

Thesis Title English Instructional Management at the Primary Level by Portfolio
Assessment

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Abstract

The purposes of this research were to investigate teaching behaviors of three English teachers under the Muang Chiang Mai District Office of Primary Education, Chiang Mai province, and to study the English achievement of students and their opinions on portfolio assessment.

From November 1997 to February 1998, 16 observations of those English teachers' teaching activities were conducted. The data collected about teaching behaviors were then analyzed by way of classification and presented in descriptive form. The students' achievement was analyzed by using percentage and their opinions were analyzed by using means and standard deviations.

Research findings were as follows :

1. The teaching behaviors of those teachers were analyzed in three aspects:

The preparation of teaching, it was found that the teachers had studied the principles and the process of portfolio assessment and also the English curriculum syllabus of Primary Level 1996, teachers' manuals, then designed the outline of lesson plans, analyzed the content guidelines relating to with English learning objectives. After that the lesson plans were made to identify the students' learning tasks, including the preparations of learning materials for those tasks, the classroom and learning environment that facilitate the students' achievement. Moreover English evaluation forms for the assessment in the meantime of learning and some parts of portfolio were also prepared. The parents and the students were informed about portfolio assessment as well.

The provision of the instructional activities, it was found that learning objectives and the contents were informed to the students and the teaching activities were conducted along the lesson plans. Share book experience, integrated learning skills and Whole Language learning approach were used in order to enhance the students' learning and to develop their cognitive and creative thinking that they can apply to their real life. The teachers changed their role as informants to facilitators in the classroom and used appropriate methods and the evaluation tools. They also encouraged the students to be more self-educated in learning.

The portfolio assessment, it was found that they developed and completely operated portfolio assessment through the 10 processes as follows: identifying the project purposes, collecting and selecting the students' productions, systematically organizing the portfolios, reflecting metacognitively on each selected production, inspecting self-assessment, perfecting evaluating each item of productions, connecting and conferring the experiences on tasks with others, injecting and ejecting to update each item and respecting the students' accomplishments by holding an exhibition.

2. The students' English achievement through the processes of portfolio assessment were found that 72.52 % of the students achieved grade 4, 20.61 % of them gained grade 3, 4.58 % of them got grade 2, 2.29 % of them gained grade 1 and none of them got grade 0.

3. The students' opinions toward the implementation of portfolio assessment were at agreeable level. They were at most agreeable level in terms of the process of the assessment, while those in terms of self development, the benefit of using the assessment and classroom's interaction were at agreeable level.