

ABSTRACT

Thesis Title : Curriculum Analysis: A Case Study of the English I
Course Syllabus at Assumption University

Student's Name : Ms. Nitaya Uhley

Advisor Thesis Major : Assoc.Prof.Dr.Pornchulee Achava-Amrung

Thesis Co-advisors : Dr.Pimporn Chandee
Dr.Absorn Meesing

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The purpose of this study was threefold. (1) To study the curriculum and the syllabus design for English I course. (2) To find out the weaknesses and strengths of the English I Course Syllabus at Assumption University in the semesters of 2/1999, 1/2000 and 2/2000. (3) To propose a draft of curriculum changes for English I in Assumption University.

The study consists of the related theories from the texts for curriculum and syllabus design and development, also with the designs of English course syllabus. The instrument used in this study was a content analysis with a semi-structured interview and conversational interview. The interviews were conducted by the researcher with the English instructors who were teaching English I during the semesters of 2/1999,

1/2000 and 2/2000 along with the chairperson and deputy chairpersons. Students who studied during the above mentioned periods were also interviewed during the data collection process. The data were then analyzed; the frequencies count and percentage were used in the analysis. Moreover, the comparison of the interview results and main theories scanned from documentary studies are presented.

The data about curricula were collected from three sources; the curriculum planners, instructors and students. Moreover, the concise concepts of theories and principles of the curriculum from the related texts and other research studies were used to compare the results in order to get the strengths and weakness of the English I curriculum.

The following conclusions were based on the findings of this study.

Goals and objectives of the course were stated clearly. Course components and course requirements, which were provided with the course outline and teaching guide at the beginning of the semester were also stated.

Instructors had full support from the authorities with many facilities provided to enhance teaching and learning, along with the on-going in-service training from the University.

Materials for English I course were not appropriately selected according to the interview results. They depend largely on the authorities' academic background and their personal preferences.

According to the interview results, the evaluation and assessment were not perfect. There were no appropriate means suggested to assess attainment of each objective. The test materials were based on rote learning rather than assessing the learners' proficiency. The grading system was clearly stated and expected to be followed.

Other areas were also considered as important aspects for learning the language, such as, the qualifications and commitment of the instructors and students, and the facilities provided by the University. These areas are not the primary focus in this research.

The following recommendations were made:

In-service training for teaching methods should be conducted and encouraged regularly.

Needs analysis should be conducted to fine out the students' needs and interests.

For further research, action research on teaching methods, and students' learning style should be conducted.