

Ubonwan Songserm 2012: Development of Teaching Learning Process to Enhance Students Ability in Writing Lesson Plan. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Assistant Professor Mantmart Leesatayakun, Ph.D. 242 pages.

The purpose of this research was to study the fundamental problems, instructional process and activities and opinions related to the teaching learning process on lesson plan writing. The samples included 141 second-year students who enrolled in the Method of Teaching course in the first semester of the 2011 academic year at the Faculty of Education, Silpakorn University. The variable were the index of item objective congruence lesson plans, students opinions on teaching learning process to enhance students ability in writing lesson plan. Research process conducted in three phases. Phase 1; to study problems and fundamental information, Phase 2; to develop a process of teaching learning process methods and Phase 3; to implement the instructional method and evaluation. The study in lasted phase had 3 loops, each loop for 4 weeks, total 12 weeks. Each loop had 3 steps; to study problems and fundamental information, to develop a process of teaching learning process methods, to implement the instructional method and evaluation. Results in first step had develop to second and third in order. The data were collected through interviews, focus groups, evaluation of the writing lesson plans, journals and personal comments. The research instruments were structured interviews and focus groups, lesson plans, students' journals and questionnaires.

The results were as follows: 1) The standards/indicators were identified but the students understood neither their importance nor their involvement in lesson planing. 2) The learning content was not relevant to the standards/indicators. 3) The identified content did not represent the core knowledge to be taught, nor did it relate to the learning content. 4) Assignments learning tasks did not relate to the standards/indicators. 5) The assessment was identified but not various in terms of both its usage and methodology. More over, the criteria was not relatively relevant. 6) Learning activities were not relevant to the objectives in accordance with the standards/indicators. Concepts, models or teaching methods were rarely adopted. If so, students failed to completely delineate specific and important steps. Teaching learning process consisted of 6 activities; standards/indicators, learning content, identified content, Assignments learning tasks, assessment and learning activities. The data revealed that, the students ability in writing lesson plans increased.

---

Student's signature

---

Thesis Advisor's signature