

The Study of Learning Achievement of the Fourth Year Students, English Education Major at Nakhon Pathom Rajabhat University, Thailand based on Assessment and Evaluation in English Language Learning (1554812) by the Cooperative Learning Technique – STAD (Student Team-Achievement Division)

According to the low efficiency of English language of Thai students, many researches focused on teachers' poor training. (Dhanasobhon, 2006; ONEC, 2003). Not only teaching methods but also language testing should be emphasized on English language teachers so that they are prepared to both appropriate instruction and evaluation. The knowledge of English language assessment and evaluation will be useful for them in the future career. The students' progress or achievement will be assessed suitably through the appropriate test types. However, each type of tests consisted on different component and uses. It is necessary that the well-trained teachers know about their differences and choose them to use suitably since each test gain a certain purpose.

Moreover, using "Student Teams-Achievement Divisions (STAD)" to promote student's learning in the classroom will be both beneficial for gaining the knowledge area of language testing emphasized on each lesson and for making students are accustomed to the cooperative learning technique.

The purposes of this research were to: 1) study the learning achievement of the Fourth Year Students, English Education Major at Nakhon Pathom Rajabhat University based on Assessment and Evaluation in English Language Learning (1554812) by the Cooperative Learning Technique – STAD (Student Team-Achievement Division), and 2) survey opinions of the learning achievement of the Fourth Year Students, English Education Major at Nakhon Pathom Rajabhat University based on Assessment and Evaluation in English Language Learning (1554812) by the Cooperative Learning Technique – STAD (Student Team-Achievement Division). The sample consisted of 35 of the Fourth Year Students, English Education Major at Nakhon Pathom Rajabhat University based on Assessment and Evaluation in English Language Learning (1554812) by the Cooperative Learning Technique – STAD (Student Team-Achievement Division). The research was conducted within the first semester in the academic year 2015.

The instruments employed to collect data were the activity plans using STAD (Student Team-Achievement Division) technique based on Assessment and Evaluation in English Language Learning (1554812), and achievement test as a tool for pretest and posttest, and a questionnaire inquiring the opinions of students about the activity plan using STAD (Student Team-Achievement Division) technique STAD (Student Team-Achievement Division). The collected Data were analyzed by using the statically means of mean and standard deviation.

The results of the study were as follows:

1. The achievement of the Fourth Year Students, English Education Major at Nakhon Pathom Rajabhat University based on Assessment and Evaluation in English Language Learning (1554812) by the Cooperative Learning Technique – STAD (Student Team-Achievement Division) was significantly higher than before the activity plan at the 0.05 level.

2. The students' opinions on the learning achievement of the Fourth Year Students, English Education Major at Nakhon Pathom Rajabhat University based on Assessment and Evaluation in English Language Learning (1554812) by the Cooperative Learning Technique – STAD (Student Team-Achievement Division) were highly positive.

The main discussions of the study were;

1. the technique of the Cooperative Learning Technique – STAD (Student Team-Achievement Division) increased students' learning motivation.

2. the activity plans used on the study improved students' sharing and completing tasks purposively.

3. some parts of the theory and academic words' definitions were necessary to be translated into Thai for the students' correct understanding.

P.S

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