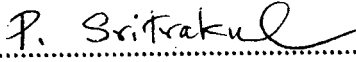
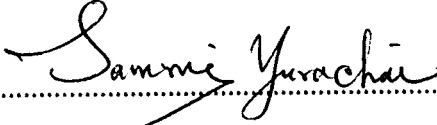


THESIS TITLE : MEASUREMENT AND EVALUATION PROCESS FOR LEARNING  
ACHIEVEMENT IN THAI LANGUAGE AS TAUGHT BY THE  
CONCENTRATED LANGUAGE ENCOUNTERS TECHNIQUE OF  
THE FIRST GRADERS IN A SCHOOL UNDER THE OFFICE OF  
SAKON NAKHORN PROVINCIAL PRIMARY EDUCATION : A CASE  
STUDY OF A HIGH-ACHIEVING SCHOOL

AUTHOR : MISS. SUDKHANUNG DASUK

THESIS ADVISORY COMMITTEE :

  
.....Chairman  
(Associate Professor Prapaporn Sritrakul)

  
.....Member  
(Associate Professor Dr. Samrej Yurachai)

### ABSTRACT

The purpose of the present case study was to investigate the process of organizing favorable learning conditions and the problems concerning the measurement and evaluation of Grad 1 Thai language subject as taught by applying the concentrated language encounters technique. The school under the study was Ban Niramitr School which was known for its students' high achievement in Thai language among the school cluster.

The findings showed that :

1. The teachers followed the 5 steps of the concentrated language encounters technique by using the text "Grarog rai ban" or "The Homeless Squirrel" as the main teaching aid and relied on lesson plans in the teachers' manual to organize teaching activities. The results showed that the students had developed a taste for reading, become more vocal and more skillful for working in group. However, there were problems occurred at each of the 5 steps. For instance, at step 1, the teachers lacked narration skill. At step 2, the students could not recall the story correctly. They narrated meanderingly and did not want to play simulation roles.

At step 3, the students could not draw a picture that coincide with the contend of the story. At step 4, the teachers had become exhausted in there preparation for instruction because they had to do a hard work of copying passages for every group of students to compile a large book. At step 5, the teachers encountered a problem of analyzing the subject content for every objective. Other problems as faced by the teachers included the teachers having little time to prepare for instruction and to write lesson plans, the absence of supervision by educational supervisors and the school administrator.

2. The measurement and evaluation process for learning achievement in Thai language as taught by the concentrated language encounters technique consisted of 3 steps, i.e.

1) The pre- lesson evaluation in which the teachers reviewed the students' past experience by questioning, singing or playing games ; 2) The during-lesson evaluation which was done while the teachers doing their instruction by observation, questioning, checking and collecting the students' works. If a student showed a deficiency in their study, the teachers would immediately arrange a remedial tutoring during next regular classroom hours. This was done by giving advice on studying method, individual or small-group tutoring and asking the more capable students to help teach their weaker peers. When making evaluation for the passage of objectives on the P.02 Form., the teachers assigned the grade levels of 2, 1, 0 with their own judgment which was based on their recollection of the students' past behavior ; 3) the end-of-term evaluation which was done by administering a test collectively prepared by the representatives of the school cluster. The marks made by each of the students were used for the determination of their grades.

3. Conditions favorable to the teaching of Thai language by applying the concentrated language encounters technique included the teacher, the student, the parental and the school factors. The teacher factors involved marital status, work experience, teaching method, teaching attitude and morale. The student factors involved class size, age, readiness for learning and learning attitude. The parental factors involved their recognition of the significance of education and cooperation in school activities. The school factors involved the organization of daily activities and for special occasions.

4. Problems concerning measurement and evaluation included the teachers' heavy teaching loads plus other extra tasks which obstructed their lesson planning and the construction of instructional media. The teachers did not have adequate knowledge in the construction of instruments and portfolio assessment for the measurement and evaluation of learning achievement in Thai language by following the concentrated language encounters technique. The teacher also mishandled their task of assigning objective passing grades on the P.02 Form which was not in accordance with the evaluation procedures. The students also posed as a problem because of their lack of readiness to sit for examination. The parents had no time to help their children in their study. They also lacked the knowledge and capability to help their children to learn how to read and write correctly. The school administrator did not care to arrange for regular supervision, and finally, the school did not receive adequate funding from the government.