

Independent Study Title:

The Evaluation of Implementation of
Prathom Suksa 1 Thai Language
Curriculum in Primary Schools, Mae Ai
District, Chiang Mai Province

Author:

Miss Peyada Pountajuck

M.Ed.:

Curriculum and Instruction

Examining Committee:

Assist.Prof. Supawat	Cheunchob	Chairman
Assoc. Prof. Dr.Sirmsree	Chaisorn	Member
Assoc. Prof. Amnat	Chanpan	Member

Abstract

This independent study aimed to evaluate the use of curriculum in terms of lesson planning, teaching, evaluation and to study about needs and problems of Prathom Suksa 1 Thai language teachers.

The population were 40 teachers who taught Prathom Suksa 1 Thai language in the schools under the Office of Primary Education, Mae Ai District. Questionnaires were used to collect all the data which were analyzed by using frequency, percentage, means and standard deviation. The details of analysis were then presented descriptively using tables.

The research findings could be summarized as follows:

1. Instructional planning

The teachers planned their instruction by writing lesson plans. The components of the lesson plans were learning objectives, teaching periods, activities, topics, teaching materials, measurement and evaluation. The teachers used teachers' manual (Thai subject) as the principal document for selecting and ordering the objectives, topics, activities and materials.

2. Teaching procedure

The teachers prepared themselves before teaching by studying the manual and lesson plans. They also prepared the teaching materials. The activity mostly used for lesson introduction was reviewing previous lessons. Teaching methods were teacher-centered. Teachers emphasized more on reading and writing skills than listening and speaking skills. For conclusion activities, teachers let the students do exercises.

In addition, teachers thought that teaching aids helped students learn according to the objectives given. Chalk, textbooks, blackboard, pictures and word-cards were mostly used. Most school teachers used the teaching media derived from the District Office of Primary Education and School Cluster Academic Center more than making them themselves from local resources.

3. Measurement and evaluation

The measurement and evaluation were made in order to check students' achievement and improve further teaching and learning activities. The tools for measurement and evaluation were mostly

constructed by school teachers themselves. The other sources school teachers could get the measurement and evaluation tools from were School Cluster Offices and the objective tests issued by private publishers.

The measurement and evaluation methods used in each teaching period were behavior observation, interview, assignment check and written testing. Teachers used 60% criterion for students to achieve their learning objectives. They let students know the test results immediately after the test or the next period.

4. Problems and needs about Thai language curriculum implementation.

4.1 Instructional planning. The most important problems were that the school teachers had limited time to make out lesson plans. They also lacked good lesson plan samples and did not quite understand how to write lesson plans. They needed supervision for lesson planning, good samples of lesson plans and lesson planning manual, respectively.

4.2 Teaching procedure. The problems teachers faced most were lacking teaching skills, teaching materials, and budget. The students were not ready to learn. Therefore, teaching supervision, teaching materials and training were needed.

4.3 Measurement and evaluation. Teachers lacked evaluation tools and the knowledge for constructing the measurement and evaluation tools. In this case, the schools needed more budget and supervision.