



RESEARCH PROPOSAL I

WORAVIT SENECHAI

AVIATION PERSONNEL DEVELOPMENT INSTITUTE

KASEM BUNDIR UNIVERSITY

RESEARCH TITLE

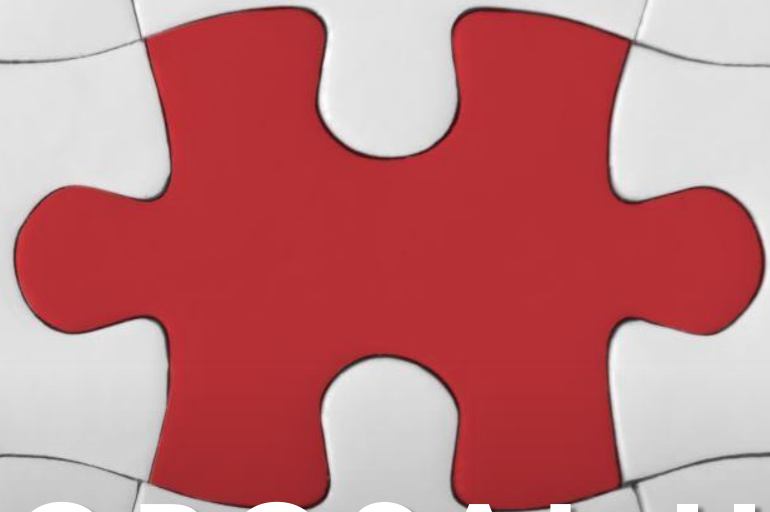
Teachers' Approaches to
Curriculum Implementation
in a Classroom

RESEARCH QUESTIONS

- How do teachers use their curriculum in the classroom?

LITERATURE REVIEW

- Fidelity → Strictly Follow
- Mutual-Adaptation → Partly Follow
- Enactment → Not Follow and Re-Invent



RESEARCH PROPOSAL II

WORAVIT SENECHAI

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KASEM BUNDIT UNIVERSITY

**RESEARCH TITLE
(NEW VER. TO BE MORE SPECIFIC)**

EFL Teachers' Approaches
and Factors to Curriculum
Implementation at a
Classroom Level: A Review

RESEARCH QUESTIONS (UPDATED)

- How do teachers use their curriculum in the classroom?
- What are the factors contributing the curriculum usage in the classroom?

FACTORS

- Teachers' Beliefs
- Teachers' Teaching Styles
- Students' Learning Strategies
- Workforce Pressure
- Teaching Materials
- Teachers' Experience and Language Proficiency



RESEARCH OUTCOME

WORAVIT SENECHAI

AVIATION PERSONNEL DEVELOPMENT INSTITUTE,
KASEM BUNDIT UNIVERSITY

○ Research Progress After the KM

- Scope of the Study → more specific
 - Teachers → EFL Teachers
 - A Review
- Another Variable → factors added
- Research Writing → Organizing Ideas



○ Publication in the International Journal of Humanities & Social Studies

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EFL Teachers' Approaches and Factors to Curriculum Implementation at a Classroom Level: A Review

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Abstract:

In an attempt to understand and explain EFL teachers' approaches and factors to implement a curriculum to the classroom, scholars have put forward many ideas and theories in research studies. This is to assist language teachers to different teaching pedagogies towards the curriculum and the related determinants. The current paper will initially focus on the teachers' approaches. Then, the influential factors will be outlined. In the last part of the paper, the implications of these findings for the EFL teachers will be discussed.

Keywords: EFL teachers, teachers' approaches, curriculum implementation

1. Introduction

Officially imposed curriculum can little ensure standardization in students' performances (Shawer, 2017).

