

พิมพ์ต้นฉบับบทคัดย่อวิทยานิพนธ์ภายในกรอบสี่เหลี่ยมนี้เพียงแผ่นเดียว

## C640876 : MAJOR EARLY CHILDHOOD

KEY WORD:

WHOLE LANGUAGE/ TEACHING BEHAVIORS/PRESCHOOL TEACHERS

JARIYAPORN SAKULPRAHM : A STUDY OF TRANSITION IN TEACHING BEHAVIORS OF WHOLE LANGUAGE PRESCHOOL TEACHERS : A CASE STUDY IN A SCHOOL UNDER THE JURISDICTION OF THE OFFICE OF THE PRIVATE EDUCATION COMMISSION, BANGKOK METROPOLIS

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The purposes of this study were to investigate the transition in teaching behaviors of whole language preschool teachers and to examine the contexts that provided opportunity for the transition. The case study school was a preschool under the jurisdiction of the Private Education Commission , Bangkok Metropolis. The data were collected from 1995 - 1996 school year. The researcher used nonparticipant observation, participant observation, unstructured interviews and documentary study to gather the data. The findings were as follows :

1. Transition in teaching behaviors

1.1 The search for whole language implementation methods

Phase 1 : a. child-centered teaching was strictly planned around 6 major activities and themes suggested by the curriculum; b. writing was integrated with existing activities; c. teachers often asked questions about child-centered and whole language teaching.

Phase 2 : a. child-centered teaching was flexibly planned around 6 major activities and themes suggested by the curriculum; b. speaking, listening, reading and writing were integrated with existing activities; c. teachers exchanged stories of child language development.

1.2 Acceptance of innovation

Phase 1 : a. teachers acknowledged the administrator's decision to accept whole language innovation; b. teachers applied or modified activities, materials and environmental arrangement learned from the administrator's supervision, training workshops and observation of teaching in the research class; c. only two out of nine teachers used whole language.

Phase 2 : a. teachers decided to accept the innovation by themselves; b. using what was learned from the administrator's supervision, training workshops and being part of a research, the teachers followed children's initiatives in designing activities, materials and environment; c. all nine teachers used whole language.

2. Contexts that provided opportunity for the transition

Phase 1 : a. teacher's accumulation of knowledge and experience; b. administrator's supervision; c. confidence in the administrator's leadership.

Phase 2 : a. teachers' long and continuous accumulation of knowledge and experience; b. opportunity to make teaching decision; c. children's learning behaviors; d. colleague's influence.

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