

ABSTRACT

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Key Words: CHINESE LANGUAGE ASSESSMENTS, TEACHERS' PERCEPTIONS, APPROACHES, PROBLEMS, THE QUALITY, INTERNATIONAL PRIMARY SCHOOLS, BANGKOK

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Thesis Title: A STUDY OF CHINESE LANGUAGE ASSESSMENTS IN TWO INTERNATIONAL PRIMARY SCHOOLS IN BANGKOK, THAILAND: TEACHERS' PERCEPTIONS OF ASSESSMENT APPROACHES, PROBLEMS AND THE QUALITY

Thesis Advisor: DR. YAN YE

This study tried to find the approaches, problems and the quality of Chinese language assessment used by in international primary schools in Bangkok from the perceptions of the teachers surveyed. The study had 3 objectives, which were to: 1) investigated the current approach of Chinese language assessment used in international primary school in Bangkok; 2) identified the problems of Chinese language assessment used in international primary school in Bangkok, and finally: 3) analyzed the quality of Chinese language assessment used in international primary school of Bangkok.

This study surveyed 28 teachers from two international schools in Bangkok, namely Singapore International School of Bangkok and Concordian International School of Bangkok. The study instrument focused on the current approach of Chinese language assessment and the problems of Chinese language assessment that those teachers used in their classroom. Based on the collected data, the researcher wanted to analyze the quality of Chinese language assessment and provided suggestions for

improving Chinese language assessment used in international primary school in Bangkok.

This study found that: (1) the current approaches of Chinese language assessment that the respondents used in the two sampling international primary schools of Bangkok such as “dictation”, “multiple-choice question” and “true or false” and so on; (2) the problems of Chinese language assessment that the respondents met in the two sampling international primary schools of Bangkok such as “The types of questions are not enough to assess students’ multiple language ability”, “The content is too simplistic to assess the students’ real language abilities, compare to their age characteristics.” and “Students still make similar mistakes to the ones that they made mistakes in previous tests.” and so on; (3) the quality of Chinese language assessment that were used in the two sampling international primary schools of Bangkok were: (a) The application of the approaches of Chinese language assessment had limitations, they were short of authentic assessment factors; (b) In this survey, the findings data showed that students’ learning diversities were ignored; (c) In this survey, the finding data also showed that positive washback was not working well in the students’ study life; (d) Chinese language assessments of the two sampling schools of Bangkok were lack of formative assessment factors.

This study also gave recommendations to the school teachers, administrators, leaders and future researchers: (1) Teachers should know that besides the text book knowledge, the approaches of Chinese language assessment should be authentic and combining with the real life of students; (2) In Chinese teaching, teachers should consider the diversity of the students’ learning background and teach them by special

way; (3) In Chinese teaching, teachers also should stress on the influence of positive washback and formative assessment; (4) School administrators should consider the benefits of teachers, should provide suitable staff professional training which referred to Chinese language assessment; (5) Educational leaders should help teachers become more aware of Chinese language assessment.



Field of Study: Curriculum and Instruction

Graduate School of Education

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Student's signature.....

Advisor's signature