

Abstract

The EPTS Project Evaluation of Patumwan
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The objectives of this EPTS Project Evaluation were to evaluate the entire system which consisted of input, process and output evaluation including an analysis of its strengths and weaknesses. These procedures must be done to develop the project. Several research methods were employed, including document analysis, interviewing, questioning and observing. Samples for this study were various personal groups who dealt with the EPTS Project, including project executive committee members, teachers, students and parents. Data were derived from questioning by applying 5 rating scale mostly. The evaluators set up mean score criteria for the EPTS project as follows: mean score higher than 3.39 is good; mean score lower than 2.59 is not good. Data analysis included content analysis, statistical analysis--percentage, mean, standard deviation, and t-test.

Evaluation Results

1. The EPTS Project set the administrative policies in terms of executive board acting plans and followed the established plans of the project. To increase efficiency for the project, some activities and procedures were adjusted.

2. The EPTS project had foreign and Thai teachers, homeroom teachers who were academically knowledgeable with good personalities and expression. The EPTS Project was prepared in instructional media and facilities, but some aspects were inadequate such as reference books, the dining room and the rest area.

3. For the instructional evaluation, it was found that Thai and foreign teachers conducted their instructional activities using desirable measurement and assessment at good and rather good levels respectively. The following activities were conducted less

than any others: teaching and learning provision by considering the students abilities; pretest; self – evaluation; and peer-evaluation. In addition, the evaluation results showed that students and their parents had high expectations of encouraging EPTS students to use more English language.

4. In running the EPTS Project, the evaluation results revealed that its own school curriculum should be implemented. Furthermore, most subjects agreed that the compulsory courses were especially suitable for teaching English language.

5. The evaluation of students' academic abilities and desirable habits found that EPTS students' abilities in English language and academic were at good level. Their English listening skills were especially at very good level, and their desirable habits were at a good level as well.

6. To evaluate the strength and weakness of this project, it was found that the project had some strengths such as the school reputation, the alumni association's strength, parental cooperation, foreign teachers' knowledge and abilities, modern media and quality equipment. The educational output, the EPTS student, was academically knowledgeable. They dared to express their ideas. Some weaknesses were as follows: lacking its own curriculum; students had different basic knowledge; EPTS students were viewed as strangers and diversified; extracurriculum activities were less; students used much more Thai language; and high cost of investment.

Recommendations

1. The policy should be clearly set and distributed widely.
2. The project should develop its own curriculum.
3. Some shared resources should be carefully managed in order to get the highest usage for students and to get resolve feelings that the dining room and sport equipment were insufficient.
4. Some approaches should be developed for encouraging the EPTS students to use English language all the time within school area.