TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT	iii
ENGLISH ABSTRACT	iv
THAI ABSTRACT	vi
LIST OF TABLES	xi
CHAPTER 1 INTRODUCTION	1
Rationale and Significance of the Problem	1
Purpose of the Study	10
Scope of the Study	10
Definitions of Important Terms	11
Expected Application	12
CHAPTER 2 LITERATURE REVIEW	13
Development of the English 1 Curriculum	13
Learner-Centered Learning Process	24
Learner-Centered Techniques Promoting Learners' English Skill Ability	36
CHAPTER 3 RESEARCH METHODOLOGY	68
Population Samples and Target group	68
Research Instruments	68
The Data Collection	103
The Data Analysis	111
CHAPTER 4 RESULTS OF DATA ANALYSIS	113
The Development of the English 1 Curriculum	113
The Results of the LCI Implementation	120
RMUTL Network's Opinions on LCI Implementation	130

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright © by Chiang Mai University
All rights reserved

		PAGE
CHAPTER 5 CONCLUSION DISCUSSION AND SUGGESTOINS		132
Conclusion		132
Discussion		134
Suggestions		147
REFERENCES		150
APPENDICES		166
APPENDIX A	List of the Experts' Names	167
APPENDIX B	Learner-Centered Innovation (Lesson-Plans 1-14)	169
APPENDIX C	Pictures Showing the Cooperation of RMUTL Network	339
APPENDIX D	Samples of the Learner's Work Pieces after Learning through LCI	352
VITA		387

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

LIST OF TABLES

TABLE		PAGE
1	Activities related to learning theory and the suggested techniques or strategies for developing the LCI.	72
2	Means (μ) and standard deviations (σ) of learning objectives, content, process and evaluation of the 14 lesson plans	113
3	Means (μ) and standard deviations (σ) of the learners' opinions on learning content	114
4	Means (μ) and standard deviations (σ) of the learners' opinions on learning process	115
5	Means (μ) and standard deviations (σ) of the learners' opinions on learning materials and resources	116
6	Means (μ) and standard deviations (σ) of the learners' opinions on measurement and evaluation	117
7	Means (μ) and standard deviations (σ) of the learners' opinions on English 1 Curriculum and Instruction	118
8	Means (μ) and standard deviations (σ) of the learners' opinions on English 1 Curriculum implementation after using LCI	119
9	Means (μ) and standard deviations (σ) of the learners' behavior (n=30)	120
10	The percentage of the English language ability of the learners tested before and after using LCI (n=30)	121
11	Results of the learners' listening-speaking skill evaluation while learning through LCI (n = 30)	122
12	Results of the learners' reading skill evaluation while learning through LCI (n = 30)	124
13	Results of the learners' writing skill evaluation while learning through LCI (n = 30)	125

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

TABLE		PAGE
14	Means (μ) and standard deviation (σ) of the learners' English language skill while learning through LCI (n = 30)	126
15	Frequency and percentage of the learners' self-evaluation after learning each unit (n=30)	127
16	Frequency percentage and result of the learners' attitude towards English 1 learning after using LCI (n=30)	129
17	Frequency and percentage of RMUTL Network's opinions on LCI Curriculum (n=17)	130

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved