CHAPTER V
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CONCLUSION AND SUGGESTIONS

5.1 Introduction

In this chapter an attempt is made to summarize critically the findings of the research. The aims of this study were set forth by the researcher as indicated in chapter III. Before going into the details of the findings the main questions posed by this research were about the teachers' academic and professional qualifications, the aims of ELT in Thailand, the time allotted for the teaching of English, the method used in the teaching of English, the availability of provisions necessary for effective teaching such as teachers' handbooks, teaching-learning activities, other teaching aids, the teachers' views regarding the position and aims of ELT and finally the efficiency of ELT situation prevailing at present in Thailand. It was an attempt to test the overall efficacy of ELT curriculum presently in force in Thailand.

5.2 Conclusion

1. Judging from the findings of the research, it is painful to note that some teachers of the three classes of school are academically not qualified as indicated in Table No. 9.1, PP. 138. The teachers of higher secondary schools level are holders of a Bachelor degree while some of them have not specialized in English nor have they gone for any course for specialization in English and one can imagine their command over English language and how effective they would be as teachers of English (Table No. 9.2, P. 138).

2. Judging from the findings of the research, it is surprising to find that these are teachers of English who are teaching English because of the only reason that they used to teach English before, so one can imagine that how effective they are in the command of language as indicated in Table No.11, P. 140. On the other hand, in the case of those teachers who have opted for English major somehow the teaching of English might be effective as well.
3. Another factor that emerged from the findings of the research that affect the achievement not only in English but also in education as a whole is the number of students in the classroom. Learning of a foreign language as well as teaching principles, both depend on the extent of interaction between the teacher and the individual learner, but in overcrowded classes this would be rather impossible. Teachers should find a way to divide these overcrowded classes into divisions so that they can enhance their level of teaching and learning of English more easily and effectively as indicated by Table No.13, P.140.

4. Another factor that has emerged from the findings of the study is that a large number of teacher of higher secondary schools are trained in a training course or have participated in a seminar. Only some of them are still not trained and haven't participated in seminar as indicated in Table No.16, P.142. Those teachers who ever participated in the training course found it very useful. However in order to make the teaching and learning of English effectively, maximum of the teacher of English ought to participate in the training course or a seminar.

5. Judging from the findings of the research, it is sad to find that in the field of curriculum of English in Thailand, the fact is that there is no proper and suitable curriculum for the Thai learners of English, the ministry of education does not have its own curriculum, it has to borrow from abroad to teach Thai learners. Thus the proper environment and the matching of the content to Thai culture and situations likely to be faced by the Thai learners, the lack of sufficiency of teachers' handbook and text books is also faced by both the teachers and learners. Most of the teachers found that these are the most problematic level in the field of ELT in Thailand and in Ubon Ratchathani province in particular as indicated in Table No.17, P.143.
6. However, one of the major findings of this research is that the teachers found that the students got problem in learning the content of English subject. The most problematic level that the students faced in learning of English is the use of tense, secondly is the use of direct and indirect speech and thirdly is the use of active and passive and the use of relative clause respectively. Most of the teachers found that the students find the use of tense is the major problematic level, the confusion and the mistake always made by the students of English even they are in higher secondary school levels and also the efforts were put in the teaching and learning in these areas as indicated in Table No.18, PP.145. Compare with the result of the questionnaire.

7. Another major finding found in this research is that in the field of teaching and learning of English language the teachers get the problem in language practice in the following areas; listening and writing seem to be the most problematic level to the Thai students who have Thai language as their mother tongue, most of the students are not able to understand the playing of the tape record and are not even able to listen to the teacher without translation as indicated in Table No.19, P.149. Another major problem of the students in these levels was the writing skill, most of the teachers found that the spelling and the writing of sentence or passage is the most difficult part for the higher secondary schools level, even though a lot of efforts and exercise were put on this skill, the result is still unsatisfactory as indicated in Table No.19, PP.148-149. Compare with the result of questionnaire.

8. Finally from four major parts of teaching and learning situation of English in the higher secondary schools (10th, 11th, and 12th standard) in Ubon Ratchathani province, Thailand, the survey reveals from Table No.21, P.154 that in the part of curriculum and textbook a number of the teachers agreed that it is suitable, but there was number of teachers who disagreed and offered the valuable suggestions that the curriculum and textbook should
be revised to make the ELT situation work more effectively. Secondly in the part of the content of English language a large number of the teachers agreed that it is adequate, but only some suggested that a slight revision should be made. Thirdly in the part of learning and teaching activities a large number of the teachers suggested that the teachers played an important role in this aspect, so they have to try to draw the students’ attention by creating more interesting activities as well. Lastly in the part of the test and evaluation system even number of the teachers who agreed that it is appropriate is more than those who disagreed, but there are some valuable suggestions given such as the standard of the test should be set up clearly, because some teachers provided the test more difficulty while some teachers provided the test more easier to the students. From these suggestions we could come to conclude that even big number of the teachers stated that these four parts are suitable and sufficient, but some revisions should be added in order to make the ELT situation in these classes more effectively.

9. The general overall performance of the 10th standard students (Mathayom 4) might be satisfactory as number of those who passed the test surpassed those who failed from the criteria of the passing standard as indicated by Table No.22, P.155. But judging from the students’ performance in each and every objective of teaching and learning of ELT in this standard, the result also reveals that mostly each and every objective which covered to listening, speaking and reading skill are considered to be satisfactory as emerging from the survey. However it is a serious matter that the findings of the test of students’ performance in composition (objective no.7), specially free composition, reflected sour realities of English language learning in Thailand on the basis of the results as indicated by Table No. 43,44,45, PP. 164-165. It can be stated that their writing recorded the worst performance in the test as a whole and revealed many points of weakness. A close examination of the students writing skill revealed that the students could operate somewhat better on the questions of grammar which were
based on multiple choice where a number of answers were given and a student had to select the correct answer, but they could not form a grammatically correct sentence by their own way in free composition. Comparison.

10. The analysis of the major errors committed by the students reveals a long list of errors and difficulties which confronted by the Thai learners at the 10th standard level as indicated by Table No.149. The 10th standard (Mathayom 4) students' errors in composition such as spelling, punctuation, capitalization, incomplete sentence, intermixing of tenses, intermixing of small and capital letters, coordination of nouns and verbs all these posed major problems for the students of higher secondary school level. They committed excessive spelling mistakes and some of these mistakes were the result of the inconsistency existing between the sound of some words in English and their written forms. They did not adhere to the conventions of writings rather they tended to adhere to the writing of a word to its sound or pronunciation. There was an absence of the concept of paragraphing and punctuation as well as capitalization. They displayed forms of interrupted and incomplete sentence which reflect the collapse of communication. They intermixed tenses in a haphazard manner which disturbed proper narration. They intermixed capital and small letter which indicates that after five years of instruction in English they have not yet mastered the distinction between capital and small letters. They also did not have confidence in operating the plural and single forms of nouns and verbs.

11. All these represent some aspects of the frequencies of errors traced, identified, classified and explained in the performance of students in the test. The error analysis seems to indicate that the students do not seem to have acquired the basic knowledge of grammar and word order in English nor the basic knowledge of its vocabulary, spelling, punctuation, capitalization etc. It is so because proper and sufficient opportunities for practice and
reinforcement are not given to them. Wrong use and spelling of words affect the intelligibility. It creeps in because students acquire the knowledge of words either by rote learning or by translation into the Thai language and they are not given practice in the proper use of the word itself.

12. The general overall performance of the 11th standard students (Mathayom 5) might be satisfactory as number of those who passed the test surpassed those who failed from the criteria of the passing standard as indicated by Table No.52, P.168. But judging from the students’ performance in each and every objective of teaching and learning of ELT in this standard, the result also reveals that mostly each and every objective which covered to listening, speaking and reading skill are considered to be satisfactory as emerging from the survey. However it is noted that the findings of the test of students’ performance in Objective No.10 (vocabulary competence) is considered to be unsatisfactory, reflected sour realities of English language learning in this level. On the basis of the results as indicated in Table No.82,83,84 PP. 180-181. Moreover the writing skill, especially free composition, is again given to test the students instead of 10 marks of Morality/Attendance. The result clearly shows us that the students’ performance was still not satisfactory as indicated by Table No. 85,86,87, PP. 182-183. Therefore, it can be stated that their writing recorded the worst performance in the test as a whole and revealed many points of weakness such as coordination of nouns and verbs, spelling mistake, incomplete sentence, capital letter, punctuation, syntactical mistake etc..

13. As we have seen the mistakes are of a varied nature. Particularly in the field of vocabulary and composition, it seems that students even those of the 11th standard level, do not have control over the system of English language. Even if we consider that many types of such errors as developmental errors with the 10th standard level students, it should not be so in the case of higher secondary schools level. Students do not know the
use of a full-stop. Errors of comma, semicolon, interrogation marks etc. are quite common in writings. This proves that students are not given enough practice in writing and assignments. It seems that either the content of the course of English has failed to give sufficient attention to this aspect of English or teachers are not giving it the required attention.

14. Students concentrate on the semantic meaning of a word, sentence, or idea in Thai language and then try to present it in English. Students are not able to acquire a thorough knowledge of the principles of English language. The teaching system in this case also has not helped even the advanced learners to overcome these difficulties. Teaching of English is not easy as that of the mother tongue and hence it is necessary that the teachers who teach English should be quite efficient. They should be aware of the techniques, methods, and the importance of the objectives of English language teaching in Thailand.

15. The general overall performance of the 12th standard students (Mathayom 6) might be satisfactory as number of those who passed the test surpassed those who failed from the criteria of the passing standard as indicated by Table No.88, P.183. But judging from the students’ performance in each and every objective of teaching and learning of ELT in this standard, the result also reveals that mostly each and every objective which covered to listening, speaking, reading and writing skill are considered to be satisfactory as emerging from the survey. However it is noted that the findings of the test of students’ performance in Objective No.3 and Objective No.4 which dealt with speaking competence are considered to be unsatisfactory on the basis of the results as indicated in Table No. 97,98,99, PP. 187-188, and Table No.100,101,102, PP.188-189 respectively. Moreover the students’ performance in Objective No.13 which dealt with writing skill by using correct grammatical language is also considered to be
unsatisfactory on the basis of the result as indicated by Table No. 127,128,129, PP. 197-198. Comparison.

16. Evidently a large number of errors committed by the 12\textsuperscript{th} standard students in correct grammatical use such as in areas of tenses, active and passive voice, direct and indirect speech etc. denote the poor state of English language situation in Thailand. It is very strange to find that even after six or seven years of studying English at the school level, students failed to give a satisfactory performance in the tests of English. The causes of the students' errors seem to come from several aspects. But after all the teaching system in our schools may be held responsible for the major part of the defects in English language learning in Thailand. Particularly, if the defects of ELT already displayed in the first part of this chapter are taken into consideration.

17. Judging from these findings it might be right to state that the students' functional language in general and that of grammar and writing in particular are not up to the mark. However such a situation makes us recall the ELT situation and the general practice related to it. As mentioned earlier, in overcrowded classes of English, students are neither exposed to suitable reading material nor to intensive homework and assignments to practice in writing competence. Some teachers are involved in the use of mother tongue rather than English due to the misunderstood method as well as the aims and objectives of ELT. The students need to have separate exercise books and grammar books to make their lessons effective.

5.3 Suggestions

In view of the foregoing analysis the following suggestions for improving English language teaching in Thailand particularly in Ubon Ratchathani province are made:

1. Teachers are the main pillars of any sound educational system. Therefore they must be academically and professionally well qualified. The
Ministry of Education has to review its policy of drafting academically and professionally unqualified teachers to teach English at the school level. According to Eskey D., "The single most important feature of any program.... is the teaching faculty....[G]ood teachers make good program...."\(^1\) While Johnson R.K. himself states, "Teachers are the driving force in every educational enterprise, so that the success or failure of any particular program rests largely on faculty development."\(^2\) When there is a decline in the standard of English, we tend to blame the teaching material and hurry up to change it. But we never become true to ourselves and examine the qualifications of teachers. According to Bhatt B. and Sharma S., "No plan of curriculum organization can produce good results without competent teachers."\(^3\) Therefore we should consider like Johnson Keith that, "if the syllabus is the body teacher training should provide the spirit."\(^4\) Special attention should be paid to the way teachers are trained. We cannot invite teachers to the training institute for only one week and call it a training course. Trainers should know their trainees more closely; what their abilities and deficiencies are; and what they need; otherwise any training course would be fruitless. According to Lee W.R. "Appropriate training cannot be planned or carried out in ignorance of the trainees idea about language teachers or of the degree of skills with which they can teach.... their ability to handle a specific technique, otherwise the training program is unlikely to be well-matched to their abilities and needs."\(^5\) He goes on to say that, "... any training course for language teachers should be based on sound knowledge about those to be trained."\(^6\) As far as teachers' academic qualifications are concerned we should not insist to follow the qualifying system which is loose and easy going and which drafts any holder of Secondary School Certificate to teach English in the Basic level and any University Graduate to do it in the Secondary level. It should be taken for granted that to know English well and to have the capacity to teach it are two different things.
2. Within the Thai context English language teaching must be analyzed more closely and critically especially as far as the aims and objectives of English language teaching and learning are concerned because they are the infrastructure on which any sound teaching and learning is based. The way to enhance English language teaching is to lay down proper and achievable aims and objectives of ELT and to endeavor to achieve them. According to Gurry P. "In teaching it is highly desirable to know exactly what one is hoping to achieve, as it is in all great undertakings." Because "when planning lessons and courses", Sumitra Ung-watanakul considers, "It is essential to be realistic about what students can master within any period of time." If this can be clearly seen, then the best way of getting to work usually becomes evident. Therefore we ought to consider carefully what we are trying to do when we are teaching a foreign language and teaching of English in Thailand would not have suffered or have been disturbed if its teaching and learning purposes were clearly defined and understood in such a way as to make teachers and learners aware of what they are doing and what they are striving for. According to Dubin Farida, before initiating a language teaching program many questions should be widely asked such as "Who are the learners? Who are the teachers? Why is the language teaching necessary? Where will the language teaching be implemented? How will it be implemented? The answers to these questions, in turn, become the basis for establishing.... Goals." Johnson Keith states, "A language teaching policy is better to the extent that it identifies as clearly as possible both its objectives and content of teaching and justifies its priorities on rational grounds." Teachers and learners should be aware of the importance of English language. They should also be aware of the aims and objectives of English language teaching and learning. Without proper knowledge of these aims and objectives they will neither be able to organize the teaching and learning nor will they be able to create proper interest in it.
3. The progress in English language teaching might be made if its teaching is supported by proper provisions necessary for any desired successful performance, such as more periods for teaching of English, the availability of textbooks, teachers’ handbook and various teaching equipment and aids. It should be noted that any plan that purports to improve the ELT in Thailand should have one of its basic goals of providing adequate provisions important for achieving the desired outcome of teaching. The extent of the availability of these provisions contributes to the extent of teaching and learning outcome. According to Tom MacAuthur, “Timetables, work periods.... access to books and equipment.... all these and more will affect the outcome of whatever teaching is done.”11 In schools in Thailand, particularly in Ubon Ratchathani province, it is necessary that the teaching aids must be available in schools and the teachers must also make the of them in teaching English because teaching aids are the interesting means of bringing about the efficiency in the teaching of English, and it is only by using these aids that a teacher of English can make his teaching useful and meaningful. Bhatt B. and Sharma S. said, “Alert teachers of foreign languages have always made good use of supplementary aids.... They must make use of every device they can think of to make the study of the language interesting and seemingly practical, posters, photographs, pictures, postcards, reproductions of famous works of arts, craftware, maps, travel folders....”12 The teaching aids played a significant role in the teaching of any language. Teachers should employ the aids in order to make the teaching of English interesting, easy, comprehensible and effective. With the help of audio-visual aids the teachers can stimulate children to speak the language as well as to read and write it easier.

4. Teachers’ handbook must be made available to teachers sufficiently, especially in a situation like in rural areas of Ubon Ratchathani province Thailand where teachers are neither academically nor professionally well
qualified. They should not be deprived of teachers’ handbook because in such an ELT situation as is prevailing in Thailand; the teachers’ handbook can serve as a source book for the teachers. For teachers, a textbook alone is not the be-all and end-all of language teaching. According to Johnson Keith, “Teachers’ guides offer advice at the level of ‘procedure’, stating often in considerable detail what to do with the materials.”\textsuperscript{13}

5. Textbooks should be sufficiently made available for students. They are the main tool in the hands of the students. It is necessary that each student has a textbook of his own because sharing the same with his classmate might hinder the extent of his exposure to English especially in situation where teaching periods are limited.

6. The student also must be provided with workbooks and grammar books because an absolute dependence on a communicative notional text in a country where English is not used in common life at all will not suffice and without proper knowledge of constructing grammatically correct sentences students will not be able to proceed in the learning of English. The written performance of students is an evidence of what their competence in grammar is. According to Johnson Keith, “Grammatical competence is part of communicative competence, and the language teacher is clearly committed to ensuring that his students are able to manipulate the language structurally, ‘entailing grammatical knowledge.’"\textsuperscript{14} According to Allen J.P.B. “Students can scarcely be expected to communicate in a second language until they have mastered the underlying principles of sentence structure.”\textsuperscript{15} However, in addition, John Mundy states, “Communicative competence includes the ability to use the linguistic forms to perform communicative acts.”\textsuperscript{16}

7. This leads us to suggest that more attention should be paid to the teaching of writing skill. Writing is a productive skill and in the absence of the use of spoken form in the common life writing assignment and activities
can compensate a lot for it. The practice of writing has many useful dimensions. According to Yardi, “Writing involves three kinds of abilities: (1) Penmanship, that is the abilities to shape the letters of the alphabet properly, also known as graphics. (2) The ability to put the letters in the right combination, which is spelling. (3) The ability to express oneself through the written word, that is composition.”

8. Intensive writing activities can remove the problems faced by Thai students as a result of the lack of consistency between some of the letters of English and the sounds they represent. This constitutes one of the major sources of errors for the Thai learners of English. In other words, it can improve the students’ performance not only in the spelling of English and to reinforce the English they hear inside the classrooms. But also it can enhance their abilities in English in general and English grammar in particular, and without fostering it undesirable achievement in learning of English is possible, because writing skill involves “a wide range, from the acquisition of script to the creative writing. A student must learn letters of an alphabet, grapheme and phoneme correspondence, spelling system, joining of letters, writing of words, phrases and sentences along with the use of all the appropriate punctuation marks. A student must be able to organize the ideas and thoughts in the form of writing.” According to Omkar N. Kaul, “The writing skill can develop only by practice.” Johnson Keith goes on to say, “Students must also learn how to write coherently, producing passages in which sentences are linked on the level of sense and grammar.”

9. One of the important factors which affect the achievement not only in English but also in education as a whole is the number of students in the classroom. Learning of a foreign language as well as the proper implementation of the communicative language teaching principles, both, depend on the extent of interaction between the teacher and the individual learner, but in overcrowded classes this would be rather impossible.
Teachers should find a way to divide these overcrowded classes into divisions so that they might be able to pay more attention to individual learners and enhance their level of learning of English more easily and effectively. The Ministry of Education should therefore reduce the number of students in each class.

10. In teaching of English in these levels, the teachers need to adopt suitable method for ELT situation. Without proper method of ELT its teaching is bound to be lopsided and proper learning cannot be ensured. The issue of teaching method in any language-teaching situation crucially influences classroom progress. In Thailand teachers are involved in the use of mother tongue in the teaching of English and therefore a distinction has to be made between teaching of English as communication and the teaching of English as translation. Teachers must be aware that the excessive use of the mother tongue cannot serve the purpose of ELT nor can it lead to proper learning of English because translation may give meaning and lessen the burden of the teacher and can help quick comprehension of a linguistic item but it does not help to learn all the language skills. It limits the students' exposure to English language. Therefore, we need to evolve a suitable method to ensure that the English language teaching practices are on the right track. Judging from the problems of students in the process of English language learning we are likely to agree with Omker N. Koul that, “language learning cannot be a load in case suitable methods of language teaching are used.”

11. Teachers must be able to act as the role model and they also ought to increase their teaching knowledge by reading various related books and periodicals because a sound knowledge of the subject is, all said and done, an essential matter and teachers should retain a sense of proportion about it and acquire a kind of on going love affair with the subject, a steady development in one’s contact with it. According to Peter Strevens,
“however, an ideal teacher would posses adequate level of personal education, sufficient command of the language he is teaching, professional understanding, and to go on improving his professional effectiveness throughout his career.”

According to Gilbert Highet, “Teaching is inseparable from learning. Every good teacher will learn more about his subject every year, every month, every week if possible.” A limited number of books which teachers had mostly come across during their school life would not suffice. In a situation like in Thailand, a teacher who probes various related materials would develop and sustain his knowledge and compensate for his academic and professional drawbacks.

12. A considerable improvement in the English language teaching in general and students’ motivation to learn it in particular can be achieved if the existing examination and evaluation system is set up properly along with the objectives of each class. In teaching and learning situation, what teachers are teaching or how they are teaching and what students are learning and how they are learning as well as what evaluators are evaluating and how they are evaluating all would be questionable and in this regard a mismatch is bound to arise between the materials of teaching and the way it is taught as well as the way it is evaluated. According to Chastain, “evaluation is inseparably related to both objectives and classroom procedures.”

Therefore it is clear that evaluation can be an asset or a hindrance to teaching and learning and it has to be improved and should be improved without any delay.

13. The course of English must give proper attention to the teaching of grammar. The structure of English such as tenses, direct and indirect speech, active and passive voices, compound, clauses and relatives clauses etc. should be sufficiently drilled in the classroom and required amount of feedback has to be given to learners. In a country where outside the classroom exposure to English is minimal it would not be probably advisable
to depend heavily on the communicative approach. In the same way, more practical exercise should be given in the mentioned areas as well.

14. In order to rectify errors and defects in punctuation and capitalization students should be urged to practice more in writing paragraphs, passages and essays etc. and correction and subsequent feedback should be clearly provided to the students. Then the students can learn from their errors.

15. In order to avoid the excessive interference of the mother tongue which affects the English word order and the style of the students’ writing it is necessary that the contrast between the two systems should clearly be established. Students should also be guided from a level of a ‘word’ to the higher units of sentence, clause, phrase etc. Some amount of rule practice through drilling and in many cases rote learning may help these students to overcome the difficulties in this area. In the same way, teachers should also try to avoid unnecessary use of the mother tongue in the classroom.

16. Proper knowledge in using of words (vocabulary), spelling, pronunciation and comprehension skill may be established through more authentic and attractive listening, reading and writing passages so as to rectify students deficiencies in these areas. The teacher can read it slowly leaving much room or pause for the learners to listen and then pronounce, read as well as write it. Because sufficient knowledge of words and their proper uses can only determine the intelligibility of the communication and make learners able to read and write properly and produce acceptable utterances in discourse situations. It should be based on the principle that the spellings are caught and not taught.

17. The process of correction of teaching and learning should early start from the lower classes. Because these are initial steps which have far reaching bearing on the teaching and learning process.
18. Finally, proper attention should be paid to the errors committed by the students so as to evolve proper methods and techniques of correcting them as well as to improve the teaching and learning of English in the present situation in Thailand.

5.4 Suggestions For Further Researches

1. There is a need for further research into the teachers’ training courses in Thailand so as to help developing proper teachers training.

2. There is an urgent need for further research into the attitude and motivations of both teachers and learners towards the teaching and learning of English in Thailand.

3. Research should be carried out to investigate into the common errors committed by Thai students who learn English. Furthermore, each skill of English language needs to be investigated separately and clearly to obtain more objective picture of the students’ errors and difficulties in learning.

4. There is also an urgent need for research to investigate into the methods of teaching English used in the secondary schools.

5. Research should be made to probe the effectiveness and relevance of textbooks used in the secondary schools.

6. Research should be made to survey the availability and the importance of audio-visual aids used in teaching and learning of English in the secondary schools.

7. There is an urgent need for research to investigate the relevance of the test and evaluation in the secondary schools.
References


6. Ibid.


19. Ibid. P. 27.


