

BOONLOME PANLUCK : A CURRICULUM ORGANIZATION OF THE ENGLISH SUBJECT IN SPECIAL EXPERIENCE AREA, ELEMENTARY SCHOOL CURRICULUM B.E. 2521 (REVISED EDITION B.E. 2533) IN THE CURRICULUM TRY-OUT PROJECT SCHOOLS UNDER THE JURISDICTION OF THE OFFICE OF THE NATIONAL PRIMARY EDUCATION COMMISSION. THESIS ADVISOR : ASST. PROF. JAITHIP CHUARATANAPHONG, Ph.D., 264 PP. ISBN 974-582-843-2

The purpose of this research was to study the state and problems of the curriculum organization of the English subject in special experience area, elementary school curriculum B.E. 2521 (revised edition B.E. 2533) in the curriculum try-out project schools under the jurisdiction of the office of the National Primary Education Commission. The population of the study was school administrators and English teachers. The research instrument was questionnaire. Data was analyzed by using percentage. Research findings were as follows :

In the preparation stage, school laid down the policies based upon the relevance to curriculum goals. The whole process included lesson planning; surveying of knowledge, understanding and teaching aptitude of the teachers; and provision of handbooks and textbook entitled English is Fun supplementary to the instruction. In addition, the curriculum was developed to meet the local needs by improving the learning - teaching process; along with the provision and development of media. Classrooms were also arranged to be conducive to learning. Measurement and evaluation handbooks and the instruments for supervision and follow-up activities were prepared as well.

In the operational stage, the teaching-learning process emphasized on processing skills, student-centered, with the regular utilization of instructional materials/media in the desirable classroom atmosphere. Tests were employed to measure and evaluate the learning results while classroom visits were used to supervise and follow-up on the instruction.

In the evaluation stage, teachers of English were requested to express their opinions by inquiry method.

As regards the problems of the curriculum organization of the English subjects, it was found that schools lacked knowledge and understanding in the curriculum organization of the English subject and did not have adequate supplementary documents for lesson planning. Teachers were not qualified to teach the subjects and not competent enough to develop curriculum and supplementary materials. Instructional materials were also inadequate and budgetary constraint hindered the provision of materials to develop instructional media. Moreover, the schools did not have enough buildings to meet the real needs. As for the teachers, they still possessed insufficient knowledge and understanding about measurement and evaluation, while there lacked competent personnel who were capable of carrying out supervision and follow-up activities. The research results also revealed that the results of the monitoring and evaluation were not utilized to improve the English curriculum.