

## C842362 : MAJOR SUPERVISION AND CURRICULUM DEVELOPMENT

KEY WORD : ORGANIZATION/ENGLISH SUBJECT/PRATHOM SUKSA ONE/PRACHUAP KHIRIKHAN NONGNUJ SRISUNT:THE CURRICULUM ORGANIZATION OF THE ENGLISH SUBJECT IN PRATHOM SUKSA ONE IN ELEMENTARY SCHOOLS UNDER THE JURISDICTION OF THE OFFICE OF PRACHUAP KHIRIKHAN PROVINCIAL PRIMARY EDUCATION. THESIS ADVISOR : ASST. PROF.JAITIP CHUARATANAPHONG,Ph.D. 175 pp. ISBN 974-636-072-8

The purpose of this research was to study the state and problems of the curriculum organization of the English subject in Prathom Suksa 1 in the elementary schools under the jurisdiction of the Office of Prachuap Khirikhan Provincial Primary Education. The samples of the study were school administrators and Prathom Suksa 1 English teachers. The research instruments employed were structured interview forms and document analysis form. Data were analyzed by using content analysis, frequency and percentage.

The results revealed the following: In the preparation stage, the curriculum organization was planned by the committee. The project on Prathom Suksa 1 English curriculum was not written. Teachers were assigned to teach before the beginning of semester, were assigned to attend in-service training, and to study documents, Schools carried out public relations activities on curriculum by means of meeting. Schedule was constructed according to time specified in curriculum. Schools collected curriculum and supplementary materials and instructional materials from the higher level units. Instructional materials were made and bought. The problems were lack of knowledge, ability, and skills in teaching English of personnel.

In the operational stage, The English lessons were planned in advance by studying curriculum and supplementary materials. Teacher didn't write lesson plans. Instructional activities were emphasized on student-centered model. Teachers used communicative approach in teaching activities at most. Language skills used most to least were listening, speaking, reading and writing respectively. The extra curricular activities were held by displaying English knowledge on board and setting English corner. Teachers used instructional material regularly. Measurement and evaluation were provided to examine students' knowledge and understanding before and during classes by observing their behaviors and examining students' work. Learning behavior on the aspects of psychomotor, cognitive and affective were measured and evaluated.

In the follow-up stage, data were indicated that the supervision and follow-up of the preparation stage were conducted by the committee concerning the preparation of curriculum document and materials, schedule arrangement, and personnel preparation by means of providing documents for teachers to study, giving advice and arranging the academic meeting. Schools also planned and conducted the supervision and follow-up of the operational stage through assigning teachers to study document, giving advice, arranging the academic meeting, and visiting classrooms by school administrators and academic teachers

Problems reported were insufficient time of administrators to supervise, heavy teaching workload of the working committee, lack of supervision and follow-up instruments, and lack of qualified supervisors in English.

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