



The Development of an Evaluation Model on Learning Management of Foreign Language Teachers in the World-Class Standard Primary Schools

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Abstract

The research aimed to develop the evaluation model on learning management of foreign language teachers in the world class standard primary schools by using research and development process. The research was divided into 4 stages: (1) analyzed and synthesized the concept of learning management of foreign language teachers in the world class standard primary schools (2) constructed an evaluation model (3) trialed the evaluation model and (4) evaluated the evaluation model. The instruments used in this research consisted of an interview form, observation forms, evaluation forms and a questionnaire. The qualitative data were analyzed by contents analysis. The quantitative data were analyzed through basic statistics comprising percentage, mean, and standard deviation. The Wilcoxon Matched Pairs Signed Ranks Test and The Mann-Whitney U-Test were employed for testing hypotheses. The results of the study were as follows: 1) The concept of learning management of foreign language in the world class standard primary schools followed the principles of the Basic Education Core Curriculum B.E 2551. It was integrated by the world class curriculum to accelerate the potential of learners to the citizenship of the world; however, most WCS have not had the evaluation model on learning management. 2) The evaluation model on learning management of foreign language teachers in the world class standard primary schools consisted of 4 components: (1) the goal of evaluation (2) the objects of evaluation (3) the method of evaluation, and (4) the criteria of evaluation. 3) The discriminant validity of the

evaluation model was statistically significant at .01 level.

This improved the development of teachers on learning management which indicated that the mean score of the second evaluation was higher than the first evaluation with statistically significant at .01 level. 4) The evaluation model on learning management of foreign language teachers in the world class standard primary schools had overall standards for utility, feasibility propriety and accuracy at the high level. Classified by four aspects, it was found at the highest level in utility and accuracy, while other aspects were at a high level.

Key words: An evaluation model; Learning management; Foreign language teachers; The World-Class Standard Schools (WCS)

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INTRODUCTION

The World-Class Standard School is an innovation on educational management which Office of the Basic Education Commission has utilized it to be an immediate measure in order to enhance educational management to achieve standards equivalent to international criteria. All world-class standard schools which participated in the project have developed school-based curriculum and arranged teaching and learning curriculum which have qualities equivalent to international standards in order that students own potential and ability to compete internationally; likewise, students must own needed characters (Learner Profile) equivalent to international standards and the citizenship of the world (The persons

who have academic excellence and can communicate two languages, innovate thinking, create academic work, and respond to world society). Students must be smart and good, and subsist their life happily. Added international 4 matters are Theory of Knowledge, Extended-Essay, Global Education, and Creative-Action-Service activity; what's more, learners must have practiced intensive English skills and studied second foreign language so as to accelerate the knowledge which obtains from the basic education core curriculum A. D. 2008 (Office of the Basic Education Commission, 2010, pp. 6-17) Thailand – education management, which heads for excellence to develop learners equivalent to international standards and to be able to compete with other countries, is related to a language used for communication. Especially, the English language is very essential because it is an important instrument for communication, finding knowledge, earning a living, making understanding cultures and world visions (Bureau of Academic Affairs and Educational Standards, 2008, p. 1). Furthermore, teachers are the most important seeing that they have to have ability for teaching and learning management, developing activity, and methods and media which are applied for teaching to achieve teaching and learning standards; besides, they can pass on and accelerate knowledge for learners efficiently (Office of the Basic Education Commission, 2011, p. 5). Second language learning and teaching with native speakers and students' summative evaluation through authentic assessment will bring about efficiency in communication (Alecio *et al.*, 2009, p. 5). Students' achievement in English learning had to depend on the strategy of teachers' learning management, including with policy and continual supporting (Horwitz and *et al.*, 2009, p. 1). Similarly, Yook (2010, pp. 147-149) had studied Korean teachers' opinions respecting impact upon education evaluation on education, science, and technology on the English teaching and learning. The results of the study indicated that an educational evaluation had an effect on teachers' teaching methods at high level and the problems or obstacles for English teaching and learning were the principles of educational measurement and evaluation which teachers had applied in classroom conditions now that they were not related to the educational evolution policy of Ministry of Education.

A learning management evaluation is the dimension of the learning management process which all teachers accepted that it was very important and useful to decide value and to make a decision for teachers' learning management. It was teacher's function to find out the comments concerning teaching behaviors of all patterns in order to improve their teaching to make more efficient. This is such an activity which creates teachers' potential in their instructions. (Kiddee, 2004, p. 3; Ptthayanuwat, 1981, pp. 79-91).

Learners' qualities. Learning management evaluation is a machine in an educational quality evaluation which is related to monitoring and controlling system, factor checking, process, and the result of learning management so as to feedback to a quality development system of teaching and learning. And this process is defined by an evaluation model (Kanjanawasee, 2000a, p. 7). Nevo (1983, pp. 117-124) suggested a concept on an evaluation model; likewise, Kanjanawasee (2000b, pp. 55-60), in development of an evaluation model, viewed that a modeler or developer of an evaluation model had to answer 4 main questions as follow: 1) why did he or she evaluate? 2) what was assessed? 3) how did he or she assess? and 4) how did he or she decide the results?

Foreign English teachers' learning management in the world class standard primary schools under control of The Office of the Basic Education Commission, at this moment, has not been found that they have models or concepts particularly in an evaluation on learning management. In case that foreign teachers' evaluation model on learning management of world-class standard schools in primary schools is developed systematically, efficiently, and effectively, it will result in many advantages so long as it can help teachers or all related persons know information for improvement and teaching and learning development efficiently in addition to regulating, monitoring, planning, and making decision respecting administration. All advantages mentioned are useful for personnel quality improvement and beneficial for learners, schools, and country's quality development effectively. All reasons mentioned persuade a researcher carries on the development of an evaluation model on learning management of foreign English teachers in the world class standard primary schools to take research results and development to be applied to foreign English teachers in the world class standard primary schools and get ready, for the policy, that Thailand is an Asian center for Education Hub in the future, a researcher has relied on the research and development process.

PURPOSES OF THE STUDY

1. To analyze and synthesize a concept and to study current conditions and problems on learning management and learning management evaluation of foreign English teachers in the world-class standard primary schools.
2. To construct an evaluation model on learning management of foreign English teachers in the world-class standard primary schools.
3. To test and check validity of an evaluation model on learning management of foreign English teachers in the world-class standard primary schools.
4. To evaluate an evaluation model on learning management of foreign English teachers in the world-class standard primary schools.

PROCEDURES

A research and development process was used for research consisting of:

Stage 1: Analyzed and synthesized concepts, studied current conditions and problems on learning management, and evaluated learning management of foreign English teachers in the world class standard primary schools. All related research documents from all over were analyzed and synthesized; besides, current conditions and learning management problems and an evaluation on learning management of foreign language teachers in the world class standard primary schools were studied. 9 persons, who were related, were interviewed by using a structured interview and analyzing data from synthesized documents, and interviews were analyzed by content analysis.

Stage 2: Constructed an evaluation model based on the amount of information of stage 1 to outline an evaluation model and check feasibility and propriety of a model outline by using focus group discussion, which consisted of the 9 experts of evaluation and measurement, respecting curriculum and learning management of the foreign language departments, and the foreign language teachers in the world class standard primary schools. The results from focus group discussion were outlined to be an evaluation handbook and it was appropriately checked before applied to real situations by the 9 experts of education on evaluation and assessment, on curriculum and teaching and experts of technology and innovation had evaluated a handbook with an evaluation model of an evaluation handbook which consisted of 1-to-5 level rating scale, 20 items. Data were analyzed for mean (\bar{X}) and standard deviation of evaluation scores.

Stage 3: Tried an evaluation model in order to study growth scores and checked discriminant validity of an evaluation model. 3 schools were chosen to be purposive samples, namely, Anuban Mahasarakham School, Anuban Khonkaen School, and Anuban Ubon Ratchathani School. 204 of executives, heads of departments, foreign English teachers, students and students' parents were samples. The tools for collecting data were 5 volumes of an learning management form to find quality by means of Cronbach's coefficient alpha (α -Coefficient), 2 volumes of an behavioral observation form so as to observe teachers, heads of departments, and students. The test of an evaluation model through an evaluation handbook was done twice: the first, it was performed in the middle of the semester; the second, nearly at the end of the semester it was done again. To study development/growth of learning management from growth score estimation (Kanjawasee, 2009, p. 267). The Wilcoxon Matched Pairs Signed Ranks Test and Discriminant Validity with Known Group Technique were used, and the results of evaluation from the first time were measured to separate evaluated groups: a high quality group or low quality group. The high quality group was a group that could pass

an evaluation and low quality teachers were the group that could not pass an evaluation. The first evaluation showed that it had 10 teachers from a high quality group and 8 teachers from a low quality group, and the difference test of mean (\bar{X}) had been done for the second evaluation within high and low quality teachers through The Mann-Whitney U-Test.

Stage 4: Evaluated an evaluation model by using experimental samples consisting of deputy directors for academic affairs, foreign language department heads, 24 foreign English teachers from 3 schools which had tested and applied an evolution model, 1 volume, which consisted of 1-to-5 level performance rating scale, 20 items, which followed 4 standards for an educational evaluation. Questions from standards-based assessment developed by The Joint Committee on Standards for Educational Evaluation in The United States of America (Stufflebeam & Shinkfield, 2001, pp. 87-92; Kanjanawasee, 2009, pp. 178-180); furthermore, data were analyzed for mean (\bar{X}) and standard deviation of evaluation scores.

RESULTS

1. The results of concept analysis and synthesis, current problem conditions, and problems on learning management indicated that learning management of foreign language departments in the world class standard primary schools which were based on a concept and a principle of learning management of the basic education core curriculum A. D. 2008. Main aspects of quality curriculum equivalent to international criteria were integrated, linked, or richened more in the English matters to make learners to be the citizenship of the world. Generally, there were no evaluation models on learning management clearly. Main problems and obstacles for learning management and learning management evaluation were teachers who did not understand clear guidelines or concepts, there was no monitoring performance evaluation from directly responsible departments, and there was no supported budget from Office of the Basic Education Commission. Schools had to find budget themselves. The concept on evaluation model on learning management of foreign language teachers in the world class standard primary schools indicated that it should have 5 components: 1) the concept for learning management; 2) factor for learning; 3) learning management process; 4) learning output; and 5) Creating network for learning.

2. The result of constructing an evaluation model on learning management of foreign English teachers in the world class standard primary schools indicated that:

2.1 An evaluation model on learning management of foreign English teachers in the world class standard primary schools was like to be are relatively constructed chart with 4 components: 1) the goal of evaluation; 2) the objects of evaluation; 3) the method of evaluation; and

4) the criteria of evaluation. The goal of evaluation was to improve and develop learning management of foreign English teachers in the world class standard primary schools. The objects of evaluation were the concepts for learning management, learning factors, the process of learning management, the learning output, and the learning network. The method of evaluation consisted of evaluators, evaluation process, evaluation instruments, and period of evaluation. The criteria of evaluation was Absolute Criteria. As shown in Figure 1.

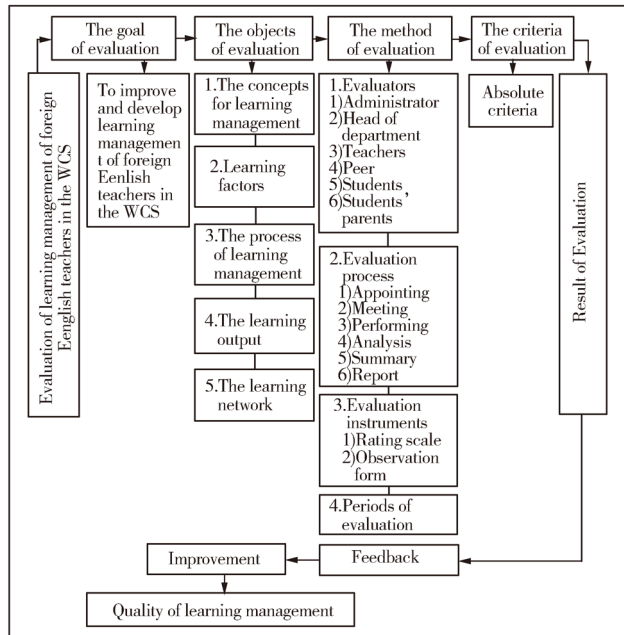


Figure 1
An Evaluation Model on Learning Management of Foreign English Teachers in the World-Class Standard Primary Schools

2.2 Propriety and feasibility results of an evaluation form by experts' focus group discussion indicated that an evaluation model was suitable and feasible to be applied or employed in an evaluation on learning management of foreign English teachers in the world class standard primary schools in real situations.

2.3 The result of an evaluation model-using handbook development indicated that it had the most suitability and could be used for an evaluation on an evaluation model.

3. Testing and checking result of using an evaluation model on learning management of foreign English teachers in the world class standard primary schools.

3.1 The result of growth scores from mean (\bar{X}) group comparison between the first and the second evaluations, which The Wilcoxon Matched Pairs Signed.

Ranks Test was employed, indicated that most of the teachers were progressive in learning management. The mean (\bar{X}) of the second evaluation was higher than the mean (\bar{X}) of the other with statically significant at .01

level and the following details were as a table below:

Table 1
The Mean (\bar{X}) Comparison of Evaluation Results of Foreign English Teachers in the World Class Standard Primary Schools of the First and the Second Evaluations

Evaluation	N	Mean	S.D.	Z	sig
The first	18	72.19	6.02		
The second	18	82.48	6.52	3.72**	.000

As Table 1, when considering the mean (\bar{X}) of the first evaluation and comparing the mean (\bar{X}) between the first and the second evaluations found that the mean (\bar{X}) of the second evaluation was higher than that of the other with statically significant at .01 level. An evaluation model used on learning management of foreign English teachers in the world class standard primary schools made foreign English teachers progressive in learning management.

3.2 Checking discriminant validity of a model with The Mann-Whitney U-Test was found that a model had discriminant validity and could be categorized into a group correctly. A considered evaluation result considered indicated that a high quality teacher group had more evaluation results than a low quality teacher group with statically significant at .01 level.

4. The results of evaluation of an evaluation model on learning management of foreign English teachers in the world class standard primary schools Table 2 below showed analysis results of an evaluation model on learning management of foreign English teachers in the world class standard primary schools. There were 24 persons who were related to the test of an evaluation model on learning management of foreign English teachers in the world class standard primary schools. The development of an evaluation model on learning management of foreign language teachers in the world class standard primary school. The following details were as a table below:

Table 2
The Analysis Results of Evaluating an Evaluation Model on Learning Management of Foreign English Teachers in the World Class Standard Primary Schools

Aspects	Result level		
	\bar{X}	S.D.	Meaning
Utility			
1. An evaluation model can be a concept to develop learning management for the foreign languages in the WCS primary schools in order to have more quality.	4.68	0.67	Strongly agree
Utility			
2. Information from an evaluation of an evaluation model conformed to the needs of executives and persons who took part in.	4.48	0.77	Agree

To be continued

Continued

Aspects	Result level		
	\bar{X}	S.D.	Meaning
Utility			
2. Information from an evaluation of an evaluation model conformed to the needs of executives and persons who took part in.	4.48	0.77	Agree
3. Information from the evaluation of an evaluation model was useful for the persons who were evaluated in self-development.	4.65	0.99	Strongly agree
4. Data collected with an evaluation model covered and responded to the needs to use information of the persons who were concerned.	4.46	0.64	Agree
5. Information from the evaluation of an evaluation model had been punctually done to be employed usefully.	4.41	0.67	Agree
6. An evaluation on an evaluation model had an effect on urging to perform continuously.	4.47	0.77	Agree
Average Total	4.53	0.89	Strongly agree
Feasibility			
1. An evaluation could be used in real situations.	4.48	0.77	Agree
2. An evaluation results were worth comparing to time and budget for spending.	4.45	0.72	Agree
3. It was feasible in schools or related organizations to apply an evaluation model on learning management of foreign English teachers in the world class standard primary schools and to develop all subordinates.	4.28	0.82	Agree
Average Total	4.40	0.81	Agree
Suitability			
1. An evaluation model had never offended personal rights and considered the impacts of all who were related.	4.06	0.83	Agree
2. An evaluation model illustrated fairness for all who were evaluated and could be checked clearly.	4.43	0.67	Agree
3. Defining evaluators in an evaluation model, executives, heads of foreign English departments, self-evaluating teachers, other teachers, students and students' parents who were suitable and reliable.	4.65	0.99	Strongly agree
4. An evaluation model could be made understanding easily and simply.	4.67	0.64	Strongly agree
5. An evaluation model criteria to for evaluation results excepted by executives and all who were concerned.	4.45	0.72	Agree
6. An evaluation report on an evaluation model was suitable, completed, and fair.	4.55	0.72	Strongly agree
Average Total	4.46	0.74	Strong
Accuracy			
1. An evaluation model had any purposes or goals clearly.	4.65	0.99	Strongly agree
2. An evaluation model consisted of an evaluation method which had a step and a system clearly.	4.73	0.55	Strongly agree

To be continued

Continued

Aspects	Result level		
	\bar{X}	S.D.	Meaning
3. An evaluation model had and instruments to evaluate and had validity and accuracy. All summaries were accurate.	4.70	0.56	Strongly agree
4. An evaluation report on an evaluation model was accurate and related to real conditions.	4.62	0.64	Strongly agree
5. Information from an evaluation on an evaluation model covered enough to make a decision to improve and develop the quality of learning management.	4.48	0.77	Agree
Average Total	4.64	0.98	Strongly agree
Average Total of all Aspects	4.50	0.81	Agree

DISCUSSIONS

1. Analysis and synthesis results of all related research and interviewing related persons indicated that the elements for evaluation on learning management of foreign English teachers in the world class standard primary schools should consists of 5 components: 1) The concept of learning management; 2) learning factor; 3) the process of learning management; 4) learning output; and 5) the creating network of learning which conformed with Ministry of Education in the educational revolution of the second decade (2009-2018), focusing on teachers' ability in teaching and learning management efficiently and counted on an system approach consisting of: factor, process, and output to be a clear concept in learning management (Office of the Basic Education Commission, 2011, pp. 4-5). Kiddee (2004, pp. 166-169) found that indicators stressing on child-centered approach composed of 4 elements as follows: 1) environment/learning environment ; 2) learning basic factor; 3) learning process; and 4) learning output.

According to Komsommai (2011, Interview), the elements for an evaluation on learning management of foreign language teachers in the world class standard primary schools should cover teaching and learning management of foreign language departments in the world class standard primary schools which emphasized on learners to be the citizenship of the world and teachers had partnership and learning network. A research had analyzed and synthesized paper of related research and interviewed directly related persons; accordingly, the elements, which covered learning management of foreign language teachers in the world class standard primary schools, were extracted.

2. An evaluation model on learning management of foreign language teachers in the world class standard primary schools composed of 4 important components: 1) the goal of evaluation; 2) the objects of evaluation; 3) the method of evaluation; and 4) the criteria of evaluation.

2.1 The goal of evaluation

An evaluation goal was a direction determiner for an evaluation and it was an answer to the question “why an evaluation on learning management of foreign English teachers in the world class standard primary schools was evaluated?” This research determined the goal of evaluation to improve and develop learning management of foreign English teachers in the world class standard primary schools. It was useful and the highest goal of an evaluation was utilizing evaluation results in order to develop societies (Patton, 1977, p. 7). An evaluation goal was value development of what to be evaluated (Kanjawasee, 2009, p. 57).

2.2 The objects of evaluation

The objects of evaluation were important elements for an evaluation on learning management of foreign English teachers. Respecting an evaluation on learning management of foreign English teachers in the world class standard primary schools, it was an answer to the question “what would be evaluated?” What to be evaluated composed of the following evaluation indicators: 5 main elements, 10 sub-elements, 70 indicators out of checking suitability and feasibility. Communication with a group of experts showed that elements and indicators in an evaluation were suitable, inclusive, and feasible to be used for an evaluation on learning management of foreign English teachers in the world class standard primary schools. The element of process for learning management was emphasized most by experts, and then learning output, learning factor, learning concept, and creating partner and network, secondly and respectively. Experts’ viewpoints on educational evaluation and measurement and learning management of foreign English departments focused on learning process first, and reflected that teachers were the persons who had an important role for learning management. Students’ English studying success had to rely on teacher’s teaching and learning strategy, including with policy and continual support (Horwitz *et al.*, 2009, p. 1). The Office of the Basic Educational Commission (2011, p. 5) explained that Thailand – education management hoped for excellence so as to develop Thai people to have quality and to compete with other countries. A teacher was the most important factor, and the teacher had to have ability to teaching and learning management, activity development, methods, and media for teaching to achieve learning management standards. In addition, a teacher was the person who taught, shared and enhanced learners efficiently.

2.3 The method of evaluation

The method of evaluation was element for evaluation on learning management of foreign English teachers in the world class standard primary schools and this was an answer to the question “how was learning management of foreign teachers evaluated?”. Elements of an evaluation method consisted of:

1) Evaluators composed of executives, foreign English

department heads, teachers, students, student’s parents. This study depended on 360 degree assessment method; furthermore, all related persons, who realized teachers’ performance, gave information. This was an evaluation which emphasized importantly on downward appraisal, upward appraisal, peers appraisal, and self-evaluation. Information would be flowed back and an evaluation was reliable because information came from everywhere; therefore, confidence had an effect on an evaluation absolutely. Feedback was valuable and likely to be accepted highly (Edwards & Evan, 1996; Vison, 1996; Fongsri, 2006, p. 117); besides, good evaluation had to depend on taking part in of all relate persons (Sanders *et al.*, 1995).

2) An evaluation process consisted of: a. appointing evaluation committee; b. meeting to study evaluation handbooks and co-operating to evaluation planning; c. evaluation performing; e. evaluation analysis; f. evaluation summary; and 6) evaluation result report. According to Kanjanawasee (2009, p. 131), an evaluation process to achieve a goal should compose of at least 3 performing stages, planning, performing, and summarizing and publicizing an evaluation report. To be feedback to evaluated teachers and executives, a research had designed to have an evaluation result report to be feedback to evaluated teachers secretly, and reported an overall image to the executives. Each evaluation result was expected that it would be informative to help learning management development of experimented foreign English teachers in the world class standard primary schools. And this was taking an advantage of evaluation results on instrumental use. Information and evaluation results were like changing instruments to make a decision on development and to change performance methods (Kanjawasee, 2009, p. 152).

3) Evaluation instruments: 1-to-5 level rating scale was used for an evaluation instrument for an evaluation on learning management of foreign English teachers and it consisted of: 1) self-evaluation; 2) an evaluation form for executives, other teachers, foreign language department heads, students, and students’ parents; 3) an behavioral observation form by other teachers, foreign language department heads, and students. Evaluation tools had diversity, and evaluators and evaluation elements were important as well. Diversely used tools could reflect real conditions of what to be evaluated best and decrease partiality of an evaluation. An evaluation method should have diverse instruments in order to reflect what to be evaluated on real conditions rather than to reflect on evaluators’ opinions and to confirm evaluation results reliably.

2.4 Evaluation criteria

Evaluation criteria for learning management of foreign English teachers in the world class standard primary schools was absolute criteria which compared with scores deriving from evaluation and criteria defined by experts.

Evaluation criteria scores had to be 70% at least to pass the criteria and any evaluation had to emphasize importantly on criteria. Criteria were important to evaluation. In case evaluation criteria were set suitably, an evaluation would be done easily and efficiently. Performance standards and performances would be retained, and they were concepts for activity operations to achieve preferable results (Srisa-ard, 2000, p. 93). Criteria were levels or standards because they were success of performance or performance results. Criteria were the things which judged quality of performance or performance results; therefore, good criteria were the criteria which were highly acceptable, objective, inclusive, possible, and accurate (Kanjanawase, 2009, p. 95)

3. Test results and validity of an evaluation model on learning management of foreign English teachers in the world class standard primary schools indicated that:

3.1 The result of growth scores indicated that the mean (\bar{X}) of the second evaluation was higher than the mean (\bar{X}) of the first evaluation, and showed statistical significance. This meant that an evaluation model on learning management of foreign English teachers in the world class standard primary schools influenced teachers improving and developing learning management.

3.2 Considered quality results of an evaluation model concerning validity applied with Know Group Technique indicated that an evaluation model had discriminant validity which could be grouped correctly. When considering evaluation results, a high quality teacher group owned more total evaluation results than a low quality teacher group with statically significant at .01 level. This meant that an evaluation model was developed till it could lead evaluation results to a reality; besides, it could separate groups correctly and showed discriminant validity which was a method to test construct validity, theory-related validity which meant that any tools could measure or collect data in accordance with needed traits (Buason, 2008, pp. 128-129). An evaluation model on learning management of foreign English teachers in the world class standard primary schools was being developed to have validity or efficiency for application because an evaluation model was created efficiently, and it composed of a principle, a concept, and a theory, many techniques checked by experts; accordingly, an evaluation model illustrated accuracy, suitability, and coverage acceptably, and it could be applied to learning management of foreign English teachers in the world class standard primary schools correctly.

4. Evaluation results of an evaluation model on learning management of foreign English teachers in the world class standard primary schools indicated that total evaluation results were at a high level and when considered by aspects, utility and accuracy aspects were at the highest level. Similarly, an evaluation model could be applied to the real situations, it was worth comparing to time and budget, and evaluation results were at the

highest level. Perhaps, a researcher had performed and made understanding for all realizing principles and details correctly on an evaluation model which was an evaluation to improve and develop the quality of learning management. Above all, an evaluation model developed by a researcher was created efficiently and processed by using research process and development which research methodologies were used in process of creating and product quality inspection in order to assure that produced products could be used truly on purposes (Buason, 2008, p. 94). So an evaluation model was corrective, inclusive, possible, useful, and acceptable for all related persons.

SUGGESTIONS

1. Teacher performance assessments is susceptible to feelings; consequently, users should study an evaluation handbook thoroughly, make understanding an evaluation handbook coincidentally, operates on the stages of seriously set performance in all evaluation period in order that evaluation results will be acceptable for all related persons and evaluation results can be employed to improve teachers efficiently.

2. An evolution model will be used for evaluators who are students, especially in primary schools to be effective, therefore students should practice to evaluate before a real performance evaluation.

3. Evaluated foreign teachers should take the results of evaluation to improve themselves, and they must study detailed evaluation results, namely, elements, indicators which are lower than criteria; or else, low evaluation results should be analyzed to find causes and solutions in order to improve and develop learning management to make it more qualitative.

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