

WATPATHUMWANARAM SCHOOL STUDENTS' REACTIONS TOWARDS
SCHOOL-BASED ENGLISH CURRICULUM



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

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The purpose of this study was to investigate Watpathumwanaram School student's reactions towards school-based English curriculum elements: objectives, content, methods and evaluation procedures and curriculum as a whole. The participants were M.1-M.3 students at Watpathumwanaram School in the second semester of academic year 2011. The participants of the study were selected by stratified random sampling. Each of fifty-eight participants was asked to fill questionnaire. Twelve participants were then selected for interviews. The instruments used in this research included a questionnaire consisting of 5 parts: participants' personal information and Watpathumwanaram School students' reactions towards school-based English curriculum elements: objectives, content, methods and evaluation procedures. Frequency and Percentage were used to describe participants' personal information. Mean Score and Standard Deviation were applied to analyze the reactions towards each element. The main findings of the study showed that most of the students in M.1, M.2 and M.3 viewed Watpathumwanaram School's school-based English curriculum as 'the level of high satisfaction'. However, there were some improvements recommended.

ความคิดเห็นของนักเรียนโรงเรียนวัดปทุมวนารามที่มีต่อหลักสูตรภาษาอังกฤษ



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ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาความคิดเห็นของนักเรียนโรงเรียนวัดปทุมวนารามที่มีต่อหลักสูตรภาษาอังกฤษโดยรวม และเป็นรายด้าน 4 ด้าน ได้แก่ ด้านวัตถุประสงค์ของหลักสูตร เนื้อหา วิธีการสอน และวิธีการประเมินผล

กลุ่มตัวอย่างเป็นนักเรียนระดับชั้นมัธยมศึกษาปีที่ 1-3 ของโรงเรียนวัดปทุมวนาราม ในภาคเรียนที่ 2 ปีการศึกษา 2555 โดยการสุ่มตัวอย่างอย่างง่าย จำนวน 58 คน กลุ่มตัวอย่างตอบแบบสอบถาม จากนั้นผู้วิจัยสัมภาษณ์กลุ่มตัวอย่างจำนวน 12 คน

เครื่องมือที่ใช้ในการทดลอง คือ แบบสอบถามประกอบด้วย 5 ส่วน 1) ข้อมูลส่วนบุคคลของกลุ่มตัวอย่าง 2) ความคิดเห็นของนักเรียนโรงเรียนวัดปทุมวนารามที่มีต่อหลักสูตรภาษาอังกฤษ ด้านวัตถุประสงค์ของหลักสูตร 3) ความคิดเห็นของนักเรียนโรงเรียนวัดปทุมวนารามที่มีต่อหลักสูตรภาษาอังกฤษ ด้านเนื้อหา 4) ความคิดเห็นของนักเรียนโรงเรียนวัดปทุมวนารามที่มีต่อหลักสูตรภาษาอังกฤษ ด้านวิธีการสอน 5) ความคิดเห็นของนักเรียนโรงเรียนวัดปทุมวนารามที่มีต่อหลักสูตรภาษาอังกฤษ ด้านวิธีการประเมินผล ข้อมูลส่วนบุคคลของกลุ่มตัวอย่างแสดงเป็นร้อยละ ข้อมูลจากแบบสอบถามคิดเป็นค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า นักเรียนระดับชั้นมัธยมศึกษาปีที่ 1-3 ของโรงเรียนวัดปทุมวนารามมีความพึงพอใจต่อหลักสูตรภาษาอังกฤษทั้งโดยรวม และเป็นรายด้าน

The thesis titled
“Watpathumwanaram School Students’ towards School-Based English Curriculum”
by
Lalada Ruangcharoon

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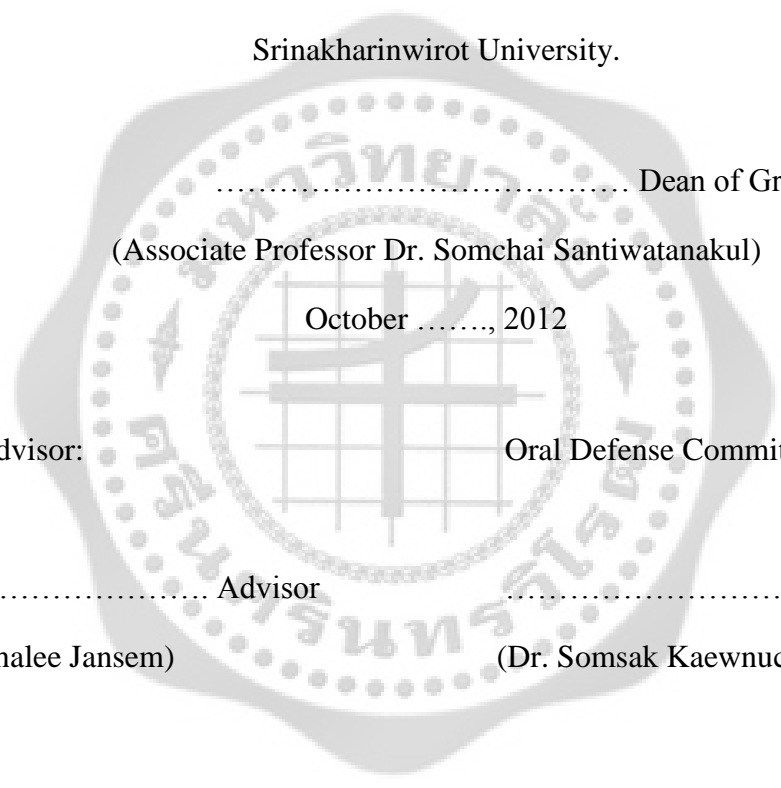
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Lalada Ruangcharoon

TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION	
Background of the Study.....	1
Objectives of the Study.....	7
Research Questions.....	7
Significance of the Study.....	8
Scope of the Study.....	8
Definition of Terms.....	9
2 LITERATURE REVIEW.....	
Overview of the Attitudes' Concept.....	11
Curriculum Evaluation.....	12
Focuses of Evaluation.....	14
Forms of Evaluation.....	15
Curriculum Evaluation Models.....	17
Instrumentation for Curriculum Evaluation.....	21
Related Research.....	23
3 RESEARCH METHODOLOGY.....	
Research Site.....	25
Research Design.....	26
Research Instruments.....	28
Data Collection Procedure.....	30
Data Analysis.....	31

TABLE OF CONTENTS (Continued)

Chapter	Page
4 FINDINGS OF THE STUDY.....	
Analysis of Quantitative Data.....	32
Analysis of Qualitative Data.....	39
5 CONCLUSIONS AND DISCUSSION.....	
Summary of the Research.....	42
Summary of the Findings.....	42
Discussion.....	44
Implication of the Study.....	48
Limitation of the Study.....	48
Recommendations for Further Studies.....	48
REFERENCES.....	50-55
APPENDICES.....	
Appendix A	
Questionnaire.....	57
Appendix B	
Interview.....	61
VITAE.....	62

LISTS OF TABLES

Table	Page
1 Number of Population.....	27
2 Number of Participants Selection to Fill in a Questionnaire.....	27
3 Number of Participants Selection to Fill Interview.....	28
4 General Background of the Respondents.....	33
5 Mean and Standard Deviation about the Reactions of Watpathumwanaram School Students towards School-Based English Curriculum.....	34
6 Mean and Standard Deviation about Students' Reactions on English Objectives.....	35
7 Mean and Standard Deviation about Students' Reactions on English Content.....	36
8 Mean and Standard Deviation about Students' Reactions on English Methods.....	37
9 Mean and Standard Deviation about Students' Reactions on English Evaluation Procedures	38

CHAPTER ONE

INTRODUCTION

Background of the Study

English is the most widely taught foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt, Brazil and Thailand. There are also over 70 countries like Ghana, Nigeria, India, Singapore and Vanuatu that teach English as a second language because they use English as an official language (Crystal, 1997).

According to Crystal's (1997) analysis there are two main reasons why people may use English. Firstly, it is the official language of a country. Secondly, it is a tool used in certain fields of education. Furthermore, English is also the language people commonly communicate with through the media, libraries, schools and institutes of higher education. Books, tapes, computers, telecommunication systems and all kinds of learning and teaching materials are increasingly available in English, and more often, only in English. Consequently, English language is already inextricably embedded into the education systems of many countries showing a widespread need for quality English teaching. The fact that the majority of countries have an English teaching programme adds further weight to this argument (Crystal, 1997; Read, 2008; Richards & Rodgers, 2001).

There are many learning standards and indicators used in the Basic Education Core Curriculum 2008 issued by the Ministry of Education. It has prescribed the following eight subject areas: 1) Thai Language, 2) Mathematics, 3) Science, 4) Social Science, Religion and Culture, 5) Health and Physical Education, 6) Art, 7) Career and Technology, and 8) Foreign Languages. Thailand is a country where English is used as the first foreign language of basic education as this state policy (Ministry of Education, 2007). Therefore, the Ministry of Education has undertaken several ways to promote the

teaching and learning of English for communicative purposes. These include the formulation of a long-term strategic plan (2005-2015) to increase the ability of young Thais to effectively communicate in English (Office of the National Education Commission, 2007).

A report on results of 9 years of education reform (1999-2008) shows that the grade point average of students in grade 6 and grade 9 in the Thai language, Mathematics, Science and English has been decreasing. English has shown a worrying trend of significantly decreasing grades over a five year period (Office of the Education Council, 2009). The National Institute of Educational Testing Service (NIETS) conducted Ordinary National Educational Test (O-NET) tests for students in grades 6, 9 and 12 to assess their academic proficiency and they found a mean score of 36.84 in 2008. This decreased to 27.26 in 2009 and 13.56 in 2010. Each year the mean score has decreased, and this alone is worth investigation.

Watpatumwanaram School is located in the southeast of the Patumwanaram Temple area. Originally the school was only a two storey open air building used for primary education from May 6th 1929. Later in 1954 the abbot of Watpatumwanaram allowed the Bangkok Metropolitan Administration (BMA) to use some of the temple's land to construct a new concrete school building. On January 30th 2003 H.R.H. Princess Maha Chakri Sirindhorn made a private visit to the original Watpatumwanaram School. On that occasion she visited the school buildings and activity rooms and observed the teaching and studying in various classrooms. Following her visit that year and responding to her recommendation, the Bangkok Metropolitan Administration (BMA) expanded the opportunity to study at the school by adding the Mattayom-Beginning Level in the year 2003 (Grades 7, 8, 9). The first 9th grade class graduated in the year 2006.

Every academic year the school receives new students in Mattayom 1. The students take an exam in order to be admitted into the school. If the students pass the exam, they are allowed admission into the school. The subjects the students are tested in are Mathematics, Thai Language, Science and English. Before the school year begins, the students have to participate in two camps. The first camp is the academic camp which helps improve the students' knowledge and it also allows them to make friends and become familiar with the teachers and other students. The second camp is the English camp which helps to stimulate the students' interest in the English language. There are a variety of activities such as songs, games, and lessons.

After her visit in 2003, H.R.H. Princess Maha Chakri Sirindhorn allowed the Center for Professional Assessment (Thailand), also known as CPA to develop and improve the school's English education.

CPA and Triam Udom Suksa School joined together to create a project called "Hands-on English Language Program or H.E.L.P." in the first year 2003. H.E.L.P. was established for the purpose of developing the English proficiency of students of Watpathumwanaram School.

At the beginning of every school year, H.E.L.P. looks for students in Mattayom 4 to 6 from Triam Udom Suksa School to participate as the volunteer tutors at Watpathumwanaram School. In order to demonstrate an appropriate level of proficiency in English and a good attitude towards teaching, the applicants were required to attend an orientation training session. This orientation was conducted by the Center for Professional Assessment (Thailand), to improve the volunteers' abilities in using English language and tutoring. The main objective was to improve students' English language skills and create a positive attitude towards English language learning. It was also hoped

that the program would play an instrumental role in preparing them for their next level of the study.

During the first session, students were asked to take a pre-test examination, the results of which were used to classify the students into different levels. The examination tests the following three main skills: 1) writing the 26 letters of the English alphabets, 2) producing the sound of each letter, and 3) pronouncing words made up of 3 letters. Based on the results, students were classified into 4 groups as follows:

1. Group E, students were capable of writing all the 26 letters of the alphabet correctly in both uppercase and lowercase, producing each letter sound correctly and pronouncing 3 letter words correctly.

2. Group F, students were capable of writing all the 26 letters of the alphabet correctly in both uppercase and lowercase, producing most (at least 80%) of the letter sounds correctly and pronouncing most (at least 80%) of the 3 letter words correctly.

3. Group G, students were capable of writing most (at least 80%) of the 26 letters of the alphabet correctly in both uppercase and lowercase, pronouncing some (more than 50%) of each alphabet correctly, but were rarely incapable of pronouncing 3 letter words correctly.

4. Group H, students who were capable of writing most or some (at least 80%) of the 26 letters of the alphabet correctly in both uppercase and lowercase, but were incapable of producing sound of each letter correctly and incapable of pronouncing 3 letter words correctly.

Tutors taught 1-2 students each using worksheets (based on the “Bob Book” series) already designed for students at each level. Extra teaching materials were also used and when it was considered appropriately. H.E.L.P. sessions were held every Friday from 12.30 p.m. to 2.30 p.m. After each period of study, the tutors recorded and assessed

the results of their students on the back page of each worksheet, then held a group meeting of the tutors to discuss problems that occurred and propose new strategies that might be beneficial to other tutors.

During the last session, students were again asked to take the same examination used in the first session. This grade was used for the final assessment.

Not only did students of Triam Udom Suksa School participate as the volunteer tutors, but teachers of Triam Udom Suksa School also took part in H.E.L.P. sessions. Teachers of Triam Udom Suksa School sessions were held every Wednesday with the aim to improve and develop the English proficiency of students in areas such as grammar and usage, pronunciation, reading comprehension, writing and tutoring for the Ordinary National Educational Test (O-NET).

The kindness of H.R.H. Princess Maha Chakri Sirindhorn allowed the Center for Professional Assessment (Thailand), to hire a foreign teacher every year in order to expose students to native speaking language use and also for cultural exchange/ awareness. A foreign teacher teaches Mattayom 1-3 about 12-15 hours per a week. He/She has to improve and develop students in listening and speaking English.

The school follows the policy of The Basic Education Core Curriculum. There are eight subject areas. One of eight subject areas is learning area of foreign languages (English). From 2003 to 2010 the English teachers found that students were not getting the grade point averages expected. A report on results of 3 years of English Education in Watpatumwanaram School (2008-2010) indicates that English examination scores have persistently fallen below average in the recent years. Based on the annual report 2010, the researcher found a drastic drop in students' achievement in English. This drop in performance is attributed to many factors, including the nature of Watpathumwanaram School English Curriculum.

There are many ways to solve problems on improving student achievement. For example, improvements can be made through improvements to classroom management tutoring, remedial teaching, teacher training, parental involvement, and improvements to the school-based English curriculum by following the vision of Watpathumwanaram School with the quote, “Assuring quality education, keeping up with technology, maintaining quality of life according to principles of self sufficiency economy”. Mattayom 1 began in the year 2003, thus it was eight years ago that the school-based curriculum was first implemented, and at the end of academic year, an evaluation was conducted using the results of the middle test and the final test examinations. It was seen that the students average scores decreased.

As a result, these are the suitable times to evaluate the school-based English curriculum. According to Oliva (1988), evaluating the curriculum is a stage of curriculum development and a tool which can be used to help schools and teachers judge whether a curriculum or instructional approach is being implemented as planned, it can also be used to assess the extent to which stated goals and objectives are being achieved. This allows schools and teachers to answer the questions: Are we doing for our students what we said we would? Are students learning what we set out to teach? How can we make improvements to the curriculum and/or teaching methods?

It is therefore important to survey what Watpathumwanaram School students’ attitudes towards school-based English curriculum and how this impacts on their academic achievement. Data gained from surveys and interviews can mainly be used to assess curriculum in order to identify aspects of a curriculum that are working and those that need to change (Wolf et al., 2006).

The need to evaluate curriculum arises because it is necessary for both teachers and students to determine the extent to which their current curricular program and its

implementation have produced positive and suitable outcomes for students. This study provided major information needed identify whether it is a match with the vision of school or not. In case of this study of Watpathumwanaram School, the researcher used Kirkpatrick's four levels of evaluation. Kirkpatrick's concept in level 1 reaction will participate to evaluate school-based English curriculum. He noted that a researcher can evaluate curriculum in many aspects such as objectives, content, methods, evaluation procedures etc., in order to know how a student feels; whether they are satisfied or dissatisfied. When students' feelings have been revealed, the researcher as a researcher can analyse the data and hopefully find weaknesses and strengths in order to improve and develop the curriculum, leading hopefully to improved examination scores.

A good school curriculum is a programme of selected content and learning experiences offered by a school, which is capable of either modifying or adapting to learner behavior (Chikumbu & Makamure, 2000). Therefore, useful processes leading to curriculum assessment and development are necessary to achieve the standards the students are supposed to be provided with.

Purpose of the Study

The purpose of this study was to investigate Watpathumwanaram School students' reactions towards school-based English curriculum elements namely: objectives, content, methods and evaluation procedures and curriculum as a whole.

Research Questions

This study was conducted to answer the following questions:

1. How do Watpathumwanaram School students' satisfied with school-based English curriculum in general?

2. What are the students' reactions towards school-based English curriculum elements namely: objectives, content, methods and evaluation procedures?

Significance of the Study

1. The findings of this study can be used to improve and develop school-based English curriculum in several areas including: objectives, content, methods and evaluation procedures.
2. This information can help to develop the English curriculum at the school.
3. This study can be used as a guide tool to assess the students' reactions for developing curriculum in the next occasion.

Scope of the Study

Population

This study investigated students' responses at the secondary level (M.1-M.3) at Watpathumwanaram School in the second semester of academic year 2011. The population of the study was all the students of M.1-M.3. The total number of students was 230.

Participant Selection

The participants were M.1-M.3 students at Watpathumwanaram School in the second semester of academic year 2011. The participants of the study were selected by stratified random sampling. The participant selection covers the following two main groups:

1. Fifty-eight participants were selected by simple random sampling. They were asked to fill a questionnaire.

2. Fifteen participants were selected by simple random sampling utilizing a 25% criterion from forty-eight participants. They were interviewed.

Definition of terms

Definitions of terms of this study were the following:

1. “Reactions” refers to the satisfactions or dissatisfactions of secondary level students M.1-M.3 at Watpathumwanaram School towards school-based English curriculum in the second semester of academic year 2011.

2. “School-Based English curriculum” refers to the English curriculum at Watpathumwanaram School which is constructed based on the four English curriculum elements namely: objectives, content, methods, evaluation procedures. In the case of Watpathumwanaram School, Center for Professional Assessment (Thailand), also known as CPA has helped develop and improve the school’s English education. CPA helped English teachers by training them about School-Based English curriculum. CPA and Triam Udom Suksa School joined together to create a project called “Hands-on English Language Program or H.E.L.P.” in the first year 2003. H.E.L.P. was established for the purpose of developing the English proficiency of students of Watpathumwanaram School. This program is special because only Watpathumwanaram School benefits from it, as no other school in Thailand has this privilege. CPA trains the teachers on how to implement the School-Based English curriculum into the lessons in order to ensure better teaching. Another way Watpathumwanaram School benefits is that H.R.H. Princess Maha Chakri Sirindhorn hires an English teacher from the United States or from England in order to expose the students to a native speaker of the English language. The teacher’s responsibility is to enhance the students’ speaking and listening abilities but also to encourage cultural exchange.

3. “Students” refers to M.1-M.3 students at Watpathumwanaram School in the second semester of academic year 2011.

4. “Grade Point Average” refers to the total point of English subject with M.1-M.3 students at Watpathumwanaram School in the second semester of academic year 2011.



CHAPTER TWO

REVIEW OF THE LITERATURE

This chapter provides the literature in 2 main areas: 1) Overview of the Attitudes' Concept 2) Curriculum Evaluation and Related Research

Overview of the Attitudes' Concept

In order to be able to evaluate the students' attitudes, let us begin with the definition of the term, "attitude". There are many definitions of the term.

Likert (1932, as cited in Gardner, 1980) defines the term attitude as an inference which is made on the basis of a complex of beliefs about the attitude object. Gardner (1980) elaborates on Likert's definition by defining attitude as the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic. Ajzan (1988) considers attitudes as a disposition to respond favourably or unfavourably to an object, person, institution, or event. Baker (1992) defines attitudes as a hypothetical construct used to explain the direction and persistence of human behaviour.

Gardner (1985) considers attitudes as components of motivation in language learning. According to him, "motivation...refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language". However, Wenden (1991) proposed a broader definition of the concept "attitudes". He states that the term attitudes includes three components namely, cognitive, affective and behavioural. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective one refers to the feeling and emotions that one has towards an object, "likes" or "dislikes", "with" or

“against”. Finally, the behavioural component refers to one's consisting actions or behavioural intentions towards the object.

From a different angle, McGuire (1969, as a cited in Oscamp, 1977) suggests that it is possible that the three components are so closely interrelated, that theorists who insist on distinguishing them should bear the burden of providing that the distinction is worthwhile. This made Van Els et al. (1984) to suggest that it does not really matter whether all or only one of the three components are measured; the relationship between the components is so close that sufficient information on an attitude can be obtained by measuring only one component, no matter which.

To sum up, attitude refers to our feelings and shapes our behaviors towards learning. Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge, 1996). Karahan (2007: 4) confirms that “positive language attitudes let learner have positive orientation towards learning English”. As such, attitudes may play a very crucial role in language learning as they would appear to influence students’ success or failure in their learning.

Curriculum Evaluation

This section is covered the following topics: definition of curriculum evaluation, focuses of evaluation, curriculum evaluation models, and instrumentation for curriculum evaluation.

Definitions of Curriculum Evaluation

Evaluation is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject, or revise the programme (Ornstein & Hunkins, 1993; Sowell, 1996). Sowell (1996) notes that programmes are

evaluated to answer questions and concerns of various parties. The public want to know whether the curriculum implemented has achieved its aims and objectives; teachers want to know whether what they are doing in the classroom is effective; and the developer or planner wants to know how to improve the curriculum product.

McNeil (1977) states that curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programmes, courses and activities as developed and organised actually produce desired results? How can the curriculum offerings best be improved?

Gay (1985) argues that the aim of curriculum evaluation is to identify its weaknesses and strengths as well as problems encountered in implementation; to improve the curriculum development process; to determine the effectiveness of the curriculum and the returns on finance allocated.

Worthen and Sanders (1987) define curriculum evaluation as “the formal determination of the quality, effectiveness, or value of a programme, product, project, process, objective, or curriculum.

Gatawa (1990) the term curriculum evaluation has three major meanings: the process of describing and judging an educational programme or subject, the process of comparing a student’s performance with behaviourally stated objectives, the process of defining, obtaining and using relevant information for decision-making purposes.

Ornstein and Hunkins (1996) define curriculum evaluation as a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something the curriculum in general or an educational textbook in particular.

Oliva (1988) defines curriculum evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. The primary

decision alternatives to consider based upon the evaluation results are: to maintain the curriculum as is; to modify the curriculum; or to eliminate the curriculum.

Conclusion, evaluation is a disciplined inquiry to determine the worth of things. Things may include programmes, procedures or objects. Generally, research and evaluation are different even though similar data collection tools may be used. However, the three dimensions on which they may differ are:

First, evaluation need not have as its objective the generation of knowledge. Evaluation is applied while research tends to be basic.

Second, evaluation presumably, produces information that is used to make decisions or forms the basis of policy. Evaluation yields information that has immediate use while research need not.

Third, evaluation is a judgement of worth. Evaluation result in value judgements while research need not and some would say should not.

Focuses of Evaluation

Oliva (1988), Chikumbu and Makamure (2000) argue that evaluation generally focuses on the whole curriculum or aspects of it such as objectives, content, methodology and outcomes.

1. Curriculum Objectives

These have to be evaluated because they are the foundation on which the curriculum programme or project is frequently based. In order to conduct evaluations on objectives, a number of questions must be asked: Are the objectives worthwhile?, Can they be achieved?, What are the expected outcomes?

Also, objectives have to be evaluated because curriculum content, methodologies and materials are designed to fit objectives. Teachers use curriculum objectives to guide classroom activities, hence the need for evaluation.

2. Curriculum Content and Methodology

The content must be evaluated in order to establish whether it is relevant to the needs and aspirations of the society. When evaluating curriculum content, the focus should be on the effect it has on learners. It is important to determine whether the methodology is consistent with the curriculum objectives and appropriate for the content.

3. Curriculum Outcomes

The evaluation of objectives, content and methodology are conducted simultaneously as the evaluation of outcomes. The purpose of this evaluation is to supply curriculum designers with information that can be used in improving the curriculum as a whole.

Forms of Evaluation

As mentioned earlier, evaluation is the process of determining the significance or worth of programmes or procedures. Scriven (1967, as a cited in Chikumbu & Makamure, 2000) differentiated evaluation as formative evaluation and summative evaluation.

However, they have come to mean different things to different people, but in this section, Scriven's original definition will be used.

1. Formative evaluation

The term formative indicates that data is gathered during the formation or development of the curriculum so that revisions to it can be made. Formative evaluation may include determining who needs the programme, how great is the need and how to meet the need. In education, the aim of formative evaluation is usually to obtain information to improve a programme.

In formative evaluation, experts would evaluate the match between the instructional strategies and materials used, and the learning outcomes or what it aims to achieve. For example, it is possible that in a curriculum plan the learning outcomes and the learning activities do not match. Teachers want students to develop critical thinking skills but there are no learning activities which provide opportunities for students to practice critical thinking. Formative evaluation by experts is useful before full-scale implementation of the programme. Review by experts of the curriculum plan may provide useful information for modifying or revising selected strategies.

In formative evaluation learners may be included to review the materials to determine if they can use the new materials. For example, do they have the relevant prerequisites and are they motivated to learn. From these formative reviews, problems may be discovered. For example, in curriculum document may contain spelling errors, confusing sequence of content, inappropriate examples or illustrations. The feedback obtained could be used to revise and improve instruction or whether or not to adopt the programme before full implementation.

2. Summative evaluation

The term summative indicates that data is collected at the end of the implementation of the curriculum programme. Summative evaluation can occur just after

new course materials have been implemented in full, or several months to years after the materials have been implemented in full. It is important to specify what questions teachers want answered by the evaluation and what decisions will be made as a result of the evaluation. Teachers may want to know if learners achieved the objectives or whether the programme produced the desired outcomes. For example, the use of specific simulation software in the teaching of geography enhanced the decision making skills of learners. These outcomes can be determined through formal assessment tasks such as marks obtained in tests and examinations. Also of concern is whether the innovation was cost-effective. Was the innovation efficient in terms of time to completion? Were there any unexpected outcomes? Besides, quantitative data to determine how well students met specified objectives, data could also include qualitative interviews, direct observations, and document analyses.

Curriculum Evaluation Models

Woof et al. (2006) state that several experts have proposed different models describing how and what should be involved in evaluating a curriculum. Models are useful because schools and teachers help students define the parameters of an evaluation, what concepts to study and the procedures to be used to extract important data. Numerous evaluation models have been proposed but a model is discussed here.

Kirkpatrick's Evaluation Model

Schools are proving that they are providing quality education to their students by letting their teachers to be responsible to the quality of teaching for their students (Haertel, 1999). The demand for quality of education will be one area on how to know the effectively of a teacher, but this is not enough as teacher effectiveness was

pictured on how their students grow under their management. The schools and teachers are expecting that students learning is motivated, skills and abilities are enhance and use this in building the lives that we want them to have and teacher are responsible in guiding this essential development of students.

In realistic approach, borrowing from the realm of corporate, industrial and adult training and using Kirkpatrick's four level of performance, the effectiveness of teacher's performance can be known. This model of evaluation or assessment is the most reviewed and applied guide in evaluating teacher's performance.

Kirkpatrick believes that the effectiveness of training and his model suggest teaching, is best evaluated at four progressively difficult and valuable levels. These are the reaction level, the learning level, the behavior level, and the results level (Kirkpatrick, 1959a; Kirkpatrick, 1959b; Kirkpatrick. 1960a; Kirkpatrick, 1960b). The following will define and discuss these levels and how can it be used to evaluate teacher's performance.

Level One: Reaction

On the reaction, teacher will be evaluated on how students react on their learning experience if they like the subject matter and how they find it valuable for them. According to Kirkpatrick, every programmed should at least be evaluated at this level to provide data for its improvement. Focusing on this level leads to improved questionnaires as student reaction has importance consequences on the second level (Learning). Although a positive reaction does not guarantee learning, a negative reaction is being reduced.

Level two: Learning

After we know how students feel about their learning experience, it is needed to know how well the students have learned from the subject. We should have pre assessment of student's knowledge, skills and attitudes in terms of previous grades or score on standardized instruments or admission assessment. From this, teacher's instruction to result in increase in knowledge and skills as well as expecting in many instances a positive attitudinal change will happen in areas such as diversity acceptance. Comparing the abilities of the successful teacher to others will help other teachers or on training to facilitate learning effectively in their own classroom and be successful also. This level is a logical level to emphasize a more formalized process in evaluating teacher's performance it also provides a well spring of possibilities for assisting teacher development and improvement as well.

Level three: Behavior

When learning was transferred into practice it creates a behavior. This level of evaluation helps us to create learner's who can apply learning through a change of behavior. Different methods should be carried out to measure the changes of students behavior not just after a test. It needs measures that will prove that transfer has occurred from learning to a change in behavior. When Kirkpatrick described this level he was aware if the participants completed their training, used this new knowledge or techniques on their jobs. In the area of training this is called the transfer of learning in education as individuals are seen shining in training demonstrating good grasp of the concepts, techniques and the rationale for implementation presented. This shift toward an emphasis in performance assessment in our schools goes a long way toward encouraging learners to apply their learning. Assessing our teachers on their ability to foster or improve their

students on these performance based assessments is a natural progression. As we turn to asking students to demonstrate their ability to apply what they learn, we should measure the performance of our teachers, at least to some degree, on their ability to generate this knowledge application in their students.

Level four: Results

On this level it is important to know if the students achieve the desired outcomes. Kirkpatrick (1960b) identifies this last level as a measure of the final results that occur as a result of training it can be in terms of such things as reduced costs, higher quality, improved productivity, and lowered absenteeism and turnover. All of these are the bottom line for training in an industrial or production environment. However, when we look for the "bottom line" in a traditional educational environment, our desired results are often less explicit or measurable.

In summary and recommendations it is better to look back why teachers and schools are responsible for the student outcomes. With this, schools and teachers should justify the quality of their outcomes and justify the quality of the process. What is offered here is a conceptual model for assessing that process and its effectiveness. Not with the intent of eliminating teachers that do not produce measurable results. Rather with the intent of evaluation guiding retraining of those less effective and providing affirmation and opportunities for further improvement of those who are. This model was adapted from Kirkpatrick's four level model of evaluating the effectiveness of training. While his model was developed and continues to be used in all fields of applied training, it has applied to the education of children in elementary and secondary settings.

This four level evaluation of the effectiveness of a teacher or educational system. To produce a desired outcome from instruction is suggested as the framework to assess and revise teacher performance. At the reaction level, the importance of student reaction to the teachers delivery of material and classroom management is emphasized.

Instrumentation for Curriculum Evaluation

No matter what evaluation model is used in evaluating a curriculum, the methods of data collection and the instruments used are more or less similar. The common instruments used in curriculum evaluation are interviews, observations, tests, survey, content analysis (Beane et al., 2006; Oliva, 1988; Armstrong, 2003).

Questionnaires and Checklists

When schools and teachers need to quickly and/or easily get lots of information from people in a non threatening way, questionnaire and checklist are useful data collection techniques. Questionnaires and checklists can complete anonymously and relatively inexpensive to administer. Since data collected is quantitative, it is easy to compare and analyse and can be administered to many people. Massive amount of data can be obtained. It is also easy to design as there are many sample questionnaires already in existence. However, the information obtained may not be accurate as it relies how truthfully subjects respond to the questions. There is also the fear that the wordings used can bias client's responses. Questionnaires are impersonal and since only a sample of subjects are given the instrument.

Interviews

Interviews are usually one-on-one situations in which an individual asks questions to which a second individual (which may be a teacher, principal, student, parent)

responds. The person asking the questions is called the *interviewer* while the person giving answers to the questions is called the *interviewee*. Interviews are used when you want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires. There are two general types of interviews depending on the extent to which the responses required are unstructured or structured.

In an unstructured interview, the interviewer does not follow a rigid script and there is a great deal of flexibility in the responses. For example; “Why do you think the recommended textbook for the course is difficult for low ability learners? The teacher responding to such a question will give a variety of reasons. Some of the reasons given may be of a general nature while others may be specific to certain sections of the textbook. This makes the task of keeping track of responses more difficult. The open-endedness of the question will require that the interviewer record all responses and make sense of it later. The advantage of the unstructured interview is that it allows the evaluator to gather a variety of information, especially in relation to the interviewee’s knowledge, beliefs or feelings toward a particular situation.

In a structured interview, the questions asked usually require very specific responses. For example, “Is the recommended textbook difficult for low ability learners because: a) there is too much content; b) the language used is beyond the comprehension of low ability learners, c) or there are too few examples and illustrations. Regardless of which type of interview is used, evaluators should ensure that each question is relevant for its intended purpose. In the end, the data must be translated into a form that can be analysed and this has to be done carefully to preserve accuracy and to maintain the sense of the data. The advantage of interviews is that it can get a full range and depth of information and it develops a relationship with teachers and students and it is more flexible. However,

interview can take much time, can be hard to analyse and compare, can be costly and interviewer can bias client's responses.

Observations

To gather accurate information about how a program actually operates, particularly about processes. In other words to view operations of a program as they are actually occurring.

Related Research

Parameth (2007) revealed that the respondents have highly positive attitudes toward the English language and English community. There is only one item that is stated “moderate” in the entire questionnaire. This means that those subjects do not need foreigner friends who are native speakers. They learn English in order to pursue their interests or fulfill their goals. Respondents believed that English skills will help them get a good job, be a knowledge person and will be useful for their further or higher education.

Ng'ong'a (2002) in his study observed that Kenyan School leavers continue to perform poorly in English due to poor teaching methods or strategies.

Nyanjom (2007) found out that the curriculum was examination oriented and ignored practical approach and evaluation and only tested on memorization and ignored high order cognitive skill such as reasoning and problem solving with are needed most.

Bidin (2009) carried out a correlation study on motivation and attitude in learning English among university students in Malaysia. He administered a questionnaire to 620 respondents randomly selected. The finding indicated that the mean attitude of female respondents was slightly higher than that of male respondents.

Fakeye (2010) carried out a study to establish if there was any significant difference in attitudes of male and female students towards English language. He administered an attitude questionnaire to 400 students randomly selected from five secondary schools in Nigeria. The findings indicated that there was no significant difference in attitudes of male and female students towards English language. The study also found that generally students had positive attitude towards English.

In a different study Wavo (2005) sought to find out attitude towards the English language of 1007 ninth grade Chinese students towards the English Language. The t-test was calculated to compare the difference in attitude of students according to their gender. The results revealed that male and female differed in their attitude towards English language with female having a higher positive attitude than males.

All these opinions, views and comments regarding the secondary school English curriculum elements have been given from other peoples' point of view. It is therefore justifiable to get the students' opinions regarding the same since they are the immediate consumers of the curriculum. Therefore, the aims of this study were to establish students' attitudes of the secondary English objectives, content, methods and evaluation procedures and curriculum as a whole.

CHAPTER THREE

METHODOLOGY

The purpose of this study was to identify students' reactions of Watpathumwanaram School towards English Curriculum elements namely: objectives, content, methods and evaluation procedures and curriculum as a whole and to find out the guidelines developing English curriculum. This chapter then describes research site, population and participant selection, instruments, data collection procedure, and data analysis.

Research Site

Watpatumwanaram School is located in the southeast of the Watpatumwanaram area. Originally the school was only a two storey open air building used for primary education from May 6th 1929. Later in 1954 the abbot of Watpatumwanaram allowed the Bangkok Metropolitan Administration (BMA) to use some of the temple's land to construct a new concrete school building. On January 30th 2003 H.R.H. Princess Maha Chakri Sirindhorn made a private visit to the original Watpatumwanaram School. On that occasion she visited the school buildings and activity rooms and observed the teaching studying in various classrooms. At the end of her visit, H.R.H. Princess Maha Chakri Sirindhorn signed the school's Visitor Book with the quote, "Visited the school as a parent".

Following her visit that year and responding to her recommendation, the Bangkok Metropolitan Administration (BMA) expanded the opportunity to study at the school by adding the Mattayom-Beginning Level in the year 2003 (Grades 7, 8, 9). The first 9th grade class graduated in the year 2006. The school was in need of further

expansion and on June 18th 2007, H.R.H. Princess Maha Chakri Sirindhorn opened the current school buildings. Now there are seven floors and 48 classrooms in the first building. A new second building has three floors and this is used as a canteen and special function area.

There were thirty-five teachers and seven hundred students in the school. The school starts from Kindergarten level to Mattayom 3 level. In English subject of Watpatumwanaram School, English teachers attempt to help students in order to improve their English language skills and create a positive attitude towards English language learning. The important role of English will be followed the vision of Watpathumwanaram School with the quote, “Assuring quality education, keeping up with technology, maintaining quality of life according to principles of self sufficiency economy”.

Research Design

This study was adopted a survey research design by using a questionnaire and interviews and also investigated students’ responses at the secondary level (M.1-M.3) at Watpathumwanaram School in the second semester of academic year 2011.

Population and Participant Selection

Population

This study investigated with students at the secondary level (M.1-M.3) at Watpathumwanaram School in the second semester of academic year 2011. The total number of students is 230 by grade level in the Table 1.

Table 1*Number of Population*

Grade Level	Number of Students
M.1	75
M.2	80
M.3	75
Total	230

Participant Selection

The participants were M.1-M.3 students at Watpathumwanaram School in the second semester of the 2011 academic year. The participants of the study were selected by stratified random sampling covering two main groups:

1. Fifty-eight participants were selected by simple random sampling. The sample sizes were decided upon to be equal to 25 % of each grade level as the shown in Table 2. They asked to fill in a questionnaire.

Table 2*Number of Participant Selection to fill in a questionnaire*

Grade Level	Number of Students	Number of Participant Selection (25% of 230 students)
M.1	75	19
M.2	80	20
M.3	75	19
Total	230	58

2. Fifteen participants were selected for interviewing by further random sampling. 25 % of 58 already selected participants were then selected for an interview. They were distributed equally between M.1 and M.3 as the shown in Table 3.

Table 3*Number of Participant Selection to interview*

Grade Level	Number of Participant Selection	Number of Students (25% of 58 students)
M.1	19	5
M.2	20	5
M.3	19	5
Total	58	15

Research Instruments

The instruments used in this study were a questionnaire and interviews.

Questionnaire

The questionnaire was in Thai and was adopted five point-Likert scaling system. The questionnaire adapted questions from Tella et al (2011). The questions were grouped into five sections as follow:

Section A: General background of the respondents including sex, grade level, and grade in the latest examination.

Section B: It consisted of 18 items to identify students' reactions on English objectives.

Section C: It consisted of 8 items to identify students' reactions on English content.

Section D: It consisted of 8 items to identify students' reactions on English methods.

Section E: It consisted of 16 items to identify students' reactions on English evaluation procedures.

The five point rating scale was scored as shown below:

“1” refers to strongly disagreed

“2” refers to disagreed

“3” refers to uncertain

“4” refers to agreed

“5” refers to strongly agreed

The translation of the mean was shown below:

1.00-1.50 refers to the reactions of Watpathumwanaram School students towards school-based English curriculum are strongly disagreed.

1.51-2.50 refers to the reactions of Watpathumwanaram School students towards school-based English curriculum are disagreed.

2.51-3.50 refers to the reactions of Watpathumwanaram School students towards school-based English curriculum are uncertain.

3.51-4.50 refers to the reactions of Watpathumwanaram School students towards school-based English curriculum are agreed.

4.51-5.00 refers to the reactions of Watpathumwanaram School students towards school-based English curriculum are strongly agreed (Wongrattana, 2006).

Questionnaire Design

The questionnaire was designed in order to investigate the reactions of Watpathumwanaram School students towards the school-based English curriculum as the following procedures:

1. Study the theory of the curriculum; objective of the curriculum, teaching method, contents, and evaluation.
2. Define the technical terms used for this study.

3. Construct the questionnaire in accordance with the technical terms for the study.
4. Check the validity of the questionnaire by three specialists.
5. Do the pilots study with the students who were not the participants of the study in order to check the discriminant of the questionnaire.
6. Try out the questionnaire to check the reliability.
7. Make changes before using with the participants of the study.

Interviews

Interviews were used to obtain in-depth data. The interviews involved face-to-face conversation individually. The participants were interviewed on their attitudes towards English Curriculum on Watpathumwanaram School. Three open-ended questions were used to interviewees. Questions included:

1. Why do you like or dislike to learn English?
2. Describe an interesting experience you have had in which you needed to understand or use English.
3. What experiences have you had with learning English in the classroom? How do you feel about these experiences? What did you like or dislike about these experiences?

Data Collection Procedures

All 58 questionnaires were delivered and collected by researcher. The appointments with participants were also made for both quantitative data and qualitative data. All 15 interviewees were conducted in Thai and face-to-face for manual.

Data analysis

The data analysis in this study was both quantitative data analysis and qualitative data analysis.

Quantitative data analyses

The instrument used in data analysis was the Statistical Package for Social Sciences (SPSS/PC) Program. The following were the statistical procedures:

1. Frequency and Percentage were used to describe participant's personal information.
2. Mean and Standard Deviation were applied to analyze students' reactions towards school-based English curriculum each elements: objectives, content, methods and evaluation procedures.

Qualitative data analyses

The qualitative data from interviews were summarized. These data were used to explain and illustrate students' reactions towards school-based English curriculum.

CHAPTER FOUR

FINDINGS

The research question of this study were: 1) How do Watpathumwanaram School students' feel towards school-based English curriculum in general? and 2) What are the students' reactions towards school-based English curriculum elements namely: objectives, content, methods and evaluation procedures? The data were collected questionnaires and interviews. The data presented analysis of quantitative data and qualitative data.

Analysis of Quantitative Data

The quantitative data are derived from the questionnaire (see Appendix A) and are divided into two major groups: (a) general background of the respondents including sex, grade level, and grade in the latest examination and (b) students' reactions towards school-based English curriculum.

Questionnaire

Part A: general background of the respondents

Table 4

General Background of the Respondents

General background of the respondents	Number	Percentage
Grade Level		
M.1	19	32.76
M.2	20	34.48
M.3	19	32.76
Total	58	100.00
Grade in the latest examination		
Grade 1	3	5.17
Grade 2	15	25.86
Grade 3	25	43.10
Grade 4	15	25.86
Total	58	100.00

As seen from Table 4, there were a total of 58 students in this research. Most of the students were studying in M.2 level (34.48%), followed by M.1 and M.3 (both at 32.76%). With regards to grade in the latest examination, the highest percentage 43.10% of students has a grade of 3. The moderate percentage 25.86% of students has a grade of 2 or 4, while a lower percentage of students (5.17%) have a grade of 1.

Part B: students' reactions towards school-based English curriculum

Table 5

*Mean and Standard Deviation about the Reactions of Watpathumwanaram School**Students towards School-Based English Curriculum*

The reactions of Watpathumwanaram School students towards school-based English curriculum	Number	Mean	S.D.	Meaning
1. Students' reactions on English objectives	58	3.56	0.40	Agreed
2. Students' reactions on English content	58	3.70	0.63	Agreed
3. Students' reactions on English methods	58	4.03	0.60	Agreed
4. Students' reactions on English evaluation procedures	58	3.85	0.59	Agreed
Total	58	3.79	0.46	Agreed

As seen from Table 5, shows that all students surveyed “agreed” with all aspects of school-based English curriculum; objectives, content, methods, and evaluation procedures. The level of agreement mean score of the English methods was the highest ($M=4.03$), followed by English evaluation procedures ($M=3.85$), English content ($M=3.70$), and finally English objectives ($M=3.56$).

Table 6

Mean and Standard Deviation about Students' Reactions on English Objectives

Students' reactions on English objectives	Number	Mean	S.D.	Meaning
1. I can listen attentively for comprehension and respond appropriately.	58	3.60	0.67	Agreed
2. I can use listening skills to infer and interpret meaning correctly from spoken discourse.	58	3.83	0.68	Agreed
3. I cannot listen and process information from a variety of sources.	58	3.60	0.92	Agreed
4. I cannot speak accurately, fluently, confidently and appropriately in a variety of contexts.	58	3.12	1.14	Uncertain
5. I can read fluently and efficiently.	58	3.53	0.92	Agreed
6. I can use non-verbal cues effectively in speaking.	58	3.34	0.76	Uncertain
7. I have appreciated the importance of reading for a variety.	58	4.50	0.63	Agreed
8. I have not developed a life-long interest in reading on a wide range of subjects.	58	3.33	0.89	Uncertain
9. I can read and comprehend literary and non-literary materials.	58	3.67	0.66	Agreed
10. I can read and analyze literary works.	58	3.19	0.87	Uncertain
11. I have not appreciated and respected own as well as other people culture.	58	3.29	1.12	Uncertain
12. I have not made an efficient use of range of sources of information including libraries, dictionaries, encyclopedias and the internet.	58	3.67	1.03	Agreed
13. I can use correct spelling, punctuation and paragraphing.	58	3.78	0.88	Agreed
14. I can use a variety of sentence structure and vocabulary correctly.	58	3.43	0.77	Uncertain
15. I cannot communicate appropriately in functional and creative writing.	58	3.38	0.88	Uncertain
16. I cannot write neatly, legibly and effectively.	58	3.52	1.11	Agreed
17. I can use the correct grammatical and idiomatic forms of English.	58	3.52	0.80	Agreed
18. I can think creatively and critically.	58	3.72	0.95	Agreed
Total	58	3.56	0.40	Agreed

According to Table 6, data reveals that the mean score of the overall students' reactions on English objectives was agreed, The strong agreement was with the statement, "I have appreciated the importance of reading for a variety situation" ($M=4.50$). Other

strong “agreements” were “I can use listening skills to infer and interpret meaning correctly from spoken discourse” ($M=3.83$). And “I can use correct spelling, punctuation and paragraphing” ($M=3.78$).

However, there are eleven “agreed” scores (out of 18 statements). The students were most “uncertain” with the two statement, “I cannot speak accurately, fluently, confidently and appropriately in a variety of contexts” ($M=3.12$) and “I can read and analyse literary works” ($M=3.19$).

Table 7

Mean and Standard Deviation about Students’ Reactions on English Content

Students’ reactions on English content	Number	Mean	S.D.	Meaning
1. Listening	58	3.91	0.73	Agreed
2. Speaking	58	3.90	0.77	Agreed
3. Reading	58	3.97	0.88	Agreed
4. Writing	58	3.95	0.94	Agreed
5. Grammar	58	3.48	0.96	Uncertain
6. Poetry	58	3.26	0.85	Uncertain
7. Plays (drama)	58	3.59	0.90	Agreed
8. Short stories	58	3.59	0.99	Agreed
Total	58	3.70	0.63	Agreed

As displayed in Table 7, the overall data shows that all students agreed with the English content. They responded that the content they could be able to apply in daily life were reading ($M=3.97$), writing ($M=3.95$), and listening ($M=3.91$). They were not able to agree or disagree that grammar ($M=3.48$) and poetry ($M=3.26$), could be applied to their life.

Table 8

Mean and Standard Deviation about Students' Reactions on English Methods

Students' reactions on English methods	Number	Mean	S.D.	Meaning
1. Lecture method (teacher talk)	58	4.19	0.66	Agreed
2. Group discussion	58	3.84	0.87	Agreed
3. Dramatization	58	3.90	0.97	Agreed
4. English camp	58	4.24	0.76	Agreed
5. Discovery method	58	3.86	0.94	Agreed
6. Speech drills	58	3.84	0.91	Agreed
7. Multimedia	58	3.97	0.94	Agreed
8. Language games	58	4.36	0.87	Agreed
Total	58	4.03	0.60	Agreed

Table 8 shows that all students agreed with the English teaching methods. The first three highest means cores of the English methods that students liked were language games ($M=4.36$), English camp ($M=4.24$) and Lecture method ($M=4.19$). This isn't surprising considering games and camp are lots of fun for the students, while the lecture method is the method they are most familiar with.

Table 9

*Mean and Standard Deviation about Students' Reactions on English Evaluation**procedures*

Students' reactions on English evaluation procedures	Number	Mean	S.D.	Meaning
1. Dictation	58	3.76	0.92	Agreed
2. Listening comprehension	58	3.81	0.87	Agreed
3. Reciting poems	58	3.29	0.92	Uncertain
4. Dramatizing	58	3.60	0.77	Agreed
5. Question-answer exercise	58	4.07	0.83	Agreed
6. Jumbled exercise	58	3.83	0.84	Agreed
7. Cloze test	58	3.76	0.94	Agreed
8. Language games	58	4.14	0.93	Agreed
9. Oral presentation	58	3.71	0.90	Agreed
10. Comprehension reading	58	3.98	0.81	Agreed
11. Gap - filling exercise	58	3.98	0.89	Agreed
12. Note taking	58	3.62	1.07	Agreed
13. Summary writing exercise	58	3.93	0.79	Agreed
14. Paragraph writing	58	4.21	0.89	Agreed
15. Composition and essay writing	58	3.91	0.96	Agreed
16. Exercise on functional writing e.g. letters, diaries, memos, minutes etc	58	4.05	0.96	Agreed
Total	58	3.79	0.46	Agreed

As displayed in Table 9, the overall data shows that all students agreed with the English evaluation procedures. The three most satisfied procedures were paragraph writing ($M=4.21$), language games ($M=4.14$) and question-answer exercises ($M=4.07$). The least highest means scores of the English evaluation procedures, and the only procedures that students rated "uncertain" was reciting poems ($M=3.29$).

Analysis of Qualitative Data

The qualitative data of the students' reactions towards school-based English curriculum showed that participants responded English curriculum elements namely: objectives, content, methods and evaluation procedures. This is discussed in the following analysis was from the data collected from interviews with participants.

Analyzed data of interviews from participants

All fifteen interviewees mentioned that they like and dislike to learn English for various practical reasons.

They like to learn English because listening, speaking, reading, and writing skills in their classroom were fun.

For Listening skills, three interviewees gave the same reason of learning English in that they particularly loved listening to English songs. Two of them mentioned, "I was attracted to American singers such as Michael Jackson and Bon Jovi and I love listening to their songs". Another person stated "I liked Hip Hop songs and I really wanted to know their meanings of lyrics and I learnt a lot from the songs". Another student added "I like listening especially when it comes to dictation. Dictation can challenge abilities".

For Speaking skills, the respondents pointed out that they want to enjoy speaking such as five interviewees expressed, "I could speak English with a foreign teacher in my classroom". Teacher asked many questions and then I could answer them. While another student pointed out that "I felt confident to speak to the foreign teacher and not to be shy about something wrong because the teacher would correct me".

For Reading skills, two interviewees expressed an additional reason for them to learn reading. One noted "I like to read storybooks very much because it makes me know

places around the world that I never go”. And another person said that “I like reading cartoon books because when I read cartoon books, I am happy and I laugh”.

As for Writing skills, ten interviewees mentioned that they liked writing because there are many exercises in their classroom that they can practice and also check their understanding by doing the various exercises. Three of them mentioned that “I chat on the internet with foreigners” and another person said that “I make many friends by chatting in cyber world”. While yet another student mentioned that “Teacher assigns the exercise by writing E-mail and letters to make new friends in overseas”. They explained they are able to get in practice and improve their writing skills when they get back E-mails and letters from foreign friends.

Other the other hand some students don't like to learn English because they think it is quite difficult. Especially the grammar and usage aspects of the English language. Some interviewees pointed out that they do best at reading and the reasons behind this are that they have many chances of reading when in their classrooms. The writing skills come in second with three respondents who think this is their best skill. However, nobody selected the speaking skill as their best skill. The interview revealed that their students feel that the reading and writing skills are more important than listening and speaking. They explained that they have to use the reading and writing skills in their classroom much more than listening and speaking.

Five interviewees pointed that they are bored in the grammar lessons. There are many rules in the tenses and they cannot remember those rules. Lastly, they fail the part of grammar and usage examinations. They are unhappy to learn writing. One student said “I don't like to write the poem in my classroom because it makes me confused to create rhyming patterns in each line”. Also, from previous observations students do not

like to recite the poems because they find them hard to memorize. She revealed that “writing the poem is not useful to adapt in daily life”.

In conclusion, students both like and dislike learning English and as explained above there many reasons behind their feelings towards the English language.



CHAPTER FIVE

CONCLUSIONS AND DISCUSSIONS

This chapter consisted of six sections: summary of the research, summary of findings, discussion of findings, implications, limitations, and recommendation for further study.

Summary of the Research

The purpose of this study was to investigate Watpathumwanaram School students' attitudes towards school-based English curriculum elements namely: objectives, content, methods and evaluation procedures and curriculum as a whole. The study was conducted to answer to the two research questions:

1. How do Watpathumwanaram School students' feel towards school-based English curriculum in general?
2. What are the students' reactions towards school-based English curriculum elements namely: objectives, content, methods and evaluation procedures?

The participants were M.1-M.3 students at Watpathumwanaram School in the second semester of academic year 2011. The participants of the study were selected by stratified random sampling. The participant selection covered fifty-eight randomly sampled participants who were asked to fill a questionnaire, and fifteen of the fifty-eight were randomly sampled for interviewees.

Summary of Findings

The findings indicated that overall students at Watpathumwanaram School have positive reactions on the school-based English curriculum.

English curriculum objectives:

Students agreed that they had appreciated the importance of reading for a variety of reasons ($M=4.50$). They also felt they could use listening skills to infer and interpret meaning correctly from spoken discourse ($M=3.83$). In addition, students agreed they could use correct spelling, punctuation and paragraphing ($M=3.78$). However, the students were undecided on whether they could use non-verbal cues effectively in speaking ($M=3.34$). Also, students could not develop a life-long interest in reading on a wide range of subjects ($M=3.33$), and could not appreciate and respect their own as well as other people culture ($M=3.29$).

English curriculum content:

Data showed students agreed they could apply in daily life; reading ($M=3.97$), writing ($M=3.95$), and listening ($M=3.91$). However, they were uncertain that grammar ($M=3.48$) and poetry ($M=3.26$), could apply to their daily life.

English curriculum methods:

Students agreed with all methods asked about in the survey, The highest three means scores of the English methods that students liked were language games ($M=4.36$), English camp ($M=4.24$) and Lecture method ($M=4.19$). They least agreed with group discussion and speech drills ($M=3.84$).

English evaluation procedures:

The last findings from the questionnaire revealed reactions on the English evaluation procedures. All evaluation methods were agreed with bar one. It was reciting poems ($M=3.29$). The three highest means scores were paragraph writing ($M=4.21$), question-answer exercises ($M=4.07$) and exercises on functional writing e.g. letters, diaries, memos, minutes etc ($M=4.05$).

Discussion

The findings from both questionnaire and interviews are discussed at the reaction level in order to answer the purpose of the study as follows:

1. To investigate Watpathumwanaram School students' reactions towards school-based English curriculum as a whole.

According to the study, it was found that the respondents were at an overall level of agreement with all aspects of school-based English curriculum; English objectives, English content, English methods, and English evaluation procedures. This showed that the school-based English curriculum can lead to students' high achievement in English classes. According to Chikumbu & Makamure (2000), a good school curriculum is a programme of selected content and learning experiences offered by a school, which is capable of either being modified or adapting to learner behavior. However, no students "strongly agreed" with all aspects, this showed that there aren't enough sources from which content and learning experiences are selected. Chikumbu & Makamure (2000) stated that the learner should experience a change in behavior after completing a programme.

2. To investigate Watpathumwanaram School students' reactions towards school-based English curriculum on English objectives.

The findings revealed that the mean score of the overall students' reactions on English objectives was at a satisfactory level. However, these means scores should be regarded carefully as it reveals that seven of the eighteen objectives statements were at an "uncertain" level. Oliva (1988) believes curriculum evaluation is a tool which can be used to help schools and teachers judge whether a curriculum is being implemented as planned and it can be used to assess the extent to which stated objectives are being achieved. Accordingly if we examine all the objectives individually rather than as a

whole we should say there is a significant amount of curriculum implementation receiving just an average agreement level.

3. To investigate Watpathumwanaram School students' reactions towards school-based English curriculum on English content.

The overall data shows that all students were satisfied with the English content. They responded that they can apply the following contents in daily life: reading, writing, and listening. However they were uncertain about grammar and poetry in their daily lives. This is perhaps expected as grammar is usually seen as boring and hard to learn, especially by young students; and poetry is often challenging because of the lack of a wide range of their vocabulary (as well as grammar). Essentially, all the aspects of the English language should be combined so as to ensure that the students are fully benefiting and well rounded in English. For example, Nunan (2003) states that teachers should integrate both inductive and deductive methods into their teaching. Inductive or deductive depends on the grammar point being taught and the learning style of the students. Teachers have to try and combine both approaches.

Many people falsely believe that writing poetry is a skill that is present only in the lucky few, and cannot be taught to the rest. Fortunately for both native speakers and non-native speakers alike, writing poetry is a teachable and learnable skill, and the teacher can play an invaluable role in making this skill an enjoyable one. First the teacher can help the student understand the context of their writing poetries by discussing what their expectations are.

The teacher also aids the students in understanding the purpose of the writing poetry. Is it to demonstrate knowledge of new vocabulary or grammatical structures? Is it to show creativity in thinking? Defining the purpose for writing poetry assists students in completing assignment.

Finally, helping students understand the process of writing poetry by guiding them through the steps of invention, drafting, review, revision, and evaluation will help demystify writing and make it an important part of their learning of English. The implication of these results is that further investigation into grammar and poetry used in the class is needed to interest, encourage and improve students knowledge in these areas.

The interview from the students also displayed that they love reading especially cartoon books and story books, and they also love listening English songs because they could learn from song lyrics. Gattawa (1990) pointed out that the purpose of school-based English curriculum should be based on the social aspirations of society, so students could be able to apply the knowledge obtained in the class into daily life. This finding is in agreement with Oliva (1988), Chikumbu and Makamure (2000), who suggest that the content must be evaluated in order to establish whether it is relevant to the needs of the society. When evaluating curriculum content, the focus should be on the effect it has on learners, and with student reading English books and listening to English music it shows that they are using skills learned and developed in the classroom in their daily lives. I believe that tighter integration of grammar and poetry teaching using current English culture (songs, poetry, books etc) suitable for children in the classroom would show student that all aspects of content are relevant and important.

4. To investigate Watpathumwanaram School students' reactions towards school-based English curriculum on English methods.

The findings showed that all students were at the level of high satisfaction with the English methods. Language games, English camp and lecture method.

The results from the reactions on the English methods showed that the first three English methods used in English class were language games, English camp, and lecture methods were the favorite methods and the implication of this is that because of

the flexibility, these methods should frequently. They could also be used, hopefully with success, to teach unfavoured content (grammar and poetry for example).

The interviews also showed the student overall pleasant attitude forwards English methods provided in the class. Some students said that they loved the teacher because the English class was very enjoyable. This positive attitude might be an effect of using interesting English methods that serve students needs such as language games or English camp. Karahan (2007) confirmed that “positive language attitudes let learner have positive orientation towards learning English”. As such, attitudes may play a very crucial role in language learning as they would appear to influence students’ success or failure in their learning. This finding is in agreement with Urevbu (1985), who argues that a good curriculum must provide suitable activities for students. Students can learn and get the new knowledge from teachers’ teaching by using various activities, and this is increased when using methods enjoyable to the students.

5. To investigate Watpathumwanaram School students’ reactions towards school-based English curriculum on English evaluation procedures.

According to this category, it was found that all students were agreed with the English evaluation procedures. Paragraph writing, question-answer exercises and functional writing e.g. letters, diaries, memos, minutes etc were agreed. It can be concluded that when students get higher scores, they think it is the effect of the evaluation procedures. Thus, they expressed their high satisfaction on the evaluation procedures. The findings related to the statement of Oliva (1988) who stated that the evaluation of objectives, content and methodology are conducted simultaneously as the evaluation of outcomes. The purpose of this evaluation is to supply curriculum designers with information that can be used in improving the curriculum as a whole.

Implication

The questionnaire was used in the way Kirkpatrick suggests for evaluating the curriculum and teaching at Watpathumwanaram School. Kirkpatrick believes that the effectiveness of training and teaching can be evaluated at four progressively difficult and valuable levels.

This study aimed at examining information at the fundamental level named as “the reaction level”. The other three levels including the learning level, the behavior level, and the results level can be used to evaluate curriculum in the next occasion.

Limitation

In this study, the researcher cannot apply the Kirkpatrick’s entire evaluation model because of a variety of factors that prevent the complete evaluation. The factors include but are not limited to:

1. Not being able to assess all students due to the large number of students.
2. Time and resources restrictions.
3. Students’ familiarity to critical and evaluative thinking.

Recommendation for further study

In case of Watpathumwanaram School plans to continue the process of English curriculum assessment, to following recommendations can be conducted. The researcher used Kirkpatrick’s stage in level 1 reaction. In the next occasion, researchers can use the other Kirkpatrick’s stage for assessing, improving, and developing curriculum, levels two, three and four.

It is necessary to compare Watpathumwanaram School to other schools that are similar to it and observe the conclusions. Also compare to the country as a whole for a wider study.





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APPENDEIX A

Questionnaire

The purpose of the study for which this questionnaire is designed to examine your attitudes Watpathumwanaram School towards English Curriculum in relation to your academic achievement. All the responses and information you give will be treated with confidentiality and only used for analytical purposes of this study. Please give your views by filling in the blank spaces or putting a tick in the appropriate corresponding space. Be honest please.

SECTION A: GENERAL INFORMATION

Sex: Male Female

Grade level: Grade 7 Grade 8 Grade 9

What was your grade in the latest examination done? _____

SECTION B: STUDENTS' ATTITUDES ON ENGLISH OBJECTIVES

Indicate the extent to which you agree with the statements below which form the basis of objectives in the teaching and learning of English in Watpathumwanaram School.

Tick only once against each statement.

KEY: SA- Strongly Agree, A- Agree, U- Uncertain, D- Disagree, SD- Strongly

Disagree

Statements	SA	A	U	D	SD
1. I can listen attentively for comprehension and respond appropriately.					
2. I can use listening skills to infer and interpret meaning correctly from spoken discourse.					
3. I cannot listen and process information from a variety of sources.					
4. I cannot speak accurately, fluently, confidently and appropriately in a variety of contexts.					
5. I can read fluently and efficiently.					
6. I can use non-verbal cues effectively in speaking.					
7. I have appreciated the importance of reading for a variety.					
8. I have not developed a life-long interest in reading on a wide range of subjects.					
9. I can read and comprehend literary and non-literary materials.					
10. I can read and analyze literary works.					
11. I have not appreciated and respected own as well as other people culture.					
12. I have not made an efficient use of range of sources of information including libraries, dictionaries, encyclopedias and the internet.					
13. I can use correct spelling, punctuation and paragraphing.					
14. I can use a variety of sentence structure and vocabulary correctly.					
15. I cannot communicate appropriately in functional and creative writing.					
16. I cannot write neatly, legibly and effectively.					
17. I can use the correct grammatical and idiomatic forms of English.					
18. I can think creatively and critically.					

SECTION C: STUDENTS' ATTITUDES ON ENGLISH CONTENT

Indicate the extent to which you are satisfied that what you have learned under each of these topics is adequate to enable you meet the challenges outside school.

English Content	Extremely Satisfied	Satisfied	Uncertain	Dissatisfied	Extremely Dissatisfied
1. Listening					
2. Speaking					
3. Reading					
4. Writing					
5. Grammar					
6. Poetry					
7. Plays (drama)					
8. Short stories					

SECTION D: STUDENTS' ATTITUDES ON ENGLISH METHODS

Indicate the extent to which you agree with each of the following statements. Tick once against each statement.

I best understood when the teacher used:	SA	A	U	D	SD
1. Lecture method (teacher talk)					
2. Group discussion					
3. Dramatization					
4. English camp					
5. Discovery method					
6. Speech drills					
7. Multimedia					
8. Language games					

SECTION E: STUDENTS' ATTITUDES ON ENGLISH EVALUATION

Indicate the level to which each of the following evaluation methods prescribed in the syllabus satisfied you.

Method	Extremely Satisfied	Satisfied	Uncertain	Dissatisfied	Extremely Dissatisfied
1. Dictation					
2. Listening comprehension					
3. Reciting poems					
4. Dramatizing					
5. Question-answer exercise					
6. Jumbled exercise					
7. Cloze test					
8. Language games					
9. Oral presentation					
10. Comprehension reading					
11. Gap - filling exercise					
12. Note taking					
13. Summary writing exercise					
14. Paragraph writing					
15. Composition and essay writing					
16. Exercise on functional writing e.g. letters, diaries, memos, minutes etc					

APPENDEIX B

Interview

The purpose of the study for which this interview is designed to ask your attitudes Watpathumwanaram School towards English Curriculum in relation to your academic achievement. All the responses and information you give will be treated with confidentiality and only used for analytical purposes of this study.

SECTION A: GENERAL INFORMATION

Sex: Male Female

Grade level: Grade 7 Grade 8 Grade 9

What was your grade in the latest examination done? _____

SECTION B: QUESTIONS

1. Why do you like or dislike to learn English?
2. Describe an interesting experience you have had in which you needed to understand or use English.
3. What experiences have you had with learning English in the classroom? How do you feel about these experiences? What did you like or dislike about these experiences?



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