Directions: Read the following biography and answer the questions. (Questions 7-13)*

***Edwin Smith***  
**a successful poet,**  
**who was deaf and blind**  
**(American, 1890-1978)**

=====

**Edwin Smith's deafness and blindness were caused by a severe illness when he was a baby. His parents didn't know what to do, and they found it difficult to control their growing son. One day they were told about a brilliant young teacher called Paula Martin. She came to work with with Edwin and very firmly and patiently, taught him that every object had a name. Eventually Edwin was offered a place at university. After this he toured the world helping people like himself. In 1972 the story of his life was made into a film, *The Wonder Worker*.**

7. What was Edwin Smith's nationality?
- 

8. What was the result of a severe illness to Edwin Smith ?
- 

9. What did Edwin Smith do after university gave him a place?
-

10. Who was Paula Martin and what did she do?

a.

---

b.

---

11. What was *The Wonder Worker*?

---

12. When did Edwin Smith die?

---

13. What do the underlined words mean in Thai?

<b>deafness</b>	=
<b>growing</b>	=
<b>brilliant</b>	=
<b>firmly</b>	=
<b>object</b>	=
<b>like</b>	=

*E. Directions: What do you say in these situations? (Questions 14-15)*

14. You have just come home from the cinema. Your father asks you for your opinion of the film.

**Your Father:** What was the film like?

**You:** \_\_\_\_\_

15. Somebody asks you for your opinion of Nicole's concert.

**Somebody:** Did you like Nicole's concert?

**You:** \_\_\_\_\_



**Formative Test****Unit 4**

A. *Directions: Choose the best answer. (Questions 1-10)*

1. Where would you see this sign?

**Hand wash**

- 1 on a packet of detergent      2 on a bottle of shampoo  
3 on an item of clothing      4 on a packet of soap

2. What does this sign mean?

**Children Welcome**

- 1 Children should come in.  
2 You can bring children in.  
3 They don't let you bring children in.  
4 You are not allowed to bring children in.

3. I asked the teacher if I ..... turn off the air conditioner, but she said I ..... because it would be too hot.

- 1 could/couldn't      2 can/can't  
3 was able to/couldn't      4 am able to/can't

4. The police ..... find the woman who had stolen my diamond necklace. She was sent to prison.

- 1 can't      2 couldn't  
3 could      4 managed to

5. Somchai's got a toothache. He ..... go to see the dentist.

- 1 must      2 have to  
3 could      4 manage to



*Make short dialogues of requests and offers for the following situations.  
(Question 13-15)*

13. You are in the office. You ask the operator to make a phone call to the manager, but the line is busy.

**You :** \_\_\_\_\_

**Operator :** \_\_\_\_\_

14. You are in a hotel at the reception desk. Ask the receptionist to order you a taxi to go to the station.

**You :** \_\_\_\_\_

**Receptionist :** \_\_\_\_\_

15. You are a bellboy. Offer to help your guest to carry his/her suitcases.

**You :** \_\_\_\_\_

**Guest :** \_\_\_\_\_

- C. *Directions: Read the biographical sketch of Sakorn BamRunghol and then fill in the application form below using the information given.*

Sakorn BamRunghol was born in 1975 in Phuket. He owns a house at 65 Soi Srivibha, Vibhavadee Rangsit Road, Bangkok. His home phone is 9927582. He finished his education from Siam Poly Technic and got a Vocational Education Certificate in Technical Industry in 1995. He worked at SEM company for 3 years as foreman. He is going to apply for a job at TGCI because he is very much interested in the position of Technical Sales Representative.

**TGCI Company Limited**

**P.O. Box 21, Samsenai, Bangkok 10400**

**Application for Employment**

**Position/Job Applied for** .....

**Salary Expected : Baht** ...../month

**Personal Information**                       **Male**                       **Female**

**Name** .....

**Address** .....

**Home Phone** ..... **Office Phone** .....

**Place of Birth** ..... **Date of Birth** .....

**Age** ..... **Nationality** ..... **Religion** .....

**Marital Status**    **Single**     **Divorced**     **Married**     **Separated**

**Education Details**

<b>Level attained</b>	<b>Institution</b>	<b>Major Subject</b>	<b>Year completed</b>
Secondary			
Pre-University			
Technical			
Commercial			
University			
Post-Graduate			

**Employment History**

<b>Position</b>	<b>Employer</b>	<b>From</b>	<b>To</b>	<b>Reason for leaving</b>

**Signature** ..... **Date** .....

## Formative Test

### Unit 5

A. *Directions: Complete the sentences choosing **make** or **do**.*

*(Questions 1-2)*

1. They asked to see the manager and they *made / did* a complaint about the terrible service in the restaurant.
2. Is there a public call box near here? I have to *make / do* a phone call.

B. *Directions: Complete the dialogues using a form of **will** or **going to**.*

*(Questions 3-5)*

#### **Dialogue 1**

A: "I've got a headache. Have you got any aspirin?"

B: "Yes. It's in my office. (3) *I'm going to get / I'll get* it for you."

#### **Dialogue 2**

A: "Why are you making sandwiches?"

B: "Because (4) *we are going to have / we'll have* a picnic on the beach."

A: "What a lovely idea! (5) *I'm going to get / I'll get* the towel and the swimming costumes."

C. *Directions: Make offers with **I'll** for the following situations. (Questions 6-10)*

6. A: It's so hot in this room.

B: *I'll* \_\_\_\_\_

7. A: I'm very thirsty.

B: *I'll* \_\_\_\_\_

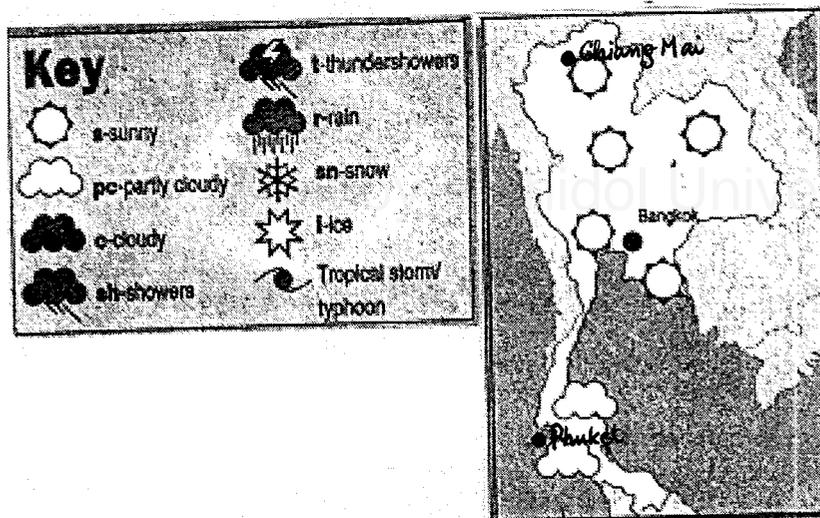
8. A : I haven't got any money.  
 B : I'll \_\_\_\_\_
9. A : There are no towels in my room.  
 B : I'll \_\_\_\_\_
10. A : I want the telephone number of the post office.  
 B : I'll \_\_\_\_\_

D. *Directions: Where does each conversation take place? Choose the appropriate answer from the box. (Questions 11-15)*

**a. on a bus      b. in a hotel      c. in a restaurant**  
**d. on the street      e. on a taxi**

- 11. Excuse me, can you tell me where the nearest bus stop is?
- 12. This bus service is hopeless, isn't it?
- 13. Can we have a table by the window?
- 14. Can you take us to Narai Hotel, please?
- 15. I'd like to have breakfast in my room this morning.

E. *Directions : Look at the symbols on the map and answer the following questions. (Questions 16-18)*



16. You would like to go to Phuket on your holiday. What is the weather like there?
- 

17. According to item 16, can you go swimming?
- 

18. Is the weather in Chiang Mai suitable for playing golf?
- 

- F. *Directions : Read the following passage and answer the questions required. (Questions 19-25)*

The Umbrella Festival, is one of the most popular annual festivals in Chiang Mai province. It is celebrated at Borsarng village in the district of Sankamphang, 12 kms away from the inner City of Chiang Mai. The celebration lasts three days, from January 16-18. It is the time when visitors can see how a variety of handicrafts such as umbrellas and fans are made. Visitors can also see a demonstration of the production of lacquerware, celadon, ceramics, silverware, woodcarving, cotton and Thai silk.

19. What is the purpose of this passage?
- 

20. Who is this passage most useful for?
- 

21. What do you think the passage is mainly about?
-

22. List activities the visitors can do at this festival.

1. \_\_\_\_\_

2. \_\_\_\_\_

---

23. Where does the festival take place?

---

24. What time is the festival celebrated?

---

25. How does the writer describe the festival?

---

*G. Directions : Read the following telephone conversation below and write the message correctly and clearly in the message form.*

Cindy : Melia Hotel. Cindy speaking. Can I help you?

Eric : It's Eric Morton here. I'd like to book a single room for 7 days from the 11<sup>th</sup>, please.

Cindy : Seven days from the 11<sup>th</sup>. Yes, okay, that'll be fine, Mr. Morton.

Eric : And could you give a message to Mr. and Mrs. Basil for me? They're friends of mine.

Cindy : Yes, certainly.

Eric : Can you tell them when I'll be arriving and that I'm very excited about the photo they sent me?

Cindy : Oh, yes. They mentioned you were coming. I'll give them the message ... and we'll look forward to seeing you.

Eric : I'll see you on the 11<sup>th</sup>, then.

Cindy : Yes. Goodbye.

**☼ Melia Hotel**

**Date** ..... **Time** .....

**To** .....

**From** .....

**Note :**

☞ .....

.....

.....

.....

## Formative Test

### Unit 6

- A. *Directions: Write suitable questions for the following answers, using **What ... like?**, **Do ... like ...?**, **Would ... like...?**, or **What / Who ... look like?** (Questions 1-3)*

Example:

**Question:** Do you like cooking?

**Answer:** No, I don't. I can't even boil an egg!

1. **Question:** \_\_\_\_\_  
**Answer:** Yes, I'd love to. What time does the concert start?
2. **Question:** \_\_\_\_\_  
**Answer:** Everybody says I look like my father but I think I look more like my mother.
3. **Question:** \_\_\_\_\_  
**Answer:** Orange juice, please.

- B. *Directions: Answer the questions about yourself. Use complete sentences. (Questions 4-5)*

4. Would you like to have more or less homework after class?

- 
5. What is your written English like?
- 

- C. *Directions: Complete the following sentences choosing **as** or **like**. (Questions 6-7)*

6. My father has a car *as / like* yours.
7. My sister has found a job *as / like* a secretary.

D. *Directions: Complete the following sentences choosing the correct form of the verb. (Questions 8-10)*

8. I won't allow you *pay / paying / to pay* for the meal.
9. Don't make him *do / doing / to do* it if he doesn't want to do.
10. I've just finished *do / doing / to do* my shopping.

E. *Directions: Complete the following sentences choosing the correct relative pronouns who, which, where, whose. (Questions 11-13)*

11. My brother, ..... lives in Rayong, is coming to visit us.
12. Sofitel Hotel, ..... we stayed last summer, is the best hotel in Hua-Hin.
13. That's the man ..... cat killed my bird.

F. *Directions: What did A say? Read B's responses, noting the main stressed word, and write what A said. (Questions 14-15)*

Example:

A: **Joom's got long, black hair.**

B: No, she hasn't. Joom's got **short**, black hair.

14. A: \_\_\_\_\_

B: No, he isn't. David's very **strong**.

15. A: \_\_\_\_\_?

B: No, she didn't say that. Nook said the football game was **boring**.

- G. *Directions: Read the article more carefully and answer the questions required. (Questions 16-20)*

Phetchaburi or Muang Phetch is a Thai province that is renowned for sweets. Visitors to this town should not leave without trying some. The products from Muang Phetch are made from sugar palm, a kind of plant growing in Phetchaburi that has become the symbol of the town.

A 92-year-old senior citizen said that the sweets of Phetchaburi never change in taste nor in appearance. The ingredients of the sweets are all products of Phetchaburi. As one can see, sugar is made in the Muang District and the district of Ban Lat, flour is made from rice from the fields in Phetchaburi, eggs come from the district of Ban Laem, and coconuts come from the district of Amphawa.

16. What is the article mainly about?

---

17. that (line 1) refers to \_\_\_\_\_

that (line 5) refers to \_\_\_\_\_

18. What is the symbol of Phetchaburi?

---

According to the article, are the following statements true  or false .

19. The writer says that it is necessary for the visitors to buy some sweets when they visit Muang Phetch.
20. The senior citizen said that the sweets in Phetchaburi neither change in taste nor in appearance.



**Listening Test Script**

Aj. Ken:

**General English Language I****Pretest & Posttest****Part I : Listening**

**A. Directions:** In this part of the test, you will hear a person asks you something. After that person asks you, you will hear the comprehension check questions. The talk and questions will be repeated again. After you hear a comprehension check question, read the question and four possible answers in your test and choose the best answer for each question on your answer sheet.

**Script 1**

Aj. Liz:

Does the price include breakfast?
-----------------------------------

Aj. Ken:

1. Where would you hear this question?  
(stop 30 sec.)
2. Why is the person speaking to you?

Aj. Liz :

**B. Directions:** In this part of the test, you will hear Sompong speaks about himself. After the speaking, you will hear the comprehension check questions. The speaking and questions will be repeated again. After you hear a comprehension check question, read the question and four possible answers in your test and choose the best answer for each question on your answer sheet.

**Script 2**

Aj. Ken :

*Hello! I'm Sompong. I'm a football coach. Everyweekday I spend all morning on the training field, working with players. They train hard and practice moves.*

*At the moment I'm not working, I'm on holiday in Hua-Hin, having a good time on the beach, wearing a swimming costume and sunglasses.*

- Aj. Liz:*
1. What does Sompong do?  
(stop 30 sec.)
  2. What is Sompong doing at the moment?

*Aj. Ken :*

**C. Directions :** Listen to the telephone conversation between Mrs Baker and Detective Raffy. In each line of the conversation, Detective Raffy gives some wrong information and Mrs Baker corrects him.

**Script 3** (2 times)

*Aj. Ken : Detective Raffy*

*Aj. Liz : Mrs Baker*

<b>Detective Raffy:</b>	Good morning Miss Barlays.
<b>Mrs Baker:</b>	(5) It's Mrs Barker actually.
<b>Detective Raffy:</b>	Oh yes. Mrs Barker of 53 North Road, Brighton.
<b>Mrs Baker:</b>	(6) 52 North Road, Brighton actually.
<b>Detective Raffy:</b>	Ah, yes. Now Mrs Baker, You informed us that you saw someone break into your apartment last week.
<b>Mrs Baker:</b>	(7) No, in fact, I informed you that when I came back yesterday I felt like my house was robbed.
<b>Detective Raffy:</b>	Oh I see. And your husband's diamond ring was stolen.
<b>Mrs Baker:</b>	(8) Oh, no. It's my diamond necklace actually. Don't you think you should read the report before calling me, Mr Raffy?
<b>Detective Raffy:</b>	I'm terribly sorry. Can you come to the police station and give me more details?
<b>Mrs Baker:</b>	(9) No, I can't. I don't have anything to tell you . Good bye.

*Aj. Ken :*

Now listen to the conversation again and choose the main stressed word or words (คำที่เน้นเสียง) in Mrs Baker's replies on your answer sheet.

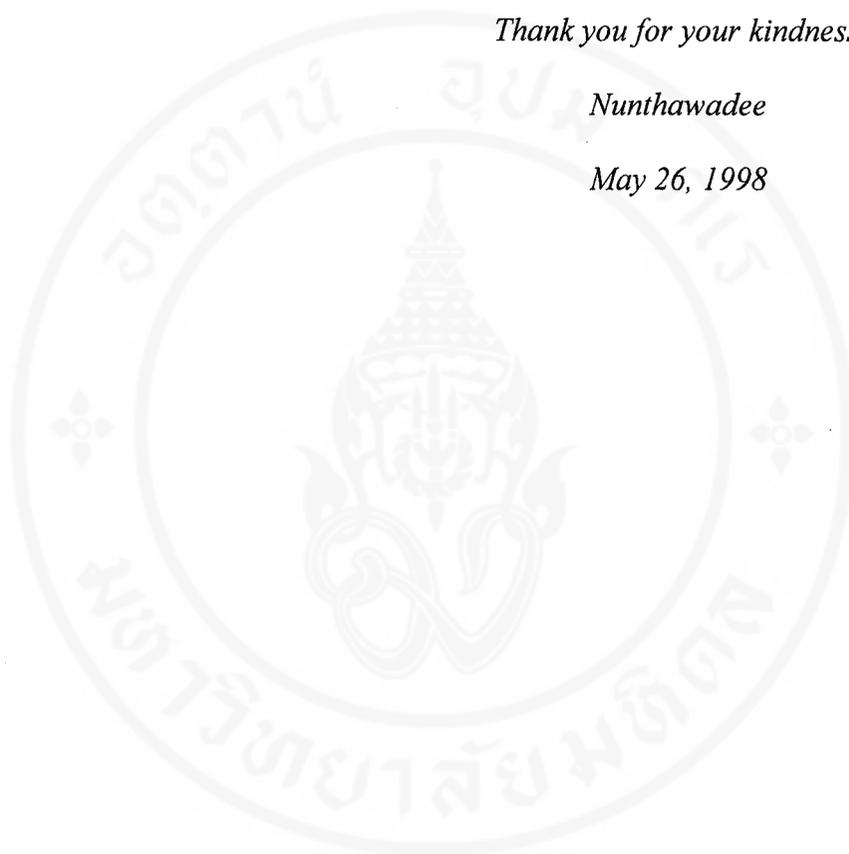
*Dear Aj. Liz and Aj. Ken,*

*According to script 3, the students will hear the conversation 2 times. The first time of the conversation, I'd like you to make your voice naturally. But in the second time, after finished each line of Mrs Baker's replies, could you (Aj. Liz) please stop for 30 sec. for the students will have the time to choose the answer and then continue like this until it finish.*

*Thank you for your kindness.*

*Nunthawadee*

*May 26, 1998*



## APPENDIX E

### Answers Key of the Tests in the Study

#### I. The Pretest-Posttest

1. 4	36. 3	71. 3
2. 2	37. 3	72. 3
3. 2	38. 2	73. 1
4. 3	39. 4	74. 3
5. 2	40. 3	75. 1
6. 1	41. 3	76. 4
7. 4	42. 3	77. 2
8. 1	43. 4	78. 4
9. 4	44. 4	79. 1
10. 3	45. 4	80. 3
11. 4	46. 3	81. 3
12. 3	47. 3	82. 1
13. 4	48. 4	83. 3
14. 3	49. 4	84. 2
15. 4	50. 3	85. 3
16. 4	51. 2	86. 2
17. 3	52. 1	87. 3
18. 4	53. 4	88. 4
19. 3	54. 1	89. 1
20. 1	55. 1	90. 2
21. 4	56. 3	91. 4
22. 4	57. 1	92. 3
23. 1	58. 1	93. 1
24. 2	59. 3	94. 3
25. 4	60. 4	95. 1
26. 3	61. 3	96. 2
27. 1	62. 2	97. 3
28. 3	63. 1	98. 4
29. 3	64. 1	99. 1
30. 1	65. 4	100. 4
31. 3	66. 4	
32. 1	67. 2	
33. 1	68. 1	
34. 4	69. 2	
35. 3	70. 1	

## II. The Formative Tests

### Unit 1

- |       |       |
|-------|-------|
| 1. 3  | 16. ✓ |
| 2. 1  | 17. x |
| 3. 3  | 18. x |
| 4. 2  | 19. ✓ |
| 5. 3  | 20. x |
| 6. 1  | 21. D |
| 7. 4  | 22. A |
| 8. 4  | 23. C |
| 9. 4  | 24. B |
| 10. 3 | 25. G |
| 11. 2 | 26. H |
| 12. 4 | 27. E |
| 13. 2 | 28. F |
| 14. 3 | 29. J |
| 15. 3 | 30. I |

### Unit 2

- |                      |          |
|----------------------|----------|
| 1. is that man doing | 14. c    |
| 2. is waiting        | 15. b    |
| 3. doesn't open      | 16. have |
| 4. Do you think      | 17. make |
| 5. is talking        | 18. do   |
| 6. is walking        | 19. play |
| 7. 3                 | 20. go   |
| 8. 2                 | 21. b    |
| 9. 2                 | 22. d    |
| 10. 1                | 23. e    |
| 11. e                | 24. a    |
| 12. d                | 25. c    |
| 13. a                |          |

### Unit 3

#### *Possible answers (Items 1-3)*

1. ตอนที่ฉันกลับมาถึงบ้านเด็ก ๆ เข้านอนแล้ว
2. โรมโอบอกจูเลียตเป็นบพประพันธ์ของวิลเลียม เชกสเปียร์
3. คุณมีความเห็นอย่างไรกับฟุตบอลนัดนี้
4. were talking
5. was lying
6. At least 26 people have died and a million others face severe food shortages.
7. American

8. His deafness and blindness
9. He toured the world helping people like himself.
10. a. Edwin Smith's teacher.  
b. She came to work and taught Edwin that every object had a name.
11. a film
12. 1978

*Possible answers (Items 13-15)*

13. หูหนวก  
กำลังเจริญเติบโต  
จุดประกาย  
มั่นคง  
สิ่งของ  
เหมือน
14. It was boring.
15. It's wonderful!

**Unit 4**

1. 2
2. 2
3. 3
4. 4
5. 1
6. 3
7. 4
8. 2
9. 2
10. 1

*Possible answers (Items 11-15)*

11. You should do aerobics.
12. You should read an English newspaper everyday.
13. **You:** Could you make a phone call to the manager, please?  
**Operator:** I'm afraid the line's busy at the moment. Do you want to hold?
14. **You:** Would you mind ordering me a taxi to go to the station?  
**Receptionist:** Certainly, sir.
15. **You:** I'll carry your suitcases if you like.  
**Guest:** That's great.

## **Unit 5**

1. made
2. make
3. I'll get
4. we are going to have
5. I'll get

### *Possible answers (Items 6-10)*

6. I'll open the window.
7. I'll give you some drink.
8. I'll lend you some.
9. I'll get you some.
10. I'll tell you then.
11. d
12. a
13. c
14. e
15. b
16. It's partly cloudy.
17. Yes, I can.
18. Yes, it is because it is sunny.

### *Possible answers (Items 19-25)*

19. To give information about the Umbrella Festival.
20. Tourists
21. The Umbrella Festival
22. 1. see how a variety of handicrafts are made  
2. see the demonstration of lacquerware, celadon, ceramics, silverware, woodcarving, cotton, and Thai silk
23. at Borsarng village
24. January 16-18
25. It's one of the most popular annual festivals in Chiang Mai.

**☼ Melia Hotel**

**Date** .....7<sup>th</sup> ..... **Time** .....10.00.....

**To** ...Mr.and Mrs. Basil.....

**From** ...Eric Morton.....

**Note:**

☼ Mr. Eric Morton will be arriving on the 11<sup>th</sup>. Very excited about the photo you sent him. ....  
.....

**Unit 6***Possible answers (Items 1-5)*

1. Would you like to go to the concert?
2. Who do you look like in your family?
3. Do you like some drink?
4. Less homework.
5. Very good.
6. like
7. as
8. to play
9. do
10. doing
11. who
12. where
13. whose
14. Jack's very weak.
15. Did Nook say the football game was exciting?
16. Sweets in Phetchaburi
17. that (line 1) refers to Muang Phetch  
that (line 5) refers to Sugar palm
18. Sugar palm
19. ✓
20. ✓



3. วุฒิกการศึกษาสูงสุดที่ได้รับหลัง / ก่อนเข้าศึกษาในระดับ ปวส.

- ม.6
- ปวช.
- อื่น ๆ (โปรดระบุ) .....

4. คะแนนเฉลี่ยวิชาภาษาอังกฤษระดับมัธยมปลาย หรือปวช. อยู่ในระดับใด

ดีมาก      ดี      ไม่ดี      ไม่ดีเลย

- 

นักศึกษาคิดว่ามีความสามารถในการใช้ภาษาทักษะต่าง ๆ ต่อไปนี้อย่างไรบ้าง

ข้อความ	ดีมาก	ดี	ไม่ดี	ไม่ดีเลย
5. รู้ความหมายของคำศัพท์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. นำคำศัพท์ไปใช้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ใช้ไวยากรณ์อังกฤษอย่างถูกต้อง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ทักษะการฟัง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ทักษะการพูด	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ทักษะการอ่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ทักษะการเขียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ปัจจัยต่อไปนี้มีส่วนช่วยส่งเสริมการเรียนรู้วิชาภาษาอังกฤษของนักศึกษาหรือไม่

ข้อความ	มีมากที่สุด	มีค่อนข้างมาก	มีบ้างเล็กน้อย	มีน้อยที่สุด
12. ความชอบหรือความสนใจในการเรียนวิชาภาษาอังกฤษ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. ระยะเวลาที่เรียนภาษาอังกฤษ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. การทบทวนบทเรียนอย่างสม่ำเสมอ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. การทำแบบฝึกหัดอย่างสม่ำเสมอ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. ความตั้งใจเรียนในชั้นเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. การทดสอบย่อยบ่อยครั้ง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. การเฉลยคำตอบหลังการทดสอบ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. การเข้าใจจุดประสงค์ของบทเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. ข้อทดสอบที่ตรงกับวัตถุประสงค์ของวิชา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. การสนใจหาความรู้เพิ่มเติมอย่างสม่ำเสมอ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. วิธีการสอนของครูผู้สอนภาษาอังกฤษ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ตอนที่ 2** เจตคติของนักศึกษาต่อการทดสอบย่อย หรือการทดสอบความก้าวหน้าระหว่าง  
การเรียนการสอน

**คำชี้แจง** ให้นักศึกษาทุกคนตอบคำถามตอนนี้ และโปรดกาเครื่องหมาย ✓ ลงในช่องว่าง  
ที่ตรงกับความคิดเห็นของนักศึกษามากที่สุด

1. ครูผู้สอนวิชาภาษาอังกฤษในสถาบันการศึกษาเดิมของนักศึกษา (ก่อนเข้าศึกษาต่อ ณ  
สถาบันเทคโนโลยีราชมงคล) เคยจัดให้มีการทดสอบย่อยอย่างสม่ำเสมอ หรือไม่  
 มี (ถ้ามี โปรดตอบคำถามข้อ 2-7)  
 ไม่มี (ถ้าไม่มี ข้ามไปตอบคำถามข้อ 6-15 ได้เลย)
2. มีการทดสอบย่อยบ่อยเพียงใด  
 ทุกสัปดาห์  
 ทุกสองสัปดาห์  
 ทุกเดือน  
 อื่น ๆ (โปรดระบุ) .....
3. ส่วนใหญ่ทดสอบในเรื่องใด (เลือกได้มากกว่า 1 ข้อ)  
 การใช้คำศัพท์และไวยากรณ์  
 การฟัง  
 การพูด  
 การอ่าน  
 การเขียน
4. คะแนนจากการทำแบบทดสอบย่อยเป็นเครื่องวัดความสามารถในการใช้ภาษาอังกฤษ  
ของนักศึกษา

เห็นด้วย  
อย่างยิ่ง

เห็นด้วย

ไม่เห็นด้วย

ไม่เห็นด้วย

อย่างยิ่ง

5. การทดสอบย่อยมีส่วนช่วยส่งเสริมการเรียนรู้วิชาภาษาอังกฤษของนักศึกษาหรือไม่

มีมาก      มีค่อนข้าง      มีบ้าง      ไม่มีเลย  
 ที่สุด      ข้างมาก      เล็กน้อย

6. หากทราบว่าจะมีการทดสอบย่อยทุกครั้งหลังจบบทเรียนแต่ละบทนักศึกษาคงทบทวนบทเรียนอย่างไร

เกือบ      บ่อย ๆ      นาน ๆ ครั้ง      เกือบจะไม่  
 ตลอดเวลา      เลย

7. นักศึกษาต้องการให้ครูผู้สอนวิชาภาษาอังกฤษจัดให้มีการทดสอบย่อยอย่างสม่ำเสมอในการเรียนการสอนวิชาภาษาอังกฤษทุกวิชาที่เปิดสอนในสถาบันเทคโนโลยีราชมงคลหรือไม่

ต้องการ      ต้องการ      ไม่ต้องการ      ไม่ต้องการ  
 อย่างยิ่ง      อย่างยิ่ง

กาเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของนักศึกษามากที่สุด

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
8. การทดสอบย่อยทำให้กระตือรือร้น สนใจ ในบทเรียนมากขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. การทดสอบย่อยทำให้ได้บททวนบทเรียน อย่างสม่ำเสมอ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. การทดสอบย่อยทำให้กระตือรือร้น เตรียมตัวในการสอบง่ายขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. การทดสอบย่อยทำให้เข้าใจจุดประสงค์ ของการเรียนดีขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. การทดสอบย่อยทำให้เข้าใจบทเรียนดีขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. การทดสอบย่อยทำให้ทราบจุดอ่อนของตน หลังจากเรียนจบจุดประสงค์ต่าง ๆ ในบท เรียนและแก้ไขได้ทันก่อนสอบปลายภาค	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. การทดสอบย่อยทำให้สามารถศึกษาเพิ่ม เติมในเรื่องที่ไม่เข้าใจหรือทำไม่ได้ในเวลา เรียนอย่างตรงจุด	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. การทดสอบย่อยทำให้ได้คะแนนในการทำ ข้อสอบวิชาภาษาอังกฤษดีขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ตอนที่ 3** เจตคติต่อแบบทดสอบและการทดสอบความก้าวหน้าระหว่างการเรียนการสอน  
ของนักศึกษาเฉพาะกลุ่มที่ผ่านการทดสอบย่อย หรือการทดสอบความก้าวหน้า  
ระหว่างการเรียนการสอน

**คำชี้แจง** ให้นักศึกษาที่ผ่านการทดสอบย่อย หรือการทดสอบความก้าวหน้าระหว่างการเรียน  
การสอนวิชาภาษาอังกฤษพื้นฐาน 1 ทุกคนตอบคำถามตอนนี้

โปรดกาเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของนักศึกษามากที่สุด

เมื่อผ่านการทดสอบย่อยในวิชาภาษาอังกฤษพื้นฐาน 1 แล้ว นักศึกษาคิดว่า .....

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. ความถี่ในการทดสอบย่อยเหมาะสมดีแล้ว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. จำนวนข้อสอบในการทดสอบย่อยแต่ละ ครั้งเหมาะสมดีแล้ว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ข้อทดสอบครอบคลุมเนื้อหาของบทเรียน ในวิชาภาษาอังกฤษพื้นฐาน 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. เวลาที่ใช้ในการทดสอบย่อยแต่ละครั้ง เหมาะสมดีแล้ว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. แบบทดสอบชนิดเลือกตอบช่วยให้ทำ คะแนนได้มากกว่าแบบทดสอบชนิดเขียน คำตอบ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. แบบทดสอบควรเป็นแบบเลือกตอบ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. แบบทดสอบควรเป็นแบบเขียนคำตอบ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
8. แบบทดสอบควรมีทั้งแบบเลือกตอบและ แบบเขียนคำตอบ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. การเฉลยคำตอบหลังการทดสอบช่วยให้ กระตือรือร้นสนใจเรียนวิชาภาษาอังกฤษ เพิ่มขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. การเฉลยคำตอบหลังการทดสอบช่วยให้ เข้าใจบทเรียนดีขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ไม่ควรมีการเฉลยคำตอบหลังการทดสอบ เนื่องจากทำให้เสียเวลาเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## QUESTIONNAIRE

The questionnaire is used to investigate the students' attitudes towards taking the formative assessment.

The questionnaire is composed of 3 parts:

Part 1 composed of 22 items which elicit students' background information, students' perception of themselves on English language competency and the factors affecting students' English language learning.

Part 2 concerns students' attitudes toward the formative assessment approach. This part comprised of 15 items eliciting the previous experience and the attitudes of students in both the control and the experimental groups toward formative assessment in general topics.

Part 3 comprised of 11 items which were only constructed for students in the experimental group in order to elicit their attitudes toward formative tests given and the formative assessment approach in terms of the frequency of the administration of formative tests, time allocation, test types, and feedback after taking the formative tests.

**Part 1:** Background information and factors which promoted students' English learning.

*Instruction:* Please fill in the blanks and mark ✓ in the space provided for your response.

1. Sex  Male  Female

2. Age ..... years.

3. At what level did you graduate before studying at Diploma level?

Secondary Education

Certificate Level

Others (Please specify) .....

4. What grade level did you get in English language at Secondary Education or Certificate Level?

**Very good**

**Good**

**Poor**

**Very poor**

How do you rate your language ability in the following areas?

	<b>Very good</b>	<b>Good</b>	<b>Poor</b>	<b>Very poor</b>
5. Knowing the meaning of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Applying the vocabulary to new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Using English grammar correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do the following factors promote your English learning?

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Stongly disagree</b>
12. Preference and intention to learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Year of studying English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Revision of English lessons outside the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Doing the exercises frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Concentration in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Taking formative tests frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Giving corrections after taking formative tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Understanding the objectives of each unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Relation of test items and objectives of each unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Interested in self-learning practice continually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Teaching method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 2:** Students' attitudes toward the formative assessment.

*Instruction:* For the following questions, please mark ✓ in the space provided according to your opinion.

1. Have you ever taken formative tests before studying at Diploma Level in RIT?
  - Yes (If you answer *Yes*, please answer the questions 2-7)
  - No (If you answer *No*, please skip the following questions to items 6-15)
2. How often did you take the formative tests?
  - Every week
  - Every two weeks
  - Every month
  - Others (Please specify) .....
3. To what topics did the formative tests concern?  
(Answers can be more than one item.)
  - Vocabulary and grammar usage
  - Listening
  - Speaking
  - Reading
  - Writing
4. In your opinion, can the scores obtained from the formative tests be used to measure students' ability in English?

**Strongly agree****Agree****Disagree****Strongly disagree**

5. In your opinion, the formative tests encourage you to learn English.

<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How often do you revise the English lessons when you know that you have to take the formative tests?

<b>Almost all the time</b>	<b>Often</b>	<b>Seldom</b>	<b>Hardly ever</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Do you agree to take the formative assessment in other English courses?

<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
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8. Taking formative tests makes me more enthusiastic about English learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9. Taking formative tests makes me review my English lessons.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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10. Taking formative tests makes it easier for me to prepare for the midterm and the final examination.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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11. Taking formative tests enables me to understand the objectives of my English lessons better.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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12. Taking formative tests enables me to understand my English lessons better.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
13. Taking formative tests helps me to realize my weaknesses in each lesson and how to cope with those weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Taking formative tests enables me to study more on the topics that I do not understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel that I can do the midterm test or the final test better after taking formative tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 3**      Students' attitudes toward the formative tests and the formative assessment approach.

*Instruction: This part constructed for the students who were administered the formative tests in the General English Language Course I.  
Please mark ✓ in the space provided according to your opinion.*

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. The frequency of taking the formative tests is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The number of test items for each quiz is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The formative tests covered the objectives of the General English Course I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4. Time allocation for taking each quiz is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Taking multiple-choice tests enables me to get higher scores than does the essay tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The formative test types should be multiple-choice tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The formative test types should be essay tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* <input type="checkbox"/>
8. The formative test types should be both in multiple-choice test and essay tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Giving answers and corrections after taking the formative tests enable me to be more enthusiastic about learning English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Giving answers and correction after taking the formative tests enable me to understand English lessons better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Giving answers and correction after taking the formative tests wastes my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## BIOGRAPHY



<b>NAME</b>	Mrs. Nunthawadee Wongsathian
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