



**TRAINEE TEACHERS' AND OBSERVERS' PERCEPTIONS ON  
ENGLISH PROFICIENCY AND TEACHING EFFICIENCY  
IN UBON RATCHATHANI EDUCATIONAL SERVICE  
AREA 3—A FOLLOW-UP REPORT**

**RUNG KRASAEKARN**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS  
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE  
FACULTY OF LIBERAL ARTS  
UBON RAJATHANEE UNIVERSITY**

**YEAR 2006**

**ISBN 974-523-128-2**

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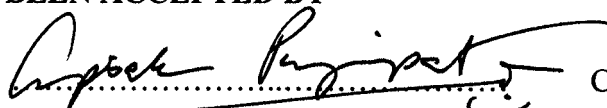


**THESIS APPROVAL**  
**UBON RAJATHANEE UNIVERSITY**  
**MASTER OF ARTS**  
**MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**  
**FACULTY OF LIBERAL ARTS**

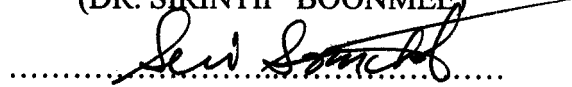
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RATCHATHANI EDUCATIONAL SERVICE AREA 3-A FOLLOW-UP  
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ACADEMIC YEAR 2006

## ACKNOWLEDGEMENTS

I wish to acknowledge the following persons and express my gratitude to them for their immense assistance in facilitating the writing of this thesis:-

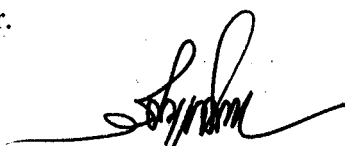
Assistant Professor Dr. Apisak Pupipat, heart and soul a great teacher;  
Dr. Sirintip Boonmee, who sets high standards but tempers them with a kind heart;  
Dr. Seri Somchob, whose support continues to line my path with hope, broadens my vision and encourages my writing of this study.

Special thanks to my respected and respectful director, Mr. Wirot Bandasak, who never fails to strengthen and support me, and Mr. Pramook Bupphawan, the supervisor who supported me with helpful suggestions.

My appreciation to all on my very supportive observation team. The following are well worthy of recognition herein: Ms. Somlak Khanthapluek, my helpful supervisor, Ms. Dontree Saengkla, Wilailak Kaewsot, and Chittawadee Thongtua.

More of my colleagues deserve to be saluted: Mr. Phaothai Wonglao, Assistant Professor at Ubon Ratchathani Rajabhat University, Mr. Sapphasiri Songsukrujirot and Mr. Chatuphon Chuenta who were always ready to support me in terms of statistical analyses and many other useful aids. Finally, regarding my academic colleagues, I wish to thank Mr. William Joseph Joslin and Ms. Leisbeth Eda Koning, the Phibunmangsaan School English teachers and Mr. David N Zurnamer, who are my proof readers.

Finally, special thanks to my beloved wife, Rattanaporn, who has supported me in all aspects. Without her great inspiration, I may not have been able to complete my thesis. My grateful thanks, too, to my mom and dad who are always in my heart. All their love and care live in my heart forever.



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## บทคัดย่อ

- ชื่อเรื่อง : ความคิดเห็นของครูผู้สอนภาษาอังกฤษและผู้สังเกตการสอนในด้านความรู้ภาษาอังกฤษและประสิทธิภาพการจัดการเรียนการสอนภาษาอังกฤษที่มีต่อครูผู้สอนภาษาอังกฤษระดับประถมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษา  
อุบลราชธานี เขต 3: รายงานหลังการอบรม
- โดย : รุ่ง กระแสกาญจน์
- ชื่อปริญญา : ศิลปศาสตรมหาบัณฑิต
- สาขาวิชา : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ [ISBN 974-523-128-2]
- ประธานกรรมการที่ปรึกษา : ผู้ช่วยศาสตราจารย์ ดร. อภิศักดิ์ ภูพิพัฒน์
- ศัพท์สำคัญ : ความรู้ภาษาอังกฤษ ประสิทธิภาพการจัดการเรียนการสอน  
การอบรมภาษาอังกฤษ

การศึกษาครั้งนี้มีจุดมุ่งหมายเพื่อทราบความคิดเห็นของครูผู้สอนภาษาอังกฤษและผู้สังเกตการสอนที่มีต่อประสิทธิภาพการอบรม ในด้านความรู้ภาษาอังกฤษและเทคนิคการสอนภาษาอังกฤษภายหลังได้รับอบรม กลุ่มตัวอย่างที่ได้จากการสุ่มมีจำนวน 50 คน จากจำนวนครูผู้สอนภาษาอังกฤษระดับประถมศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาอุบลราชธานี เขต 3 ที่เข้าอบรมทั้งหมด 160 คน เครื่องมือสำหรับงานวิจัยประกอบด้วย แบบสอบถาม แบบสัมภาษณ์ และแบบสังเกต การวิเคราะห์ข้อมูลใช้ค่าสถิติแบบค่าร้อยละ ค่าเบี่ยงเบนมาตรฐาน และค่าเฉลี่ย ผลการศึกษาพบว่า ความคิดเห็นของครูผู้สอนภาษาอังกฤษระดับประถมศึกษาและผู้สังเกตการสอนที่มีต่อประสิทธิภาพการอบรมทั้งในด้านความรู้ภาษาอังกฤษและด้านเทคนิคการสอนภาษาอังกฤษอยู่ในระดับสูง

**ABSTRACT**

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**CHAIR : ASST. PROF. APISAK PUPIPAT, Ed.D.**

**KEYWORDS : ENGLISH PROFICIENCY / TEACHING EFFICIENCY/  
LANGUAGE TRAINING**

The purpose of the study was to examine the perception of trainee teachers and observers toward English proficiency and teaching efficiency with regard to the effectiveness of language training. Fifty Subjects were randomly selected from the staff of 160 Ubon Ratchathani Educational Service Area 3 primary school English teacher trainees. A questionnaire, an interview form and an observation form were the research tools. The percentage, standard deviation, and mean were used as the statistical values of the data analysis. The results indicated that there was a "high" satisfaction level of perception toward the effectiveness of language training in both English proficiency and teaching efficiency.

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# **CHAPTER 1**

## **INTRODUCTION**

This chapter introduces the rationale, significance of the study, purposes of the study, research questions, scope, definition and expected outcomes.

### **1.1 Rationale**

The Thai Government realizes the existence of a global environment where Thai people interact with other people in other countries in aspects of commerce, politics, technology, education and more.

Most countries use English as an international language. There are 2,000 million (one third of the world population) English speakers throughout the world (MOE, 2005: 1). This means that, today, English is crucial to our international interactions and negotiations globally. For this reason, in 2003, the Thai Government, with the support of The Office of Basic Education Commission (OBEC) set aside 351 million baht to run an English language development project for 175 educational service areas around Thailand, entitled “The Development of English Teachers’ Language Proficiency and Instruction Efficiency Project” (MOE, 2005: 2). This project began with the establishment of a standard of English proficiency for Thai teachers.

In March 2004, the English Proficiency Test for English teacher classification was administered. This test was accompanied by the English Proficiency Training for teachers with different English proficiency levels: beginners, intermediate and advanced. Unfortunately, the test and its training courses were not satisfactory. It was found that the results of the English achievement test of primary, secondary and upper-secondary schools yielded average scores of 14.94, 12.91 and 16.23 out of 40, respectively (MOE, 2005: 1). Nevertheless, the project was continued and some adaptations of development strategies were made.

A self-assessment test was introduced to replace the previous proficiency test. The test results were cancelled. A self-assessment test that helped teachers classify themselves was then introduced.

All 180 the English Resource and Instruction Centers (ERIC) in Thailand were assigned to organize this language training. From January to March 2005, each ERIC trained 160 primary school English teachers who were non-English majors. The course consisted of 120 hours, of which the training contents emphasized English proficiency and teaching efficiency (See Appendix E). The course was expected to help develop English proficiency and teaching efficiency of Thai English teacher trainees who taught English, especially those in primary schools.

On October 8-10, 2004, after the proficiency classification, two teachers from each ERIC attended a trainer training course as each ERIC center would have to prepare its trainer staff for English development activities. On October 13-15, 2004, the training courses for beginner and intermediate English teachers, particularly those who did not take English as their major during their bachelor degree in education, were designed. Many English experts from different parts of Thailand joined this event. Later, in Ubon Ratchathani Educational Service Area 3, 22 teachers were trained to act as resource persons for the Development of English Teachers' Language Proficiency and Instruction Efficiency Project.

The Ubon Ratchathani Educational Service Area 3 English teachers' training was held in January 2005. It was jointly organized by the English Resource and Instruction Center and the Ubon Ratchathani Educational Service Area 3. The 120 hours training contained various fields of English language learning and teaching. 160 trainees participated in this event, 50 of which were subjects for this study.

The study examines the perception of these English teachers in terms of English proficiency and teaching efficiency regarding the trainees' perceptions and observers' reports.

## **1.2 Significance of the Study**

This research reflected the perceptions of teacher trainees and observers toward the effectiveness of language training program in aspects of English proficiency and teaching efficiency. It was generally assumed that all the training

courses yield better trainees. However, if the results of the training turned out unsatisfactory, this might provide beneficial educational guidelines for future language trainings.

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

This research examined the perception of primary school English teacher trainees and observers in Ubon Ratchathani Educational Service Area 3 toward the effectiveness of language training in aspects of English proficiency and teaching efficiency. The outcomes would serve as information to develop future language training courses: when weak points were identified, the courses could be improved.

### **1.4 Research Questions**

- 1.4.1. What are the teachers' perceptions of their English proficiency after the training project?
- 1.4.2. What are the teachers' perceptions of their teaching efficiency?
- 1.4.3. What is actually performed in their class after the training project?

### **1.5 Hypothesis**

It was hypothesized that, after the training, primary school English teacher trainees and observers would have positive views toward the effectiveness of the English training program in aspects of English proficiency and teaching efficiency.

### **1.6 Scope**

This study focuses on the effectiveness of the training in aspects of English language proficiency and teaching efficiency as perceived by the observers and primary school English teacher trainees in Ubon Ratchathani Educational Service Area 3.

## **1.7 Definitions**

The terms that need to be defined are as follows:

- 1.7.1 The Development of English Teachers' Language Proficiency and Instruction Efficiency Project refers to the 120 hour language training project that was provided by OBEC to primary school English teachers in order to improve their English proficiency and teaching efficiency.
- 1.7.2 Primary School English Teachers means the English teachers of Ubon Ratchathani Educational Service Area 3 who were participants in the training project. All did not study English as their major subject during their bachelor degree education. These teachers were assigned to teach English together with other school subjects.
- 1.7.3 Teaching Efficiency is the effectiveness or efficacy of authentic classroom teaching. It concerns many English language instructional aspects, for example, classroom language, authentic assessment, unit planning, lesson planning, the knowledge of teaching strategies, etc.
- 1.7.4 English Proficiency is the basic knowledge of English language, for example phonology or pronunciation, morphology or vocabulary, syntax or sentence structure, grammar, functions and related culture of the target language.
- 1.7.5 Ubon Ratchathani Educational Service Area 3 refers to the educational service area in Ubon Ratchathani. Educational Service Area 3 consists of five districts: Phiboonmangsaharn, Khong Chiam, Tansum, Sri Muangmai and Sirindhorn.
- 1.7.6 ERIC refers to The English Resource and Instruction Center in Thailand, which supervises English language teaching and provides English language teaching resources for teachers in its educational service area.
- 1.7.7 OBEC refers to The Office of Basic Education Commission in Thailand, which governs all primary and secondary schools in Thailand.

1.7.8 MOE refers to the Ministry of Education, which governs offices such as OBEC and ERIC.

### **1.8 Expected Outcomes**

The researcher expected that, in the participants' perceptions, primary school English teachers would gain better English proficiency and teaching efficiency because these two aspects reflect the efficacy of the English language training project. And this study would provide useful data for improvement in English language teaching and learning.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This part presents some related fields of the study. There are four fields:

1. English proficiency of the primary school English teacher trainees;
2. Teaching efficiency of the primary school English teacher trainees;
3. Curriculum and English training course that suits the present situation;
4. Correlation between English teacher trainees and learners' proficiency

#### **2.1 English Proficiency of the Primary School English Teacher**

In 2000, the Thai Government announced that English should be instructed throughout the educational system, from primary to secondary school, throughout Thailand. MOE (2005: 2) pointed out that the purpose of this policy was to prepare its citizens to be able to communicate with foreigners in English in aspects of tourism, trade, and other service industries. These industries require English as the medium of interaction in both spoken and written manners. Under this policy, there were some problems with primary school English teachers.

Primary school English teachers were ill-prepared to support English language teaching. Most of these teachers did not study English as a major subject. Generally, these teachers taught several subjects. The underlying belief was that all the primary level subjects were not difficult for any teachers. The knowledge of the teachers who were qualified to be a primary school teacher was considered enough to teach all the subjects for their class. On the other hand, the English class does need teachers who have majored in English. Unfortunately, MOE (2005: 5) pointed out that most of the teachers who are now teaching English in primary schools all over Thailand were considered low English language proficiency teachers according to the proficiency classification mentioned in the Rationale of Chapter one. It was obvious that an English proficiency and teaching efficiency training course was needed for primary school English teachers.

To be an effective English teacher is not easy, especially for those who did not take English as a major subject. It was found that English proficiency of those who were non-native speakers of English was low. Chamnankit (1997) found that most of the primary school teachers did not graduate in English. Moreover, there were not enough qualified English teachers to teach all of the students. After interviewing some English teachers, it was found that most of those teachers who did not obtain a degree in English had more confidence and gained more English instruction efficiency from the training.

The necessity of English proficiency for English teachers can be supported by Murdoch (1994) who focused on the need for such teachers to develop a high level of English language proficiency. A survey of Sri Lankan ESL teacher trainees found that most considered language proficiency to be the most important aspect of their curriculum. Darling-Hammond et al. (1997) also claimed: "Recent studies have consistently found that teacher expertise was the single most important determinant of student achievement." Moreover, Belden and Platter (1999) also supported the view that better teachers were essential for improving schools and that the teacher's knowledge of the subject was as important as the ability to teach that subject.

Another factor that affects English proficiency was the language setting. These teachers were not only non-native speakers of English, they were also in settings of teaching English as a foreign language (EFL), as revealed by Sadtono (1995:2). In case of ASEAN, a distinction should be made between ESL and EFL countries, and that Singapore, Malaysia, Brunei, and the Philippines would be ESL countries, whereas Thailand, Vietnam, Cambodia, and Indonesia would be EFL countries. By this distinction, an EFL setting might be a disadvantage for Thai English teachers. Sadtono (1995:2) claimed that teachers from ESL countries were more proficient and qualified than their counterparts from the EFL ones. He wanted to add the word "developing", becoming "developing EFL countries", as he concluded that for one reason or another the proficiency of teachers from developed countries was better than that of teachers in developing countries. He also said, "These teachers did not have the self-confidence of English teaching proficiency. They were afraid to let the foreign language do its own work, so they would constantly help by way of the mother tongue, they might not be fully conversant with

everyday English usage, they may not be fluent enough to pass on the basic language skills to the pupils, and their language could lack authenticity and genuineness.”

Again, for EFL teachers, Sadtono (1995: 2) pointed out, “At the Regional English Language Centre (RELC) Singapore, [he] found that the English proficiency of a number of English teachers from the EFL countries, such as Indonesia and Thailand, was not adequate enough to follow lectures in English.”

For these reasons, English proficiency is crucial for Thai primary school English teachers. English language training programs should be presented for them as soon as possible.

## **2.2 Teaching Efficiency of Primary School English Teachers**

As stated above, most of the primary school teachers had low English proficiency, which in turn affects teaching efficiency. Srisant (1996) claimed that some teachers knew little English and would teach this to others. He might misspell or use incorrect pronunciation which would affect his confidence and teaching efficiency in language teaching. The teachers’ self-confidence was low. Mizukami et al. (2000) mentioned, “What a teacher can perform in one specific situation is fundamentally shaped by a group of intellectual resources that he or she brings to the teaching situations. This is called the knowledge base.” It is possibly because they did not have the background of pedagogical English before.

One of the English teaching efficiency types was the basic knowledge with regard to English language assessment. Some of these teachers were inefficient in this aspect. In this case, Saengchan (2005) revealed that M.1 English teachers had a good understanding of the Foreign Language Substance in the Basic Education Curriculum B.E. 2544. They knew strands, learning standards and benchmarks. However, M.1 English teachers had poor understanding of the English measurement and evaluation aspects.

Teaching efficiency can be measured by observing teachers at work in actual classroom situations. This is one of the effective professional teacher assessments reflected in the teacher training project. Sandholtz (2002: 2) stated, “Data from observations, structured tasks, surveys and interviews with participating teachers provided information on the types of opportunities teachers found most valuable and



conditions needed for meaningful professional development. Five recommendations for designing professional development include emphasizing teachers training teachers and offering multiple and varied opportunities.”

One disadvantage of English teaching efficiency was the teachers were overloaded with tasks due to a lack of teachers. Niyamapha (1995) said that there were not enough teachers and each teacher was loaded with many school tasks. Moreover, most of them did not graduate in the field of teaching English. These reasons might affect the efficiency of English teaching.

Another weak point was the teachers' lack of curriculum understanding. Limlek (1998) revealed that after studying English teachers of primary schools in Ratchaburi province, the differences of the major subjects that the teachers had graduated in, accompanied with the English training experience, significantly affected the English curriculum understanding and the instruction efficiency. Thaworn (1996) agreed, saying that for his study on the use of English curriculum in some opportunity expansion schools, some schools obtained less management in the preparation of instruction. And the worse problem was that most of the English teachers did not graduate in English and they lacked the curriculum manual and sound laboratories.

It was assumed that the English teacher training program should be presented to these teachers on the basis of the belief that insufficiency of skills and remotely situated teachers can be improved, and, as claimed by Senisrisant (1998: 3), that the language skills and teaching methodology of foreign language teachers in Thailand needed continual upgrading, and that due to the limitations of time, finances and availability of trainers, teachers from remote areas of the country lacked access to professional development opportunities.

### **2.3 Curriculum and the English Training Course that Suits Present Situation**

Teacher training was defined by the Columbia Encyclopedia (2005) as professional preparation of teachers, usually through formal course work and practice teaching. Although the concept of teaching as a profession was fairly new, most teachers in industrialized nations today were college or university educated. The amount of preparatory training, however, varies greatly worldwide.

It was obvious that English teachers at primary school level needed some management regarding their English proficiency and instruction efficiency. The teacher training program was the answer for this question. This idea was supported by Laenglar (1999: 29) that schools support teachers by sending them to attend the seminars and training and by providing instructional materials, teaching aids and a sound laboratory. Most schools supervised teachers by providing them with the texts and did not evaluate the curriculum implementation. The problems encountered were the insufficiency of school staff and lack of knowledge in curriculum development. In order to solve the problems, schools could provide the teachers with a training course in curriculum development and some reasonable budgets. Mizukami et al. (2000) claimed, "... teachers' knowledge, beliefs and goals were fundamental elements in the determination of how they act in the classroom and why they act that way: learning to teach was a developmental process and requires time and resources so that teachers modify their practice." Darling-Hammond and Rustique-Forrester (1997) also supported the fact that, "If students are to be asked to meet higher standards, it stands to reason their teachers should meet standards of knowledge and skill that ensure they can help students learn." And, "successful strategies to improve teacher education must incorporate new knowledge about learning and teaching, link theory to practice and provide ongoing support throughout the early years of teaching." (Darling-Hammond, Rustique-Forrester, 1997). Klecker and Loadman (1998) pointed out, "If we as teacher educators can identify the skills and knowledge that teachers will need for greater empowerment (often described as taking on "new roles"), we can help teachers develop these through new, dynamic programs."

#### **2.4 Correlation of Teachers' and Learners' Proficiency**

It was generally assumed that learners' language proficiency reflects the teachers' English proficiency. The evidence that described English teachers' proficiency was in the report of the Ministry of Education, (2005:5): "...for the General Achievement Test (GAT) of English, it was found that the score was low. That is, the average score of all primary school learners was 14.94 out of 40."

Some factors that caused the lack of proficiency of the primary school English teachers were: 80% of the primary school English teachers did not take English as a major subject; most of them had insufficient communicative skill and teaching efficiency, yet had a good attitude toward English language (MOE, 2005: 5). According to their self-assessment report (MOE, 2005: 5), 51.91% of them had low a level of English proficiency; their lesson plans, material designs and long term plans were not practical.

However, the Estyn Annaul Report (2004/2005) claimed, "Nearly all trainees planned their lessons well and used a range of teaching ideas to help pupils learn." And Belden et al. (1999: 3) agreed that, based on the public opinion research data on teachers and teacher quality, there were as many critical unanswered questions as questions with good answers. The data, for example, did not shed much light on what Americans meant by teacher quality, or what criteria they were using when they answered pollsters' questions about whether they were satisfied with teachers in the local schools.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter discusses the subjects, research tools, data collection and data analysis.

#### **3.1 Subjects**

The subjects of the study were 50 primary school English teachers from Ubon Ratchathani Educational Service Area 3. By using the Simple Random Sampling Technique, they were randomly selected from the 160 participants of primary school English teacher trainees in the language training program of Ubon Ratchathani Educational Service Area 3. The trainees were English teachers from five districts of this educational service area.

#### **3.2 Research Tools**

The research tools were a questionnaire, an interview form and an observation form. (Arsham, 2002: 5)

##### **3.2.1 Questionnaire**

The questionnaire consisted of 20 items, all of which were designed on the basis of English Teacher Standard Benchmark. Item numbers 1–10 concerned English proficiency, while item numbers 11–20 concerned teaching efficiency. The four scales of Perceptions Measurement were designed to evaluate the perception of primary school English teachers who were the subjects of this study:

Level 1: The frequency or quality between 00.00-24.99 is the lowest satisfaction

Level 2: The frequency or quality between 25.00-49.99 is the low satisfaction

Level 3: The frequency or quality between 50.00-74.99 is high satisfaction

Level 4: The frequency or quality between 75.00-100.99 is highest satisfaction

Adapted from Saengchan (2005: 31) (See Appendix A)

The mean scores ( $\bar{X}$ ), standard deviation (SD), and percentage of the perception were examined on the basis of English proficiency and teaching efficiency.

### 3.2.2 Interview Form

The purpose of the interview was to cross check the perception of primary school English teachers between this interview and the questionnaire. The content of the interview form was reflected in both the Questionnaire and the Observation Form items. Some of the items allowed the interviewees to specify the percentage of perceptions, while some were presented by using descriptive explanation (See Appendix B). However, both the percentage and descriptive presentations were given on the basis of the English Teacher Standard Benchmark with regard to English proficiency and teaching efficiency.

### 3.2.3 Observation Form

The purpose of this research tool was to answer the third research question, "What is actually performed in their class after the training project?" The Observation Form consisted of both item numbers 1–10 as English proficiency and item numbers 11–20 as teaching efficiency characteristics from the questionnaire above. The questionnaire allowed the subjects to reflect on their perceptions; whereas, the observation form required other qualified persons of English to do the observation checklist (See Appendix C). The criteria of the observation form were the same as that of the questionnaire. The mean scores ( $\bar{X}$ ), standard deviation (SD)

and percentage of perceptions were examined on the basis of English proficiency and teaching efficiency.

#### 3.2.4 Research Tool Pilot

All three research tools were piloted with 10 trainees who participated in the same language teacher training, but not the subjects of the study. The tools were adapted with regard to feedbacks provided by the trainees of the pilot session. That is, some forms were adapted, redefined or simplified.

### 3.3 Data Collection

The data collection was done in three different ways: questionnaire, interview and observation.

#### 3.3.1 Questionnaire

The questionnaire and the date of interview were mailed to primary school English teachers after the Simple Random Sampling Technique was done. These teachers were informed in advance that there would be an interview after the given questionnaire was collected. The conversation was recorded by using a cassette recorder.

#### 3.3.2 Interview

The five interviewers were: the researcher, three English teachers with a Master of Arts in Teaching English as a Foreign Language (TEFL) degree, and an English supervisor of Ubon Ratchathani Educational Service Area 3. The interview form was used in order to control the topics of the conversation. The conversations were recorded and transcribed. The results were discussed among the five interviewers. Some outstanding points were presented based on English proficiency and teaching efficiency aspects.

#### 3.3.3 Observation

The five observers were: the researcher, three English teachers with Master of Arts (TEFL) degree and an English supervisor of Ubon Ratchathani Educational Service Area 3. The observation was done in the classroom atmosphere and, when necessary, some questions were posed or some necessary documents were required.

### 3.4 Data Analysis

The data was analyzed by using mean score ( $\bar{X}$ ), standard deviation (SD) and percentage (%).

Two aspects were examined: English proficiency and teaching efficiency from the reflections of the observers and primary school English teacher trainees in Ubon Ratchathani Educational Service Area 3 in order to check the efficacy of the language training program.

## **CHAPTER 4**

### **RESULTS OF THE STUDY**

This chapter presents the results of the analysis in accordance with the research questions, which were to examine the perception of primary school English teachers in Ubon Ratchathani Educational Service Area 3 in aspects of both English proficiency and teaching efficiency by using a questionnaire and an interview. In addition, the third question of the research study, what these teachers actually performed after the training, was also examined by observation. The outcomes of the study indicated that these English teachers were satisfied with their English proficiency and teaching efficiency obtained from the language training. The three research questions were:

1. What is the teacher's perception of his/her English proficiency after the training?
2. What are the teachers' perceptions of their teaching efficiency?
3. What is actually implemented in their classes after the training project?

Based on these three research questions, the results of the data analysis will be described in four parts as follows:

1. Teachers' perception of their English proficiency reflected in the questionnaire
2. Teachers' perception of their teaching efficiency reflected in the questionnaire
3. Teachers' perceptions of their English proficiency and teaching efficiency reflected in the interview
4. The observation reports of what they actually performed after the training.



#### 4.1 Teachers' Perceptions of their English Proficiency

The first research question, "What is the teachers' perception of his/her English proficiency after the training?" was supported by the statistical data from Table 1 as follows:

**Table 1** English proficiency reflected in Questionnaire

No	Ability to...	$\bar{X}$	SD	%
1	Use correct intonation patterns	2.58	0.66	64.50
2	Pronounce words with correct stress	2.78	0.67	69.50
3	Pronounce correct final sounds	2.70	0.57	67.50
4	Understand target culture regarding the teaching context	2.82	0.78	77.50
5	Take notes	2.40	0.71	60.00
6	Communicate in both spoken and written skills	2.68	0.64	67.00
7	Interpret and analyze messages from both reading and listening sources	2.58	0.60	64.50
8	Use English as classroom language	2.62	0.62	65.50
9	Use appropriate English in social interaction	2.70	0.66	67.50
10	Use gestures and idioms relevant to target culture	2.64	0.62	66.00
	Sum	26.5	6.53	669.5
	Average	2.65	0.65	66.95

Table 1 presents the ability to understand the target culture regarding the teaching context as the highest percentage (77.50%), while the ability to take notes was indicated as the lowest percentage (60.00%), and the average percentage was 66.95%. It indicates that these English teachers perceived their abilities with high satisfaction.

The average SD score was 0.65. It can be assumed that most of these teachers had similar perceptions toward their English proficiency.

The average  $\bar{X}$  score was 2.65. The perception was more than the average point of 2.00. Therefore, holistically, these teachers were pleased with their English proficiency.

#### 4.2 Teachers' Perceptions of their Teaching Efficiency

The second research question, "What are the teachers' perceptions of their teaching efficiency?"

The answer is presented as follows:

**Table 2** Teaching efficiency reflected in questionnaire

No	Ability to ...	$\bar{X}$	SD	%
1	Realize differences between Thai and English	2.66	0.61	66.5
2	Understand nature of EFL language learning	2.74	0.59	68.5
3	Apply language methodology to classroom teaching	2.62	0.62	65.5
4	Analyze and link core curriculum to needs of learners and community	2.60	0.62	67.5
5	Design activities that serve both expected learning outcomes and learning objectives	2.74	0.71	68.5
6	Integrate learning units with other school subjects	2.80	0.59	70
7	Conduct activities by using various materials that suit learners	2.76	0.64	70.5
8	Relate learning objectives and language assessment	2.84	0.70	71
9	Create, choose assessment instruments and criteria	2.63	0.66	63
10	Base further teaching development on learning outcomes	2.92	0.59	73
	Sum	27.3	6.33	684
	Average	2.73	0.63	68.4

The highest ability (73.00%) was to apply further teaching development by using previous learning outcomes, while the lowest ability (63.00%) was to create, choose assessment instruments and criteria. The average satisfaction perception level

according to teaching efficiency was 68.40%. The percentages of teaching efficiency above showed high satisfaction.

The average SD score was 0.63. It indicates few dispersed opinions. It was assumed that most of these teachers had the same perception toward their teaching efficiency. However, the teachers differed in their perceptions of their ability to design activities that serve both expected learning outcomes and learning objectives.

### **4.3 Teachers' Perceptions of their English Proficiency and Teaching Efficiency as Reflected in Interview**

The interview focused on two aspects perceived by primary school English teachers in Ubon Ratchathani Educational Service Area 3. They were English proficiency and teaching efficiency. Finally, the holistic view of English proficiency and teaching efficiency as perceived by these teachers was compared.

#### **4.3.1 English proficiency reflected in interviews**

The first topic was pronunciation. It was highly perceived in average (71.11%). The highest percentage was 95%, while the lowest one was 50%. The majority (40%) perceived that their pronunciation improved after the training. The main reason given was the opportunity to practice and interact with other trainees during the language activities. According to these numbers, it was claimed that the English teachers were satisfied with their pronunciation. One teacher in the majority group stated, "Before the training, I knew only the words limited to the lessons I taught. I wasn't sure about their usage. I sometimes had pronunciation problems. I had no help, even from a dictionary. Now, after the training, I feel much better about my pronunciation. It's at least enough for my primary classroom teaching." Another interviewee pointed out, "In the past, I didn't dare to do the drilling exercises. In the pronunciation session, I couldn't be a good model. I was afraid to let my friend who was teaching in the next room hear my pronunciation. But I'm now teaching English pronunciation happily. I can learn English grammar from many texts. In any case, learning pronunciation isn't easy because we don't have native speakers or recorded cassettes that serve our needs."

Cultural aspect for classroom teaching practice did not pose a problem for most of these teachers. The majority (70%) reasoned that because students were

in primary school level, the cultural contents were simple. The targeted cultural issues that they taught in class were Christmas, Thanksgiving and Valentine's Day. Most of these holidays are popular in Thailand today. Some of the activities could be viewed from Thai television or videotapes or other types of media.

Because there were various resources available in the classroom, few problems were found in teaching preparation. One teacher said, "My class is Prathom Suksa 3. I just let them do some cultural activities after my presentation stage. All of them enjoyed the activities and showed a good attitude toward English. That's it. No grammar points were focused. No in-depth cultural aspect was explained."

Another interviewee agreed with this idea. He pointed out, "I'm now teaching Prathom Suksa 6, the highest level of primary school. In this case, cultural aspect is needed because the students are at the age that their maturity is ready to receive some cultural aspects of English. In my opinion, there is no problem about this. There are now many Internet providers who run the service of information resources. Our school has the IP Star Internet from the Government. I just type 'Valentine's Day' in Google Search Engine and all I need is ready to be printed out." In contrast, a few of these teachers (20%) had problems with teaching preparation. They said that they were in small, remote schools with a limited budget. The teachers' manual was "their best friend." Some of the cultural aspects would be difficult for them, especially Halloween Day. One of them confessed that she knew nothing about this event. "I'm not an English major. My English proficiency is poor from my secondary school days. But I've tried to get some help from my friends from different schools."

Regarding the percentage of English used in the classroom, the majority (50%) said they used 70% of English in their classes, while the minority (20%) indicated that they used about 60%. The range of the teachers' speaking English in class was from 50 to 70 percent. However, the English utilized here was limited to instruction, for example, "Repeat after me," "Turn to page 4" and "Listen to me". At any rate, a primary school teacher reiterated about the importance of classroom English: "The instructions in English in the classroom are necessary. When the students need to know what they have to do, they would pay more attention

to what the teacher says. This is why I often use English classroom instructions.” Another teacher added, “Learners of primary school levels need simple language. Short and clear sentences are preferred.”

Some opinions were expressed by the interviewees that the preparation of classroom language use was crucial, especially when the textbook is changed. New vocabulary should be focused with regard to both meaning and pronunciation. A primary school teacher cited, “Practicing before going to class gives me more confidence in terms of both pronunciation and meaning.” Another teacher said, “I need enough time to practice new vocabulary items, new sentences and even difficult sentences that I’m not so sure of. Examples of classroom language are necessary for me. Fortunately, this language training has provided me with such language use. It’s very beneficial for my classroom language teaching practice.”

For reading or listening strategies, the majority (40%) cited that the concentration on what is read or heard was most important. A teacher said that gaining experience by practicing both reading and listening was crucial. He reasoned “I can practice reading skill on my own. The trick is that I have to do it regularly. Reading can be done anywhere, any place and at any pace. But, listening needs a cassette player or a native speaker or, at least, a conversation partner. Listening is a bit more difficult to practice. It involves more equipment, in my opinion.” One of the primary teachers reported, “The way I improve my listening is by watching TV. I learned from English TV programs. They’re short, clear and easy. Also, they don’t cost me a thing. And, it takes only a short time. And, most importantly, I don’t have to do any homework!” Another English teacher admitted, “The technique that I benefited most from the training is skimming. I’m reading articles or students’ texts more quickly, without stopping at unknown words. I can also figure out the main idea of the article. This makes me happy. I have used this technique as my reading guide ever since.”

#### 4.3.2 Teaching efficiency reflected in interviews

Obviously, classroom teaching practice played a major role in teaching efficiency. In case of the similarities and differences between Thai and English, the majority (93.33%) talked about the differences of the two languages. Only one person described the similarities. Pronunciation was the main issue. One of the

teachers explained, “There are many ways to pronounce different English vowel sounds with the same letter, especially for the letter “a”. It can be an /ay/ sound as in “Asia” /áyzhə/. Moreover, in some words, there can be two or three vowel sounds of the same alphabet as in “banana” /bənánnə/. This really confuses me.” Another interviewee added, “I’m not familiar with the pronunciation of the final sounds. In Thai, we don’t have it. This sometimes troubles me, as in “first”, the /st/ final doesn’t occur in Thai.”

The frequency of language use in Thai EFL settings was another difference. One of the interviewees said, “The frequency of use between Thai and English is different. In Thai settings, Thai is used everyday and all the time. English is used only in the English classroom. In other words, English is less frequently used.”

The teaching suggestions for the sound of letter “a” were offered by the teachers. One teacher explicated, “The confusing sounds of the “a” letter can be solved by minimal pair practice that I got from the training. Try to get your students to practice identifying the differences of similar words in minimal pairs. Give them enough examples and practices.” The frequency of language use can be used in classroom teaching. An interviewee pointed out, “When we realize that English is rarely used, we must get our students to practice hard in the English class. Give them some easy extra jobs such as homework: comic strips, scrabble and so on.” Ironically, nobody mentioned learning English outside the classroom.

Interestingly, one of the primary school English teachers believed that English and Thai were the same. She mainly talked about the purpose of using both languages. She pointed out, “If we focus on language function, Thai and English are the same. This is because both the languages serve as a means for message exchange between the interlocutors.” Regarding the teaching suggestion in the case of similarities, she pointed out, “From my point of view, we teach Thai to make Thai learners communicate well. And we should be able to do the same in English teaching and learning as well. The method of teaching and learning should be based on the Communicative Approach.”

The next topic concerns learning theories. As for multiple intelligences, second language acquisition and foreign language acquisition, the

majority (66.67%) chose multiple intelligences as the one they liked the most. There were two reasons to support their belief: the first reason was the individual differences, and the second one was school subject integration. Considering individual differences, an interviewee reported, "I like multiple intelligences because it makes me understand individual learners more. A teacher who believes in the individual difference theory will better manage classroom activities, and the learners will be more successful, I believe." Another teacher supported this teacher's view by saying, "Multiple intelligences can be integrated with other school subjects. For example, some kids like to deal with facts and science; they will be frequently encouraged to do science. For kids preferring drawing, they can be encouraged to do art activities through English skills."

Based on interview items, their ability with regard to English curriculum analysis was examined. The aspects of the English curriculum being focused on were:

- the learning unit
- expected learning outcomes
- desirable learners' characteristics
- authentic assessment, and
- reading, analyzing and writing skills.

Most of the interviewees (53.33%) chose the ability of managing learning unit. The second and third choices were the expected learning outcomes (26.67%) and authentic assessment (13.33%). There were some reasonable claims that supported their satisfaction in their choices. For the first claim, in the case of the learning unit, one of the majority (53.33%) who chose the learning unit said, "The learning unit provides us with the theme of what to teach. It gives us the contents that we can organize the semester with or set long term plans." One teacher added "I can divide all the given curricular contents into small learning units after the training. Also, the assessment for each unit can be easily designed to serve authenticity of language assessment." Another teacher said, "I think the authentic assessment is the easiest topic in the training, and I like it, too. This is because it introduces me to a new way to assess my students based on the same learning objectives."

The interviewees holistically indicated their average English proficiency and teaching efficiency at 65.33% and 66.33%, respectively. According to the criteria of perception, both of these percentages showed the “high” satisfaction level on the Perception Measurement scale.

#### 4.4 Observers’ Reports of What Tasks Primary School English Teachers Actually Performed after the Training

This part supports the third research question, “What is actually performed in their class after the training project?” Table 3 (Teachers’ English proficiency) and Table 4 (Teachers’ teaching efficiency) were the results reported by the observers in aspects of English proficiency and teaching efficiency, as to what these teachers performed after the training.

**Table 3** English proficiency reflected in observers’ reports

No	The ability to...	$\bar{X}$	SD	%
1	Use correct intonation patterns	2.56	0.63	64
2	Pronounce words with correct stress	2.68	0.78	67
3	Pronounce correct final sounds	2.84	0.8	71
4	Understand target culture regarding the teaching context	2.92	0.59	73
5	Take notes	NA	NA	NA
6	Communicate in both spoken and written skills	2.72	0.56	68
7	Interpret and analyze messages from both reading and listening sources	2.48	0.69	62
8	Use English as classroom language	2.6	0.71	65
9	Use appropriate English in social interaction	2.82	0.71	70.5
10	Use gestures and idioms relevant to target culture	2.72	0.69	68
	SUM	24.34	6.16	608.5
	Average	2.43	0.61	60.85



From the observation, it was found that the highest ability of performance of these teachers was the understanding of the target culture in the teaching context (73%), while the lowest performance was the ability to interpret and analyze messages from both reading and listening sources (62%). Both the highest and the lowest percentages were in the scale of “high” satisfaction. Therefore, teachers’ performance under the observation checklists indicated high satisfaction from the observers. The “NA” of item 5 indicates that the teacher trainees’ ability to take notes could not be observed in classroom situations.

Most of the observers provided similar perception (SD. = 0.61) on the holistic view of English proficiency. It might be claimed that the perception was not significantly different.

**Table 4** Teaching efficiency Reflected in observers’ reports

No	The ability to...	$\bar{X}$	SD	%
1	Realize differences between Thai and English	2.66	0.73	66.5
2	Understand nature of EFL language learning	2.84	0.54	71
3	Apply language methodology to classroom teaching	2.46	0.69	61.5
4	Analyze and link core curriculum to needs of learners and community	2.65	0.74	65
5	Design activities that serve both expected learning outcomes and learning objectives	2.72	0.72	68
6	Integrate learning units with other school subjects	2.58	0.77	64.5
7	Conduct activities by using various materials that suit learners	2.58	0.72	64.5
8	Relate learning objectives and language assessment	2.68	0.7	67
9	Create, choose assessment instruments and criteria	2.6	0.74	65
10	Base further teaching development on learning outcomes	NA	NA	NA
	SUM	2.72	0.72	68
	$\bar{X}$	2.37	0.63	59.3

From the observation, it was found that the highest ability was understanding the nature of EFL language learning (71.00%), while the lowest ability was applying language methodology to classroom teaching (61.50%). Both the highest and lowest percentages were in the “high” level of satisfaction. Therefore, the teachers’ performances under the observation checklists were very satisfactory from these observers’ perceptions. However, the “NA” of item 10 indicates the inadequate information of the one-time observation. In other words, one time observation cannot show any teaching development.

The average SD of 0.63 indicated that the observers’ holistic perception was not significantly different; most of the opinions toward English teachers’ performance were similar.

**Table 5** English Proficiency Comparison with Regard to Questionnaire, Interview and Observers’ Reports

No	Ability to.....	Questionnaire	Interview	Observation
1	Use correct intonation patterns	64.5	69.00	64
2	Pronounce words with correct stress	67.5	69.00	71
3	Pronounce correct final sounds	69.5	69.00	67
4	Understand target culture regarding the teaching context	77.5	NA	73
5	Take notes	60	62.67	NA
6	Communicate in both spoken and written skills	67	61.33	68
7	Interpret and analyze messages from both reading and listening sources	64.5	61.33	62
8	Use English as classroom language	65.5	61.00	65
9	Use appropriate English in social interactions	67.5	NA	70.5
10	Use gestures and idioms relevant to target culture	66	NA	68
	$\bar{X}$	66.95	45.33	60.85

According to the teacher trainees, the Questionnaire indicated the ability to understand the target culture regarding the teaching context as the highest perception (77.5%).

The interview showed that the highest perceptions (69.00%) were the ability to use correct intonation patterns, the ability to pronounce words with correct stress and the ability to pronounce correct final sounds. However, there were three “NA” items from the interview. This was because there were no questions in the interview mentioning these abilities.

The observation, like the questionnaire result, pointed out that the ability to understand the target culture regarding the teaching context was rated the highest (73%). However, the NA of the note taking ability can be explained as that the observers could not find this ability during the classroom observation.

The average percentage of English proficiency from the questionnaire was the highest (66.95), while the lowest average percentage was from the interview (45.33). The observers’ reports showed a 60.85% satisfactory level.

In comparison, both the questionnaire and observation indicated the same highest and lowest abilities, i.e. the ability to understand the target culture regarding the teaching context and the ability to take notes, respectively.

**Table 6** Teaching efficiency comparison with Regard to Questionnaire  
And Observers’ Reports

No	Ability to.....	Questionnaire	Observation	$\bar{X}$
1	Realize differences between Thai and English	66.5	66.5	66.5
2	Understand nature of EFL learning	68.5	71	69.75
3	Apply language methodology to classroom teaching	65.5	61.5	63.5
4	Analyze and link core curriculum to needs of learners and community	67.5	65	66.25

**Table 6** Teaching efficiency comparison with Regard to Questionnaire  
And Observers' Reports (Continue)

No	Ability to.....	Questionnaire	Observation	$\bar{X}$
5	Design activities that serve both expected learning outcomes and learning objectives	68.5	68	68.25
6	Integrate learning units with other school subjects	70	64.5	67.25
7	Conduct activities by using various materials that suit learners	70.5	64.5	67.5
8	Relate learning objectives and language assessment	71	67	69
9	Create, choose assessment instruments and criteria	63	65	64
10	Base further teaching development on learning outcomes	73	NA	NA
	$\bar{X}$	68.4	66.05	60.2

Based on the mean score, the ability to understand the nature of EFL learning was ranked the highest (69.75%), while the ability to apply language methodology to classroom teaching was rated the lowest (63.5%). The average percentage of the mean score was 60.20%. However, the NA of the ability to base further teaching development on learning outcomes, conducted by the observers, indicated that the one-time observation could not show any teaching development.

## **CHAPTER 5**

### **DISCUSSION**

The discussion is presented on the basis of the three research questions:

1. What are the teachers' perceptions toward their English proficiency after the training project?
2. What are the teachers' perceptions of their teaching efficiency?
3. What is actually performed in their class after the training project?

To begin with, the first and second questions will be examined. Then, the third question, the classroom performance of these English teachers is discussed. Finally, implications for teacher training will be suggested. Analyzed data will be discussed with regard to the questionnaire, interview, and observation.

The results of the study have indicated a positive view of the training in both English proficiency and teaching efficiency. In addition, the observation has pointed to good classroom teaching practice. All of these aspects will be presented in the following topics:

1. English proficiency
2. Teaching efficiency
3. Classroom performance of English teachers
4. Training implications

#### **5.1 English Proficiency**

Based on the questionnaire, interview and observation, the interesting productive and receptive skills are pronunciation, note-taking, classroom language use and reading and listening strategies.

First, pronunciation is an important problem in primary school English teachers' language learning. This is due to the fact that they have attended the language training as adults. Stewart (2001: 261) supports this: "Adults find it much more difficult to learn languages than children do. People who have learned a language as an adult almost always have an "accent," indicating that that they have

not acquired the phonological rules of the second language perfectly.” However, it is necessary for the language teacher to be a good model of pronunciation for their listening and speaking classes. But, since many of these teachers are non-English major teachers, it may be very difficult for them to have correct pronunciation. Most of them took few English courses during their university or secondary school years. For some, it may be a very long time since they studied English. Therefore, they need some additional pronunciation practice. They realize that pronunciation is very important. Nevertheless, most teachers pointed out that they acquired better pronunciation from the training. Chamnankit (1997) had found that most of the teachers in his interviews who did not obtain English degrees had gained more pronunciation confidence after the training.

Based on the interview, there are still some problems concerning pronunciation. They are the final sounds, stresses and intonation patterns. Some of these teachers accepted that their pronunciation skill was limited to the vocabulary found in the lessons. Other than language training, they had no chance to improve their pronunciation. It is assumed that the chance of pronunciation improvement can be affected by the heavy school task load and lack of basic English. This point of view is supported by Niyamapha (1995), who claims that there are not enough teachers and each teacher is burdened with too much work. To make matters worse, most of them are not graduates in the field of teaching English (MOE, 2005: 5).

Second, regarding note-taking, these primary school English teachers were satisfied with this ability. Note-taking concerns both receptive and productive skills. Therefore, note-taking ability is a more complex language skill than the individual listening or speaking skill. Before a person can take down the note, he will have to gain adequate reading and listening skills. In this way, good listening skill can help ones transfer information to the productive skill of writing. Olshtain (2001: 207) cites that, “Viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text. Such an approach places value on the goal of writing as well as on the perceived reader audience.” The receptive skill will be used when a person listens to some information; the productive skill of writing will be utilized when information is transferred. This result supports the expected outcome of the study that, from the participants’ perceptions, primary

school English teachers will gain better English proficiency because of the effectiveness of English language training.

For classroom language use, based on the three research tools, most of these teacher trainees perceive high satisfaction toward this ability. This means that their self-confidence in speaking skills has increased. This may be because they speak English more frequently in the English class, where they spend more time speaking English to the learners. Some researchers support this claim: Chamnankit (1997) says that those teachers who do not obtain a degree in English have more confidence and gain more English proficiency from the language training.

Finally, for reading and listening skills, most of the teacher trainees have high perception toward this ability. Some of these teacher trainees also say their listening and reading skills have been increased as a result of the language training course. This implies that the language training program is crucial. This implication is supported by Murdoch (1994) stating that an English training program is very important for teacher development. Besides the language training program, teacher trainees can practice these abilities by themselves. They can read newspapers, short story books, read and watch television. By these their English proficiency can be increased. They can improve themselves, especially after the language training program. Belden and Platter (1999) have pointed out that teachers' knowledge of the subject is as important as the ability to teach that subject.

## **5.2 Teaching Efficiency**

In terms of teaching efficiency, the perceptions of the primary school English teachers and those of the observers are not similar. What these teachers have said contradicts what the observers have pointed out. Based on the observers' reports, perceptions of teaching efficiency, by both teacher trainees and observers, concur that the good point of the teaching efficiency of these teachers, is the understanding of the nature of EFL learning, and the ability to base further teaching development on learning outcomes. These teachers have perceived that the ability to create, choose assessment instruments and criteria is their weak point. However, the observers have pointed out that these teachers' collective weak point is the inability to apply language methodology to classroom teaching.

This contrast indicates the different perceptions between English teacher trainees and observers. Chamnankit (1997) says that after taking an English training course, teachers seem to have more self-confidence and gain more English instruction efficiency. Limlek (1998) points out that the English teacher trainees from Ratchaburi Province who graduate in different subjects gain significant understanding of English curriculum and teaching efficiency. Ofsted (2006) claims that training successfully extends trainees' professional knowledge and expertise. Rosen (2006) reports that the trainees gain a high professional skill of teaching and are committed to raising the achievement level of their students. Again, this result agrees with Ofsted (2006): almost all trainees seen by inspectors reach a satisfactory or good level of teaching capability. Senisrisant (1998) also concurs that those who completed a training course showed significant improvement in teaching skills and knowledge, as well as English proficiency.

Teaching methodology is another interesting topic. The expected criteria point out that teacher should be able to apply language methodology to classroom teaching using the Communicative Approach. The observers indicate that, based on teaching efficiency, comparing teacher trainees and observers, this criterion are the weakest point of teaching efficiency. However, the teachers satisfyingly perceive it as one of their good points. In this case, the observation with specified criteria should be considered more reliable because the observers are applying a set of criteria to their observations while English teachers merely give their opinions. It is expected that, after the training, these teachers will gain better understanding of applying language methodology to classroom teaching, especially for the Communicative Approach.

Comparing the observation with the interview, we can see that the observation indicates that these teachers are satisfied with their ability to apply language methodology to classroom teaching, while the interview indicates that most of them used the Audio-lingual Method as the main classroom teaching approach. This evidence shows that the teaching approach they apply to the classroom is a traditional methodology. Therefore, the training does not change their teaching style. It can be explained that these teachers misunderstand the teaching approach or lack the ability to link theories to practice. Darling-Hammond and Rustique-Forrester (1997) support the belief that successful strategies to improve teacher education must



incorporate new knowledge with regard to learning and teaching, relating theories to practice. Ford (2006) also agrees with this opinion that teachers reached a satisfactory or good level of teaching. She agrees too with the improvement of these teachers after examining the results of the study. Rosen (2006) also points out, "While some improvements of teaching efficiency have been seen since Ofsted's 2003 survey, they are not nearly enough."

Considering all the given reasons, it can be inferred that teacher trainees' teaching efficiency is inadequate therefore more training is needed. This is due to the confusion in teaching methodology. Klecker and Loadman (1998) agreed with this new point: "If we as teacher educators can identify the skills and knowledge that teachers will need for greater empowerment (often described as taking on a "new role"), we can help teachers develop these through new, dynamic programs." And Ford (2006) also points out that if teachers lack the ability to relate theories to practice, it indicates that training should be added. Moreover, Chaisaeng (2005) claims that the continuity of training and the development of Thai English teachers are needed. Finally, the MOE (2005:3) points out that an English Proficiency and Teaching Efficiency training course is needed for primary school English teachers.

### **5.3 Classroom Performance of English Teachers**

Classroom performance of the English teachers, in respect of the observation in the comparison of interview and questionnaire, there are two categories reflected from a comparison of the abilities. They are "face-saving" and self-confidence.

First, "face-saving" refers to the teacher trainees' behaviors of trying to express a higher level of language ability than what it actually is. Based on the results of the study, teacher trainees pointed out that they believed their ability to integrate learning units with other school subjects was higher than the percentage given by the observers. Another example shows that the teacher trainees' purpose is trying to hide their weak point. They specify their percentage for their ability to use correct intonation patterns higher in the questionnaire than the given percentage in the interview. This is because there will not be any effects from answering a questionnaire. In contrast, when the teacher trainees do the face-to-face interview,

they try to save face by giving higher percentages of language ability than the same ability level they previously gave in the questionnaire.

This social factor is illustrated by nine abilities of both English proficiency and teaching efficiency. They are the abilities

- 1) to pronounce correct final sounds
- 2) to understand target culture regarding the teaching context
- 3) to interpret and analyze messages from both reading and listening sources
- 4) to apply language methodology to classroom teaching
- 5) to analyze and link core curriculum to needs of learners and community
- 6) to integrate learning units with other school subjects
- 7) to conduct activities by using various materials that suit learners
- 8) to relate learning objectives and language assessment, and
- 9) to base further teaching development on learning.

The most interesting “face-saving” item is the ability to conduct activities by using various materials that suit learners. In fact, the teacher trainees can not give clear explanations as to why they use the particular materials in that activity. More important, they can not explain why the given materials are suitable for their learners. They are trying to hide the fact that they do not use materials suitable for the learners. This may be because they do not know much about materials designing. The higher perceptions indicate that they try to “save face,” while their real ability is not as indicated. They do not want it known that their English is inadequate. The underlying reason is the social factor of “face-saving”, as claim by Pupipat (1998: 155). However, there are some suggestions to help them solve this problem.

One is for the teacher trainees to make good lesson plans; ones that can relate learning objectives, activities and learning assessment. A good learning objective should be concise and language focused. A good language activity translates a learning objective to an action or task for learners. And a good learning assessment reflects what learners have learnt from a lesson. For example, if a learning objective is to enable learners to introduce themselves by using English, the activity can be role play. And, for the evaluation, they can do a role play or gap filling conversation.

One important aspect of lesson plan preparation is pronunciation. Teacher trainees should have enough time and materials to prepare their pronunciation. They should have a cassette or audio player to practice both listening and pronouncing certain sounds. This is to have an effective language class and to gain more self-confidence.

Secondly, lack of self-confidence influences the teachers' perception of themselves, submitting lower ability-levels than those perceived by the observers in their abilities to pronounce words with correct stress, to communicate in both spoken and written skills, to use appropriate English in social interaction and to use gestures and idioms relevant to the target culture. In other words, the teachers' level of self-confidence has affected their perceptions of their English ability. They may have indicated their ability lower than it actually was. It is assumed that they lost their self-confidence. This is because they are non-English majors. They believe that their English proficiency and teaching efficiency are not good enough to teach English. This evidence can be supported by MOE (2005): most teachers who are now teaching English in primary schools all over Thailand, are considered as having low English language proficiency. Because of low proficiency, the teacher trainees are not sure of grammatical points or pronunciations. Srisant (1996) also claimed that teachers' confidence was very low then. Niyamapha (1995) and Thaworn (1996) pointed out that teachers who did not graduate in the field of teaching English might have had low confidence in their English. To gain more self-confidence, besides attending a training course, they can do self-access learning activities or watch English language lessons on television. They can also get assistance from various ERIC centers.

#### **5.4 Training Implications**

1) It is suggested that training be applied implicating two aspects of the English teacher standard benchmark: English Proficiency and Teaching Efficiency.

2) As the reasons for having to address the insufficiency in the effectiveness of present English language training are that the teachers are not English majors and that they generally lack self-confidence, English training programs should be regularly organized.

Further aspects to be considered are:

First, since some English abilities are perceived by primary school teachers as their weak points, training programs can focus on pronunciation, note-taking and selecting assessment instruments. To boost confidence in pronunciation, the teacher trainees can do minimal pair tasks and compare the two languages in terms of the sounds. The comparison can be extended to the levels of the words, sentences, meanings and cultures. The practice can start with simple, everyday items, coupled with classroom words. To reduce the face-saving feeling and to enhance confidence, teacher trainees can do peer teaching.

Second, strong points are the language abilities that the teacher trainees perceived as high scores. The examples of these strong points are the ability to understand the target culture regarding the teaching context and to understand the nature of EFL language learning. These strong points can be encouraged to make the teacher trainees more self-confident. Considering the strong points from the results of the study, separate and special language training courses can be held with emphasis on these strong points to elevate teacher trainees to outstanding language teachers.

From the first and second topics above, it is possible that language training implies yielding better language teacher trainees. Based on their previous levels of language ability, the beginners could become intermediates, intermediates would become advanced. At least teacher trainees should gain more confidence in aspects of English language abilities at the level of primary school language teaching.

## **CHAPTER 6**

### **CONCLUSION**

Three parts are presented in this chapter:

- 1) Conclusion
- 2) Limitations
- 3) Recommendations for further research.

#### **6.1 Conclusion**

This study is an attempt to examine the effectiveness of language training reflected by primary school English teachers and observers' perceptions.

The three research tools were the questionnaire, interview, and observation Forms. The questionnaire and Interview collected the perceptions of the English teachers. The observation described the perceptions of the observers with regard to what these teachers actually performed after the training in terms of English proficiency and teaching efficiency.

In the questionnaire, most of these English teachers perceived their abilities in the "high" level of satisfaction, and the given percentage was not much higher than the other two research tools: 66.95% and 68.40% for English proficiency and teaching efficiency, respectively.

In the interview, most of the primary school English teachers holistically reflected themselves in the "high" level of satisfaction for English proficiency and teaching efficiency, respectively.

The observation form: this research tool provided the lowest score among the three research tools. The percentages were 65.33 and 66.33 for English proficiency and teaching efficiency, respectively. However, these lowest scores still pointed out a "high" level of satisfaction.

Considering the above, it can be concluded that the average percentage of English proficiency and teaching efficiency were holistically in the "high" level of satisfaction. This level of satisfaction reflected the perception of both the primary

school English teachers and the observers toward English proficiency and teaching efficiency. Therefore, English proficiency and teaching efficiency reflected the effectiveness of the language training program. By this reason, the effectiveness of this language teacher training was in the “high” level of satisfaction.

## **6.2 Limitations**

There is a limitation worth mentioning. It is the nature of the study. Because of the nature of the research conduction, all the data produced by the subjects might be true for the specific time, within the specific area of the study. It is assumed that various input factors, such as attending newer training courses or being promoted to higher official ranks, or going abroad, might affect the future perceptions of the subjects. It means that the result generalization reflected to other researches, if any, is limited to this specific group of English teachers and to this specific time.

## **6.3 Recommendations for Further Research**

Further research could be done on the students’ learning achievement. After an English training course, it is assumed that English teachers will gain better English knowledge and teaching efficiency. It might be better to assess the results of the English training by examining the students’ learning achievements.

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## **APPENDICES**

**APPENDIX A**  
**Questionnaire Form**

## แบบสอบถามความคิดเห็นครูผู้สอนภาษาอังกฤษภายหลังการอบรม

### คำชี้แจง

แบบสอบถามนี้มีจุดมุ่งหมายเพื่อสำรวจความคิดเห็นครูผู้สอนภาษาอังกฤษเกี่ยวกับการใช้และการจัดการเรียนการสอนภาษาอังกฤษ ขอให้ผู้ตอบแบบสอบถามได้โปรดพิจารณาคำตอบในแต่ละข้อว่าตนได้ปฏิบัติในระดับปริมาณหรือคุณภาพใด โดยให้ตรงกับความเป็นจริงของตน ข้อมูลที่ได้จะถือเป็นความลับของทางราชการและไม่มีผลกระทบต่อการปฏิบัติหน้าที่ราชการของท่านแต่ประการใด

### ตอนที่ 1 ข้อมูลพื้นฐาน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ☐ ที่ตรงกับสภาพความเป็นจริงของท่าน

สังกัดอำเภอ ☐ พิบูลมังสาหาร ☐ สิรินคร ☐ ไชยเกษม  
☐ ศรีเมืองใหม่ ☐ ตาลชุม

อายุราชการ ☐ ต่ำกว่า 5 ปี ☐ 5 - 10 ปี ☐ 11 - 15 ปี  
☐ 16 - 20 ปี ☐ มากกว่า 20 ปี

ประสบการณ์ ☐ ต่ำกว่า 5 ปี ☐ 5 - 10 ปี ☐ 11 - 15 ปี  
 การสอนภาษาอังกฤษ ☐ 16 - 20 ปี ☐ มากกว่า 20 ปี

วุฒิการศึกษา ☐ ต่ำกว่าปริญญาตรี ☐ ปริญญาตรี ☐ สูงกว่าปริญญาตรี

	ช่วงชั้นที่ 1	ช่วงชั้นที่ 2	ช่วงชั้นที่ 3
ระดับชั้นที่สอน (เลือกได้มากกว่าหนึ่ง ระดับชั้น)	<input type="radio"/> ประถมปีที่ 1	<input type="radio"/> ประถมปีที่ 4	<input type="radio"/> มัธยมศึกษาปีที่ 1
	<input type="radio"/> ประถมปีที่ 2	<input type="radio"/> ประถมปีที่ 5	<input type="radio"/> มัธยมศึกษาปีที่ 2
	<input type="radio"/> ประถมปีที่ 3	<input type="radio"/> ประถมปีที่ 6	<input type="radio"/> มัธยมศึกษาปีที่ 3

ตอนที่ 2 ความคิดเห็นเกี่ยวกับตนเองภายหลังได้รับการอบรมภาษาอังกฤษ

คำอธิบาย

1 หมายถึง	มีการปฏิบัติในปริมาณ/คุณภาพ อยู่ระหว่างร้อยละ	0 - 25
2 หมายถึง	มีการปฏิบัติในปริมาณ/คุณภาพ อยู่ระหว่างร้อยละ	26 - 50
3 หมายถึง	มีการปฏิบัติในปริมาณ/คุณภาพ อยู่ระหว่างร้อยละ	51 - 75
4 หมายถึง	มีการปฏิบัติในปริมาณ/คุณภาพ อยู่ระหว่างร้อยละ	76 - 100

คำชี้แจง ให้ทำเครื่องหมาย ✓ ลงในช่องระดับปริมาณ/คุณภาพที่ตรงกับความเป็นจริงของท่าน

ที่	ข้อความ	ระดับปริมาณ/คุณภาพ			
		1	2	3	4
1	ออกเสียงหนักเบาในระดับคำ (Stress) ได้ถูกต้องมากขึ้น				
2	ออกเสียงสูงต่ำในระดับประโยค (Intonation) ได้ถูกต้องมากขึ้น				
3	ใช้สัญลักษณ์ (Phonetic Symbols) ช่วยอ่านออกเสียงได้ดีขึ้น				
4	ออกเสียงพยัญชนะต้นและท้ายที่เป็นอักษรควบกล้ำได้ได้ดีขึ้น				
5	สามารถแยกแยะคำที่เป็นรากศัพท์ (Root word) ออกจากอุปสรรค (Prefix) หรือปัจจัย (Suffix) ได้				
6	ฟังข้อความภาษาอังกฤษแล้วเขียนบันทึกข้อความจากสิ่งที่ฟังได้				
7	อ่านบทความภาษาอังกฤษเข้าใจมากยิ่งขึ้น				
8	แสดงท่าทางประกอบคำพูดภาษาอังกฤษอย่างสอดคล้องในชั้นเรียน				
9	สอนโดยใช้ภาษาอังกฤษในชั้นเรียน				
10	รู้วัฒนธรรมชาติเจ้าของภาษา				
11	เข้าใจธรรมชาติการเรียนรู้ภาษาอังกฤษในฐานะภาษาต่างประเทศ				
12	อธิบายความเหมือนความแตกต่างของภาษาไทยและภาษาอังกฤษ				
13	ประยุกต์ทฤษฎีการสอนภาษาอังกฤษสู่ชั้นเรียนของตนเอง				
14	วิเคราะห์หลักสูตรแกนกลางและเชื่อมโยงความต้องการของผู้เรียน ชุมชนและสังคม				
15	ออกแบบกิจกรรมการเรียนรู้ที่สอดคล้องกับผลการเรียนรู้ที่คาดหวัง และจุดประสงค์การเรียนรู้				
16	ออกแบบสื่อการเรียนรู้ได้หลากหลาย สอดคล้องกับกิจกรรมและ สะท้อนผลการเรียนรู้ที่คาดหวัง				

ที่	ข้อความ	ระดับปริมาณ/คุณภาพ			
		1	2	3	4
17	ออกแบบบูรณาการภาษาอังกฤษกับสาระการเรียนรู้อื่นได้				
18	ออกแบบเครื่องมือวัดประเมินผลได้สอดคล้องกับผลการเรียนรู้ที่คาดหวังและจุดประสงค์การเรียนรู้				
19	เลือกใช้วิธีการวัดประเมินผลที่สะท้อนผลการเรียนรู้ที่คาดหวังได้				
20	นำผลการประเมินไปพัฒนาการเรียนการสอนได้				

## QUESTIONNAIRE FORM

The development of English language proficiency and instruction efficiency  
Project

### Part 1 General information

**Instruction:** Put the ✓ mark into O of each item.

Working place      ☐ Phibunmanglahan      ☐ Sirindhorn  
                          ☐ Khongchiam      ☐ Tansum  
                          ☐ Sri Muangmai

Teaching      ☐ under 5 years      ☐ 5 - 10 years  
 experience      ☐ 11 - 15 years      ☐ 16 - 20 years  
                          ☐ more than 20 years

English Teaching      ☐ under 5 years      ☐ 5 - 10 years  
 Experience      ☐ 11 - 15 years      ☐ 16 - 20 years  
                          ☐ more than 20 years

Certificate      ☐ Lower than bachelor degree  
                          ☐ Bachelor degree  
                          ☐ Higher than bachelor degree

	Educational Level 1	Educational Level 2	Educational Level 3
English Teaching level (can be more than one level)	<input type="radio"/> Grade 1	<input type="radio"/> Grade 4	<input type="radio"/> Grade 1
	<input type="radio"/> Grade 2	<input type="radio"/> Grade 5	<input type="radio"/> Grade 2
	<input type="radio"/> Grade 3	<input type="radio"/> Grade 6	<input type="radio"/> Grade 3



**Part 2** The level of perception that you reflect yourself**Explanation**

Level	Meaning	Percent
1	The frequency or quality of performance is between	0 – 25 %
2	The frequency or quality of performance is between	26 – 50 %
3	The frequency or quality of performance is between	51 - 75 %
4	The frequency or quality of performance is between	76 – 100 %

**Question:** What is your level of perception toward your abilities?

No	Ability to...	1	2	3	4
1	Use correct intonation patterns				
2	Pronounce words with correct stress				
3	Pronounce correct final sounds				
4	Understand target culture regarding the teaching context				
5	Take notes				
6	Communicate in both spoken and written skills				
7	Interpret and analyze messages from both reading and listening sources				
8	Use English as classroom language				
9	Use appropriate English in social interaction				
10	Use gestures and idioms relevant to target culture				
11	Realize differences between Thai and English				
12	Understand nature of EFL language learning				
13	Apply language methodology to classroom teaching				
14	Analyze and link core curriculum to needs of learners and community				
15	Design activities that serve both expected learning outcomes and learning objectives				

No	Ability to...	1	2	3	4
16	Integrate learning units with other school subjects				
17	Conduct activities by using various materials that suit learners				
18	Relate learning objectives and language assessment				
19	Create, choose assessment instruments and criteria				
20	Base further teaching development on learning outcome				

**APPENDIX B**  
**Interview Form**

### แบบสัมภาษณ์

ครูผู้สอนภาษาอังกฤษภายหลังการอบรมโครงการพัฒนาทักษะการใช้ภาษาอังกฤษ

ตอนที่ ๑ ข้อมูลทั่วไป

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ☐ ที่ตรงกับสภาพความเป็นจริงของผู้รับการสัมภาษณ์

สังกัดอำเภอ	<input type="radio"/> พิบูลมังสาหาร	<input type="radio"/> ลีรินธร
	<input type="radio"/> โขงเจียม	<input type="radio"/> ตาลชุม
	<input type="radio"/> ศรีเมืองใหม่	

ประสบการณ์สอน ภาษาอังกฤษ	<input type="radio"/> ต่ำกว่า 5 ปี	<input type="radio"/> 5 - 10 ปี
	<input type="radio"/> 11 - 15 ปี	<input type="radio"/> 16 - 20 ปี
	<input type="radio"/> มากกว่า 20 ปี	

วุฒิการศึกษา	<input type="radio"/> ต่ำกว่าปริญญาตรี	<input type="radio"/> ปริญญาตรี	<input type="radio"/> สูงกว่าปริญญาตรี
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	ช่วงชั้นที่ 1	ช่วงชั้นที่ 2
ระดับชั้นที่สอน (เลือกได้มากกว่าหนึ่ง ระดับชั้น)	<input type="radio"/> ประถมปีที่ 1	<input type="radio"/> ประถมปีที่ 4
	<input type="radio"/> ประถมปีที่ 2	<input type="radio"/> ประถมปีที่ 5
	<input type="radio"/> ประถมปีที่ 3	<input type="radio"/> ประถมปีที่ 6

ตอนที่ 2 ให้ผู้สัมภาษณ์ถามโดยการอ่านคำถามให้ฟังซ้ำ ๆ สองครั้งและให้ดูคำถามเป็นการทบทวน  
ได้ตลอดเวลาโปรดกำกับดูแลให้ผู้ถูกสัมภาษณ์ตอบคำถามตรงประเด็นและครบทุก  
หัวข้อย่อย บันทึกคำตอบโดยการบันทึกเทป

1. ภายหลังเข้ารับการอบรมตามโครงการพัฒนาทักษะการใช้ภาษาอังกฤษแล้ว ท่านมีความ  
มั่นใจในการออกเสียงภาษาอังกฤษเพิ่มขึ้นหรือไม่ ถ้าใช่ คิดเป็นร้อยละเท่าใด ถ้าไม่ใช่  
ท่านต้องการรับความรู้ด้านการออกเสียงเรื่องใดเพิ่มเติม
2. ในการสอนภาษาอังกฤษที่ต้องมีการสอดแทรกวัฒนธรรมของชาติเจ้าของภาษาด้วย ท่านมี  
การเตรียมการสอนอย่างไร มีหัวข้อเชิงวัฒนธรรมใดที่เป็นปัญหาในการสอนภาษาอังกฤษ  
มากที่สุดสำหรับท่าน
3. ท่านใช้ภาษาอังกฤษในการสอนวิชาภาษาอังกฤษในแต่ละคาบเรียนบ่อยแค่ไหน เทียบค่า  
ทั้งคาบเป็นร้อยละเท่าใด ท่านเตรียมตัวอย่างไร มีข้อดี ข้อเสีย อย่างไร
4. หากมีคนสั่งท่านว่า “โปรดฟังข้อความภาษาอังกฤษต่อไปนี้ซึ่งมีความยาวประมาณ ๕  
ประโยคแล้วให้ท่านจดเป็นบันทึกข้อความสั้น ๆ แต่ได้ใจความครบถ้วน” ท่านมั่นใจใน  
ความสามารถของตนเองในเรื่องนี้ คิดเป็นร้อยละเท่าใด เพราะเหตุใด
5. ท่านมีเคล็ดลับในการอ่านหรือฟังเพื่อจับใจความ ดีความ วิเคราะห์ความ อย่างไร ท่าน  
มั่นใจในความสามารถของตนเองในเรื่องนี้คิดเป็นร้อยละเท่าใด เพราะเหตุใด
6. ภาษาไทยกับภาษาอังกฤษต่างกันอย่างไร โปรดยกตัวอย่างที่จะเป็นประโยชน์ในการสอน  
ภาษาอังกฤษ สัก ๑ หรือ ๒ ตัวอย่าง
7. ท่านชอบสอนโดยใช้ทฤษฎีการเรียนรู้ต่อไปนี้อันไหนมากที่สุด เพราะอะไร
  - 7.1 Multiple Intelligences (พหุปัญญา)
  - 7.2 Second Language Acquisition (การเรียนรู้ภาษาอังกฤษเป็นภาษาที่สอง)
  - 7.3 Foreign Language Acquisition (การเรียนรู้ภาษาอังกฤษเป็นภาษาต่างประเทศ)
8. ในบรรดาวิธีการสอนภาษาอังกฤษต่อไปนี้ ท่านใช้วิธีการสอนใดบ่อยที่สุด เพราะอะไร
  - 8.1 Grammar Translation
  - 8.2 Audio-Lingual Method
  - 8.3 Communicative Approach

9. จากการวิเคราะห์หลักสูตรภาษาอังกฤษระดับสถานศึกษาต่อไปนี้ ท่านมีพัฒนาการในหัวข้อใดมากที่สุด เพราะอะไร หัวข้อดังกล่าวมีจุดติดขัดอย่างไรบ้าง อธิบาย
  - 9.1 หน่วยการเรียนรู้ เพราะ .....
  - 9.2 ผลการเรียนรู้ที่คาดหวัง เพราะ .....
  - 9.3 คุณลักษณะอันพึงประสงค์ เพราะ .....
  - 9.4 การอ่าน คิด วิเคราะห์เขียน เพราะ .....
  - 9.5 การวัดประเมินผลตามสภาพจริง เพราะ .....
10. โดยภาพรวมภายหลังเข้ารับการอบรมตามโครงการพัฒนาทักษะการใช้ภาษาอังกฤษแล้ว ท่านคิดว่าท่านมีพัฒนาการในด้านต่อไปนี้เพิ่มขึ้น คิดเป็นร้อยละเท่าใด
  - 10.1 ด้านความรู้ภาษาอังกฤษ = .....%
  - 10.2 ด้านประสิทธิภาพการเรียนการสอนภาษาอังกฤษ = .....%

## INTERVIEW FORM

The development of English language proficiency and instruction efficiency  
Project

### Part 1 General information

**Instruction:** Put the ✓ mark into O of each item for your participant.

Working place      ☐ Phibunmangsaan      ☐ Sirindhorn  
                          ☐ Khongchiam      ☐ Tansum  
                          ☐ Sri Muangmai

Teaching      ☐ under 5 years      ☐ 5 - 10 years  
 experience      ☐ 11 – 15 years      ☐ 16 - 20 years  
                          ☐ more than 20 years

English Teaching      ☐ under 5 years      ☐ 5 - 10 years  
 Experience      ☐ 11 - 15 years      ☐ 16 - 20 years  
                          ☐ more than 20 years

Certificate      ☐ Lower than bachelor degree  
                          ☐ Bachelor degree  
                          ☐ Higher than bachelor degree

	Educational Level 1	Educational Level 2	Educational Level 3
English Teaching level (can be more than one level)	<input type="radio"/> Grade 1	<input type="radio"/> Grade 4	<input type="radio"/> Grade 1
	<input type="radio"/> Grade 2	<input type="radio"/> Grade 5	<input type="radio"/> Grade 2
	<input type="radio"/> Grade 3	<input type="radio"/> Grade 6	<input type="radio"/> Grade 3

## Part 2 Contents for interview

**Instructions:** Talk to your participant according to the following contents. You may ask him for any necessary documents to support the interview. After the interview, review your cassette tape and transcribe your interviewee's conversation.

No	Contents
1	After the language training project, what percentage of English pronunciation ability do you perceive for yourself?
2	What was the most difficult cultural topic for your language teaching preparation, and how did you prepare your lesson for it?
3	What percentage of English classroom language was used in your English classroom teaching? How did you prepare your classroom language?
4	If you are instructed to listen and summarize the five-sentence-short note into your own paraphrase, can you identify the percentage of your confidence, and give your reasons to support your confidence.
5	What is your tip in doing reading or listening comprehension? What is your percentage of confidence regarding listening or reading comprehension?
6	What are the similarities and differences between Thai and English? Give your examples of teaching implications by using these similarities or Differences.
7	Which of these following learning theories do you like most? Why? 7.1 Multiple Intelligences 7.2 Second Language Acquisition 7.3 Foreign Language Acquisition
8	Which of the following teaching methodologies do you always use? Why? 8.1 Grammar Translation 8.2 Audio-lingual Method 8.3 Communicative Approach



No	Contents
9	<p data-bbox="355 268 1353 410">According to the school English curriculum analysis that you were taught during the English training project, which of the following topics did you learn best? Why?</p> <ul data-bbox="450 432 982 685" style="list-style-type: none"><li data-bbox="450 432 686 467">9.1 Learning Unit</li><li data-bbox="450 489 883 524">9.2 Expected Learning Outcomes</li><li data-bbox="450 546 958 580">9.3 Desirable Learners' Characteristics</li><li data-bbox="450 602 982 637">9.4 Reading, analyzing and writing skills</li><li data-bbox="450 659 792 694">9.5 Authentic Assessment</li></ul>
10	<p data-bbox="355 716 1209 799">What is the percentage of your holistic view regarding the English proficiency and teaching efficiency?</p>

**APPENDIX C**  
**Observation Form**

## แบบสังเกต

## ครูผู้สอนภาษาอังกฤษภายหลังการอบรมโครงการพัฒนาทักษะการใช้ภาษาอังกฤษ

ตอนที่ ๑ ข้อมูลทั่วไป

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน O ที่ตรงกับสภาพความเป็นจริงของผู้ถูกสังเกต

สังกัดอำเภอ	<input type="checkbox"/> พิบูลมังสาหาร	<input type="checkbox"/> สิรินคร
	<input type="checkbox"/> โขงเจียม	<input type="checkbox"/> ตาลชุม
	<input type="checkbox"/> ศรีเมืองใหม่	

ประสบการณ์สอน ภาษาอังกฤษ	<input type="checkbox"/> ต่ำกว่า 5 ปี	<input type="checkbox"/> 5 - 10 ปี
	<input type="checkbox"/> 11 - 15 ปี	<input type="checkbox"/> 16 - 20 ปี
	<input type="checkbox"/> มากกว่า 20 ปี	

วุฒิการศึกษา	<input type="checkbox"/> ต่ำกว่าปริญญาตรี	<input type="checkbox"/> ปริญญาตรี	<input type="checkbox"/> สูงกว่าปริญญาตรี
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	ช่วงชั้นที่ 1	ช่วงชั้นที่ 2
ระดับชั้นที่สอน (เลือกได้มากกว่าหนึ่ง ระดับชั้น)	<input type="checkbox"/> ประถมปีที่ 1	<input type="checkbox"/> ประถมปีที่ 4
	<input type="checkbox"/> ประถมปีที่ 2	<input type="checkbox"/> ประถมปีที่ 5
	<input type="checkbox"/> ประถมปีที่ 3	<input type="checkbox"/> ประถมปีที่ 6

ตอนที่ 2 ภายหลังจากที่คุณครูท่านนี้ได้รับการอบรมด้านภาษาอังกฤษตามโครงการพัฒนาทักษะ  
การสอนภาษาอังกฤษ ท่านสังเกตว่าคุณครูท่านนี้มีพัฒนาการด้านภาษาอังกฤษในข้อ  
ต่อไปนี้ เพิ่มขึ้นในระดับใด

#### คำอธิบาย

1 หมายถึง	มีการปฏิบัติในปริมาณ/คุณภาพ อยู่ระหว่างร้อยละ	0 - 25	น้อยที่สุด
2 หมายถึง	มีการปฏิบัติในปริมาณ/คุณภาพ อยู่ระหว่างร้อยละ	26 - 50	น้อย
3 หมายถึง	มีการปฏิบัติในปริมาณ/คุณภาพ อยู่ระหว่างร้อยละ	51 - 75	มาก
4 หมายถึง	มีการปฏิบัติในปริมาณ/คุณภาพ อยู่ระหว่างร้อยละ	76 - 100	มากที่สุด

ที่	รายการ	ระดับปริมาณ /คุณภาพ			
		1	2	3	4
1	การออกเสียงสูงต่ำในระดับประโยค				
2	ออกเสียงพยัญชนะท้ายคำได้ดีขึ้น				
3	การออกเสียงหนักเบาในระดับคำ				
4	เข้าใจวัฒนธรรมที่เกี่ยวข้องในบริบทการเรียนการสอน				
5	เขียนบันทึกข้อความจากสิ่งที่ฟังได้				
6	สื่อความหมายในแบบต่าง ๆ ทั้งภาษาพูดและภาษาเขียน				
7	เข้าใจความ ตีความและวิเคราะห์สิ่งที่ฟังและอ่านจากสื่อต่าง ๆ				
8	ใช้ภาษาอังกฤษในการสอน				
9	สื่อสารโดยใช้ภาษาได้ถูกต้อง เหมาะสมกับบุคคลและกาลเทศะ				
10	เลือกใช้ท่าทางและถ้อยคำสำนวนสอดคล้องกับวัฒนธรรมของเจ้าของภาษา				
11	อธิบายความเหมือนความแตกต่างของภาษาไทยและภาษาอังกฤษ				
12	เข้าใจธรรมชาติการเรียนรู้ภาษาอังกฤษในฐานะภาษาต่างประเทศ				
13	ใช้ทฤษฎีการสอนภาษาอังกฤษในการสอน				
14	วิเคราะห์หลักสูตรแกนกลางและเชื่อมโยงความต้องการของผู้เรียนชุมชนและสังคม				

ที่	รายการ	ระดับปริมาณ /คุณภาพ			
		1	2	3	4
15	ออกแบบกิจกรรมการเรียนรู้ที่สอดคล้องกับผลการเรียนรู้ที่คาดหวัง และจุดประสงค์การเรียนรู้				
16	ออกแบบหน่วยการเรียนรู้ที่มีการบูรณาการกับสาระการเรียนรู้อื่น				
17	จัดกิจกรรมการเรียนรู้โดยใช้สื่อหลากหลายเหมาะสมกับผู้เรียน				
18	กำหนดจุดประสงค์ในการวัดและประเมินผลการเรียนรู้				
19	สร้างและเลือกใช้เครื่องมือการวัดและประเมินผลพร้อมทั้งกำหนด เกณฑ์การประเมินผลได้สอดคล้องกับจุดประสงค์การเรียนรู้				
20	นำผลการประเมิน ไปพัฒนาการเรียนการสอนได้				

## OBSERVATION FORM

### The Development of English Language Proficiency and Instruction Efficiency Project

#### Part 1 General information

**Instruction:** Put the ✓ mark into O of each item for your participant.

Working place	<input type="radio"/> Phibunmangsaan <input type="radio"/> Khongchiam <input type="radio"/> Sri Muangmai	<input type="radio"/> Sirindhorn <input type="radio"/> Tansum
Teaching experience	<input type="radio"/> under 5 years <input type="radio"/> 11 - 15 years <input type="radio"/> more than 20 years	<input type="radio"/> 5 - 10 years <input type="radio"/> 16 - 20 years
English Teaching Experience	<input type="radio"/> under 5 years <input type="radio"/> 11 - 15 years <input type="radio"/> more than 20 years	<input type="radio"/> 5 - 10 years <input type="radio"/> 16 - 20 years
Certificate	<input type="radio"/> Lower than bachelor degree <input type="radio"/> Bachelor degree <input type="radio"/> Higher than bachelor degree	

	Educational Level 1	Educational Level 2	Educational Level 3
English Teaching level (can be more than one level)	<input type="radio"/> Grade 1	<input type="radio"/> Grade 4	<input type="radio"/> Grade 1
	<input type="radio"/> Grade 2	<input type="radio"/> Grade 5	<input type="radio"/> Grade 2
	<input type="radio"/> Grade 3	<input type="radio"/> Grade 6	<input type="radio"/> Grade 3

**Part 2 Your level of perception toward the participant's classroom performance****Explanation**

Level	Meaning	Percent
1	The frequency or quality of performance is between	0 – 25 %
2	The frequency or quality of performance is between	26 – 50 %
3	The frequency or quality of performance is between	51 - 75 %
4	The frequency or quality of performance is between	76 – 100 %

**Instructions:** Observe your participant during his classroom teaching on the basis of the following items. You may talk to him or ask him for any necessary documents.

	Items	Level of development			
		1	2	3	4
1	Use correct intonation patterns				
2	Pronounce words with correct stress				
3	Pronounce correct final sound				
4	Understand target culture regarding the teaching context				
5	Take notes				
6	Communicate in both spoken and written skills				
7	Interpret and analyze messages from both reading and listening sources				
8	Use English as classroom language				
9	Use appropriate English in social interaction				
10	Use gestures and idioms relevant to target culture				
11	Realize differences between Thai and English				
12	Understand nature of EFL language learning				
13	Apply language methodology to classroom teaching				
14	Analyze and link core curriculum to needs of learners and community				

	Items	Level of development			
		1	2	3	4
15	Design activities that serve both expected learning outcomes and learning objectives				
16	Integrate learning units with other school subjects				
17	Conduct activities by using various materials that suit learners				
18	Relate learning objectives and language assessment				
19	Create, choose assessment instruments and criteria				
20	Base further teaching development on learning outcome				



**APPENDIX D**  
**Additional Tables**

**Table 1** English Proficiency Perceived by Primary School English Teachers

No	Ability to...	Level of quality/quantity				Sum	x	SD	%
		1	2	3	4				
1	Use correct intonation patterns	4	14	31	1	129	2.58	0.66	64.5
2	Pronounce words with correct stress	2	12	35	1	135	2.70	0.57	67.5
3	Pronounce correct final sound	1	15	28	6	139	2.78	0.67	69.5
4	Understand target culture regarding the teaching context	2	17	25	11	155	2.82	0.78	77.5
5	Take notes	6	19	24	1	120	2.40	0.71	60
6	Communicate in both spoken and written skills	2	15	30	3	134	2.68	0.64	67
7	Interpret and analyze messages from both reading and listening sources	1	21	26	2	129	2.58	0.60	64.5
8	Use English as classroom language	2	17	29	2	131	2.62	0.62	65.5
9	Use appropriate English in social interaction	2	15	29	4	135	2.70	0.66	67.5
10	Use gestures and idioms relevant to target culture	3	13	33	1	132	2.64	0.62	66
Sum		25	158	290	32	1339	26.5	6.53	669.5
Average		2.5	15.8	29	3.2	134	2.65	0.65	66.95

**Table 2 Teaching Efficiency Perceived by Primary School English Teachers**

No	Ability to...	Level of quality/quantity				Sum	x	SD	%
		1	2	3	4				
1	Realize differences between Thai and English	2	15	31	2	133	2.66	0.61	66.5
2	Understand nature of EFL language learning	1	14	32	3	137	2.74	0.59	68.5
3	Apply language methodology to classroom teaching	3	14	32	1	131	2.62	0.62	65.5
4	Analyze and link core curriculum to needs of learners and community	3	16	32	1	135	2.60	0.62	67.5
5	Design activities that serve both expected learning outcomes and learning objectives	3	12	30	5	137	2.74	0.71	68.5
6	Integrate learning units with other school subjects	2	9	36	3	140	2.80	0.59	70
7	Conduct activities by using various materials that suit learners	1	15	30	5	141	2.76	0.64	70.5
8	Relate learning objectives and language assessment	2	11	30	7	142	2.84	0.70	71

**Table 2** Teaching Efficiency Perceived by Primary School English Teachers  
(Continue)

No	Ability to...	Level of quality/quantity				Sum	x	SD	%
9	Create, choose assessment instruments and criteria	2	17	26	3	126	2.63	0.66	63
10	Base further teaching development on learning outcome	0	11	32	7	146	2.92	0.59	73
Sum		19	134	311	37	1368	27.3	6.33	684
Average		1.9	13.4	31.1	3.7	137	2.73	0.63	68.4

**Table 3** English Proficiency Reflected in Observers' Reports

No	Ability to...	Level of quality/quantity				Sum	x	SD	%
		1	2	3	4				
1	Use correct intonation patterns	3	17	29	1	128	2.56	0.63	64
2	Pronounce words with correct stress	3	12	25	10	142	2.84	0.8	71
3	Pronounce correct final sound	4	14	26	6	134	2.68	0.78	67
4	Understand target culture regarding the teaching context	0	11	32	7	146	2.92	0.59	73
5	Take notes	NA	NA	NA	NA	NA	NA	NA	NA
6	Communicate in both spoken and written skills	1	14	33	2	136	2.72	0.56	68
7	Interpret and analyze messages from both reading and listening sources	3	23	21	3	124	2.48	0.69	62
8	Use English as classroom language	2	21	22	5	130	2.6	0.71	65
9	Use appropriate English in social interaction	2	12	29	7	141	2.82	0.71	71
10	Use gestures and idioms relevant to target culture	1	18	25	6	136	2.72	0.69	68
SUM		19	142	242	47	1217	24.34	6.16	608.5
AVERAGE		1.9	14	24	5	121.7	2.43	0.62	60.9

**Table 4 Teaching Efficiency Reflected in Observers' Reports**

No	Ability to...	Level of quality/quantity				Sum	x	SD	%
		1	2	3	4				
1	Realize differences between Thai and English	2	19	23	6	133	2.66	0.73	66.5
2	Understand nature of EFL language learning	1	9	37	3	142	2.84	0.54	71
3	Apply language methodology to classroom teaching	4	21	23	2	123	2.46	0.69	61.5
4	Analyze and link core curriculum to needs of learners and community	3	16	25	5	130	2.65	0.74	65
5	Design activities that serve both expected learning outcomes and learning objectives	3	13	29	5	136	2.72	0.72	68
6	Integrate learning units with other school subjects	4	18	23	5	129	2.58	0.77	64.5
7	Conduct activities by using various materials that suit learners	2	22	21	5	129	2.58	0.72	64.5
8	Relate learning objectives and language assessment	2	17	26	5	134	2.68	0.70	67
9	Create, choose assessment instruments and criteria	3	19	23	5	130	2.60	0.74	65
10	Base further teaching development on learning outcome	NA	NA	NA	NA	NA	NA	NA	NA
SUM		24	154	230	41	1186	23.8	6.35	593
AVERAGE		2.4	15.4	23	4	118.6	2.38	0.64	59.3

**Table 5** Teachers' Perception Toward Note-Taking Ability Reflected in Interviews

Interviewee No	Percentage of Confidence
1	50
2	70
3	70
4	30
5	80
6	70
7	50
8	50
9	60
10	75
11	60
12	70
13	70
14	65
15	70
X	62.67
SD	12.94
Mean	70

**Table 6** Teachers' Perception Toward Listening or Reading Ability Reflected in interviews

Interviewee No	Percentage of Confidence
1	60
2	80
3	60
4	80
5	40
6	50
7	60
8	60
9	50
10	60
11	60
12	70
13	50
14	70
15	70
X	61.33
SD	11.25
Mean	60



**Table 7** Holistic Views of the Primary School English Teachers' English Proficiency Reflected in Interviews

Interviewee No	English Proficiency (%)
1	60
2	70
3	70
4	60
5	35
6	80
7	70
8	60
9	70
10	80
11	60
12	75
13	60
14	70
15	60
X	65.33
SD	11.09
Mean	70

**Table 8** Holistic Views of Primary School English Teachers' Teaching Efficiency  
 effected in Interviews

Interviewee No	Teaching efficiency (%)
1	70
2	70
3	90
4	70
5	45
6	60
7	70
8	60
9	80
10	80
11	60
12	70
13	60
14	60
15	50
X	66.33
SD	11.72
Mean	70

**Table 9** Percentage of Classroom Language Use

No	English (%)	Thai (%)
1	70	30
2	70	30
3	70	30
4	50	50
5	70	30
6	50	50
7	70	30
8	50	50
9	60	40
10	50	50
<b>AVERAGE</b>	<b>61</b>	<b>39</b>

## **APPENDIX E**

### **The Training Project**

ชื่อโครงการ โครงการอบรมครูผู้สอนภาษาอังกฤษระดับต้น  
 แผนงาน จัดการศึกษาขั้นพื้นฐาน  
 หน่วยงานที่รับผิดชอบ ศูนย์พัฒนาการเรียนการสอนภาษาอังกฤษ (ERIC) สพท. อบ. 3  
 ผู้รับผิดชอบ นายรุ่ง กระแสกาญจน์  
 ระยะเวลาดำเนินการ มกราคม – กุมภาพันธ์ 2548

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#### หลักการและเหตุผล

ในบริบทสังคมโลกในปัจจุบันซึ่งเป็นยุคของข้อมูลข่าวสาร วิทยาศาสตร์เทคโนโลยีและวิทยาการต่าง ๆ มีความเจริญก้าวหน้าอย่างรวดเร็ว ทำให้ประเทศต่าง ๆ มีความใกล้ชิดกันมากขึ้น สิ่งหนึ่งซึ่งเป็นความจำเป็นในการเตรียมรับกับกระแสการเปลี่ยนแปลงและสถานการณ์ต่าง ๆ ที่เกิดขึ้น คือ ภาษาอังกฤษ ซึ่งจัดว่าเป็นภาษาต่างประเทศที่ทุกชาติส่วนใหญ่ใช้สื่อสารเพื่อช่วยในการสร้างความสัมพันธ์อันดีและเป็นพื้นฐานที่ทำให้ประเทศพัฒนาไปได้อย่างมั่นคงและมีสันติสุข ทั้งในด้านสังคม เศรษฐกิจ การเมือง และการปกครอง ดังนั้น การจัดการศึกษาจึงต้องให้ความสำคัญกับภาษาอังกฤษ เพื่อนำไปใช้เป็นเครื่องมือสำคัญในการติดต่อสื่อสารแสวงหาความรู้ สร้างความเข้าใจเกี่ยวกับวัฒนธรรมและวิถีทัศน์ของชุมชนโลกอันจะทำให้เกิดความเข้าใจอันดีระหว่างชาตินานาซึ่งมิตรไมตรีและความร่วมมือกันกับชาติต่าง ๆ ทำให้ประเทศไทยสามารถให้ความร่วมมืออย่างสร้างสรรค์เพิ่มพูนศักยภาพและขีดความสามารถในการแข่งขันในสังคมโลก

ศูนย์พัฒนาการเรียนการสอนภาษาอังกฤษ ซึ่งอยู่ในสังกัดของสำนักงานเขตพื้นที่การศึกษาอุบลราชธานี เขต 3 ซึ่งเป็นศูนย์ที่ให้บริการทางด้านทักษะภาษาอังกฤษแก่หน่วยงานทางการศึกษาและชุมชนในเขตพื้นที่ ศูนย์พัฒนาการเรียนการสอนภาษาอังกฤษ ได้ตระหนักถึงสภาพปัญหาและความต้องการทางด้านภาษาอังกฤษที่จะใช้ในการปฏิสัมพันธ์กับชาวต่างชาติที่มาท่องเที่ยวหรือทำธุรกิจได้อย่างมีประสิทธิภาพ ตลอดจนเสริมสร้างความเข้าใจและสัมพันธภาพอันดีระหว่างเจ้าบ้านและแขกผู้มาเยือน ดังนั้นศูนย์พัฒนาการเรียนการสอนภาษาอังกฤษซึ่งอยู่ในสังกัดสำนักงานเขตพื้นที่การศึกษาอุบลราชธานี เขต 3 จึงได้จัดโครงการนี้ขึ้น

### วัตถุประสงค์

1. ครูผู้สอนภาษาอังกฤษระดับต้นมีความรู้ความสามารถด้านภาษาอังกฤษ วัฒนธรรมของชาติเจ้าของภาษา และสามารถนำความรู้ที่ได้รับไปถ่ายทอดแก่นักเรียนได้
2. ครูผู้สอนภาษาอังกฤษระดับต้นมีความรู้ความเข้าใจในกระบวนการจัดการเรียนรู้ แนวคิด ทฤษฎี วิธีสอน กลยุทธ์การเรียนรู้ และสามารถนำไปประยุกต์ใช้ในการจัดการเรียนการสอนได้

### เป้าหมาย

ครูผู้สอนภาษาอังกฤษระดับต้นในสังกัดสำนักงานเขตพื้นที่การศึกษาอุบลราชธานี เขต 3 จำนวน 160 คน

### งบประมาณ

งบอุดหนุน โครงการพัฒนาทักษะการใช้ภาษาอังกฤษและเพิ่มประสิทธิภาพการเรียนการสอนของครู โดยสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จัดสรรงบประมาณการอบรมให้เป็นเงินทั้งสิ้น จำนวน 477,000 บาท

### สถานที่อบรม

1. โสตทัศนศึกษา โรงเรียนพิบูลมังสาหาร
2. ห้องไอที 1 โรงเรียนพิบูลมังสาหาร
3. ห้องไอที 2 โรงเรียนพิบูลมังสาหาร

### ระยะเวลา

วันที่ 10-15, 26-28 มกราคม 2548

### ผลที่คาดว่าจะได้รับ

ครูผู้สอนภาษาอังกฤษระดับต้นจำนวน 160 คน ได้รับการพัฒนาทักษะการใช้ภาษาอังกฤษและเพิ่มประสิทธิภาพการเรียนการสอน

นักเรียนในเขตพื้นที่การศึกษาจังหวัดอุบลราชธานี เขต 3 ได้รับการพัฒนาในด้านภาษาอังกฤษ มีผลสัมฤทธิ์ทางการเรียนสูงขึ้นในโอกาสต่อไป

### การติดตามประเมินผล

- 1) แบบประเมินผลก่อน/หลังการฝึกอบรม
- 2) แบบสอบถามระหว่างการฝึกอบรม
- 3) แบบสัมภาษณ์ระหว่างการฝึกอบรม
- 4) แบบสังเกตระหว่างการฝึกอบรม
- 5) แบบประเมินวิทยากร

ลงชื่อ .....ผู้รับผิดชอบโครงการ  
(นายรุ่ง กระแสกาญจน์)

เลขานุการ

ศูนย์พัฒนาการเรียนการสอนภาษาอังกฤษ

ลงชื่อ .....ผู้อนุมัติโครงการ  
(นายวิโรจน์ บรรดาศักดิ์)

ประธาน

ศูนย์พัฒนาการเรียนการสอนภาษาอังกฤษ

**Project:** Teachers of Beginners English Training

**Operating Plan:** Basic Education Management

**Responsible Unit:** English Resource and Instruction Centre (ERIC)

Ubon Ratchathani Educational Service Area Office 3

**Project Manager:** Rung Krasaekarn

**Duration:** January-February 2005

**Introduction:**

Today, global society, the information technology era, science, technology and academic knowledge are all growing very rapidly. Countries are closer to each other due to modern, improving communications. One necessary facet for such improvement is the English language, the language that is used as a primary foreign language internationally. English is the language used to communicate relationships between countries and helps form the basis of peaceful and steady development in the social-economic, as well as the political and governance aspects. So the educational authorities realize, and stress the importance of the English language. English is focused as a tool of communication, medium of the search for knowledge, and an instrument in the creation of relationships among diverse global cultures and visions. English facilitates the creative Thai nation effectively coordinating with other countries promoting its competency in worldwide competition.

The English Resource and Instruction Centre (ERIC), Ubon Ratchathani Educational Service Area Office 3, supports educational institutions and communities with many kinds of English skill services. ERIC recognizes the value of English for effective association with foreign tourists and businessmen, also the needs and problems associated with the teaching and learning of the English language. Thus the organization of the project, Teachers of Beginners English Training, has been launched.



**Objectives:**

1. Teachers of beginners English will be capable of using and teaching English as well as learning and teaching the culture of native English speakers.
2. Teachers of beginners English will learn approaches, methods, learning- and teaching strategies and processes, and will be able to apply these to their class activities.

**Goal:**

160 teachers of beginners English under the jurisdiction of Ubon Ratchathani Educational Service Area Office 3 to participate in the training course.

**Appropriation:**

English Language Teaching and Learning Development Program (ELDP), Office of Basic Education Commission (OBEC) provides ฿477,000 to promote the project.

**Venues:**

1. Multimedia Laboratory Room, Piboon Mangsaharn School
2. IT Room 1, Piboon Mangsaharn School
3. IT Room 2, Piboon Mangsaharn School

**Date:**

January 10-15, 2005 and January 26-28, 2005

**Expectation outcomes:**

1. Teachers of beginners English have improve their English skills and teaching competence:
2. Students in Ubon Ratchathani Educational Service Area Office 3 have improved their ability of using English and have gained higher scores on the national achievement test.

**Monitoring and Evaluation:**

1. Pretest and Posttest
2. Questionnaire
3. Interview
4. Observation
5. Trainers' evaluation

Signature.....Project manager

(Mr. Rung Krasaekarn)

ERIC Secretary

Signature.....Project manager

(Mr. Wirot Bandasak)

ERIC Chairman

**VITAE****NAME**

Rung Krasaekarn

**DATE OF BIRTH**

June 24, 1963

**PLACE OF BIRTH**

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**ADDRESS**

130 Moo 3, Non Non , Warinchamrap,

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**EDUCATION**

1981: Phibunmangsaan Secondary School

1985: Bachelor of Education in English, Sri  
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2006: Master of Arts in Teaching English as a  
Foreign Language, Ubon Ratchathani  
University