

**A QUALITATIVE ANALYSIS OF PRIMARY LEVEL  
ENGLISH INSTRUCTION IN NAKHON RATCHASIMA**

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การวิเคราะห์เชิงคุณภาพของการสอนภาษาอังกฤษ ระดับช่วงชั้นที่ 1  
ในจังหวัดนครราชสีมา

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เข้าใจที่ชัดเจนเกี่ยวกับเป้าหมายและมาตรฐานของการเรียนการสอนภาษาอังกฤษในระดับ  
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ภาษาอังกฤษ ดังนั้นจึงทำให้เกิดความไม่มั่นใจในขณะสอน แต่ครูเหล่านั้นก็ได้แสดงความต้องการ  
ที่จะเข้ารับการอบรมในเรื่องที่เกี่ยวกับเนื้อหาวิชาภาษาอังกฤษและวิธีการสอน ในขณะที่  
งบประมาณด้านการพัฒนาครูค่อนข้างมีจำกัด ในด้านที่เกี่ยวกับการเรียนพบว่า นักเรียนเกือบ  
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พบว่า สภาพของโรงเรียนไม่เอื้อให้นักเรียนได้ใช้ภาษาอังกฤษนอกห้องเรียน ดังนั้นครูจึงเป็นแหล่ง  
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ลายมือชื่อนักศึกษา \_\_\_\_\_  
ลายมือชื่ออาจารย์ที่ปรึกษา \_\_\_\_\_

JATUPON PHULAKOR : A QUALITATIVE ANALYSIS OF PRIMARY  
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THESIS ADVISOR : SIRINTHORN SRIPHO, Ph. D., 129 PP.

YOUNG LEARNERS/ ENGLISH AT PRIMARY LEVEL/ ENGLISH  
INSTRUCTION

This research study aimed at studying the current states of English instruction in Nakhon Ratchasima in the following aspects: 1) administrative, 2) teaching, 3) learning, and 4) sociocultural. The subjects of this study were 15 school administrators, 30 grades 1-3 English teachers, and 74 grades 1-3 students. The research instruments were 1) questionnaires, 2) semi-structured interviews, and 3) classroom observation. The findings were: 1) in terms of administrative factor, it was found that most of the administrators lack clear understanding on the goals and standards of the primary level. 2) Concerning teaching factors, it showed that the majority of the teachers were not English majored so they felt unconfident to teach English. They also expressed their needs in training concerning the English language and teaching methodology while the budget for teacher development was limited. 3) Relating to learning factor, it was found that most of students had positive attitudes towards English language learning. 4) Finally, in relation sociocultural factor, it was found that none of the schools have supported English learning outside classrooms. Therefore, the teachers would be the only resource for students and learning.

School of English

Student's signature\_\_\_\_\_

Academic year 2008

Advisor's signature\_\_\_\_\_

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# **CHAPTER 1**

## **BACKGROUND TO THE STUDY**

This chapter is an introduction to the present study which aims to explore the state of English language teaching and learning in Nakhon Ratchasima. The following sections cover statements of the problem, rationale, purposes, research questions, scope and limitation of the study, definition of key terms and finally a summary.

### **1.1 Statement of the Problem**

Nowadays, it is widely accepted that English as the world language has played an important role in Thai context. English is used to communicate with people from other countries for many purposes such as commercial, political, military, cultural and educational exchanges. Moreover, it is widely used as a medium in various types of aids, e.g., websites, computer programs, electronic mails, mobile phone, instructions of imported goods, and so forth. In addition, English is also necessary for further study especially in the current borderless age. In other words, it is necessary to know and to be able to use English effectively.

In Thailand, according to the 10<sup>th</sup> National Economic and Social Development Plan issued by Office of the National Economic and Social Development Board (2006), English language is considered as a foreign language and receives a great deal of attention having been taught officially for more than 80 years (since 1921). The English language curriculum has been continually developed and improved to serve

the national and social needs and changes. Furthermore, the English language has been set as a compulsory subject for every level of the formal educational system, especially for basic education (Office of the National Education Commission, 2002). The English subject in the basic education has been offered from the first year of primary education until the last year of the upper secondary education (Grades 1-12).

Even though English teaching and learning in Thailand has been taught for a long time, it is found that Thai students cannot use English effectively in all skills especially listening and speaking (Jaiyai, Torwong, Usaha, Danvirattana, Luangthongkam, Piyadamrongchai (2005). In other words, students cannot use English for communication. Furthermore, the evaluation of educational achievement of English in grades 6, 9, and 12 in academic years 2003 and 2004 by International Association for the Evaluation of Educational Achievement reported that the English subject scores of Thai students were worse than the previous three years in every level (Office of the National Economic and Social Development Board, 2006). Therefore, it is necessary to explore the current state of English teaching and involved people such as school administrators, English teachers, and students. This may reveal the causes of the failure and offer possible solutions to the problems of English primary instruction in Thailand.

## **1.2 Rationale of the Study**

According to the Basic Education Standards written by Ministry of Education (2002), the Thai basic educational system is divided into 4 levels: first level-primary education (grades 1-3), second level-primary education (grades 4-6), third level-secondary education (grades 7-9), and fourth level-secondary education (grades 10-



12). In terms of curriculum, each level has its own curriculum to be used as a guideline for the instruction and learning objectives. Details of the curriculum will be provided in Chapter two. The results of the study will reveal the current states and some problems (if any) from the first step of the system. Thus, the solutions will be proposed at the right point.

Relating to the investigation, there are many factors affecting English teaching and learning both directly and indirectly. In the Thai context, Laksaniyawin (1988) and Pinyonattagarn (1995) have proposed and discussed factors affecting English teaching and learning which include the language teaching policy, the national foreign language curriculum, the teaching methods and materials used, the teacher's variables, the social and cultural variables, and the learner's variables. In fact, these factors can be recategorized into 4 major groups: administrative factors, teacher's factors, learner's factors, and sociocultural factors. These factors appear to be very influential upon English language teaching and learning and are directly involved with the teaching and learning activities. Therefore, all of these factors were explored in this study.

In the past, there have been many investigative studies about English teaching and learning in Thailand. Kanoknirundorn (1997), Songsri (1998), Sawaengphon (1999), and Monpianjan (2000) studied the effects of teacher's gender on teaching. Chanintaratep (1997), Kanoknirundorn (1997), and Sawaengphon (1999) studied the effects of the teacher's levels of education and their major field of study on English instruction. Srikalang (1998), Hansuwan (1999), Kariuma (1999), and Monpianjan (2000) studied the effects of teaching experience of teachers on English teaching. Jaiyai, et al. (2005) surveyed the existing situations and problems relating to foreign

language teaching and learning in the northeastern part of Thailand or Educational Region 5. In short, each study focused only on one factor which did not reveal the status and problems of the overall system.

As no research work has been conducted to investigate an overall state of English teaching and learning, the researcher was interested in investigating the current state of English language teaching of teachers under the Office of Nakhon Ratchasima Educational Area 1 in the following aspects: administrative factors, teacher's factors, learner's factors, and sociocultural factors which influence English language teaching and learning in different types, sizes of schools and within different locations.

### **1.3 Purpose of the Study**

This study aimed to

1. investigate the current state of English instruction of primary schools under the Office of Nakhon Ratchasima Educational Area 1 in the following factors: administrative, teacher, learner, and sociocultural with different school sizes, administrative systems, and locations.

2. compare and contrast the state of English language teaching found in primary schools based on the school sizes, administrative systems, and locations.

### **1.4 Research Questions**

The two research questions were

1. What are the current states of English instruction of primary schools under the Office of Nakhon Ratchasima Educational Area 1 in the following aspects:

administrative factors, teacher's factors, learner's factors, and sociocultural factors in different school sizes, types, and locations?

2. What are the similarities and differences of the investigated aspects in different school sizes, administrative types, and locations?

### **1.5 Scope and Limitation of the Study**

This present study aimed to explore the current states of English teaching and learning in primary schools in terms of administrative factors, teacher's factors, learner's factors, and sociocultural factors in different sizes, types, and locations of primary schools in Nakhon Ratchasima Area 1. Since the educational system covered a wide range of involved agents and consists of complex components, it was quite ambitious to study the whole system at once. To able to investigate thoroughly; therefore, the first level, i.e., grades 1-3 was selected for this study.

### **1.6 Definition of Key Terms**

The following terms were frequently used in this present investigation.

“**Administrative factor**” refers to the educational policy proposed by the National Primary Education Commission for administrators to manage English instruction in their schools.

“**Teacher's factor**” refers to the teacher's educational background knowledge consisting of knowledge of English/Curriculum, methodology for teaching English and teaching young learners, instructional aids, and assessment and evaluation.

“**Learner's factor**” refers to the learner's attitudes toward learning English.

“**Sociocultural factor**” refers to the environment or circumstance of learning

which allows students to use English outside classrooms, e.g., school libraries, tourist attractions in the area.

## **1.7 Summary**

This study was conducted to investigate the current state of English teaching and learning in primary schools within Nakhon Ratchasima Educational Area 1. The following aspects, i.e., educational policy on English teaching and learning of administrators, teachers of English, students and their attitudes, and circumstance which allows students to use English outside classrooms were particularly studied because they have critical effects on English instruction at the primary level.

## **CHAPTER 2**

### **RELATED LITERATURE REVIEW**

This chapter mainly focuses on a review of related literature on English instruction in Thailand. It includes the Thai educational system of English instruction; English teaching in primary schools; factors affecting English teaching and learning; research studies on English language teaching and learning that have been conducted in both Thailand and other countries.

#### **2.1 The General Educational System in Thailand**

According to the National Education Act 1999 (Office of the National Education Commission, 2002), the formal Thai educational system is divided into two levels: basic and higher education. First, basic education is compulsory and free of charge for a period of 12 years (6 years for primary school and 6 years for secondary school). The primary level (grades 1-6) emphasized the development of behaviors and basic skills. The lower secondary level (grades 7-9) was for children aged 12-14 and emphasizes on learners intellectual abilities, ethics morality, and basic skills. Students are allowed to explore their individual interests and aptitudes through a wide choice of subjects/options for their future careers or for further education. The upper secondary education (grades 10-12) is provided for 15-17 year-old students; it aims to provide appropriate academic and vocational knowledge and skills correspondent with the learner's interests and aptitudes. The knowledge and skills are hoped to be

beneficial for learners to continue their study at a higher-level of education. Secondly, the higher education is divided into two levels : lower-than-degree level and bachelor degree which is offered by universities, institutes, colleges, or similar institutes under other names.

At each level, eight subject groups are formally taught: Thai, mathematics, science, social studies, religion and culture, health and physical education, arts, career and technology, and foreign languages (Ministry of Education, 2001a). Thai language is used as medium of teaching in all subjects, except for foreign language classes. Moreover, in the basic education, English is an only foreign language taught at every grade (Ministry of Education, 2001a).

### **2.1.1 The Overview of English Instruction in Thai Educational System**

The national core curriculum and standards of learning were issued (Ministry of Education, 2001b) for English instruction in the Thai educational system. However, each level of the curriculum is labelled differently as follows:

1. First level-primary education grades 1-3;
2. Second level-primary education grades 4-6;
3. Third level-secondary education grades 7-9; and
4. Fourth level-secondary education grades 10-12.

**First level (grades 1-3).** In the first level English is the only foreign language offered. The goals of teaching and learning English at this level emphasize speaking and listening (Ministry of Education, 2001b). Students are expected to (a) communicate with other people in English to share ideas and present the information about themselves in daily life and; (b) understand the commands, sentences, instructions, short and simple stories; and (c) understand the differences

between Thai and foreign culture. In addition, students are also expected to learn about 300 – 450 words of English (Ministry of Education, 2001b).

**Second level (grades 4-6).** At the beginner level, English language is a compulsory subject taught for three hours a week. The aims of teaching and learning English at this level put emphasis on three main skills: speaking, listening, and reading (Ministry of Education, 2001b). Students are expected to be able to communicate with other people for sharing simple ideas, and presenting information concerning everyday life topics and neighborhood by using appropriate vocabulary as well as correct structures. They are also expected to demonstrate listening and reading comprehension of simple texts. For vocabulary, students have to gain at least 1,050 – 1,200 words of English by the end of this level (Ministry of Education, 2001b).

**Third level (grades 7-9).** At the third level, the English teaching and learning focuses on four main skills: speaking, listening, reading, and writing (Ministry of Education, 2001b). The purpose of teaching and learning English is to enable students to share ideas and opinions relating to themselves and some information about English speaking countries such as culture, environment, foods, science, and technology. They should be able to present the facts to other people both in oral and written forms using appropriate expressions, vocabulary and correct structures in both formal and informal contexts. They are also expected to understand simple information and use English to search for the information relevant to the topics. At this level, the students are expected to learn 2,100 – 2,250 words of English (Ministry of Education, 2001b).

**Fourth level (grades 10-12).** At the last level, English is a compulsory subject while other foreign languages, such as French, Japanese, Chinese, and

German, are elective (Ministry of Education, 2001b). English language is taught for at least 80 hours per academic year. At this level, the emphasis is put on four main skills: listening, speaking, reading, and writing for further studies or future careers. The aims of teaching and learning English are to enable students to understand information, messages, given texts, and also to give their opinions and discuss any topics. By the end of this level, the students are expected to learn about 3,600 – 3,750 words (Ministry of Education, 2001b).

Table 2.1 below illustrates the number of hours spent in each level. It can be seen that the number of hours of each level is gradually greater. It means that English teaching and learning earns more attention in higher levels.

**Table 2.1 Number of Hours for English Instruction in the Whole System.**

<b>Level</b>	<b>First Level</b>			<b>Second Level</b>			<b>Third Level</b>			<b>Fourth Level</b>		
Grades	1	2	3	4	5	6	7	8	9	10	11	12
No.of hours per year	40	40	40	80	80	80	80	80	80	80	100	100
	2 hours per a week			3 hours per a week			2 hours per a week					

(Source: Ministry of Education, 2002)

## **2.2 English Instruction at the First Level**

Since this study aimed to particularly explore the current state of English teaching at the first level (grades 1-3), the structure of English instruction at this level was reviewed thoroughly by the researcher.

As mentioned earlier, English language is formally taught in all levels. For the first level, English is set as a compulsory subject, which requires 40 hours per academic year. The English curriculum is composed of four domains: communication, cultures, connections, and communities. The goal of teaching and learning English at



this level focuses on speaking and listening (Ministry of Education, 2001b). The required learning substance and standards were as follows:

### **Substance 1: Language for Communication**

Standard 1.1: Understanding listening and reading processes; capable of interpreting message derived from listening and reading of all kinds of written words from various media; capable of applying knowledge critically. Students should be able to

1. understand commands, requests, body language, and short and simple sentences;
2. read group of words and simple sentences correctly;
3. understand and interpret words, group of words, and sentences from signs; and
4. understand conversations, short stories, and simple fables with pictures.

Standard 1.2: Possessing skills for language communication, for data, information and ideas exchanges; capable of applying technology to express feeling and manage learning processes appropriately. Students should be able to

1. use short and simple language for communication;
2. use short and simple language to express their needs;
3. use simple language to provide and obtain information about oneself and others; and
4. use simple language to express their feelings, emotions, and exchange opinions.

Standard 1.3: Understanding speaking and writing processes; communicating data, opinions and concept of various subjects creatively, efficiently and aesthetically.

Students should be able to

1. provide the information about oneself and neighborhood by using body language, pictures, words, and short sentences;
2. express their feelings, emotions, and opinions concerning daily routines;
3. express their feelings, emotions, and opinions on various topics;
4. express the language for personal enjoyment and enrichment.

## **Substance 2: Language and cultures**

Standard 2.1: Understanding language and own culture relationship; utilizing language and culture as appropriate to time and place and other factors. Students should be able to

1. use simple sentences for communicating with others; and
2. understand customs and traditions, festivals, and cultures studied.

Standard 2.2: Understanding the similarities and differences between the language and own culture and those of Thai; utilizing language wisely and with consideration. Students should be able to

1. understand the differences between Thai and Foreign language in terms of sounds, vowels, consonants, words, phrases, and sentences;
2. understand the differences between Thai and foreign language cultures;
3. use foreign language for searching for personal enjoyment and enrichment;  
and
4. participate in language and cultural activities.

**Substance 3: Language and other subject groups relationship**

Standard 3.1: Utilizing foreign language for studying other subjects; developing oneself and broadening the worldview on language. Students should be able to

1. understand words and group of words relating to other subjects; and
2. use words and groups of words relating to other subjects.

**Substance 4: Language, Community and World Relationship**

Standard 4.1: Possessing skills in the use of foreign languages to encounter different situations within and outside educational institutions, community and society. Students should be able to

1. use the language within the school setting.

Standard 4.2: Possessing skills in using foreign languages to acquire knowledge, to work, to earn living, to stimulate co-operation, and to live together in society. Students should be able to

1. use simple language for communication concerning careers within their communities.

To conclude, after learning English for three years, students are expected to use simple English to (1) express their needs, (2) understand commands, requests, simple conversations, simple short stories, simple fables with pictures, (3) provide and obtain information about oneself and others, (4) understand customs and traditions, festivals, and cultures studied, and (5) use simple English within the school setting.

## **2.3 Factors Affecting Foreign Language Education**

There were various factors affecting the effectiveness of English teaching and learning both directly and indirectly. According to Laksaniyawin (1988) and Pinyonattagarn (1995), the factors affecting English teaching and learning could be classified into 4 main aspects: administrative factors, teacher's factors, learner's factors, and sociocultural factors.

### **2.3.1 Administrative Factors**

In English language teaching and learning, it can not be denied that one of the most important factors affecting English language teaching and learning is English teaching policy especially the one that involves school-administrators. To increase the effectiveness of English teaching management, the Office of the National Primary Education Commission (1996) has proposed five standards and eight indicators of administrators for English instruction in primary schools so that the school administrators can use them as guidelines to support the teaching and learning. According to the Office of the National Primary Education Commission (1996), the details of standards and indicators are as follows:

Standard 1: Using an evolving plan to develop English teaching effectively.

Indicator 1: Involve the communities to develop English language teaching goals.

Indicator 2: Provide qualified teachers to teach English at all levels.

Standard 2: Supporting English teachers to develop their English teaching knowledge.

Indicator 1: Support English teachers to develop their English and teaching knowledge gradually and progressively.

Indicator 2: Provide adequate facilities for English teaching and learning.

Standard 3: Set learning environment and academic activities to support English teaching and learning.

Indicator 1: Set appropriate learning environment and academic activities to support English teaching and learning.

Indicator 2: Provide good learning resources, materials, and useful and powerful educational technology for English teaching and learning.

Standard 4: Acknowledging the role of communities in national standards for co-operation in supporting and developing English teaching and learning.

Indicator 1: Involve the communities for support to develop English teaching and learning.

Standard 5: Assessing English teaching plan regularly and systematically.

Indicator 1: Assess the cooperative plan and make use of the results to improve English teaching and learning situations.

To conclude, the educational policy provides guidelines for administrators to manage English instruction effectively. If the school administrators have a clear understanding of the policy and seriously and strategically implement them to support the English teaching and learning, the teaching and learning will be successful to a significant degree.

### **2.3.2 Teacher's Factors**

The teacher is one of the most important factors in teaching and learning process. According to Spratt, Pulverness, and Williams (2005), in order to teach

English effectively, it is necessary for an English teacher to have adequate understanding knowledge concerning teaching English as a foreign language, particularly to young learners. In other words, the teacher should possess (1) knowledge of the subject matter, i.e., English, (2) knowledge of English curriculum, (3) English teaching methodology, (4) young learner teaching methodology, (5) instructional aids, and (6) students assessment.

**2.3.2.1 Teachers' Knowledge of English.** According to Spratt, et al. (2005), it is necessary for an English teacher to have language knowledge and language skills in the following aspects: grammar, lexis, phonology, functions, reading, writing, listening, and speaking.

“Grammar” refers to language structure which describes how to combine, organize and change words and parts of words to make meaning.

“Lexis” is an individual word or sets of words, i.e., vocabulary items that have a specific meaning for example tree, get up, first of all.

“Phonology” is the knowledge of the sound features used in a language to communicate meaning. In English, these features include phonemes, word stress, sentence stress, and intonation.

“Function” is the reason why people communicate. Every time, one speaks or writes, it has a particular purpose or function.

Moreover, teachers need to be able to read, write, listen, and speak about the topics taught at the preparatory levels such as know where the words must be stressed and what intonation to use. A correct and adequate level of linguistic/language knowledge is necessary to enable teachers to help the learners master the expected objectives of the level.

**2.3.2.2 Knowledge of English Curriculum.** Richard (2001) proposes that curriculum specifies what knowledge, skills, and value students should learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated. A curriculum is important because it controls learners' qualities (The Ministry of Education, 2001a). The national core English curriculum of Thailand was officially revised in 2001 by the government. The current one provides clear goals, standards as well as indicators for English instruction; therefore, it is a must for every English teacher to know about their own curriculum. The detailed information about the English curriculum at this level is presented in the English instruction at the preparatory level section on pages 9-11.

**2.3.2.3 English as a Foreign Language Teaching Methodology.** According to Richards and Rodgers (2001), the methodology or an approach are referred to a theoretically consistent set of teaching procedures that can be defined as best practices in language teaching. Teaching methodology is important because the quality of language teaching will improve if teachers use appropriate approaches and methods in teaching different language points.

Different teaching approaches and methods have emerged over the last 60 years. Each of them possesses different characteristics in terms of goals, assumptions about how a second language is learned and preferable teaching techniques. These are some teaching methodologies that are currently used and receive wide attention in the field especially for young learners: **The Audio-lingual Method** putting emphasis on meaning to facilitate drills and memorization; **Story-based Language Teaching** focusing on listening and telling stories to help learners learn language; **Total**

**Physical Response** using the coordination of speech and action; it attempts to teach language through physical (motor) activity. It believes that speech of young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. In addition, the Ministry of Education (2000) has recommended that Total Physical Response (TPR) can be used to teach grades 1-3 because young learners love to move rather than to listen to a lecture like style of instruction.

Moreover, the teachers also need some other teaching skills such as presentation techniques and introductory activities. Presentation techniques are ways to present new language knowledge such as vocabulary, grammatical structures and pronunciation; Introductory activities are those to introduce a lesson or teaching topic. Introductory activities involve the teacher in selecting interesting and relevant warmers and lead-ins. The warmers usually make the students feel comfortable and ready for the lesson, and the lead-ins introduce the topic of the lesson and main language points needed by the learners to complete the main tasks of the lesson (Spratt, et al., 2005).

To conclude, teaching methodology is the most powerful instrument enabling students to understand the lesson, so it is important for teachers to know various methodologies and apply them appropriately. Moreover, the teachers also need some other teaching techniques for presenting their lessons to students; with these special techniques, the students will find learning English fun and engaging.

**2.3.2.4 Knowledge of English Teaching Young Learners.** Young learners have different characteristics from adults and these characteristics influence their attitudes toward learning a language and how they learn language. In other



words, these differences influence how they respond to different teaching styles and approaches in the classroom. Therefore, an English teacher should know about characteristics of young learners. Spratt, et al. (2005) discuss the following characteristics that young learners

1. need to move;
2. concentrate for shorter periods;
3. learn through doing;
4. are not very able to control and plan their own behaviours;
5. are not afraid of making mistakes or taking risks;
6. are not aware of themselves and /or their actions;
7. pay attention to meaning in language; and
8. have limited experience of life.

Moreover, Willis (1996) also states on this issue that young learners, up to the ages of eleven or twelve, are often less self-conscious and less anxious about learning a new language than adults are.

Furthermore, while the teachers are teaching, they need to know some techniques to manage their lessons due to different learners' characteristics. Learners at this age can make sense of things without understanding everything; they have great guessing skill; they often have very good memory, and are good at imitating. They enjoy playing games, and are also used to activity-based learning than adults are. There are many familiar primary-level routines, like learning to count, story telling, action games, matching and classifying, that can be used in the language classroom. Children love playing the same games and hearing the same stories many times, and are not easily bored by repetition. Young children do, however, have a

shorter concentration span than teenagers and adults and need a greater variety of activities within one lesson to keep them interested (Willis, 1996).

According to Schmid-Schonbein (1982), teaching of young learners should aim to:

(1) develop the learner's desire to learn English. The goals of teaching English to young learners should put an emphasis on amusement and satisfaction of learners;

(2) integrate sound system, grammar, and vocabulary into the lesson so that learners learn it at the same time; and

(3) help learners feel confident to use language for communication in different situations.

Moreover, the Ministry of Education (2001b) has suggested that teaching English to young students should focus on using English for interaction between both teacher and learners and among learners. Learning activities should

(1) emphasize listening and speaking skills;

(2) be learner-centred. Learners should have more chances to use language.

The teacher's role should be as facilitator of the lessons;

(3) emphasize interesting and amusing leaning activities so that learners have good attitudes toward English teaching and learning;

(4) focus on a variety of activities (songs, games, role play, etc); and

(5) stimulate learners' learning and performing.

Due to differences of learners' learning characteristics, the teachers need to know them because knowing learners' characteristics would help the teachers plan and manage their lessons effectively.

**2.3.2.5 Instructional Aids.** Instructional aids are what the teachers use to help their teaching achieve the expected goals. They can be a person, situation, signs, real objects, activities, and methodologies (Office of the National Primary Education Commission, 1998). Instructional aids are necessary for English teaching and learning especially in a primary level because they help motivate learners and facilitate learning process. According to Chaichaowong (1992) and Sangchai (1990), the instructional aids can be classified into a group including:

- (1) objects (instructional kits, printed materials, pictures)
- (2) equipment (projector, computer, tape recorder)
- (3) methodology (activities teachers use to teach the lesson (role play)
- (4) realias ( table, chair, window, door, fruit, pen, etc.)
- (5) models (toy, plastic fruit, animal, etc.)
- (6) ordinal aids ( flashcard, picture, newspaper, cartoon, etc.)
- (7) sound (multi aids, cassettes)
- (8) transparency
- (9) animated aids (movie, VDO, T.V)

Instructional aids are beneficial to teachers and learners for many reasons. Sukhothaithammathirat University (1987) mentions the importance of using instructional aids as follows:

- (1) they help learners learn faster because learners can learn by doing;
- (2) they stimulate learners' interest;
- (3) they facilitate learners' understanding of the topic;
- (4) real experience of learning helps learners' attention;
- (5) they encourage learners to participate in the activities, and

(6) they develop learners' thinking in associating words with aids.

To summarize, instructional aids are necessary for teachers and students. They help teachers a great deal in lesson managing. They can motivate and challenge learners to learn English. Therefore, the teachers needed the knowledge of using the instructional aids adequately and selecting them appropriately.

**2.3.2.6 Assessment and Evaluation.** According to Spratt, et al. (2005), assessment is an important step in the teaching process. It is used to judge learners' performance by collecting information about it. Teachers assess learners for different reasons and use different kinds of tests. Teachers can assess learners informally or formally. Informal assessment is when the teachers observe learners to see how they do something and then give them comments on their performance. Formal assessment is when the teachers assess learners through tests or exams and give their work marks or grades. There are a number of assessment methods used in a language classroom. O'Malley and Pierce (1996) describe different types of assessment as follows:

**Performance assessment.** Students may be called on to use materials or perform hands-on activities in reaching solutions to problems. Performance assessment often requires the teacher's judgment of student responses. To aid in making the judgments accurate and reliable, a scoring scale referred to as a rubric should be used, in which numerical values are associated with performance levels, such as basic, proficient, and advanced.

**Portfolio assessment.** Portfolio assessment is a purposeful collection of student work that is intended to show progress over time. The portfolio may include samples of student work, usually selected by the student or by the student and teacher to represent learning based on instructional objectives.

**Self-assessment.** Self-assessment involves students directly. It enables them to see possibilities for reflection, redirection, and confirmation of their own learning efforts.

**Interview.** In an interview assessment, the teacher asks the individual student questions about personal background, activities, readings, and interests.

**Teacher observation.** In the teacher observation method, a teacher observes student's attention, responses to instructional materials, or interactions with other students and the teacher.

However, various types of methods are suggested for use in effectively assessing learners (Office of National Primary Education Commission, 1998).

To sum up, a teacher needs the knowledge about the subject matter, i.e., English, English curriculum, English teaching methodology, young learner teaching methodology, instructional aids, and students assessment because this has direct effect on the quality of their English teaching and students learning.

### **2.3.3 Learner's Factors**

In the learning process, learners and learning outcomes are product. There are a number of factors affecting them. For this study, the researcher focused only on learner's attitudes toward learning English.

Attitude has great influence and impacts on learning English (Oxford, 2001). If learners have positive attitudes toward English learning, it will help learners succeed in language learning. Hilgard (1962) theorizes that attitude is the readiness of people in responding to various things, people, and situations in both positive and negative ways. Relating to Hilgard's opinion, people usually do not like to accept information especially if it opposes or conflicts with their attitudes. On the other hand,

people will feel happy and satisfied if new information matches with their attitude. Since attitude can greatly affect the students' learning, it is worth exploring how students feel about the English language learning during the early stages of their school education.

#### **2.3.4 Sociocultural Factors**

For English language learning in an EFL context, one of the most important factors affecting language learning is sociocultural factors. Walker, Greenwood, Hart, and Carta (1994) reveal that the cumulative effect of the sociocultural contexts of home, community, and school can be linked to the occurrence of at-risk factors in academic achievement levels on language proficiency of children. Furthermore, Gonzalez (2001) also discusses that sociocultural factors exert their influence within a family structure in which parents mediate their children's behaviors for their adaptation to the wider social system. In addition, Harison, Wilson, Pine, Chan, and Buriel (1990) propose an interrelation between the family environment provided by ethnic minority parents, socialization goals, adaptive strategies, and child behavioral outcomes.

For this present study, the researcher aimed to investigate the situations that helped stimulate learners to use English outside the classroom. It included situations at home and circumstances within their community. It is worth exploring whether outside class exposure can affect language learning achievement and what kind of activities are effective.

## **2.4 Summary of Research Works Related to States of English**

### **Teaching Conducted in Thailand**

In the past, there have been many studies investigating English teaching and learning at grades 1-3 in Thailand. Kanoknirundorn (1997), Songsri (1998), Sawaengphon (1999), and Monpianjan (2000) studied the effect of teacher's gender on teaching. Chanintaratap (1997), Kanoknirundorn (1997), and Sawaengphon (1999) studied the effect of the teachers' major field study on English teaching. Chanintaratap (1997), Kanoknirundorn (1997), Sawaengphon (1999) investigated the effect of teacher's levels of education on teaching. Srikalang (1998), Hansuwan (1999), Kariuma (1999), and Monpianjan (2000) studied the effect of the teachers' teaching experience on English teaching. Jaiyai, et al. (2005) surveyed the existing situations and problems relating to foreign language teaching and learning in the northeast of Thailand.

Some interesting results were as follows. Although less than 45 % of teachers did not graduate in English major (Songsri, 1998; Jaiyai, et al., 2005), they had good attitudes toward English teaching (Chanintaratap, 1997). The English curriculum was not clear to teachers (Chanintaratap, 1997; Sitthichai, 1998). Teachers had problems with language/linguistic knowledge (Songsri, 1998). Teachers were not good at speaking and pronunciation (Chanintaratap, 1997; Hansuwan, 1998; Kanoknirundorn, 1997). Teachers mostly used real objects, models, pictures, tape recorders and cassettes as their teaching materials (Kanoknirundorn, 1997; Sitthichai, 1998; Jaiyai, et al., 2005), teachers had no time and insufficient budget to create or buy teaching materials (Hansuwan, 1998; Kariuma, 1999). Teachers mostly used Thai with their students in the classrooms (Kanoknirundorn, 1997). Teachers had problems in

teaching listening, speaking, and writing (Hansuwan, 1998; Songsri, 1998). Teachers needed knowledge about evaluation (Hansuwan, 1998). Teachers used observation for their assessment (Kariuma, 1999). During the introductory period, songs and games were employed to stimulate the students' attention (Sittichai, 1998). Teachers were responsible for other work in addition to English teaching (Hansuwan, 1998; Jaiyai, et al., 2005). Learners were good at reading skills but poor at speaking and listening (Jaiyai, et al., 2005). The below table shows a summary of research work conducted in Thailand.

**Table 2.2 Research Works Conducted in Thailand**

Researcher	Year	Title of the Study	Sample	Results
1) Chanintara -tep, A.	1997	Evaluation of English teaching in grade 1 in Nakhon Sri Thammarat	281 English Teachers in grade 1	-Teachers had good attitudes toward English teaching. -English curriculum was clear to teachers. -Teachers were not good at using English and pronunciation.
2) Kanoknirun- dorn, J.	1997	State of English teaching in Chiang-Mai	15 grade 1 English Teachers	-Teachers needed to improve speaking skill. -Teacher mostly used real objects, models, pictures, tape recorders, and cassettes as their teaching materials. -Teachers mostly used Thai with their students in the classrooms.
3) Hansuwan, S.	1998	Problems concerning learning-teaching activity management in Buriram	252 grade 1 English Teachers	-Teachers had problems in using English for communication and pronunciation -Teachers were responsible for other



Researcher	Year	Title of the Study	Sample	Results
				work. -Teachers had problems in teaching listening, speaking, and writing. -Teachers had no time to create teaching aids. -Teachers needed knowledge about evaluation.
4) R. Sitthichai,	1998	Conditions and problems of English instruction in Nan	29 grade 1 English teachers	-During the introductory period, songs and games were employed to stimulate the students' attention. -The most often used aids were realias, models, and pictures. -Teachers had problems with analyzing the curriculum.
5) Songsri, P	1998	States and problems of English teaching of grade 1 teachers in Songkhla	219 grade 1 teachers	-Teachers did not graduate in English major field of study. -Teachers had problems with language/linguistic knowledge
6) N. Srikalang,	1998	Problems and ways of problem solving in teaching English of grade 1 English teachers in Educational Region X	510 grade 1 English Teachers	-Teachers had problems in teaching listening skills.
7) A. Kariuma,	1999	Problems of English teaching in grade 1 in	180 Grade 1 English	-Teachers had problems in using English in different situations.

Researcher	Year	Title of the Study	Sample	Results
		Pattani	Teachers	-Teachers needed budget to buy teaching materials.
8) S.	Boonpun, 2000	Factors affecting English teaching in Kamphaeng Phet	31 Administrators, 93 grade 1-3 English Teachers, 1,395 grade 1-3 Students	-Both administrators and English teachers agreed that students should start learning English at grade one. -Teachers always used Thai in the classroom. -Teachers used observation for their assessment.
9) al.	Jaiyai, et al. 2005	Profile of Teaching and learning Foreign Language and Needs for the Use of Foreign Language in the Northeast of Thailand (Educational Region 5)	98 administrators, 152 English teachers, 134 students	-More than 90% of school had budget to support English teaching. -Learners were good at reading but poor at speaking and listening. -Less than 50% of primary school teachers graduated in English major. -Teachers had responsibility for other work.

## 2.5 Summary of Research Work Related to States of English

### Teaching Conducted in other Countries

In other countries, there have been many studies investigating various factors affecting English language teaching and learning. Abu-Rabia (1996) studied factors

affecting the learning of English as a second language in Israel. Engin and Seven (2003) investigated factors influencing the students' successes in learning a foreign language (English) and the effect of the methods and techniques on student's success. Ogiegbaen and Iyamu (2006) investigated factors affecting the quality of English language teaching in secondary schools in Nigeria. Lei (2007) explored learners' and teachers' affective factors.

Interesting results were presented as follows: the Israeli students' motivation for learning English was instrumental rather than integrative (Abu-Rabia, 1996). Teachers had enough materials to teach English to the students, but their schools did not have libraries in their classes. Most of the teachers had some courses about language teaching and they said that the English course materials were not completely useful for students. All of the teachers thought that there must be a relationship between the course subjects and the students' levels (Engin & Seven, 2003). English language teachers hardly ever used modern instructional technologies and a variety of teaching techniques in their English instruction. Students learned in a harsh environment, which was often rowdy, congested and noisy. In Nigeria, each teacher used different kinds of tests and questions to assess the students (Ogiegbaen & Iyamu, 2006). The students revealed that the following 9 aspects could influence their language learning. They included: teachers' personality, teachers' vocational effect and moral, teaching techniques, the management of the teaching environment, evaluation methods, teachers' affective characteristics, teaching styles, and the way of organizing classroom instruction (Lei, 2007).

It was difficult to find research work conducted to investigate factors affecting English instruction in other countries at grades 1-3. Therefore, the research studies in

other levels were reviewed to see an overall picture of the states of English instruction. The table 3 shows the summary of research work conducted in the other countries.

**Table 3 Research Work Conducted in other Countries**

Researcher	Year	Title of the Study	Sample	Results
1) Abu-Rabia, S.	1996	Factors affecting the learning of English as a second language in Israel	83 Jewish 8 <sup>th</sup> graders	-The Israeli students' motivation for learning English was instrumental rather than integrative.
2) Engin, A. and Seven, M.	2003	Factors influencing the students' successes in learning a foreign language (English) and the effects of the methods and techniques, used by the teachers on the staff to teach the chosen foreign language, on students' success	15 secondary and high school teachers	-Teachers had enough materials, but their schools did not have libraries in their classes. -Most of the teachers had some courses about language teaching and they said that the course materials were not completely useful. -All of the teachers thought that there must be a relationship between the course subjects and the students' levels. -Each teacher used different kinds of tests and questions to assess their students.

Researcher	Year	Title of the Study	Sample	Results
3) Ogiegbaen, S. and Iyamu, S.	2006	Factors affecting quality of English language teaching and learning in secondary schools in Nigeria	3000 secondary students	-English language teachers did not often use modern instructional technologies and variety of teaching techniques in their English language lessons. -Students learned under a harsh environment, which was often rowdy, congested and noisy.
4) Lei, Q.	2007	EFL teachers' factors and students' effects	225 English under-graduate students	- The students revealed the following 9 aspects that could influence their language learning. They included: teachers' personality, teachers' vocational effect and moral, teaching techniques, the management of the teaching environment, evaluation methods, teachers' affective characteristics, teaching styles, and the way of organizing classroom instruction.

## **2.6 Summary**

The chapter two consists of a description of the general educational system in Thailand, English Instruction at the preparatory level, the factors affecting foreign language education, and a summary of research work related to state of English teaching conducted in Thailand and other countries.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter presents the methodology of this present study. It covers the study population, instruments, data collection procedure, and data analysis.

#### **3.1 The Population of the Study**

This study aimed to investigate the state of English teaching in primary schools in Nakhon Ratchasima province. Nakhon Ratchasima was selected because it can be considered as the center of education in the southern part of Northeastern region. It is one of the biggest provinces in the region and has potential for economical growth. Its educational management system is divided into seven educational areas. They are (1) Muang and Noonsung, (2) Jakkarat, Chokchai, Huay Thalang, Nong Boon Nak, and Chalermprakiat, (3) Konburi, Serngsang, and Pakthongchai, (4) Wangnamkheaw, Soongnern, Si Keaw, and Pak Chong, (5) Dan Khunthod, Non Thai, Kham Sakaeseang, Kham Tha Le Sor, Theparak, and Prathongkum, (6) Kong, Ban Lerm, Bua Yai, Kawngsamannang, Bua Lai, and See Da, and (7) Pra Tai, Pimai, Chumpong, Non Deang, Muang Yang, and Lam Thanen Chai. Educational Area 1 was selected because Educational Area 1 has all of the characteristics required for the study. Purposive sampling was used to choose the participants to cover different sizes of schools (small, medium, large), different types of schools (state-run and private-run schools), and different locations of schools (inside and outside city).

### 3.1.1 Primary Schools

Educational area 1 which includes 145 state-run schools and 15 private-run schools was selected as the representative of Nakhon Ratchasima province. The total number of state-run and private-run schools is 160. There were three stages of sample selection. The first stage was to divide all of the primary schools in the first educational area by types of administrative support. They were classified into two groups: state-run and private-run. The second stage was to classify the schools by locations: inside and outside city. There were 83 inside and 77 outside city schools. The third stage was to group the schools into three sizes according to the criteria set by the Office of the Basic Education Commission (2006); school size is defined by the number of students (see table 3.1 below). Schools of which the number of students is less than 120 students are considered small. Schools of which the number of students is between 121-600 students are considered medium sized and large-sized schools have between 601- 1,500 students. Schools with more than 1,500 students were considered to be extra-large. 5% of each size category were selected by randomly drawing lots.

**Table 3.1 School Sizes Defined by the Number of Students**

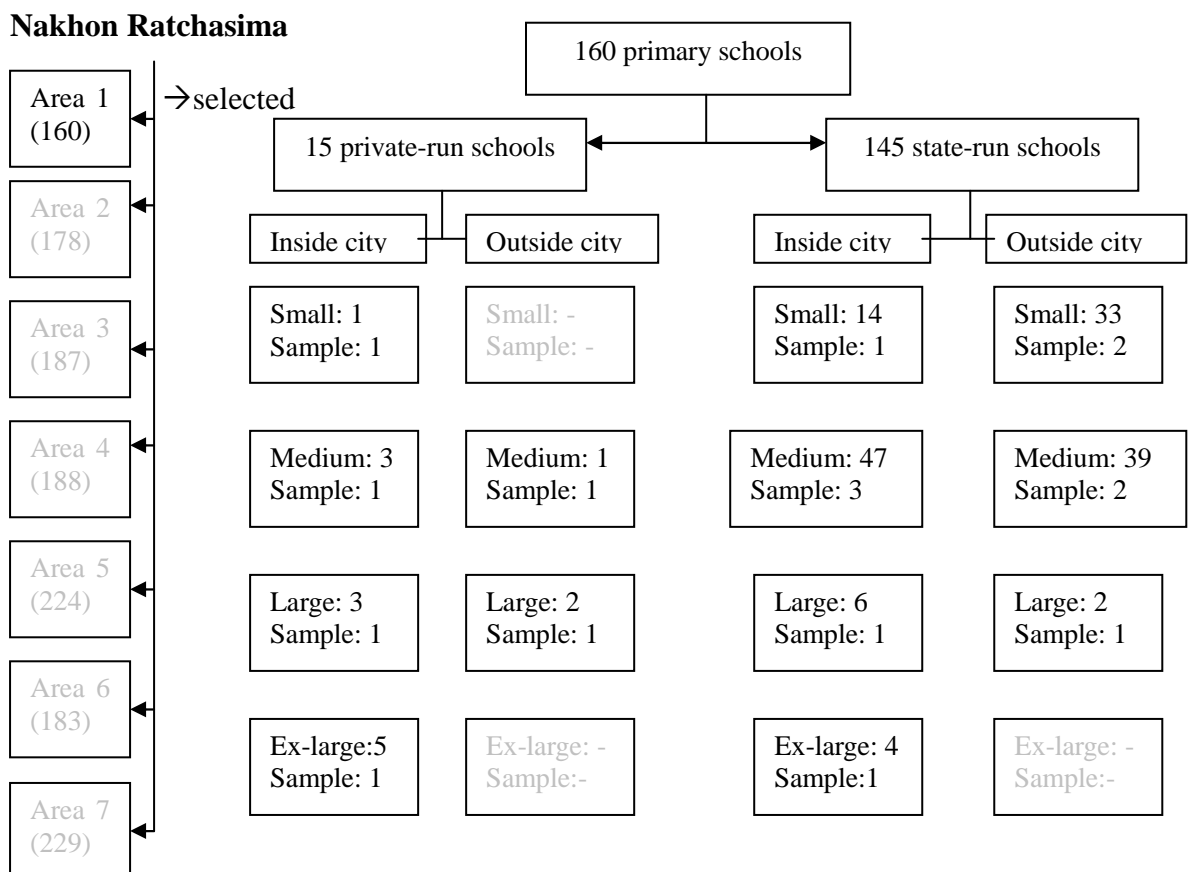
School sizes	Number of students
Small	Less than 120
Medium	121-600
Large	601-1,500
Extra-large	More than 1,500

Source: the Office of the Basic Education Commission (2006)



For the private schools, the number of inside city schools found in Education Area 1 were 1 small, 3 medium, 3 large, and 5 extra-large. The number of outside city schools are 0 small, 1 medium, 2 large, and 0 extra-large. For the state-run schools, the number of inside city schools were 14 small, 47 medium, 6 large, and 4 extra-large. The number of outside city schools were 33 small, 39 medium, 2 large, and 0 extra-large. The number of sample schools and the various categories can be clearly seen in figure 1.1.

**Figure 3.1 Population and Sample Selection**



### **3.1.2 School Administrators**

School administrators were referred to the headmaster or assigned person. Every administrator from all sample schools was selected for an interview in the section of administrative factors. So the number of school administrators participated in this study was 15.

### **3.1.3 English Teachers**

English teachers were referred to teachers who taught English in grades 1-3 of the schools. An English teacher from every sample schools voluntarily participated in an interview. If the schools had more than one English teacher, others were given the questionnaire.

### **3.1.4 Grade 3 Students**

Grades 1-3 students were referred to students who were studying at the sampled schools in grades 1-3 in academic year 2007. Five students from every sample schools were selected to take part of this study. Students were randomly selected by the researcher.

## **3.2 Instruments**

In this study, a questionnaire, a semi-structured interview, and classroom observation were used as instruments for data collection.

### **3.2.1 Questionnaire**

Generally, questionnaire is referred to any written instruments that present respondents with a series of questions or statements to which they are required to react either by writing out their answers or selecting from among existing answers (Dörnyei, 2003). Questionnaire can yield three types of data about respondents:

factual answers, behavioral answers, attitudinal answers like opinions, beliefs, interests, and values. They are efficient in terms of time, effort and financial resources. Moreover, Leedy and Ormrod (2005) also discuss the advantages of questionnaire that it can be sent to a large number of people, including those who live far away and can save a researcher's travel expenses.

For the present study, the questionnaire consisted of eight parts: teachers' general information, knowledge about English, knowledge of curriculum, knowledge of teaching young learners, knowledge of instructional activities, knowledge of instructional aids, knowledge of assessment and evaluation, and sociocultural factors (see Appendix C). A pilot test was done with school administrators, English teachers, and grades 1-3 students in another educational area. After that the questionnaire was sent to English teachers who were responsible for teaching English subject in grades 1-3 of each sample school. The items in the questionnaire were adopted and adapted from other researchers' work. It was designed to take about 10-15 minutes for completion. The return rate was 100%.

### **3.2.2 Semi-structured Interview**

An interview is one of the primary main data collection tools in doing research. According to Punch (2005), interviewing is a good way of assessing people's perceptions, meanings, definition of situations and constructions of reality. It is also one of the most powerful ways to understand interviewees. Interviews are actually something more than just a conversation; they involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation (Denscombe, 1983; cited in Denscombe (2003). Silverman (1993) also points out that interviews can yield a great deal of useful information which is

deeper than a questionnaire or survey can achieve. The researcher can ask questions related to any of the following ones: facts (e.g., biographical information), people's beliefs and perspectives about the facts, feelings, motives, present and past behaviors, standards for behavior (i.e., what people think should be done in certain situations), conscious reasons for actions or feelings (e.g., why people think that engaging in a particular behavior was desirable). Furthermore, interviews can be useful when participants cannot be observed directly (Creswell, 2003). According to Brown (2001); Nunan (1989); Punch (2005); and Robson (2002), interviewing can be fully structured, focused or semi-structured, or unstructured.

For the present investigation, the semi-structured interview was used as one main instrument for data collection from administrators, English teachers and grades 3 students who participated in this study. Before using interview questions in the real study situation, the researcher piloted them with some administrators, grades 3 English teachers and grade 3 students in another educational area. For the administrators, the interview was divided into two parts. The first part was the general information of informants. The second one was about educational policy related to English teaching and learning. Each interview took about 10-20 minutes (See Appendix A). For the English teachers, the semi-structured interview was used to gain information about the current state of English teaching in terms of teaching methodology, teaching aids, assessment and evaluation, and sociocultural factors around the schools and took around 15-20 minutes each time. Thai was used for the interview (see Appendix B). The researcher interviewed grade 3 students for background information and their attitudes towards English learning (see Appendix E). The interviews were taped-recorded upon permission.

### **3.2.3 Classroom Observation**

Denscombe (2003) discusses that observation offers social researchers a distinct way of collecting data. It does not rely on what people say they do, or what they say they think. Instead, it draws on the direct evidence of the eye to witness events first hand. It is based on the premise that, for certain purposes, it is best to observe what actually happens. Ellis (1994) also points out that classroom observation methods work well with young language learners whose behaviors serve as a good indicator of their mental activity.

For this study, classroom observation was used to observe the teacher's teaching and students' learning as it actually happened in the natural classroom setting. The tape-recording was used only if permitted by the teacher. The researcher observed one class per school. It took about an hour for each observation (see Appendix D).

### **3.3 Data Collection Procedure**

There were three steps of data collection:

1. An official letters was mailed the administrators of the sample schools to ask for cooperation for data collection.
2. The researcher made an appointment with the administrators and teachers in the sample schools for semi-structured interview, collecting questionnaires, and classroom observation.
3. The researcher gathered and analyzed data obtained from the three research instruments.

### 3.4 Data Analysis

Research instruments	Data analysis
Semi-structured interview	-Transcribe interviewed conversations. -Group and analyze the data qualitatively.
Questionnaire	-Group answers according to the question item by item and draw a conclusion. Percentage will be used to quantify the answers.
Observation	-Find patterns and draw a conclusion.

### 3.5 Summary

Chapter three presents the research methodology with details of the study participants, research instruments, data collection procedure, and data analysis. The participants of this study were administrators, grades 1-3 English teachers, and grade 3 students. Semi-structured interview, questionnaire, and classroom observation were used as the research instruments.

## **CHAPTER 4**

### **RESULTS OF THE STUDY**

This chapter reports the data obtained from semi-structured interviews, questionnaires, and classroom observations. The research questions were used as framework for data presentation. The data were analyzed qualitatively and quantitatively. Extracts from interviews and observations were italicized to enrich quantitative data. The research questions were:

1. What are the current states of English instruction of primary schools under the Office of Nakhon Ratchasima Educational area 1 in the following factors: administrative, teaching, learning, and sociocultural?

2. What are the similarities and differences among the schools' types, locations, and sizes?

Data concerning the states of each factor were presented first and followed by the discussion of similarities and differences among the schools' types, locations, and sizes.

#### **4.1 Administrative Factors**

In this section, the results of state of English teaching management from 15 school administrators were presented. They were divided into two parts: general information of school administrators and the policy on English management in those schools.

### 4.1.1 General Information of School Administrators

The general information of the 15 school administrators who were the informants of this study includes titles, working experience, and educational background. The details about general information of school administrators are presented in the table 4.1.

**Table 4.1 General Information of School Administrators**

Information	Informants	% of administrators
Titles	Director	40.0
	Vice director	13.33
	Others	
	- head of academic department	20.0
	-head of foreign language area	26.66
Working experience	1-5 years	60.0
	6-10 years	6.66
	11-15 years	6.66
	16-20 years	6.66
	More than 20 year	20.0
Educational Background	Bachelor degree	53.33
	Master degree	46.66

Fifteen primary school administrators were asked to identify their titles, working experiences, and educational background. For administrator factors in relation to working positions, almost half of informants of this study were school directors (40%). Others were vice directors (13.33%), heads of academic department (20%), and chairs of foreign language area (26.66%).

Concerning working experience, 60% of the informants had 1-5 years, 7% had 6-10, 11-15, and 16-20 years of experience. 20% had more than 20 years of working experience in this field.

With regards to their educational background, 53.33% of the informants graduated with bachelor degrees and 46.66% of administrators received a master degree. Their duties at school included managing and assuring the deployment of English curriculum of the schools.



In short, every school has a person who is directly in charge of foreign educational policy. They might be the directors themselves or vice directors or others who directly dealt with an academic department.

#### **4.1.2 Educational Policy on English Teaching in the Schools Classified by Schools' Types, Locations, and Sizes**

In this section, the state of educational policy on English teaching in the schools reported by 15 primary school administrators is presented. It includes 7 sub-items as follows:

##### **4.1.2.1 Getting Communities to Involve in Developing English Language Teaching Goals**

The administrators were asked about opportunities to get the communities to involve in developing English language teaching goals. The details can be seen in the table 4.2.

**Table 4.2 Getting Communities to Involve in Developing English Language Teaching Goals.**

Policy	Types (%)		Locations (%)		Sizes (%)		
	SS	PS	IC	OC	S	M	L
Getting communities to involve in developing English language teaching goals	20.0	-	20.0	14.28	-	28.57	25.0

Comparing with different school types, it was found that only state-run schools (20%) had a connection with the community while private schools did not. From the interview, most informants stated that English instruction depended solely on a school board (i.e., school administrators). Some private-run school administrators declared:

*“We had our own policy to develop English instruction. I don’t think we need the community’s involvement for this matter”*

*“So far we haven’t had plan to get the communities to involve in developing teaching goals. We just only include the areas around the school in the field trip if the students study about the community.”*

*“Students must be good at English is our policy.”*

That meant they focused only on students at school. However, some administrators showed their opinions that they might get involved with the communities in the future.

*“In the future, I plan to work with people in our community to set up English teaching goals of my school.”*

It can be seen that the majority of private-run schools had clear policy of developing their own English instruction goals. However, a few of state-run schools cooperated with the community for the reason of financial support.

Relating to school locations, it was found that about 20% of inside city schools and 14.28% of outside city schools had connection with the communities. From the interviews, it revealed that the purposes of community involvement were 1) to ask for help in terms of financial support from the sub-district administrative organization to hire foreign teachers to teach an English subject and 2) to support the community’s needs of English such as teaching English for souvenirs sellers, restaurant owners, etc. The schools needed to include these elements in the school lessons. It was remarkable that the schools that had connection with the communities were located in the touristic areas, e.g., Dan Kwian. Some of the inside city school administrators expressed:

*“because my school is situated near the tourist attraction and most of the students’ parents are souvenir salespersons so the community needs us to teach our students some English so they can use for their family business.”*

While some administrators reported that they did not get any involvement

because the community thought that instruction was the school's responsibility.

It can be concluded that both inside and outside city schools cooperated with the communities for different reasons, such as for financial support or for community's particular needs. It was found that there were only a few schools who really included the community's need in their curriculum.

With regards to school sizes, some medium-(28.57%) and large-(25%) sized schools worked with the community for the purposes of developing English teaching goals. According to the data from the interview, small sized schools seemed not to have connection with the community. They bared:

*“Small-sized schools have to manage everything by ourselves. We don't have any connection with the community.”*

In sum, school types, locations, and purposes of connection seem to be the key factors being considered for connecting with the communities. Only the schools which are located near tourist attractions have connection with the community. Private-run schools do not have connection with the community because they have their own instructional goals.

#### **4.1.2.2 Providing the Qualified Teachers to Teach an English Subject in All Levels**

Qualified teachers in this study are referred to foreigners and English-major. The school administrators were asked about the policy of providing English teachers to teach an English subject in all levels. The data are presented in the table 4.3.

**Table 4.3 Providing Qualified Teachers to Teach an English Subject**

Policy	Types (%)		Locations (%)		Sizes (%)		
	SS	PS	IC	OC	S	M	L
Providing qualified teachers to teach an English subject	20.0	100.0	50.0	42.85	25.0	28.57	100.0

It was found that only the private and large-sized schools could provide qualified teachers to teach English. Other than these, less than half could.

Concerning school types, the table 4.3 showed that 20% of state-run and 100% of private-run schools were able to provide qualified teachers to teach an English subject. Based on the interviews, some of the state-run administrators expressed some difficulties in selecting teachers by themselves. They stated:

*“I have no power to choose an English teacher. The recruitment and selection of teachers depends on the central government. The current teachers are not English-majored.”*

It can be seen that the majority of state-run schools had teachers with other degrees rather than English majored teachers to teach English while private-run administrators were able to choose foreign or English-majored teachers. They also had the procedure for selecting and training their own teachers.

Some of the private-run administrators revealed:

*“I do not select an English teacher to teach English from their educational background but from their language and teaching ability. One of my teacher graduated in Mass Communication but his English is excellent.”*

*“English teachers in my school must pass the test before being hired and training course before teaching.”*

*“An English teacher must graduate in English major or they must have high English proficiency.”*

Relating to school locations, it was found that only 50% of inside city schools and 42.85% of outside city schools could provide qualified English teachers. The data from the interview of school administrators revealed that both inside and outside

schools were controlled by the financial status. One school administrator stated:

*“My teachers did not graduate in English major. But I think if they had chance for training, it might be helpful. The problem is insufficient budget to support our English teachers to attend professional training”.*

In sum, the location was not the case because both inside and outside city schools had financial problems for improving teachers' English teaching abilities.

Observably, as for different school sizes, large size schools were able to provide 100% of qualified teachers while only 25% and 28.57% of small-and-medium schools could. The small-and medium-sized schools stated some obstacles in searching for foreign or English-majored teachers. The majority of small-and medium-sized school administrators reviewed:

*“Normally, teachers in primary level have to teach all subjects including English. Therefore, they do not need to graduate with English major”*

If the size of school was considered, it was found that some of private-run school administrators especially large-sized could support foreign and/or English majored teachers. Some large-sized school administrators stated:

*“An English teacher in my school must be English majored”.*  
*“The school has set some budget for training English teachers.”*

Oppositely, state-run schools, who were unable to provide English majors or foreign teachers, selected available English teachers by their teaching abilities. When there were no English majors or foreign teachers available, the schools employed teachers who graduated from any majors. But at least, they held a bachelor degree.

Providing qualified teachers to teach an English subject is problematic for state-run schools especially small-and medium-sized. Contrarily, private-run schools have no problem in doing so because they have enough budget and are eligible to choose English teachers.

### 4.1.2.3 Supporting English Teachers to Develop their English and Teaching Ability

For this section, school administrators' policy on supporting English teachers to develop their English and teaching ability is presented. The findings indicated that more than 90% of English teachers were encouraged to develop their English and teaching ability. More details are shown in table 4.4.

**Table 4.4 Supporting English Teachers to Develop their English and Teaching Ability**

Policy	Types (%)		Locations (%)		Sizes (%)		
	SS	PS	IC	OC	S	M	L
Supporting English teachers to develop their English and teaching ability	90.0	100.0	100.0	85.71	75.0	100.0	100.0

Looking at the overall picture of increasing teacher's English and teaching ability, it was clearly seen that the majority of schools encouraged their English teachers to improve their teaching skills.

Regarding school types, state-run (90%) and private-run (100%) school teachers were supported to improve themselves in terms of English and teaching ability. The activities were mainly attending training courses or professional conferences. From the interview, the state-run schools seemed to have slight difficulty with teachers' development while 10% of state-run school administrators stated:

*"I cannot allow all teachers to attend a training course at the same time because a school does not have enough teachers available for teaching."*

The majority of private-run school administrators stated:

*"I provide some budget for English teachers to attend training courses only twice a year because of limited budget."*

It can be seen that both state-run and private-run school administrators have provided for teachers to advance their English and teaching ability. However, it also depends on their internal management especially financial situation.

In terms of school locations, it was found that 14.3% of the outside city school teachers were not well supported while inside city teachers (100%) regularly received training courses. Based on the data from the interview, some outside city schools appeared to have troubles to develop their teachers' English teaching ability. Some of outside city school administrators reviewed:

*"I don't have adequate budget to support English teachers for training."  
"I'm afraid that an English teacher will find a higher paid job if they get some training."*

From these statements, the key factors of teachers' developing depended on financial status of the schools and other reasons were such as the school administrators wanted to keep the teachers at their schools. They were afraid that if the teachers had been professionally trained, they might quit the school for a better job. This also reflected that teachers wanted to work in inside city schools rather than outside city ones.

With regards to school sizes, it was found that medium-(100%) and large-(100%) sized school administrators had no problem with supporting English teachers to develop their English and teaching ability. Based on the data from the interview, it was found that the small-sized schools faced with some difficulty about professional development. 25% of small sized school administrators stated:

*"English teachers sometimes have to pay for training courses by themselves because the school does not have enough budget to support them. We have to share the school budget to other subjects such as Mathematics too."*

Moreover, a small-sized school teacher revealed:

*“I have never had chance to attend a training course.”*

It can be seen that the small-sized school teachers have to support themselves to improve their English and teaching ability. The major cause is the deficiency of financial support.

To conclude, the majority of outside city schools especially small sized are not supported for developing their English and teaching ability. Other types, locations, and sizes school English teachers have no problem getting professional training courses.

#### **4.1.2.4 Providing Facilities for English Teaching and Learning**

In this section, school administrators were asked about the facilities provided for English teaching and learning. It covers equipment facilitating English teaching and learning such as televisions, tap-recorders, CD-players, etc. The details are presented in the table 4.5.

**Table 4.5 Providing Facilities for English Teaching and Learning**

Policy	Types (%)		Locations (%)		Sizes (%)		
	SS	PS	IC	OC	S	M	L
Providing facilities for English teaching and learning	60.0	100.0	62.5	85.71	50.0	71.42	100

As the overall picture of facility support, it can be seen that the private-run schools especially large-sized have no problem with facility support.

With regards to school types, 60% of state-run and 100% of private-run schools could supply facilities for English teaching and learning. Based on the interview data, the state-run school administrators reported some difficulty with facility supply. They mentioned:



*“I provide computer services for teachers to search for information but the teachers only use them for typing exercises because they may not feel comfortable of using if for other types of work.”*

All private school administrators stated:

*“I provide all the facilities teachers want but some teachers still prefer chalk and talk. It’s easier.”*

From these statements, the problems did not depend on if school administrators provided the teaching facilities, it rather dealt with making full use of those facilities. The majority of schools in both state-run and private-run supplied the teaching equipment, but the teachers did not use them for their teaching because they did not know much about technology.

In connection with school locations, it was found that 62.5% of inside city schools and 85.71% of outside city schools supported facilities for English teaching and learning. From the interview, the same problems of not fully use of the equipment were found.

In short, supporting teaching equipment or facilities did not relate to school locations. The school administrators supplied the facilities teachers wanted, but teachers preferred using books and worksheets because it was simple to use for their teaching.

In terms of school sizes, only 50% of small-sized schools had a clear policy to provide some facilities for English teaching and learning while 71.42% of medium and 100% of large-sized schools had no problems. From the interviews, the majority of small-sized school administrators appeared to have troubles in supporting teaching equipment for their teachers. Some of them expressed:

*“The facility that the teacher can find in the school is the satellite provided by*

*the Royal project. Students have to study English from television and pre-set programs.”*

*“My school does not have adequate financial support to provide facilities teachers want.”*

While some medium-sized school administrators stated:

*“We have a sound laboratory, but it doesn’t work for a long time. The school did not have budget to repair it.”*

The majority of large-sized school administrators revealed:

*“Computers with internet service are provided for students to use. Students like it. They are allowed to use them according to their schedule.”*

From the observation, it was found that medium-and large-sized schools were able to provide facilities for English teaching and learning such as computers, a sound laboratory room, CD players, and tape-recorders. Computers with internet service were available only in large inside city schools.

To sum up, more than half of school administrators with different types, locations, and sizes can provide facilities for English teaching and learning. However, only a few functions are used by English teachers. Financial support is still problematic for providing and maintaining equipments such computers, a sound laboratory, and overhead projectors.

#### **4.1.2.5 Setting Appropriate Learning Environment and Academic Activities to Support English Teaching and Learning**

The table 4.6 shows administrators’ information about setting learning environment and academic activities to support English teaching and learning. It is clearly seen that only large-sized and 100% of private-run schools can provide appropriate learning environment and academic activities to the community.

**Table 4.6 Setting Appropriate Learning Environment and Academic Activities to Support English Teaching and Learning**

Policy	Types (%)		Locations (%)		Sizes (%)		
	SS	PS	IC	OC	S	M	L
Setting appropriate learning environment and academic activities to support English teaching and learning.	50.0	100.0	62.5	71.42	25.0	71.42	100.0

Comparing between two school types, it was found that only 50% of state-run schools were able to set learning environment and academic activities to support English teaching and learning while 100% private-run schools could. From the observation, the private-run schools arranged various learning environments and used more academic activities than state-run schools. Those learning environments and activities were for example decorating activity classroom boards, having English activities before class every morning, setting up an English corner, making signs of English words, displaying students' work. One private-run school confirmed:

*“At my school, English songs are played on in the morning, at noon, and afternoon to familiarize students with English.”*

State-run schools used quite a few activities such as having English activities before class every morning, and decorating the classroom and board.

Relating to school locations, 62.5% of inside and 71.42% of outside schools had appropriate environment and academic activities for English instruction. From the interview, there were no differences between the schools located in both inside and outside city. Some inside and outside city school administrators revealed:

*“An English teacher of my school tries to speak English with her students.”*  
*“We tried to pose English vocabulary on the wall in various places such as walkway, cafeteria, toilets and so forth.”*

Concerning school sizes, 71.42% of medium-and 100% of large-sized schools were able to set learning situation and academic activities. Observably, 25% of small-sized schools appeared to have restrictions in creating learning environment and academic activities. From the interview, some small-sized school administrators stated:

*“Only decorating the school board is available for my schools.”*  
*“I do not have adequate budget to provide for academic activities.”*

While medium-and large-sized school administrators revealed:

*“I persuade English teachers to use various activities for English instruction.”*

It was observable that medium and large sized schools had various learning environment and academic activities such as decorating activity classroom boards, having English activities before class every morning, setting up an English corner, making signs of English words, and so on. Small-size schools had a few activities such as decorating boards in the classrooms, an English vocabulary a day.

In sum, appropriate learning environments and various academic activities are found in medium-and large-sized schools. Financial support has an effect on providing learning environment and activities of all schools.

#### **4.1.2.6 Providing Learning Resources, Materials, and Educational Technology to English Teaching and Learning**

In this section, school administrators were asked about the policy concerning learning resources, materials and educational technology. The majority of administrators (private run, inside city, medium and large-sized schools) reported that they were able to supply learning resources, materials, and educational technology for teaching and learning. Some small-sized school administrators

mentioned some difficulties in providing educational technology for English instruction. More data can be seen in table 4.7.

**Table 4.7 Providing Learning Resources, Materials, and Educational Technology to English Teaching and Learning**

Policy	Types (%)		Locations (%)		Sizes (%)		
	SS	PS	IC	OC	S	M	L
Providing learning resources, materials, and educational technology to English teaching and learning.	60.0	100.0	75.0	71.42	25.0	85.71	100.0

Examining the differences between school types, it was found that 60% of the state-run and 100% of private-run schools could provide useful materials for teaching. Based on the data from the interview, it showed that the private-run school administrators did not have any difficulties in providing educational technology such as computers with internet service, and teaching kits. New educational technology materials .e.g., computer software, CD ROMs were employed in the private-run schools. Some private-run school administrators stated:

*“I provide computer services for students to learn English in their free time.”*  
*“I have some software (English lessons) for teacher to use for their teaching.”*

Contrarily, the state-run school administrators had difficulty in supporting educational technology in classes. There were a few school administrators who were able to do this, but they still had problems with their uses. Some of state-run school administrators revealed:

*“The computer service is available, but teachers hardly use them for English teaching and learning.”*  
*“I supply CD players, computers, and teaching kits, but only some of the teachers use them. They may be too complicated for them to use.”*

The statements imply that educational technology materials exist, but they are not used optimally and effectively for teachers' English teaching.

With regards to school locations, there were no differences between the schools inside city (75%) and outside city (71.42%). From the observation, it was found that the majority of both inside and outside city schools used ordinary teaching materials such as tape recorders, CD players, or using simple resources such as books for their teaching. Some of the inside and outside city school administrators mentioned:

*"We have only ordinary materials such as tape recorders, CD players which are audio."*

*"The only learning source we have is library in which there are not many English books."*

It can be seen that ordinary equipment was used for teaching and learning by most schools.

With regards to school sizes, 85.71% of medium-and 100% of large-sized schools could offer useful learning resources, materials, and educational technology for English instruction, while 25% of small-sized school administrators could provide a few of the learning resources, materials, and educational technology. Based on the data from the interview, small-sized schools had limited financial support. Some of small-sized school administrators stated:

*"I do not have adequate budget to provide new educational technology."*

*"An English teacher has to buy new educational technology by himself."*

In most cases, financial support seemed to be the most important. Without budgets, school administrators could not provide modern educational technology materials adequately.

On the contrary, medium-and large-sized school administrators could supply

plenty of new educational materials to their teachers. Some of medium-and large-sized school administrators responded:

*“I specially allocate some budget for buying new teaching technology for English instruction.”*

*“I fully support English teachers to use new educational technology for their teaching.”*

To sum up, more than 60% of state-run and 100% of private-run schools are able to provide useful learning resources, materials, and educational technology. Noticeably, new educational technology is available only in medium-and large-sized and inside city schools. It is problematic for small-sized schools because of the limited budgets.

In conclusion, the findings reveal that the majority of private-run schools have more potential than state-run schools in various aspects: providing the qualified teachers to teach an English subjects in all levels, supporting English teachers to develop their English and teaching ability, providing facilities for English teaching and learning, setting learning environment and academic activities to support English teaching and learning, providing good learning resources, materials, and educational technology, except getting involved with the community to develop English language teaching plan. Moreover, the schools located nearly tourist attractions have more connections with the community in order to develop English teaching goals.

## **4.2 Teacher’s Factors**

This part is the analysis of teacher’s factors regarding their general information and knowledge about English language, curriculum, teaching young

learners, teaching activities, instructional media, and assessment. The questionnaire was used to collect the data which are presented as follows:

#### 4.2.1 General Information

This section shows the general information of 15 English teachers of grades 1-3. The teachers were asked to identify their educational background, majors of study, and number of years of their teaching experience. The data are presented in table 4.8.

**Table 4.8 General Information of Grades 1-3 English Teachers**

Genders	Male	6.7
	Female	93.3
Age	21-30	13.3
	31-40	20.0
	41-50	33.3
	51-60	33.3
Educational background	Lower than bachelor degree	6.7
	Bachelor degree	86.7
	Master degree or higher	6.7
Teaching experience	1-3 years	60.0
	4-6 years	6.66
	7-9 years	6.66
	More than 10 years	26.66
Major	English	13.33
	Other	86.66
	-work and occupational development	26.66
	-agriculture	6.66
	-economics	6.66
	-primary school education	6.66
	-mass communication	6.66
	-marketing	6.66
	-science	6.66
	-business administration	6.66
	-curriculum & teaching	6.66
-library science	6.66	

Concerning the genders, 93.3% of the informants were female and 6.7% were male.

In terms of teachers' age, 66.66% of the English teachers were between 41-60 years.



With regards to their educational background, 86.7% of the informants graduated with a bachelor degree. 6.7 % of participants received a master degree.

In relating to informant's teaching experience, the majority of participants (60%) had 1-3 years of working experience. 26.6% had more than 10 years of teaching experience.

Concerning the major of study, only 13.33% of informants graduated with English major. Obviously, the majority of them (86.66%) graduated with other majors such as agriculture, economics, work and occupational development, primary school education, mass communication, marketing, science, business administration, curriculum & teaching, and library science.

It can be concluded that the majority of English teachers do not graduate with English major, but at least, they hold a bachelor degree. They were in their 40s and 50s with 1-3 years of experience of teaching English.

#### **4.2.2 Teacher's Knowledge of English Language**

This section deals with the information about language knowledge of English teachers. The English language covers grammar, vocabulary, and pronunciation. Based on the data from the questionnaire, it was found that only teachers in medium- and large-sized schools reported that they have adequate knowledge of English language about grammar, vocabulary, and pronunciation. The details are as follows.

**Table 4.9 Teacher's Knowledge of English Language Divided by School Types**

<b>Language knowledge</b>	<b>School types</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1) Grammar	State-run	50.0	20.0	30.0	-
	Private-run	-	40.0	40.0	20.0
2) Vocabulary	State-run	50.0	30.0	20.0	-
	Private-run	-	20.0	60.0	20.0
3) Pronunciation	State-run	50.0	40.0	10.0	-
	Private-run	-	20.0	60.0	20.0

Relating to school types, 50% of state-run teachers reported having poor level of knowledge in grammar, vocabulary, and pronunciation. 30% state-run school teachers revealed that they had good knowledge in grammar and 20% had fair knowledge of grammar. Some of the state-run school teachers revealed:

*“Be honest, I did not graduate in English major but I just had training about English teaching before I really taught English. I needed training courses about grammar, vocabulary, and pronunciation.”*

However, 20% of private-run teachers indicated excellent grammar, vocabulary, and pronunciation. 40 % had fair and good on grammar. In regards to vocabulary and pronunciation, 60% of private-run teachers expressed that they were good at vocabulary and pronunciation as seen in table 4.11. From the interview, private-run school teachers seemed to have higher language competency confidence rather than state-run ones. Some of them confirmed:

*“I am confident that I have adequate knowledge about knowledge of English subject of grades 1-3.”*

*“I’ve graduated in English major and used to work with foreigners before. I feel confident with my English but I still need to improve my English all the time.”*

**Table 4.10 Teacher’s English Language Knowledge Classified by School Locations**

<b>Language knowledge</b>	<b>School locations</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1) Grammar	Inside city	25.0	37.5	25.0	12.5
	Outside city	42.9	14.3	42.9	-
2) Vocabulary	Inside city	25.0	37.5	25.0	12.5
	Outside city	42.9	14.3	42.9	-
3) Pronunciation	Inside city	25.0	50.0	12.5	12.5
	Outside city	42.9	14.3	42.9	-

Concerning school locations, inside city schools reported themselves in the fair level of grammar (37.5%), vocabulary (37.5%), and pronunciation (50%). On the contrary, 42.9% of outside city school teachers reported that they had good level of grammar, vocabulary, and pronunciation. From the interview, outside city school

teachers had some difficulties when using English. Some of them stated:

*“I need more knowledge about teaching methodology, conversation, pronunciation, and grammar.”*

*“I want a training course about pronunciation.”*

On the contrary, inside city school teachers had higher English proficiency.

One declared:

*“I am sure that I have adequate knowledge on grammar, vocabulary, and pronunciation because I graduated in English major and have experience in teaching English for several years.”*

**Table 4.11 Teacher’s English Language Knowledge Grouped by School Sizes**

Language knowledge	School sizes	Poor	Fair	Good	Excellent
1) Grammar	Small	50.0	-	25.0	25.0
	Medium	28.6	14.3	57.1	-
	Large	25.0	75.0	-	-
2) Vocabulary	Small	50.0	-	25.0	25.0
	Medium	28.6	28.6	42.8	-
	Large	25.0	50.0	25.0	-
3) Pronunciation	Small	50.0	-	25.0	25.0
	Medium	28.6	42.8	28.6	-
	Large	25.0	50.0	25.0	-

With regards to the school sizes, 50% of the small size schools reported that they had poor knowledge of grammar, vocabulary, and pronunciation. Teachers of medium-sized schools declared good knowledge of grammar (57.1%) and vocabulary (42.8%), and fair pronunciation (42.8%). Moreover, large-sized school teachers indicated fair grammar (75%), vocabulary (50%), and pronunciation (50%). More data are shown in table 4.13. From the interview, small-sized schools seemed to have some problems with English language knowledge. Some of them stated:

*“Apart from the knowledge of English language, I need to learn more about teaching methodology.”*

*“I graduated in Thai study and I feel that I don’t have English knowledge at all.”*

*“I really need training courses on grammar, vocabulary, and pronunciation because I did not graduate in English major.”*

On the contrary, the majority of medium-and large-sized school teachers did not have any obstacles in content of English though they rated their proficiency only fair and good levels. Some of them revealed:

*“I think I have adequate knowledge of English to teach students.”*

*“I felt confident to teach English for grades 1-3.”*

To sum up, the majority of teachers are in good and fair level of English language knowledge. However, some of the teachers especially in small-sized, outside city state-run schools have rated poor language knowledge on grammar, vocabulary, and pronunciation. Apart from that, they also need the knowledge about teaching methodology, games, and songs.

#### 4.2.3 Teacher’s Knowledge of Curriculum

This part reports about the knowledge about English curriculum of English teachers. The curriculum covers objectives, descriptions, structures, classroom management, evaluation, and contents. The data are as follows.

**Table 4.12 Teacher’s Curriculum Knowledge Classified by School Types**

<b>Information</b>	<b>School types</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1) Objectives	State-run	10.0	30.0	40.0	20.0
	Private-run	-	80.0	20.0	-
2) Description	State-run	10.0	30.0	40.0	20.0
	Private-run	-	80.0	20.0	-
3) Structure	State-run	10.0	30.0	40.0	20.0
	Private-run	-	80.0	20.0	-
4) Classroom management	State-run	10.0	50.0	30.0	10.0
	Private-run	-	60.0	40.0	-
5) Evaluation	State-run	10.0	50.0	30.0	10.0
	Private-run	-	80.0	20.0	-
6) Contents	State-run	10.0	50.0	20.0	20.0
	Private-run	-	80.0	20.0	-

With regards to the school types, the state-run school teachers rated themselves from poor to excellent. The majority of state-run teachers reported that they had fair to good level of curriculum knowledge on objectives, descriptions, and

structures. Observably, 10% of them reported themselves of poor knowledge about English curriculum on objectives, description, structure, classroom management, evaluation, and contents. On the other hand, the private-run school teachers had varied within fair and good levels. The majority of private-run school teachers (80%) confirmed that they had fair knowledge of curriculum. No private-run teachers reported poor and excellent level of curriculum understanding. However, from the interview, it showed that some of state-run school teachers had limited knowledge about curriculum knowledge. They revealed:

*“I do not understand the curriculum clearly; I need more knowledge about English curriculum.”*

*“I never have training about English curriculum.”*

**Table 4.13 Teacher’s Curriculum Knowledge Divided by School Locations**

<b>Information</b>	<b>School locations</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1) Objectives	Inside city	12.5	37.5	37.5	12.5
	Outside city	-	57.1	28.6	14.3
2) Description	Inside city	12.5	37.5	37.5	12.5
	Outside city	-	57.1	28.6	14.3
3) Structure	Inside city	12.5	37.5	37.5	12.5
	Outside city	-	57.1	28.6	14.3
4) Classroom management	Inside city	12.5	37.5	37.5	12.5
	Outside city	-	71.4	28.6	-
5) Evaluation	Inside city	12.5	37.5	37.5	12.5
	Outside city	-	85.7	14.3	-
6) Contents	Inside city	12.5	62.5	12.5	12.5
	Outside city	-	57.1	28.6	14.3

Relating to school locations, the inside city schools had rated from poor to excellent level. The majority of inside city school teachers (37.5%) had fair to good knowledge of objectives, descriptions, structures, classroom management, and evaluation except content (62.5%). There were some of the inside city school teachers rating poor knowledge about English curriculum. On the contrary, the outside city teachers rated from fair to excellent levels. The majority of outside city teachers (57.1%) had fair level of their curriculum knowledge in the following

aspects: objectives, descriptions, structures, classroom management except evaluation (85.7%). From the interview, some of inside city school teachers had some problems about English curriculum. Some of them revealed:

*“I studied English curriculum by myself and from my colleagues.”*

**Table 4.14 Teacher’s Curriculum Knowledge Grouped by School Sizes**

<b>Information</b>	<b>School sizes</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1) Objectives	Small	-	50.0	50.0	-
	Medium	14.3	42.9	28.6	14.3
	Large	-	50.0	25.0	25.0
2) Description	Small	-	50.0	50.0	-
	Medium	14.3	42.9	28.6	14.3
	Large	-	50.0	25.0	25.0
3) Structure	Small	-	50.0	50.0	-
	Medium	14.3	42.9	28.6	14.3
	Large	-	50.0	25.0	25.0
4) Classroom management	Small	-	50.0	50.0	-
	Medium	14.3	42.9	28.6	14.3
	Large	-	75.0	25.0	-
5) Evaluation	Small	-	75.0	25.0	-
	Medium	14.3	42.9	28.6	14.3
	Large	-	75.0	25.0	-
6) Contents	Small	-	75.0	25.0	-
	Medium	14.3	42.9	28.6	14.3
	Large	-	75.0	-	25.0

Regarding to their school sizes, the majority of small-and large-sized school teachers rated between fair and good level. However, medium sized school teachers rated from poor to excellent. About 50% of both school-sized teachers had fair knowledge about English curriculum. From the observation, the majority of the teachers of all school-sized expressed that they had adequate knowledge about English curriculum. Some of the teachers stated:

*“I think I have adequate knowledge about English curriculum. Teacher is required to read the English curriculum and design material based on the curriculum”*

To sum up, the medium-sized state-run schools inside city have limited

knowledge about the English curriculum. They need some knowledge about curriculum in all areas.

#### 4.2.4 Teacher's Knowledge of Teaching Young Learners

In this section, the teachers' knowledge of teaching young learners is reported. The information is concerning teaching speaking and listening skills, child-centered, games and songs, activities, and drawing and telling stories. The details are presented as follows.

**Table 4.15 Teacher's Knowledge of Teaching Young Learner Classified by School Types**

<b>Information</b>	<b>School types</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1) Teaching speaking and listening skills	State-run	20.0	40.0	40.0	-
	Private-run	-	60.0	40.0	-
2) Child-centered	State-run	20.0	20.0	60.0	-
	Private-run	-	40.0	60.0	-
3) Games and songs	State-run	20.0	10.0	70.0	-
	Private-run	-	40.0	60.0	-
4) Activities	State-run	20.0	20.0	60.0	-
	Private-run	-	40.0	60.0	-
5) Drawing and telling stories	State-run	20.0	30.0	50.0	-
	Private-run	-	40.0	60.0	-

Relating to school types, the state-run teachers self-rated from poor to good levels. The majority of them reported a good knowledge in using games and songs (70%), child-centered (60%), activities (50%), drawing and telling stories (50%), and teaching speaking and listening skills (40%). Observably, 20% of state-run teachers reported poor of teaching speaking and listening skills, child-centered, games and songs, activities, and drawing and telling stories. On the contrary, the private-run school teachers had fair and good levels of knowledge of teaching young learners. About 60.0% of private-run teachers revealed good level of child-centered, games and songs, activities, and drawing and telling stories. Neither private-run and

state-run school teachers had rated themselves excellent knowledge of teaching young learner. From the interview, both state-run and private-run school teachers stated:

*“It should be emphasized on speaking and listening.”*  
*“Activities such as singing songs and playing games can draw young learners’ attention.”*

**Table 4.16 Teacher’s Knowledge of Teaching Young Learner Divided by School**

**Locations**

<b>Information</b>	<b>School locations</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1)Teaching speaking and listening skills	Inside city	12.5	50.0	37.5	-
	Outside city	14.3	42.9	42.9	-
2) Child-centered	Inside city	12.5	25.0	62.5	-
	Outside city	14.3	28.6	57.1	-
3) Games and songs	Inside city	12.5	12.5	75.0	-
	Outside city	14.3	28.6	57.1	-
4) Activities	Inside city	12.5	25.0	62.5	-
	Outside city	14.3	28.6	57.1	-
5) Drawing and telling stories	Inside city	12.5	25.0	62.5	-
	Outside city	14.3	42.9	42.9	-

With regards to school locations, more than 50% of inside city school teachers had good knowledge of games and songs (75%), child-centered (62.5%), activities (62.5%), and drawing and telling stories (62.5%). Both inside (12.5%) and outside (14.3%) city teachers rated poor on teaching speaking and listening skills, child-centered, games and songs, activities, and drawing and telling stories. From the interview, it showed that only 15% of both inside and outside city school teachers had some difficulty in teaching young learners. Some of them responded:

*“I need a training course about teaching speaking and listening skills.”*  
*“I want to learn more about various activities, games and songs.”*



**Table 4.17 Teacher’s Knowledge of Teaching Young Learner Grouped by School Sizes**

<b>Information</b>	<b>School sizes</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1) Teaching speaking and listening skills	Small	25.0	25.0	50.0	-
	Medium	14.3	42.9	42.9	-
	Large	-	75.0	25.0	-
2) Child-centered	Small	25.0	25.0	50.0	-
	Medium	14.3	28.6	57.1	-
	Large	-	25.0	75.0	-
3) Games and songs	Small	25.0	25.0	50.0	-
	Medium	14.3	28.6	57.1	-
	Large	-	-	100	-
4) Activities	Small	25.0	50.0	25.0	-
	Medium	14.3	28.6	57.1	-
	Large	-	-	100.0	-
5) Drawing and telling stories	Small	25.0	25.0	50.0	-
	Medium	14.3	42.9	42.9	-
	Large	.0	25.0	75.0	-

Regarding school sizes, the majority of large-sized school teachers had good knowledge about child-centered (75%), games and songs (100%), activities (100%), and drawing and telling stories (75%). On the contrary, about 50% of small-and medium-sized school teachers had good knowledge. Observably, some of small- (25%) and medium- (14.3%) sized school teachers had poor understanding about teaching young learners. Small and medium sized school teachers seemed to have some problems teaching young learners. Some of them revealed:

*“I want more knowledge about teaching speaking and listening skills.”*

*“I want to learn more about using games and songs, using various activities, and telling stories.”*

On the other hand, some of large sized school teachers mentioned:

*“Teaching young learners should focus on games, songs, drawing pictures, coloring pictures, and writing English vocabulary.”*

*“Activities for young learners should be fun.”*

*“A teacher should use various instructional media, games, and songs.”*

*“Teaching language to young learners should focus on listening and speaking skills.”*

*“Movements are essential for young learners.”*

From the interview, it seems that the teachers know what works with young children. But in fact they hardly even did those activities in the classrooms.

To sum up, the state-run school teachers of both small-and medium-sized and inside and outside city felt that they had inadequate knowledge about teaching young learners and they needed more knowledge about teaching speaking and listening skills, child-centered, using games and songs, using various activities for language teaching, and drawing and telling stories.

#### 4.2.5 Teacher's Knowledge of Teaching Activities

For this section, teacher's knowledge about teaching activities is reported. The activities contain creative activities, problem-based activities, project work, TPR, exercises, drills, role play, games, watching VDO, questions and answers, hands-on experience, authentic learning resources, copying English vocabulary, songs and English camp. Exercises, drills, questions and answers, and copying English vocabulary were rated as highly frequent used activities. More details are presented in the following table.

**Table 4.18 Teacher's Knowledge of Teaching Activities Classified by School Types**

School Types			
State-run schools	% of teachers	Private-run schools	% of teachers
Exercises	100	Games	100
Drills	90	Exercises	80
Songs	90	Drills	80
Questions and answers	80	Questions and answers	80
Copy English vocabulary	80	Songs	60
Creative activities	60	Role play	60
TPR	50	Hands-on experience	40
Games	50	Authentic learning source	40
Hands-on experience	50	Copy English vocabulary	40
Authentic learning source	50	Problem solving method	20
Role play	40	TPR	20
VDO	40	Problem based activities	20
Project work method	30	Creative activities	20
English camp	30	VDO	20
Problem solving method	20	Project work method	20
Problem based activities	20	English camp	20

Concerning their school types, the activities employed more than 50% of state-run schools were exercises (100%), drills (90%), songs (90%), questions and answers (80%), copying English vocabulary (80%) and creative activities (60%). However, the private-run school teachers employed the following activities more than 50%, games (100%), exercises (80%), drills (80%), questions and answers (80%), songs (60%), and role play (60%). Obviously, the low frequent use of activities by both state-run and private-run teachers consisted of problem-based activity (20% and 20%), project work (30% and 20%), problem-solving (20% and 20%), and English camp (30% and 20%). From the interview, state-run school teachers designed their own materials both core and supplementary. Some of them stated:

*“I always give students English exercises in class because I hope they can do well on their test”*

*“I sometimes use songs to teach English because students enjoy them.”*

On the contrary, private-run school teachers tried to use various activities such as games, songs, exercises, and drills for their English teaching. Some of them revealed:

*“I often use games for my teaching because students enjoy and do not get bored with the lesson.”*

**Table 4.19 Teacher's Knowledge of Teaching Activities Classified by School**

<b>Locations</b>			
<b>School Location</b>			
Inside City	% of teachers	Outside City	% of teachers
Questions and answers	100	Exercises	100
Exercises	87.5	Drills	87.5
Drills	87.5	Hands-on experience	87.5
Songs	87.5	Games	71.4
Games	62.5	Copy English vocabulary	71.4
Copy English vocabulary	62.5	Songs	71.4
Role play	50	Creative activities	57.1
TPR	50	Questions and answers	57.1
Creative activities	37.5	VDO	57.1
Authentic learning source	37.5	Authentic learning source	57.1
Problem based activities	25	Problem solving method	42.9
Project work method	25	Role play	42.9
English camp	25	TPR	28.6
Hands-on experience	12.5	English camp	28.6
VDO	12.5	Project work method	28.6
Problem solving method	0	Problem based activities	14.3

In connection with their school locations, questions and answers (100%), exercises (87.5%), drills (87.5%), songs (87.5%), games (62.5%), and copy English vocabulary were more frequently used inside city schools. From the interview, the reasons for using questions and answers were used more often than others included: 1) students had more chance to use English, 2) it was easy to practice, 3) every student could do it, 4) the teacher could control students in the class, 5) student's comprehension could be assessed immediately. However, more than 50% of outside city teachers employed the following activities: exercises (100%), drills (87.5%), hands-on experience (85.7%), games (71.4%), copy English vocabulary (71.4%), songs (71.4%), creative activities (57.1%), questions and answers (57.1%), VDO (57.1%) and authentic learning sources (57.1%). Moreover, these outside city school teachers stated the purposes of teaching imposed by activities used in class. Some of them bared:

*“I try to give my students more English exercises as many as possible so that they can do well on their tests.”*

**Table 4.20 Teacher’s Knowledge of Teaching Activities Classified by School Sizes**

Sizes					
Small	% of teachers	Medium	% of teachers	Large	% of teachers
Exercises	100.0	Songs	100.0	Exercises	100.0
Drills	100.0	Questions and answers	85.7	Drills	100.0
Role play	75.0	Exercises	85.7	Games	100.0
Questions and answers	75.0	Drills	71.4	Questions and answers	75.0
Games	50.0	Authentic learning source	71.4	Copy English vocabulary	75.0
VDO	50.0	Copy English vocabulary	71.4	Songs	75.0
Copy English vocabulary	50.0	TPR	57.1	Role play	50.0
Songs	50.0	Games	57.1	Creative activities	50.0
Creative activities	50.0	Hands-on experience	57.1	Hands-on experience	50.0
Problem solving method	25.0	Creative activities	42.9	Authentic learning source	50.0
TPR	25.0	Role play	28.6	Problem based activities	25.0
Hands-on experience	25.0	VDO	28.6	VDO	25.0
Project work method	25.0	Problem based activities	28.6	Problem solving method	25.0
English camp	25.0	Project work method	28.6	TPR	25.0
Authentic learning source	0	English camp	28.6	Project work method	25.0
Problem based activities	0	Problem solving method	14.3	English camp	25.0

Relating to school sizes, activities employed more than 50% by small-sized teachers were: exercises (100%), drills (100%), role play (75%) and questions and answers (75%). The most frequently used media (more than 50%) by medium-sized teachers were songs (100%), questions and answers (85.7%), exercises (85.7%), drills (71.4%), authentic learning sources (71.4%), copy English vocabulary (71.4%), TPR (57.1%), games (57.1%), and hands-on experience (57.1%). Large-sized teachers revealed the most highly used activities (more than 50%) –included exercises (100%), drills (100%), games (100%), questions and answers (75%), copy English vocabulary (75%), and songs (75%). From the interview, there were no differences of the use of teaching activities among school sizes. The majority of English teachers from all school-sized expressed:

*“I always provide students with English exercises.”*

*“One of the most frequently used teaching activities is drills.”*

In contrast, large-sized school teachers stated:

*“I often use games with my class.”*

From the observation, some small-sized schools used questions and answers, copy English vocabulary, and drills. Relating the language use, teachers used English when they greeted, and praised students such as “Good morning, Good afternoon, How are you? That is a good idea”. Apart from these functions, they used Thai. Medium and large schools usually put emphasis on conversation. At the beginning of the class, they used games and songs. They used various activities while they were teaching such as doing exercises, listening from a CD or tap cassettes, watching VDOs, drills, and a role-play.

To conclude, top five of the activities employed by English teachers are exercises, drills, games, songs, and questions and answers.

#### **4.2.6 Teacher’s Knowledge of Teaching Aids**

In this section, teacher’s knowledge of teaching aids is presented. Teaching aids cover authentic materials, models (toys, plastic fruits, animals, etc.), general teaching media (cards, pictures, newspaper, cartoons, etc.), tape recorders, transparency, animated media, computers programs or the internet, activities (role play), textbooks. As an overall picture, more than 80% of teachers used authentic materials and general teaching aids. Transparency was hardly used. More details follow.

**Table 4.21 Teaching Aids/Materials Used by Teachers**

School types			
State-run schools	% of teachers	Private-run schools	% of teachers
General teaching aids	100	General teaching aids	100
Authentic materials	80	Authentic materials	100
Models	60	Tape recorders	80
Tape recorders	60	Activities (role play, field trip)	80
Textbooks	60	Models	40
Activities (role play, field trip)	40	Animation media	20
Animation media	30	Computers	20
Computers	20	Textbooks	20
Transparency	10	Transparency	0

State-run school teachers reported the most highly used teaching aids (more than 50%) were: general teaching aids (flashcards, pictures, newspaper) (100%) authentic materials (80%), models (60%), tape recorders (60%), and textbooks (60%). However, the high use of teaching aids employed by private-run teachers were: authentic materials (100%), general teaching aids (100%), tape recorders (80%), and activities (role play, field trips) (80%). The low use of teaching aids reported by both state-run and private-run teachers were transparency (10% and 0%), animated media (30% and 20%), and computers (20% and 20%). From the interviews and observations, both state-run and private-run school teachers seemed to use general teaching aids. Some of them expressed:

*“I always use pictures with vocabulary to help my teaching.”*

*“I created a cartoon lesson to teach my students.”*

*“School has various instructional media, but it does not relate to the lesson.”*

**Table 4.22 Teaching Aids/Materials Used by Teachers**

School locations			
Inside City	% of teachers	Outside City	% of teachers
General teaching aids	100	General teaching aids	100
Authentic materials	87.5	Authentic materials	85.7
Models	62.5	Tape recorders	71.4
Tape recorders	62.5	Activities (role play, field trips)	71.4
Textbooks	62.5	Models	42.9
Activities (role play, field trips)	37.5	Animation media	42.9
Animation media	12.5	Computers	28.6
Computers	12.5	Textbooks	28.6
Transparency	0	Transparency	14.3

Regarding their school locations, there were no differences between inside city and outside city school teachers relating to using teaching aids. Teaching aids that were used more than 50% of inside city schools were general teaching aids (100%), authentic materials (87.5%), models (62.5%), tape recorders (62.5%), and textbooks (62.5%). More than 50% of the outside city schools employed these teaching aids: general teaching aids (100%), authentic materials (85.7), tape recorders (71.4%), and activities (71.4%). From the interviews, both inside and outside city school teachers seemed to have limitations about using animated media and computers for their teaching. Some of them declared several reasons such as (1) computers were not available at school; (2) they did not know how to use computers; (3) they preferred the old style of teaching using textbook and doing exercise, and (4) the existing materials did not relate with the lesson.

**Table 4.23 Teaching Aids/Materials Used by Teachers**

School Sizes					
Small	% of teachers	Medium	% of teachers	Large	% of teachers
General teaching aids	100	General teaching aids	100	General teaching aids	100
Tape recorders	75	Authentic materials	100	Authentic materials	100
Authentic materials	50	Tape recorders	71.4	Activities (role play, field trips)	75
Models	50	Models	57.1	Tape recorders	50
Activities (role play, field trips)	50	Textbooks	57.1	Models	50
Textbooks	50	Activities (role play, field trips)	42.9	Animation media	25
Computers	25	Computers	28.6	Textbooks	25
Animation media	25	Animation media	28.6	Computers	0
Transparency	25	Transparency	0	Transparency	0

Concerning the school sizes, more than 50% of small-sized school teachers utilized general teaching aids (100%), tape recorders (75%), authentic materials (50%), models (50%), activities (50%), and textbooks (50%). Top 5 of teaching aids employed by medium-sized teachers were general teaching aids (100%), authentic



materials (100%), and tape recorders (71.4%), models (57.1%), and textbooks (57.1%). Large-sized school teachers employed general teaching aids (100%), authentic materials (100%), activities (75%), tape recorders (50%), and models (50%) in their teaching. From the interview, the majority of school teachers seemed to use general teaching aids. The majority of them confirmed:

*“I always use worksheets, flashcards, and pictures for my English teaching because my students like playing with these.”*

However, all sizes of school teachers required new and various educational technology teaching aids. Some of them acknowledged:

*“I want to have new updated teaching aids such as computers with the Internet service.”*

*“I am really interested in using computers to assist language learning.”*

Moreover, the data from the interview also revealed that the majority of English teachers reported that schools had inadequate instructional media. They needed computer with the Internet access, books, and English learning CDs. With regards to how teachers could get the instructional media, they reported:

*“I have to pay for the instructional media by myself.”*

*“My students and I created the instructional aids together such as flashcards.”*

*“I myself created cartoon lessons for teaching grades 1-3.”*

To sum up, no differences are found among school types, locations, and sizes. The most frequent used instructional media are general teaching aids (cards, pictures, and cartoon), tape-recording, authentic materials, and activities (role play, field trips). However, the teachers need computers with internet connected, English learning CDs, and books. Sometimes they have to create or pay for the instructional media themselves. Furthermore, old teachers still use old teaching methodology and keep their own teaching style.

### 4.2.7 Teacher's Assessment and Evaluation

For this section, the teachers' knowledge about assessment and evaluation is discussed. For the whole picture, the majority of teachers of all locations and sizes used observation, student's work, and examination to evaluate students' ability.

**Table 4.24 Teacher's Knowledge of Assessment and Evaluation Classified by School Types**

School Types			
State-run schools	% of teachers	Private-run schools	% of teachers
Observation	100	Observation	100
Student's work	100	Student's work	100
Interview	90	Examination	100
Examination	90	Portfolio	60
Portfolio	70	Performance	60
Students' self assessment	70	Interview	40
Performance	70	Individual observation	20
Individual observation	20	Students' self assessment	20

Regarding to the school types, state-run teachers used all activities more than 50% except individual observation (20%) to evaluate student's knowledge and ability. Private-run teachers used the following activities lower than 50%: interview (40%), individual observation (20%), and students' self assessment (20%).

**Table 4.25 Teacher's Knowledge of Assessment and Evaluation Classified by School Locations**

Location			
Inside City	% of teachers use	Outside City	% of teachers use
Observation	100	Observation	100
Student's work	100	Student's work	100
Examination	100	Interview	85.7
Portfolio	87.5	Examination	85.7
Interview	62.5	Students' self assessment	71.4
Performance	62.5	Performance	71.4
Students' self assessment	37.5	Portfolio	42.9
Individual observation	12.5	Individual observation	28.6

Observably, 12.5% of inside city and 28.6% of outside teachers reported low use of individual observation. Furthermore, students' self assessment (37.5%) and

portfolio (42.9%) were employed by inside and outside city teachers. Data were presented in the table 4.25.

**Table 4.26 Teacher's Knowledge of Assessment and Evaluation Classified by School Sizes**

Sizes					
Small	% of teachers use	Medium	% of teachers use	Large	% of teachers use
Observation	100	Observation	100	Observation	100
Student's work	100	Student's work	100	Student's work	100
Examination	100	Interview	100	Examination	100
Students' self assessment	75	Examination	85.7	Portfolio	75
Portfolio	50	Portfolio	71.4	Performance	75
Interview	50	Performance	71.4	Interview	50
Performance	50	Students' self assessment	57.1	Students' self assessment	25
Individual observation	25	Individual observation	28.6	Individual observation	0

With regards to the school sizes, individual observation was utilized lower than 50% by small (25%), medium (28.6%), and large (0%) sized teachers. As other activities were employed more than 50% by all sizes of teachers except students' self assessment (25%) of large sizes school teachers. Data were shown in the table 4.26.

From the interviews, the majority of teachers used observations, student's work, and examination for their students' assessment and evaluation. The reasons the teachers used observation to assess their students were (1) it was suitable for low reading and writing skilled young learners, (2) teachers knew real language proficiency of learners, and (3) the purpose of teaching English at this level focused on reading and speaking skills. Some of them used students' work because it showed clear evidence. However, more than 80% of English teachers of all school types, locations, and sizes utilized examination to test their students' ability because it was easy to construct and match with the learning objectives.

To sum up, more than 60% of state-run and private-run teachers use observation, student's work, portfolio, and examination for their students'

assessment and evaluation. Individual observation is not often use for all school's types, locations, and sizes because it is not practical.

### 4.3 Learner's Factors

In this section, learner's attitudes towards English language learning is presented. The learners' attitudes towards English language learning was gathered through the semi-structured interview; 75 students were asked to identify their ages, attitudes towards English learning, and the opportunities of using English outside classrooms. Information is displayed in the table 4.27.

**Table 4.27 Learners' Attitudes towards English Learning Classified by**

#### School types

Information	Schools	Types		Locations		Sizes		
		SS	PS	IC	OC	S	M	L
Genders	Male	52.72	43.33	50	48.57	60	45.71	40
	Female	47.27	56.66	50	51.42	40	54.28	60
Attitudes toward English learning	Positive	94.54	100	94	100	86.66	97.14	100
	Negative	5.45	-	6	-	13.33	2.85	-
Using English outside classroom	Ever	17.64	23.52	25.88	15.29	5.88	22.35	80
	Never	82.36	76.48	74.12	84.71	94.12	77.65	20

Concerning school types, locations, and sizes, negative attitudes were found only 5.45% from state-run schools, 6% from inside city, 13.33% from small and 2.85% from medium sized students. Other than that they had positive attitudes toward English learning. The reasons were:

- 1) they felt that English was quite difficult for them,
- 2) they did not understand and could not read English,
- 3) They were shy when they met a foreigner,

- 4) They could not do English assignments, and
- 5) They were bored with English learning and teaching.

To sum up, the majority of students reported positive attitudes towards English learning. Very small number of students revealed that they did not like English. The majority of large sized school students have opportunities to communicate in English outside classrooms. The majority of small and medium schools reported that they never use English outside classroom.

#### 4.4 Sociocultural Factors

The environment or circumstance of learning which allows students to use English outside classrooms is presented. It includes libraries, teachers or parents, soundtrack movies, tourist attractions, workplace, and self learning center.

**Table 4.28 Sociocultural Factors Classified by School Types, Locations, and Sizes**

<b>Types</b>			
<b>State-run schools</b>	<b>% of students use</b>	<b>Private-run schools</b>	<b>% of students use</b>
Libraries	90	Teachers, parents	100
Teachers, parents	70	Libraries	80
Soundtrack (radio, T.V)	60	Soundtrack (radio, T.V)	40
Tourist attractions	40	Self-learning center	20
Workplace (bank, hotel)	30	Workplace (bank, hotel)	0
Self-learning center	30	Tourist attractions	0

In connection with school types, sociocultural factors of state-run schools were libraries (90%), teachers and parents (70%), and soundtrack movies (60%), whereas private-run teachers utilized the following options more than 50%: teachers and parents (100%) and libraries (80%). From the interviews, some of private-run schools seemed to have some limitations on using workplace and tourist attractions to help the students use language. Some of them stated:

*“Within this area, there are no workplaces or tourist attractions that allow students to use English.”*

**Table 4.29 Sociocultural Factors Classified by School Locations**

Locations			
Inside city	% of students use	Outside city	% of students use
Teachers, parents	75	Libraries	100
Libraries	75	Teachers, parents	85.7
Soundtrack (radio, T.V)	62.5	Soundtrack (radio, T.V)	42.9
Self-learning center	37.5	Workplace (bank, hotel)	28.6
Tourist attractions	37.5	Self-learning center	14.3
Workplace (bank, hotel)	12.5	Tourist attractions	14.3

With regards to school locations, more than 50% of inside and outside city students had opportunities to use English with their teachers, and parents (75% and 85.7%) and libraries (75% and 100%). From the interview, there were no differences between inside and outside city schools. Some of them declared:

*“My students talk with their friend’s parents who are foreigners.”*  
*“My students borrow English books from the school library.”*

**Table 4.30 Sociocultural Factors Classified by School Sizes**

Sizes					
Small	% of teachers use	Medium	% of teachers use	Large	% of teachers use
Libraries	100	Teachers, parents	85.7	Teachers, parents	100
Teachers, parents	50	Libraries	85.7	Libraries	75
Soundtrack (radio, T.V)	25	Soundtrack (radio, T.V)	71.4	Self-learning center	50
Workplace (bank, hotel)	25	Tourist attractions	42.9	Soundtrack (radio, T.V)	50
Self-learning center	0	Self-learning center	28.6	Workplace (bank, hotel)	25
Tourist attractions	0	Workplace (bank, hotel)	14.3	Tourist attractions	25

Concerning their school sizes, the majority of all school sizes students used libraries (100%, 85.7%, and 75%), and teachers and parents (50%, 85.7%, and 100%). Soundtrack (71.4%) was employed quite a lot by medium-sized students. From the interview, environment or circumstance of learning which allowed students to use English outside classrooms was teachers, parents, and teachers. Some comments from English teachers were:

*“I tried to speak English with my students outside class.”*

*“Some visitors used to come to school and did activities with my students.”*

*“We hired a foreigner to teach in our school.”*

To conclude that the majority of environment or circumstance of learning which allows students to use English outside classrooms is teachers, parents, libraries, tourist attractions and soundtrack movies. Self-learning center, workplace, and tourist attractions were not used because they did not exist in many places.

## **4.5 Data from Classroom Observations**

This part is to present the data of classroom observations. It covers the following issues: teacher’s language use, classroom interaction between teacher and students, language skill focus, teaching activities, and teaching aids. The data will be presented by using comparison and contrasting the similarities and differences between state-run and private-run schools, inside and outside city schools, and among three different sized schools.

### **4.5.1. Teacher’s Language Use**

This part reports the data about teacher’s language use for their teaching in the classroom. The researcher took an hour per class to observe what language teachers used to teach their students and why they used it.

From the classroom observations, it was found that teachers in private-run schools asked some questions and gave their students instructions for doing exercise in English. Some students volunteered to answer the questions. The teachers sometimes used both English and Thai in their teaching. The teachers used Thai because they wanted to make sure that students understood the lesson. Some students could understand teachers’ directions in English and could do the tasks,

while some of them understood it after the teachers translated it into Thai. However, most of teachers in state-run schools used English at the beginning of the class to greet their students and at the end of the class for saying good-bye. They hardly spoke English while they were teaching. Thai was used most of the time to ask students some questions and students also answered the questions in Thai. When the teacher asked the question in English, students seemed worried probably about how to answer the questions.

Comparing the language used by the teachers in the inside and outside city schools, it is clearly observable that the teachers in the inside city schools usually spoke English with their students when they taught in the class. Some students were able to respond in English. They felt proud when they had a chance to speak or read in front the class. The teachers always praised their students in English, for example very good, excellent. In the classroom, when the teachers noticed that the students did not understand the instructions, they translated it into Thai. Most of teachers are native speakers. On the other hand, teachers in the outside city schools hardly spoke English to their students in class. Thai was used after greeting at the beginning of the class until the end. The teachers seemed to be unconfident to converse in English with their students. They worried about making mistakes when they used English in class. For example, a teacher in one school confessed to the observer that she has never felt confident speaking English at all but she tended to keep practicing conversation in English. English was used only when the teachers had to read the passage. It is noticeable that students tended to keep quiet when the teachers tried to ask the questions in English.



A comparison of the observations of language used by teachers in different school sizes, the teachers in small-sized schools used English when they greeted students. Thai was used most of the time. Students had opportunities to use English when they repeated the words or sentences after their teachers. Relating to medium-sized schools, the teachers used English more often in their classes, but the teachers sometimes had to translate the English instruction into Thai. Some teachers tried to use English when they were teaching and playing games. Concerning large-sized schools, the teachers always communicated with their students both inside and outside classrooms in English, for example, when a teacher saw students at the canteen, she/he greeted and asked them some questions such as “What did you have for lunch?” Most of students dared to speak with their teachers. Some teachers tried to use English from the beginning until the end of the class, for example to ask some questions apart from greeting. Again, the teachers in large sized schools still needed to use Thai to make sure that students could understand their instructions and checking students’ understanding. Some students were enthusiastic to speak English with their teachers.

In short, both Thai and English were spoken in classroom for teachers’ instruction. Thai was used by teachers mostly of the time for giving the instructions to students. English was used when the teachers had to read the passage for doing exercises, greeted and praised the students.

#### **4.5.2. Classroom Interaction between Teacher and Students**

This section shows the different patterns of classroom interaction between teacher and students in different schools’ types, locations, and sizes. Teachers’ performance and students’ participations are mainly observed.

For the private-run schools, students participated in the activities actively. When the teachers asked questions, some students tried to be the first person to answer by raising their hand. Student-centered class was found in the private-run schools. That was to say the teachers' role seemed to be the monitor or facilitator. They just provided the students with some games, activities while students did all the rest. The teachers in state-run schools only interacted with their students by greeting and asking students some questions. When teachers posed some questions, students just only sat still and no responded. The teachers sometimes had to call students' names to answer the questions. The teacher directed their classes most of the time and almost in every activity.

Concerning school locations, the students in the inside city schools could ask and answer questions in phrase and sentence levels. Some teachers could even ask them to do the tasks in English and they were capable of performing them. But it was also found that interaction occurred after the teachers translated their instructions into Thai. In short, the students could understand what they were supposed to do from Thai rather than English. Then they responded. However, students in the outside city schools always kept quiet and asked their friends about the questions while the teachers were giving the questions. Teachers were the center of teaching. The teachers took a director role in their classrooms. That means she/he directed class and instruction since the beginning. They seemed to be knowledge provider while students were knowledge receivers. They hardly participated actively in their teachers.

The teachers in small-sized schools usually interacted or conversed with their students by using Thai language in the classroom. Interaction in English was limited to some functions such as at the beginning the class especially in greetings and

praising. Teachers always taught in front of the classroom and handed out the worksheets to students to complete. In some medium-sized schools, classes were more interactive comparing to the small one. Since their proficiency was limited, they only answered in word level or an incomplete sentence. The teachers tried to encourage the interaction or participation by walking around the class and asked questions individually. Student-centered activity was emphasized. Relating to large-sized schools, students could form sentences to answer the questions or follow the instructions in English. The teachers focused on student-centered. The teachers provided more opportunities for students to perform the tasks through games, songs. The majority of students actively interacted in English with their teachers.

To sum up, the patterns of interaction found in classes were 1) Teacher-Student, 2) Student-Teacher, and 3) Student-Student. Teacher-Student was found in most of classes. Student-Teacher was found only when students understood the task, the questions or knew clearly what to do. Finally, Student-Student was found only when they were asked to do some tasks-in groups or when they did not understand class instruction, they usually turned to their friends for clarification.

#### **4.5.3. Language Skill Focus**

This part introduces what language skills teachers frequently used in the classroom. Listening skill means what students hear in English from teachers, cassette, CDs, and the foreigners. Speaking skill is what language teacher and students used to communicate to each other. Reading the passage and pronunciation English vocabulary are considered reading skill. Lastly, writing skill refers to what students write down to their notebooks. It covers copying English vocabulary, doing exercises, and writing after teachers.

Comparing the language skills that the teachers focused between private-run and state-run schools, the teachers in private-run schools emphasized more on speaking skill in classes, but it was still based on reading and translating the passages or stories. For example, a teacher did activity by speaking English all of the time. On the other hand, the teachers in state-run schools focused on practicing their students to read and pronounce vocabulary. It focused on reading and writing skills. It can be seen from the example. In one class a teacher commanded students to open their textbooks and read the passage after her.

In connection with the language skill taught at inside and outside city schools, speaking and reading skills were the objectives or main goals. Commercial textbooks were often used for reading in the classroom. Nevertheless, the teachers in the outside city schools spent about 20% of the class time for speaking task in the class. The teachers focused their lessons in reading and writing skills. The teachers usually wrote their passages on the blackboard and students read and repeated after.

For language skill taught in different school sizes, the teachers in small-sized schools focused on reading skill (70%) especially from student's textbooks. Speaking or conversations were not the core. In medium-sized schools, the teachers often used writing skill (40%) in addition reading. The students spent about 20 minutes for doing their exercise from the commercial textbook in the class. Finally, the teachers in large-sized schools taught various language skills such as listening, speaking, reading and writing. They sometimes used a tap-recorder to teach conversations in the class. Some schools hired the foreigners to teach in their schools. For example, one large-sized school employed two Philipinos to teach conversations, reading and writing in their English class.

To conclude, reading and writing skills were often found in teaching. The teachers paid less attention on teaching speaking and listening skills in class.

#### **4.5.4. Teaching Activities**

This section demonstrates what teaching activities teachers employed for their teaching.

The teachers in state-run schools put emphasis on doing exercises in students' worksheet individually. The majority of teachers in state-run schools put students into small groups and did exercises. The majority of activities found in the classroom was writing or repeating the English vocabulary, then the teachers taught students to read them. On the other hand, the majority of activities found in private-run schools were playing games relating to English and doing exercises. Songs were used at the beginning of the class about 10 minutes. In addition, some teachers used pictures, models, flashcards, and cartoons as props to facilitate their teaching. Sentences drilling which spent about 30 minutes were employed as the main method of teaching.

The majority of the teachers in the inside city schools focused on practicing conversations from a tape-recorder, for example, the teachers turned on the tape-recorder and students repeated the dialogue after the tape. Then, students played the role in pairs. Questions and answers were the key tools of teaching. Some of the teachers used a computer to facilitate their teaching for playing multimedia aids. For example, one teacher in the inside city school and her students played English learning multimedia from the computer. Most of teaching activities were run by teachers. However, the teachers in the outside city schools highlighted reading the vocabulary and drawing. Doing exercise, reading the passages and copying

vocabulary into their notebooks were found commonly utilized by most teachers. Some outside city schools used programs from the Royal project for students to learn English. This can be seen in one outside city school. Students learned English by watching the activity from the television. The role of students was the watchers. They sat and listened to the television. The teachers sometimes added some information about the language taught on television to students after the program.

With regards to the school sizes, the teachers in small-sized schools provided worksheet and practiced reading and coloring the worksheets. The teachers in medium-sized schools followed the activities from the commercial textbooks. Most common activities found in the medium-sized schools were done in group. Songs and games were sometimes used. For large-sized schools teachers used games and songs to warm up the students before starting the lesson. Presentations of student's work were found. The majority of the teaching activities were mainly based on what were suggested in the textbooks.

To sum up, most teachers employed reading and doing the exercise from the commercial books for their teaching activities. Songs and games were used before the teachers started to teach.

#### **4.5.5. Teaching Aids**

This part presents the data about the instructional aids used in class by teachers. It includes equipment, and foreigners.

Some private-run schools could hire foreigners to teach English in their schools. Mostly of the teachers always used flashcards, pictures, and models to help them. For example, a teacher used flashcards and pictures to teach and present new words to students. More than half of the private schools provided students with

sound laboratory. On the other hand, the state-run schools used commercial textbooks and worksheets. A few of the teachers (10%) utilized sound laboratory. The equipment was old-fashioned and some of them did not work and needed some budgets to repair.

In terms of the inside city schools, the teachers frequently used pictures, flashcards, instructional kits, role plays, and realias such as teachers, students, table, chair, window, fruits, etc. Some of the schools in the inside city could hire foreigner to teach English in their schools. Some of them used animated aids for their instruction, for example cartoons, CDs. However, the teachers in the outside city schools mainly used ordinary aids such as cards, pictures, printed materials, and commercial textbooks.

The teachers in small-sized schools used printed or copied lessons from textbooks. Pictures and cards were utilized in class. Some of the teachers provided the book created by themselves to students for doing exercises and coloring pictures. For example, a teacher in small-sized school invented her own cartoon books and students colored the pictures from the book. The teachers in medium-sized schools provided students sound laboratory to study English. However, most teachers preferred the commercial textbooks because the teachers needed not to prepare the lesson. The teachers taught students how to read and write the vocabulary, then did the role play from the commercial textbooks because it was easier to find the materials. Regarding large-sized schools, the schools with the students' parents corporation supported the schools by hiring foreigners to teach English in their schools. The foreigners used various kinds of teaching aids in their instruction, for example flashcards, pictures, realias, models, printed materials, cassettes. Some of

them emphasized on activities such as role play, field trip). Commercial textbooks still were the main tools for English instruction.

To sum up, the teachers about 85% used commercial textbooks as the main tool for their English instruction. Pictures, flashcards, realias, and role-play were often utilized by most teachers. A few schools had power to hire the foreigner to teach English in the schools.

#### **4.6 Summary**

There are two main sections in this chapter. First, quantitative data concerning administrative, teachers, learners, and sociocultural factors were presented and second, qualitative data illustrating teacher's language use, classroom interaction patterns, language skills focus, teaching activities and teaching aids were presented. It can be concluded that different types, locations and sizes have different strengths and weaknesses for English instruction.



## **CHAPTER 5**

### **CONCLUSION AND IMPLICATIONS**

This chapter contains a summary of the state of English instruction of preparatory level of schools in Nakhon Ratchasima in the following factors: administrative, teachers, learners, and sociocultural. Then, it ends with some pedagogical implications and recommendations for further study.

#### **5.1 A Summary of Research Results**

##### **5.1.1 Administrative Factors**

The majority of school administrators participated in this study have at least 1-5 years of working experience and graduated with a bachelor degree. With regards to learning policy for administrators, there are three major findings found in this study. First, only the schools located near tourist attractions have an involvement with the communities because they need financial support and they want to serve the community's needs of English such as teaching English to souvenir sellers and restaurant owners who need English for their businesses. Second, school administrators of all sizes of state-run schools have limitations in recruiting and selecting English majored teachers or qualified teachers to teach in their schools because the positions have to be granted from the central government, i.e., the Ministry of Education. Therefore, they do not have control over the teacher's qualification specifically for English instruction. Third, the majority of school

administrators support their teachers in the following issues: 1) developing the English and teaching abilities, 2) providing facilities for English teaching and learning, 3) setting appropriate learning environment and academic activities to support English teaching and learning, and 4) providing good learning resources, materials, and modern educational technology to English teaching and learning. However, the teachers do not use provided facilities optimally because they lack knowledge of how to use them and most schools do not have budget for maintenance when some facilities were broken.

### **5.1.2 Teacher Factors**

The majority of English teachers participated in this study are female (93.3%) and 86.7% of the English teachers graduated with bachelor degree, but only 13.33% graduated in English major. For their teaching ability, the majority of teachers have rated good to fair levels of knowledge about English (grammar, vocabulary, and pronunciation), curriculum, and teaching young learners. Relating to teaching activities, the majority of English teachers employ paper-pencil, drill exercises, games, songs, questions and answers, hands-on experience, and role-plays in their teaching. In terms of teaching aids, the most frequently used instructional media are general teaching aids e.g. flashcards, pictures, cartoons, tape-recorders, and authentic materials. However, the teachers report that they need computers with the Internet access, computer programs for English learning, and external supplementary reading books. Concerning students' assessment and evaluation, the majority of English teachers use observation, student's portfolio, and examination for assessing their students' abilities.

From observation, the majority of teachers especially ones who did not

graduate in English major seem to feel unconfident to teach English in class. The key causes are that they are afraid of making mistakes and feel unsure when they have to use English, and they are not fluent in speaking English.

### **5.1.3 Learner Factors**

The majority of learners have positive attitudes towards English learning. Most of them report that they like playing games and singing songs in English, they feel that English is challenging, they want to be good at English, learning English is fun and interesting, and they enjoy English lessons. Only small number (5.45%) have negative attitudes. It is because they felt that English is quite difficult, they do not understand and can not read English, they are shy when they meet foreigners, they can not do English assignments, and they are bored with English learning and teaching. Moreover, most of them have never had chance to use English outside classrooms.

### **5.1.4 Sociocultural Factors**

Environment or circumstance of learning which helps students learn English outside classrooms is limited. The students only borrow English books from school libraries to read at home. Even though every school has their own library, some of them especially in small-sized, located outside city do not have a lot of budget to buy books for the library. From my observation, the library is old and the books, magazines, and cartoons are torn apart, and most books do not directly relate to English learning. In short, the environment is not rich enough to enhance language learning outside classrooms.

## **5.2 Discussion and Implications**

This part presents a discussion of research findings.

### **5.2.1 Policy for Administrators**

According to the Office of the National Primary Education Commission (1996), five standards and eight indicators concerning English instruction as mentioned in chapter two are proposed for school administrators to use as guidelines to support the teaching and learning. One of them, i.e., getting communities to involve in developing English language teaching plan is the only standard that was found unattained. The result relating to the involvement with community shows that only 20% of state-run schools especially located close to tourist attractions had connection with the surrounded communities. In terms of school sizes, small-sized schools did not show any relationship with the community whereas only 28.57% of medium and 25% of large-sized schools had involvement with their communities.

The reasons reported by school administrators and teachers for not having connection include (1) the community does not have knowledge and understanding about a plan for English instruction, (2) people in the community think that it is schools' responsibilities to write up an English instructional plan, it is not the community's duty and (3) this seems to be a new standard so the school administrators do not know what type of connection they would need from the community.

That is because the standard is too ambitious and has not been stated clearly and concretely. This supports the result of Upala's (1998) and Jorntapha's (2000) studies that cooperation between schools and communities in terms of creating the plan to develop English instruction is at the low level. Therefore, it is necessary for

school administrators to work with communities to brainstorm ideas how the communities' needs can be addressed and served by the schools and vice versa how the schools can be supported by communities. Nonetheless, it cannot be denied that the majority of students' parents have no background knowledge about English instruction. So their mind set about education, e.g., education is only the teachers and schools' responsibility should be also changed. In fact, parents also play a key role in shaping their children's future. This may be one of the limitations preventing the success of getting involvement with the community. So, what should be done is to make the standards clear and try out the implementation with some pilot schools before really implementing it.

### **5.2.2 Policy for Teachers**

The results of this study reveal that the majority of English teachers do not have appropriate qualifications for English teaching. The primary key qualification that they lack is educational background. Most of them graduated with other fields of study such as Work and Occupational Development (26.66%), Agriculture (6.66%), Economics (6.66%), Primary School Education (6.66%), Mass Communication (6.66%), Marketing (6.66%), Science (6.66%), Business Administration (6.66%), Curriculum and Teaching (6.66%), and Library Science (6.66%). Only 13.33% possess a degree in English. This result is similar to that of Chanintaratap's (1997), Songsri's (1998), and Boonpun's (2000) studies that the majority of English teachers did not graduate in English major.

However, the private and large-sized schools in the city do not have the same problem. That is because (1) private-run schools had more opportunities in selecting English teachers because they could offer higher salary and better benefits if the

teachers were qualified, and (2) English-majored teachers tended to move to inside city schools when the opportunities were available because there were some extra jobs for higher income.

The ways to solve the problem about unqualified English teachers is beyond the administrators at the school level to do because the central government provides the teachers for all public schools. What should be done for getting a qualified English teacher is that the government may need to (1) provide incentive to motivate English-majored students to be a teacher and provide reasonable income for them, and (2) set up a standard for foreign language teachers as in the United States of America. According to the American Council on the Teaching of Foreign Languages Proficiency Guidelines (1998), the standards are (1) the teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subject, (2) the teacher plans curriculum appropriate to the students, to the content, and to the course objectives, (3) the teacher plans instruction based upon human growth and development, learning theory, and the needs of students, (4) the teacher exhibits human relations skills which support the development of human potential, and (5) the teacher works collaboratively with school colleagues, parents/guardians, and the community to support students/learning and well being. If any teachers possess competencies which are required by the standards, they should get more salary.

For current non-English-majored teachers, the solution should be done by providing complete set of materials which are composed of teacher's manual including English language knowledge, teaching methodology, teaching materials,

photocopiable exercises, lesson-plan as well as evaluation plan for teachers of each grade. Training how to use these materials for teachers is highly recommended.

Furthermore, according to the findings of this study, the teachers need additional training on the following aspects: (1) English teaching methodology, (2) how to teach young learners, (3) English grammar and pronunciation, and (4) using technology for language teaching such as Computer-Assisted Language Learning (CALL), Web-based Learning. It is urgently relevant for the government or related organizations to fulfill the mentioned aspects. Moreover, for the purpose of having the same standards of English instruction, English teaching manuals of every level should be written with clear procedure, practical teaching activities, and effective assessment.

### **5.2.3 Budget for Teaching and Technology Enhancement**

When examining the supporting facilities for English instruction such as televisions, tape-recorders, CD players, overhead projectors, computer software programs for learning, sound laboratory, computers with the Internet access, the finding of this study shows that more than 50% of schools regardless of their types or locations have adequately supported the facilities for English teaching and learning except small-sized schools. However, from the interview, the administrators of all school types, locations, and sizes reveal the problem that English teachers do not use them because the teachers (1) do not know how to use them, (2) prefer using textbooks, handouts, and worksheets because it is easier to handle, (3) the existing facilities such as tape-cassettes, computer programs do not match with the lessons, (4) the existing facilities such as tape-recorders, sound laboratory are not ready to use. Some are broken and the schools do not have maintenance budget. Budget is critical factor for small-public-outside city school in providing effective English instruction.

So, the school needs to have enough budgets for effective teaching and buying technology equipment such as computers, UBC, Internet access to allow students to have more exposure to English language. Training on how to use these media effectively is also needed for teachers. Moreover, maintenance budget is also necessary to have.

#### **5.2.4 Learning Environment**

The result of this study shows that the sociocultural factors, i.e., out of class environment or circumstance of learning which allows students to use or learn English outside classrooms are limited. Borrowing English books from school libraries is the only activity that some students do to learn English outside classrooms. The result of this study is similar to what was reported by Jaiyai, et al. (2005) that the situations or sociocultural factors in Northeast of Thailand did not support English instruction. So, the ways to solve these problems are (1) school administrators and English teachers should set school environment or school setting to enhance the use of English of the students and more exposure to English such as providing trips to the tourist attractions or providing cable TV or VDO cartoons in English so that students will become familiar with English, its sound systems, listening skills and the real/authentic use of English outside classroom, (2) appropriate books and media should be adequately provided within the school, and (3) the government should take care of this matter by selecting and buying new supplies for schools every year. Training the teachers on how to use them effectively is also required.

#### **5.2.5 Learner's Attitude**

The finding of the present study shows that 94.54% of learners at this stage have positive attitudes towards learning language which can be regarded as



integrative attitude that is good for life long learning. However, according to Abu-Rabia's finding (1996), he reported that the students at higher level have instrumental attitude. It can be assumed that the students' attitude may change from integrative to instrumental. Therefore, for the success of life long learning, student's integrative attitude should be encouraged and maintained as long as possible.

### **5.3 Recommendations for Further Research Studies**

1. A further study should be conducted to find out the needs and supports the non-English majored teachers may require in order to teach English effectively. The study may capture details about teacher's teaching and language abilities, perceptions, best practice for teaching young learners in depth.

2. A longitudinal study of young learners (grades1-3) to follow up their achievement based on the current goals and standards of Ministry of Education. Then compare the results of the studies.

### **5.4 Summary**

There are three parts presented in this chapter. Firstly, it deals with a summary of research results. Secondly, discussion and pedagogical implications are addressed. Lastly, further research studies are recommended.

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## **APPENDICES**



## APPENDIX A

### แบบสัมภาษณ์

### เกี่ยวกับนโยบายการจัดการเรียนการสอนภาษาอังกฤษ ของผู้บริหารโรงเรียนประถมศึกษา

#### คำชี้แจง

1. แบบสัมภาษณ์ที่ใช้ในการวิจัยนี้ ถ้ามุ่งเกี่ยวกับนโยบายการจัดการเรียนการสอนวิชาภาษาอังกฤษของผู้บริหาร โรงเรียนระดับประถมศึกษา
  2. แบบสัมภาษณ์นี้ แบ่งออกเป็น 2 ตอน คือ  
ตอนที่ 1 ข้อมูลเกี่ยวกับผู้ตอบแบบสัมภาษณ์  
ตอนที่ 2 นโยบายเกี่ยวกับการจัดการเรียนการสอนวิชาภาษาอังกฤษ
  3. ผู้วิจัยใคร่ขอความอนุเคราะห์จากท่านได้โปรดตอบแบบสัมภาษณ์ตามความจริง ข้อมูลที่ได้จะนำไปใช้ในการทำวิทยานิพนธ์ในเรื่องนี้เท่านั้น ดังนั้น ผลการวิจัยจึงไม่กระทบกระเทือนต่อตัวท่านแต่อย่างใด แต่จะเป็นประโยชน์ต่อผู้บริหาร โรงเรียนประถมศึกษาในการนำไปใช้เป็นข้อมูลการบริหารงานของโรงเรียนในด้านการจัดการเรียนการสอนภาษาอังกฤษให้มีประสิทธิภาพยิ่งขึ้น
- ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความกรุณาและความร่วมมือจากท่านเป็นอย่างดี จึงขอขอบคุณมา ณ โอกาสนี้

นายจุพล ภูละกอ  
นักศึกษาปริญญาโท สาขาอังกฤษศึกษา  
มหาวิทยาลัยเทคโนโลยีสุรนารี

### ตอนที่ 1 ข้อมูลเกี่ยวกับผู้ตอบแบบสัมภาษณ์

คำชี้แจง โปรดกาเครื่องหมาย ✓ ลงใน  หน้าข้อความที่ตรงกับความเป็นจริง

1. เพศ  ชาย  หญิง
2. ตำแหน่ง
 

<input type="checkbox"/> ผู้อำนวยการ โรงเรียน	<input type="checkbox"/> ผู้ช่วยผู้อำนวยการ โรงเรียน
<input type="checkbox"/> อาจารย์ใหญ่	<input type="checkbox"/> ผู้ช่วยอาจารย์ใหญ่
<input type="checkbox"/> ครูใหญ่	<input type="checkbox"/> อื่นๆ โปรดระบุ.....
3. ระยะเวลาในการดำรงตำแหน่งผู้บริหาร
 

<input type="checkbox"/> 1-5 ปี	<input type="checkbox"/> 6-10 ปี	<input type="checkbox"/> 11-15 ปี
<input type="checkbox"/> 16-20 ปี	<input type="checkbox"/> มากกว่า 20 ปีขึ้นไป	
4. วุฒิการศึกษาสูงสุด
 

<input type="checkbox"/> ต่ำกว่าปริญญาตรี	<input type="checkbox"/> ปริญญาตรี	<input type="checkbox"/> ปริญญาโทหรือสูงกว่า
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### ตอนที่ 2 นโยบายเกี่ยวกับการจัดการเรียนการสอนวิชาภาษาอังกฤษ

1. โรงเรียนมีนโยบายใหม่ๆอย่างไรบ้างที่จะพัฒนาการเรียนการสอนวิชาภาษาอังกฤษ  
 .....  
 .....นโยบายของเดิมเป็นอย่างไร .....
2. โรงเรียนมีการเปลี่ยนแปลงอย่างไรบ้างเพื่อให้สอดคล้องกับนโยบายใหม่  
 .....  
 .....
3. โรงเรียนกำหนดนโยบายการสอนภาษาต่างประเทศอย่างไร
  - ตามแผนการศึกษาภาคบังคับ
  - ตามความต้องการของผู้เรียน
  - ตามความต้องการของผู้ปกครอง
  - อื่น ๆ.....
 .....

4. โรงเรียนมีนโยบายสนับสนุนให้ครูผู้สอนภาษาต่างประเทศมีการพัฒนาศักยภาพการสอนอย่างไร

.....

.....

5. โรงเรียนมีการจัดกิจกรรมสนับสนุนการเรียนการสอนภาษาต่างประเทศอย่างไร

- |                                      |   |
|--------------------------------------|---|
| <input type="radio"/> เข้าค่าย       | <input type="radio"/> จัดนิทรรศการทางภาษา       |
| <input type="radio"/> วิจัยชั้นเรียน | <input type="radio"/> วางแผนการเรียนแบบบูรณาการ |
| <input type="radio"/> งานเทศกาลต่างๆ | <input type="radio"/> แข่งขันภาษาต่างประเทศ     |
| <input type="radio"/> อื่นๆ.....     |   |

6. สักคนหรือชุมชนใกล้เคียงมีส่วนร่วมในการพัฒนาการเรียนภาษาอังกฤษของโรงเรียนท่านอย่างไร.....

7. ท่านมีหลักการในการจัดครูเข้าสอนวิชาภาษาอังกฤษอย่างไร

.....

.....

8. มีการสนับสนุนด้านแหล่งการเรียนรู้ สื่อและเทคโนโลยีทางการศึกษาอย่างไร

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9. มีการจัดสภาพแวดล้อมและกิจกรรมทางวิชาการที่ส่งเสริมการเรียนการสอนภาษาอังกฤษอย่างไร

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10. ท่านมีแผนการติดตามและประเมินผลการจัดกิจกรรมการเรียนการสอนภาษาต่างประเทศอย่างไร

.....

.....

11. ปัญหาในการจัดการเรียนการสอนภาษาอังกฤษในโรงเรียนของท่านเป็นอย่างไร

- |   |  |
|---|--|
| <input type="radio"/> ผู้สอนมีไม่เพียงพอ              | <input type="radio"/> ผู้สอนสอนไม่ตรงกับสาขาที่สำเร็จการศึกษา              |
| <input type="radio"/> จำนวนผู้เรียนต่อห้องมากเกินไป   | <input type="radio"/> ขาดแหล่งการเรียนรู้ที่สนับสนุนการเรียน<br>ภาษาอังกฤษ |
| <input type="radio"/> ผู้เรียนขาดการฝึกฝนนอกชั้นเรียน | <input type="radio"/> ผู้เรียนไม่กล้าแสดงออก                               |
| <input type="radio"/> งบประมาณมีไม่เพียงพอ            |  |
| <input type="radio"/> อื่นๆ.....                      |  |

12. ท่านมีข้อเสนอแนะในการแก้ไขปัญหาอย่างไร

.....

.....

13. ท่านมีข้อเสนอแนะในการจัดการเรียนการสอนให้ดีขึ้นอย่างไร

.....

.....

## APPENDIX B

### แบบสัมภาษณ์

### เกี่ยวกับการจัดการเรียนการสอนภาษาอังกฤษ ของครูภาษาอังกฤษ ระดับช่วงชั้นที่ 1

#### คำชี้แจง

1. แบบสัมภาษณ์นี้ ถ้ามุ่งเกี่ยวกับการจัดการเรียนการสอนภาษาอังกฤษของครูระดับช่วงชั้นที่ 1
2. แบบสัมภาษณ์นี้ แบ่งออกเป็น 2 ตอน คือ  
ตอนที่ 1 ข้อมูลเกี่ยวกับผู้ตอบแบบสัมภาษณ์  
ตอนที่ 2 เกี่ยวกับการจัดการเรียนการสอนวิชาภาษาอังกฤษ
3. ผู้วิจัยใคร่ขอความอนุเคราะห์จากท่านได้โปรดตอบแบบสัมภาษณ์ตามความจริง ข้อมูลที่ได้จะนำไปใช้ในการทำวิทยานิพนธ์ในเรื่องนี้เท่านั้น ดังนั้น ผลการวิจัยจึงไม่กระทบกระเทือนต่อตัวท่านแต่อย่างใด แต่จะเป็นประโยชน์ต่อครูผู้สอนวิชาภาษาอังกฤษในด้านการจัดการเรียนการสอนภาษาอังกฤษให้มีประสิทธิภาพยิ่งขึ้น  
ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความกรุณาและความร่วมมือจากท่านเป็นอย่างดี จึงขอขอบคุณมา ณ โอกาสนี้

นายจตุพล ภูละกอ

นักศึกษาปริญญาโท สาขาอังกฤษศึกษา

มหาวิทยาลัยเทคโนโลยีสุรนารี

**ตอนที่ 1 ข้อมูลเกี่ยวกับผู้ตอบแบบสัมภาษณ์**

คำชี้แจง โปรดกาเครื่องหมาย ✓ ลงใน  หน้าข้อความที่ตรงกับความเป็นจริง

1. เพศ  ชาย  หญิง

**2. สอนระดับชั้น**

ประถมศึกษาปีที่ 1  ประถมศึกษาปีที่ 2  ประถมศึกษาปีที่ 3

**3. ประสบการณ์การสอนวิชาภาษาอังกฤษ**

1-5 ปี  6-10 ปี  
 11-15 ปี  16-20 ปี  
 มากกว่า 20 ปีขึ้นไป

**4. วุฒิการศึกษาสูงสุด**

ต่ำกว่าปริญญาตรี  ปริญญาตรี  ปริญญาโทหรือสูงกว่า

**5. วิชาเอกที่จบ**

วิชาเอกภาษาอังกฤษ  วิชาโทภาษาอังกฤษ  
 วิชาอื่นๆ(โปรดระบุ).....

**ตอนที่ 2 เกี่ยวกับการจัดการเรียนการสอนวิชาภาษาอังกฤษ**

1. อาจารย์มีความคิดเห็นอย่างไรเกี่ยวกับหลักสูตรภาษาอังกฤษระดับช่วงชั้นที่ 1 มีความเป็นไปได้แค่ไหนที่จะปฏิบัติตามให้บรรลุตามผลที่คาดหวัง เพราะอะไร

.....  
 .....

2. ปกติแล้ว อาจารย์มุ่งเน้นการสอนในทักษะใด

.....  
 อาจารย์ใช้วิธีการสอนแบบใดบ้าง

.....

วิธีใดใช้บ่อยที่สุด

.....

ทำไมถึงเลือกใช้วิธีนั้น

.....

3. อาจารย์คิดว่า วิธีการสอนเด็กระดับประถมศึกษาปีที่ 1-3 ควรเป็นอย่างไร

.....

วิธีการใดที่คิดว่าได้ผล

.....

ทำไม

.....

ปัญหาคืออะไรบ้าง

.....

.....

มีวิธีการแก้ไขปัญหาว่างไร

.....

4. ใช้หนังสืออะไรประกอบการเรียนการสอน ชอบหรือไม่ เพราะอะไร

.....

5. อาจารย์มีการจัดกิจกรรมให้เด็กได้เรียนรู้เกี่ยวกับวัฒนธรรมอย่างไร

.....

6. ในเรื่องการสอน

อาจารย์ต้องการสิ่งอำนวยความสะดวกอะไรบ้าง

.....

มีปัญหาอะไรบ้างที่เกิดขึ้น

.....

อยากจะทำอะไรให้การเรียนการสอนมีผลที่ดีขึ้น

.....

มีปัญหาหรืออุปสรรคอะไรที่ทำให้การเรียนไม่ประสบผล

.....

สภาพที่เป็นจริงๆของปัญหาเป็นอย่างไร

.....

แก้ปัญหาอย่างไร

.....

.....

.....

7. อาจารย์ต้องการได้รับการอบรมด้านเนื้อหาภาษาอังกฤษเพิ่มเติมในด้านใดบ้าง

.....

8. ทุกวันนี้สอนกี่ชั่วโมง

.....

แล้วมีภาระงานอย่างอื่นหรือไม่

.....

9. สื่อการสอนที่ใช้อยู่มีเพียงพอหรือไม่

.....

ได้ใช้สื่อใดบ้าง

.....

ได้ผลอย่างไร

.....

สื่อที่มีอยู่ได้มาจากแหล่งใด

.....

ต้องการสื่อประเภทใดบ้างที่จะช่วยให้การสอนมีประสิทธิภาพขึ้น

.....

10. ปกติแล้ว อาจารย์ประเมินผลการเรียนการสอนของนักเรียนอย่างไร

.....



ทำไม

ใช้บ่อยขนาดไหน

11. ในบริเวณนี้มีสถานที่ท่องเที่ยว ชาวต่างชาติ หรือสถานการณ์ที่ทำให้นักเรียนได้ใช้ภาษาอังกฤษ นอกห้องเรียนหรือไม่ นักเรียนได้ใช้ประโยชน์อย่างไร

12. ความคาดหวังของผู้ปกครองนักเรียนต่อการเรียนภาษาอังกฤษเป็นอย่างไรบ้าง

13. ความคาดหวังจากชุมชนของนักเรียนต่อการเรียนภาษาอังกฤษเป็นอย่างไรบ้าง

## APPENDIX C

### แบบสอบถาม

### สภาพการจัดการเรียนการสอนวิชาภาษาอังกฤษระดับช่วงชั้นที่ 1

คำชี้แจง

1. แบบสอบถามที่ใช้ในการวิจัยนี้ เป็นแบบสอบถามเกี่ยวกับนโยบายการจัดการเรียนการสอนวิชาภาษาอังกฤษของผู้บริหาร โรงเรียนระดับประถมศึกษา

2. แบบสอบถามนี้แบ่งออกเป็น 8 ตอนได้แก่

ตอนที่ 1 ข้อมูลทั่วไป

ตอนที่ 2 ความรู้พื้นฐานเกี่ยวกับภาษาอังกฤษ

ตอนที่ 3 ความรู้เกี่ยวกับหลักสูตร

ตอนที่ 4 ความรู้เกี่ยวกับวิธีการสอนภาษาอังกฤษกับเด็กเล็ก

ตอนที่ 5 กิจกรรมการเรียนการสอน

ตอนที่ 6 สื่อการเรียนการสอน

ตอนที่ 7 การวัดและการประเมินผล

ตอนที่ 8 สิ่งแวดล้อมที่ส่งเสริมการเรียนภาษาอังกฤษ

3. ผู้วิจัยใคร่ขอความอนุเคราะห์จากท่านได้โปรดตอบแบบสอบถามตามความจริง ข้อมูลที่ได้จะนำไปใช้ในการทำวิทยานิพนธ์ในเรื่องนี้เท่านั้น ดังนั้น ผลการวิจัยจึงไม่กระทบกระเทือนต่อตัวท่านแต่อย่างใด แต่จะเป็นประโยชน์ต่อผู้บริหาร โรงเรียนประถมศึกษาในการนำไปใช้เป็นข้อมูลการบริหารงานของโรงเรียนในด้านการจัดการเรียนการสอนภาษาอังกฤษให้มีประสิทธิภาพยิ่งขึ้น

ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความกรุณาและความร่วมมือจากท่านเป็นอย่างดี จึงขอขอบคุณมา ณ โอกาสนี้

นายจตุพล ภูละกอ

นักศึกษาระดับปริญญาโท สาขาอังกฤษศึกษา

มหาวิทยาลัยเทคโนโลยีสุรนารี

### ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง โปรดตอบทุกข้อ โดยใส่เครื่องหมาย✓ลงในช่อง

1. เพศ  ชาย  หญิง

2. อายุ  21-30 ปี  31-40 ปี

41-50 ปี  51-60 ปี

3. วุฒิการศึกษาสูงสุด

ต่ำกว่าปริญญาตรี

ปริญญาตรี

ปริญญาโท

อื่นๆ(โปรดระบุ.....)

4. วิชาเอกที่จบ

วิชาเอกภาษาอังกฤษ

วิชาโทภาษาอังกฤษ

วิชาอื่นๆ(โปรดระบุ).....

5. ก่อนหน้าที่ท่านจะสอนภาษาอังกฤษชั้นประถมศึกษาปีที่ 1-3 ท่านเคยสอนวิชาภาษาอังกฤษในระดับอื่นมาก่อนหรือไม่

ไม่เคย

เคย \*มีประสบการณ์สอนภาษาอังกฤษมาแล้ว.....ปี

6. ท่านคิดว่าความสามารถของท่านในการ ฟัง พูด อ่าน และเขียน ภาษาอังกฤษของท่านอยู่ในระดับใด

การฟัง	การพูด	การอ่าน	การเขียน
<input type="checkbox"/> ดีมาก	<input type="checkbox"/> ดีมาก	<input type="checkbox"/> ดีมาก	<input type="checkbox"/> ดีมาก
<input type="checkbox"/> ดี	<input type="checkbox"/> ดี	<input type="checkbox"/> ดี	<input type="checkbox"/> ดี
<input type="checkbox"/> พอใช้	<input type="checkbox"/> พอใช้	<input type="checkbox"/> พอใช้	<input type="checkbox"/> พอใช้
<input type="checkbox"/> ยังไม่ค่อยดี	<input type="checkbox"/> ยังไม่ค่อยดี	<input type="checkbox"/> ยังไม่ค่อยดี	<input type="checkbox"/> ยังไม่ค่อยดี

7. ขนาดของโรงเรียน

เล็ก (มีนักเรียนต่ำกว่า 300 คน)

กลาง (มีนักเรียน 301-1,000 คน)

ใหญ่ (มีนักเรียน 1,001-2,000 คน)

ใหญ่พิเศษ (มีนักเรียนตั้งแต่ 2,001 ขึ้นไป)

## 8. ประเภทของโรงเรียน

รัฐบาล  เอกชน

## ตอนที่ 2 ความรู้เกี่ยวกับภาษาอังกฤษ

ท่านมีความรู้เรื่องต่างๆดังต่อไปนี้ในระดับใด

	ดีมาก	ดี	พอใช้	น้อยและต้องการความรู้เพิ่มเติม
ไวยากรณ์ภาษาอังกฤษ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
คำศัพท์ภาษาอังกฤษ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การออกเสียงภาษาอังกฤษ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> อื่นๆ (โปรดระบุ).....				

.....

ท่านมีความมั่นใจที่จะสอนภาษาอังกฤษในระดับชั้นประถม 1-3 มากน้อยเพียงใด  100%  75%  50%  25%

## ตอนที่ 3 ความรู้เกี่ยวกับหลักสูตรภาษาอังกฤษ พ.ศ.2544

	มากที่สุด	มาก	ปานกลาง	น้อยและต้องการความรู้เพิ่มเติม
ท่านมีความรู้เกี่ยวกับเรื่องต่อไปนี้อย่างไร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
จุดมุ่งหมายของหลักสูตร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
คำอธิบายหลักสูตร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
โครงสร้างหลักสูตร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
แนวการจัดการกิจกรรมการเรียนการสอน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
วิธีการประเมินผลทางการเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เนื้อหาที่บรรจุในหลักสูตร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### ตอนที่ 4 ความรู้เกี่ยวกับการสอนภาษาอังกฤษกับเด็กเล็ก

มากที่สุด มาก ปานกลาง น้อยและ  
ต้องการ  
ความรู้  
เพิ่มเติม

##### ท่านมีความรู้ความชำนาญในเรื่องต่อไปนี้หรือไม่อย่างไร

การสอนทักษะการฟังและพูด	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การสอนโดยเน้นผู้เรียนเป็นศูนย์กลาง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
กิจกรรมที่น่าสนใจและสนุกสนาน(เกม,เพลงเป็นต้น)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
กิจกรรมที่ทำให้ผู้เรียนได้แสดงออก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
กิจกรรมที่ส่งเสริมการเรียนรู้อื่นๆ(การวาดภาพ,เล่นิทาน)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### ตอนที่ 5 กิจกรรมการสอน

ท่านใช้กิจกรรมใดบ้างในการสอนวิชาภาษาอังกฤษสำหรับนักเรียนประถมศึกษาปีที่ 1-3  
(ตอบได้มากกว่า 1 ข้อ โปรดเรียงลำดับกิจกรรมที่ท่านใช้บ่อยที่สุด 1-5 1= ใช้บ่อยที่สุด 5= ไม่บ่อย)

กิจกรรมสนับสนุนความคิดริเริ่มสร้างสรรค์  การแก้ปัญหา

การสอนโดยใช้ปัญหาเป็นหลัก

การถามตอบ

การใช้โครงงาน

การใช้ประสบการณ์จริง

การโต้ตอบทางร่างกาย(TPR)

ใช้แหล่งการเรียนรู้จริง

ทำแบบฝึกหัด

การคัดคำศัพท์ภาษาอังกฤษ

การอ่านตามครูผู้สอน

การดูวิดีโอ

การใช้บทบาทสมมติ

การใช้เพลง

การใช้เกม

การเข้าค่ายภาษาอังกฤษ

อื่นๆ (โปรดระบุ).....

ทำไมถึงใช้กิจกรรมเหล่านั้น

.....

.....

.....

.....

### ตอนที่ 6 ด้านสื่อการสอน

ท่านใช้สื่อการสอนใดบ้าง (ตอนได้มากกว่า 1 ข้อ)

- สื่อของจริง (ครู, นักเรียน, โต้ะ, แก้ว, หน้าต่าง, ประตู, ผลไม้ เป็นต้น)
- หุ่นหรือแบบจำลอง (ของเล่นเด็ก, ผลไม้พลาสติก, สัตว์ เป็นต้น)
- สื่อทั่วไป ( บัตรคำ, รูปภาพ, หนังสือพิมพ์, การ์ตูน เป็นต้น)
- เสียง (การบันทึกเทป)
- แผ่นใส
- สื่อเคลื่อนไหว (ภาพยนตร์, VDO, T.V)
- คอมพิวเตอร์
- กิจกรรม (บทบาทสมมุติ, ทักษะศึกษา)
- อื่นๆ ใช้แต่หนังสือ สมุดแบบฝึกหัด.....
- ไม่ใช่เลย เพราะ.....

ทำไมถึงใช้สื่อการสอนเหล่านั้น

.....

.....

.....

### ตอนที่ 7 การวัดและประเมินผล

ท่านใช้วิธีการใดในการประเมินผลนักเรียนประถมศึกษาปีที่ 1-3 (ตอนได้มากกว่า 1 ข้อ)

- การสังเกต
- การสัมภาษณ์
- พิจารณาจากงานของนักเรียน
- การประเมินตนเองของนักเรียน
- การสังเกตของผู้เกี่ยวข้อง
- การประเมินการแสดงออก
- แฟ้มสะสมผลงาน
- ข้อสอบ
- อัตนัย
- ประนัย
- กลางภาค
- ปลายภาค
- อื่นๆ (โปรดระบุ).....

ทำไมถึงใช้วิธีการประเมินผลเหล่านั้น

.....

.....

### ตอนที่ 8 สิ่งแวดล้อมที่ส่งเสริมการเรียนรู้ภาษาอังกฤษ

โรงเรียนของท่านมีสิ่งแวดล้อมเหล่านี้หรือไม่ (ตอบได้มากกว่า 1 ข้อ)

- ครู เพื่อนร่วมห้อง ผู้ปกครองที่ส่งเสริมการเรียนรู้ภาษาอังกฤษ
- ห้องสมุดเพื่อค้นคว้าเกี่ยวกับภาษาอังกฤษ
- ศูนย์การเรียนรู้ด้วยตนเอง
- วิทยุ หรือ โทรทัศน์ภาคภาษาอังกฤษ
- สถานที่ หรือหน่วยงานที่เกี่ยวกับการท่องเที่ยว เช่น ศูนย์การท่องเที่ยว โรงแรม ธนาคาร
- สถานที่ท่องเที่ยว เช่น วัด พิพิธภัณฑ์ ปราสาท
- การไปทัศนศึกษาต่างประเทศ ช่วงปิดภาคเรียน
- อื่นๆ (โปรดระบุ).....

ขอบคุณที่ให้ความร่วมมือ

## APPENDIX D

### การสังเกตการเรียนการสอนวิชาภาษาอังกฤษ

โรงเรียน.....  
วันที่...../...../.....เวลาเริ่ม.....เวลาจบ.....  
รวมเวลา.....นาที

**ตอนที่ 1** ส่วนที่เกี่ยวกับพฤติกรรมการสอน เป็นแบบให้เครื่องหมายในแบบรายการที่เกิดขึ้นในการ  
ดำเนินการสอนภาษาอังกฤษของครู ซึ่งแบ่งเป็นขั้นตอนตั้งแต่ขั้นการนำเสนอเนื้อหา (Presentation)  
ขั้นฝึก (Practice) ขั้นนำภาษาไปใช้ (Production) ในด้านพฤติกรรมการสอน ได้แยกหัวข้อออกเป็น  
7 หัวข้อ คือ 1. ภาษาที่ใช้ 2. ทักษะที่เน้น 3. ประเภทกิจกรรม 4. รูปแบบกิจกรรม 5. เนื้อหา 6. สื่อที่  
ใช้ 7. ปฏิสัมพันธ์

วิธีการบันทึก ผู้บันทึกจะบันทึกพฤติกรรมเมื่อเริ่มมีการเรียนการสอนโดยทำเครื่องหมาย ✓ ลงใน  
ช่องตามพฤติกรรมที่เกิดขึ้นในขั้นต่างๆของการดำเนินการสอน

ตอนที่ 1 ส่วนที่เกี่ยวข้องกับพฤติกรรมการสอน

พฤติกรรมการสอน	ขั้นดำเนินการเรียนการสอน		
	Presentation	Practice	Production
ภาษาที่ใช้			
1.ภาษาอังกฤษ			
2. ภาษาไทย			
ทักษะที่เน้น			
1. ทักษะการฟัง			
2. ทักษะการพูด			
3. ทักษะการอ่าน			



4. ทักษะการเขียน			
ประเภทกิจกรรม			
1. เพลง			
2. เกม			
3. การฝึกซ้ำๆ			
4. การแสดงบทบาทสมมติ			
5. การเล่นนิทาน			
6. การให้วาดภาพ-ระบายสี			
7. การให้แสดงสิ่งของ			
8. การให้บอกความหมาย			
9. อื่นๆ(ระบุ)..... ..... .....			
พฤติกรรมการสอน	ขั้นตอนการเรียนการสอน		
	Presentation	Practice	Production
รูปแบบกิจกรรม			
1. กิจกรรมเดี่ยว			
2. กิจกรรมคู่			
3. กิจกรรมกลุ่ม			
4. กิจกรรมทั้งห้อง			
5. อื่นๆ(ระบุ)..... .....			
เนื้อหา	Presentation	Practice	Production
1. ตัวอักษร			
2. ศัพท์			
3. การออกเสียง			
4. สนทนา ทักทาย			

5. ประโยคคำถาม			
6. ประโยคบอกเล่า			
7. ประโยคคำสั่ง			
<b>เนื้อหา</b>	<b>Presentation</b>	<b>Practice</b>	<b>Production</b>
8. ไวยากรณ์			
9. วัฒนธรรมเจ้าของภาษา			
10. อื่นๆ(ระบุ)..... .....			
<b>สื่อที่ใช้</b>	<b>Presentation</b>	<b>Practice</b>	<b>Production</b>
1. หุ่นมือ			
2. รูปภาพ			
3. บัตรคำ			
4. บัตรอักษร			
5. เทป			
6. วีดิโอ			
7. ของจริง			
8. ของจำลอง			
9. แผนภูมิ			
10. กระดานดำ			
11. แผ่นป้ายคำดี			
12. แถบประโยค			
13. อื่นๆ(ระบุ)..... .....			
<b>ปฏิสัมพันธ์</b>	<b>ขั้นตอนการเรียนการสอน</b>		
	<b>Presentation</b>	<b>Practice</b>	<b>Production</b>
1. กล่าวชมเชย			
2. แก้ไขข้อบกพร่อง			
3. สนับสนุนหรือกระตุ้นให้แสดงออก			
4. เป็นกันเองพูดตลกขบขัน			
5. ออกคำสั่งให้นักเรียนปฏิบัติ			

6. นักเรียนตอบสนองหรือพูดตอบ คำถามครู			
7. นักเรียนมีพฤติกรรมริเริ่ม เช่น แสดงความคิดเห็นหรือตั้งคำถาม			
8. ความสนุกสนานที่เกิดขึ้นใน ห้องเรียน			
9. ความเงียบขณะที่ครูสอน			
10. ความเงียบขณะที่นักเรียนกำลังหา คำตอบ			
11. นักเรียนแย่งกันพูดจนจับความ ไม่ได้			
12. อื่นๆ(ระบุ)..... .....			

## APPENDIX E

### แบบสัมภาษณ์นักเรียน

ผู้รับการสัมภาษณ์.....

เวลาเริ่ม.....สิ้นสุด.....

วันที่.....เดือน.....พ.ศ.....

#### ข้อมูลทั่วไป

1. โรงเรียน.....อำเภอ.....จังหวัด.....

2. สังกัด

รัฐบาล

เอกชน

3. เพศ

ชาย

หญิง

4. อายุ.....ปี

5. กำลังศึกษาอยู่ระดับชั้น.....

6. นักเรียนเคยเข้าร่วมกิจกรรมทางภาษาอังกฤษต่อไปนี้หรือไม่

วันคริสต์มาส

การเข้าค่ายภาษาอังกฤษ

นิทรรศการเกี่ยวกับภาษาอังกฤษ

การแข่งขันเกี่ยวกับภาษาอังกฤษ

อื่นๆ(โปรดระบุ).....

## ทัศนคติต่อการเรียนภาษาอังกฤษ

1. นักเรียนชอบวิชาภาษาอังกฤษหรือไม่

 ชอบ ไม่ชอบ

เพราะอะไร.....

ชอบทักษะ.....

ไม่ชอบทักษะ.....

2. นักเรียนรู้จักเทศกาลของต่างประเทศอะไรบ้าง

 Christmas Thanksgiving Valentine Boxing Day Halloween

อื่นๆ.....

3. นักเรียนมีโอกาสใช้ภาษาอังกฤษนอกห้องเรียนบ้างหรือไม่ ถ้าใช่ ในโอกาสใดบ้าง

.....  
.....

## **CURRICULUM VITAE**

Mr. Jatupon Phulakor was born in Nakhon Ratchasima on March 4<sup>th</sup>, 1980. He received a Bachelor of Arts in English (Second class honor) from Mahamakut Buddhist University (MBU). He has joined the master program in English Language Studies offered by Suranaree University of Technology (SUT). His research interests include ESL, Computer-Assisted Language Learning (CALL) and teaching language to young learners.