

## CHAPTER I

### INTRODUCTION

#### 1.1 Background and Rationale for the study

Nowadays, the world has turned into high technological world rapidly. In order to live their lives in society perfectly, higher education is required. Therefore, educational management should have been adjusted with that. Most of all, learners, who will be the representative youth of developing their country should be trained and prepared for such a duty (Suwit Moonkam, 2001. p. 1).

With the above reason, teaching and learning methods have been changed in order to produce effective learners. The use of portfolio in assessment becomes a part of child learning center (Burachai Sirimahanakorn, 2003. p.86). With this method, learners can do many activities, such as learning how to think and solve their problems by themselves instead of listening from the teacher's explanation. Furthermore, the teacher can use portfolio to correct, keep and correct learners' works because of seeing their progress, developing their abilities and providing good qualification to learners (Department of Curriculum and Instruction Development 1999. p.5).

Therefore, in order to know how far learners can develop themselves, they can be assessed by using portfolio which likely to be an effective method because this can support learners' skills and education (Kanuengsuk Maneesri, 2003. p. 16). Moreover, the assessment by using portfolio becomes an increasingly internalized standard against which learners can assess their own growth (Sunstein 2005. Online). Also, it has become widely used in educational settings as a way to examine and measure progress, by documenting the process of learning or change as it occurs. Portfolios extend beyond test scores to include substantive descriptions or examples of what the learner is doing and experiencing. Fundamental to "authentic assessment" or performance,

assessment in educational theory is the principle that learners should demonstrate, rather than tell about what they know and can do (Cole. et al., 1995. Online).

If portfolio is an effective method, it may be useful to emphasize the paper of the learners. With portfolios, learners can select their work by themselves. They can also demonstrate their data for showing attempt, attitude, reinforcement, development, and evaluation. Because of many advantages mentioned above, the researchers realize the value of using portfolio, and thus intend to use portfolio as a base for collecting data with secondary school learners in Education Service Area Office in Lopburi Province.

### 1.2 Purposes of the study

The aim of this study is as follows:

1. To analyze the structure of portfolios in order to find out similarities and differences of each portfolio and to gain some ideas of creating appropriate portfolios;
2. To study relationships of portfolios objectives and results so that the improvement of students' skills will be effectively examined;
3. To examine the criteria of assessing portfolios in order to find suitable evaluation for students; and
4. To find out the advantages and disadvantages of portfolio from the survey attitudes of students and teachers.

### 1.3 Scope and Limitation of the Study

Subjects of the study were 150 learners and three teachers from; Bansrapleng school, Chalorad Rungsarit school, and Winituksa school in The Office of Lopburi Education Service Area. The study was conducted during the first semester in 2004.

#### 1.4 Hypothesis

The use of portfolios can be an approach to develop the teaching and learning English as a second language, especially in terms of assessment.

