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KEY WORD : TRANSFERRING / ENGLISH CURRICULUM / CATHOLIC SCHOOLS / ARCHDIOCESE

YAOWALUCK RODNGAM : STATE, PROBLEMS AND SUPERVISORY NEEDS OF TRANSFERRING THE ENGLISH CURRICULUM TO INSTRUCTION AT THE PRIMARY EDUCATION LEVEL IN CATHOLIC SCHOOLS UNDER THE SUPERVISION OF BANGKOK ARCHDIOCESE. THESIS ADVISOR : ASSOC.PROF. JAITIP CHUARATANAPHONG, Ph.D. 192 pp. ISBN 974-334-090-4

The purpose of this research was to study the state, problems, and supervisory needs of transferring the English curriculum to classroom instruction at the primary education level in Catholic schools under the supervision of Bangkok Archdiocese. The population included heads of academic division and English teachers in elementary schools. The instruments were structured interview forms and questionnaires. Data were statistically analyzed by means of content analysis, frequency percentage, mean and standard deviations.

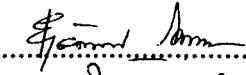
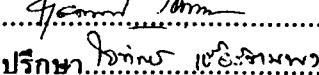
The results revealed that teachers analyzed the English curriculum for preparing their lesson plans. Instructional plans and lesson plans were made. Curriculum materials and instructional media were provided and produced under the support of heads of academic division. Problems of instructional planning were the lack of cooperation from all involved parties, lack of time to prepare, and lack of regularly supervision and follow up the analysis results; inadequate knowledge and understanding in preparing lesson plans; insufficient documents for lesson plan preparation; insufficient budget for media production, and lack of skills and materials for media production.

Regarding teaching and learning process, teachers prepared their instruction they. Integrated listening and speaking in their lessons. Student-centered approach had been used in organizing activities, taking into account the goals and contents of the curriculum. Remedial teaching was provided for weak students. The problems in this area included the lack of reference materials; lack of skills in using new techniques and new teaching methods, as well as in organizing various activities; insufficient time for extra-curriculum and remedial teaching.

For measurement and evaluation, teachers measured and evaluated by administering tests and checking the student work, by interviewing, observing, and questioning. Tests were administered after and during the lessons. The results from the tests were used to study student progress and to improve teacher performance. In addition, heads of academic division also supported the measurement and evaluation in the English subject. The problems in this area included the lack of teacher cooperation, and inadequate time for the measurement.

Regarding the supervisory needs of transferring the English curriculum to instruction, teachers had the supervisory needs of instructional planning, teaching and learning process, and measurement and evaluation at the high level.

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