CHAPTER III

RESEARCH METHODOLOGY
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3.1 Introduction

English Language is playing a dominant role in the present world as a global village. In Thailand, English is taught from fifth standard to twelfth standard. Since Thai language is the medium of instruction for all government schools, English turns out to be one of the subjects to be taught.

3.2 Objectives of the Study

The present study aims to approach the English Language Teaching (ELT) situation from the point of view of teachers who are teaching English as a subject at Higher Secondary School level. The main objective is to obtain data related to independent variables such as the aims of ELT in Thailand and the process of teaching English that is operating to fulfill the goals of English language teaching.

This research also aims at studying the instruction process, problems and needs of the English teachers in the Higher Secondary Schools in Muang district, Sisaket province of Thailand.

The following are the research details:

1. Research scope
2. Research instruments
3. Preparation of Research instruments
4. Data collection
5. Data analysis
6. Statistics in data analysis
3.3 Research Scope

3.3.1 Population
The population under study was 91 teachers who taught English subject in the first semester of the academic year 2010 at 10\textsuperscript{th}, 11\textsuperscript{th}, & 12\textsuperscript{th} Standards in Muang district, Sisaket province of Thailand.

3.3.2 Samples
The study determined the samples by using Krecie and Morgan’s table. The subjects in the study were 61 teachers. The samples were randomly selected from the small, medium and large-sized schools.

3.3.3 Duration
The study was conducted from May to October in the first semester of the academic year 2010.

The primary purpose of any research is generally to discover the principles that have universal application. It would not be practical to study a whole population because some populations are so large that their characteristics cannot be measured.

In a general sense, population is usually considered as consisting of human beings. However, in statistical use it is thought of as consisting of any kind of members. Therefore, a population is any group of individuals that has one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or more restricted parts of that group.
The population of this study is compound of a total of 61 English teachers in Higher Secondary Schools in Muang district, Sisaket province of Thailand who teach English during the first semester of the academic year 2010.

Aggarwal Y.B. (1988:p.14) says,

“A population may consist of persons, objects, attributes, qualities, behaviors of people, answers to various items of a test.”¹

While William G.C. (1974:p.6) says that the word population denoted

“the aggregate from which the sample is chosen.”²

However, according to Lindquist E.F.(1940:p.2) a population may be defined as

“any identifiable group of individuals or as any collection or aggregate of comparable measures.”³

On the above mentioned quotations, the researcher has taken a population or a collection of items of interest representing a group wishing to generalize the research.

3.4 Educational Scenario

The Ministry of Education is responsible for promoting and supervising all levels and types of education under the administration of the state. Educational administration and management in Thailand is conducted by the state, local administration organizations, and the private sector. It is as follows -

3.4.1 Education in Thailand is administered and managed by the government through central agencies, educational service areas, and by
educational institutions at all levels of education. The state is responsible for supervising administration and management as well as for monitoring the quality and structures of private educational institutions, both providing general education and those offering vocational education.

3.4.2 Administration and management of Education by the Private Sector. There are two categories of private educational institutions:

1) Private educational institutions that provide general education which range from kindergartens to primary school, secondary school, college and universities; and

2) Private educational institutions that provide vocational education. At present, most private educational institutions are missionary schools, with a few prestigious schools still associated with Christian denominations.

To recapitulate, at the stage of schooling in Thailand, there are two patterns of schools:

1. The Government Schools
2. Private Schools

The dominant pattern is the Government Schools. The reason for choosing government schools is the necessity to have a homogeneous sample in the study. Therefore the private schools are dropped so as to eliminate the effect of extraneous variables such as differences in education, curriculums patterns, etc. Moreover, some of these schools have been using English language not only as a subject but also as the medium of instruction till recently. Their syllabuses are also different from those of Government Schools. They are regarded as unsuitable since the teaching and learning situations which exist in these schools are different.
The school year in Thailand is divided into two semesters, and primary and secondary schools generally begin on or around 15 May and end in March. It is from June to March for Higher Education. It has a two or three week break between the two terms in September. The long summer break coincides with the hottest part of the year and Songkran, the traditional Thai new year celebrations. Schools enjoy all public and Buddhist religious holidays and Christian and international schools usually close for the Christmas-New Year break.

To make a fairly representative sample, the researcher has selected 10 Higher Secondary Schools in Muang district, Sisaket province where the questionnaires and the interviews are to be administered. The schools comprise the teachers belonging to urban, semi-urban, and different socio-economic backgrounds. Both male and female teachers are represented.

Sampling is also an essential aspect of surveying; it is seldom possible to survey the complete population. A sample is a small proportion of a population selected for analysis. During the recent decades sampling technique has been increasingly used in the field of education to obtain information necessary in answering certain questions about a specific population. Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population.

3.5 Preparation of Tools
The method for studying the ELT in Thailand is based on the survey of English language teaching. The researcher states that the survey is a non-experimental, descriptive research method. Surveys can be useful when
a researcher wants to collect data on phenomena that cannot be directly observed. Data are usually collected through the use of questionnaires, and interviews of the English teachers. Surveys are probably the most common form of research method. Nick Moore (1987:p.33) says,

“The primary function of surveys is to collect information which can be analyzed to produce conclusions and results.”

Therefore, the term survey suggests the compiling of evidence relating to existing conditions. According to Sukhia Mahrotra (1983:p.2) the survey method

“Gathers data from a relatively large number of cases at a particular time.”

Keeping in mind all the important aspects of the survey method, and so as to ensure objectivity, the researcher decided that it will be an appropriate method for the purpose of this study and therefore he decided to adopt it for accomplishing this present research. In order to achieve the objective of the research the following tools are prepared.

3.6 Preparation of Questionnaires and Interviews

The questions are divided into two parts; one is questionnaires and the other is interviews of the English teachers. Two data collection instruments were administered in this study. The first instrument was the teacher questionnaire designed to investigate the information regarding the teaching personnel, the conditions of English language learning- teaching, the planning of teaching English, measurement and evaluation of learning, problems and needs of teachers who teach English etc. The second instrument was an individual
semi-structured interview conducted with the sample Higher Secondary School teachers. It was used to explore their English language teaching practices. The questionnaire is used to explore the English language teaching. Conceptualization of the English teachers has five parts. Part 1 consisted of checklist items concerning background information of the teacher participants, such as gender, age, educational level, level of the classroom taught, English teaching experience, participating in seminar or training courses for teaching, abilities of English language usage. Part 2 consisted of 20 items concerning conditions of English language learning-teaching of the English teachers. Part 3 consisted of 4 main items and 29 subheading items concerning the problems and needs of the English teachers. Part 4 consisted of 6 main items and 37 subheading items concerning teaching behavior of the English teachers and Part 5 consisted of 34 question items concerning teachers’ interviews.

To conclude, the aim of the questionnaire from Part 1 is to get information on actual occurrences of teachers who teach English at secondary school level. The aims of questionnaire from Part 2 are to study the aims and objectives of English language teaching in Sisaket province, to investigate into methods of teaching ELT, to study the availability and use of audio-visual aids, and to study the methods of evaluation and assessment. The aims of questionnaire from Part 3 are to investigate into co-curricular activities used to develop English language proficiency, and to suggest the ways in solving the problems of English language teaching and learning at higher secondary school level. The aims of questionnaire from Part 4 are to understand the advantages of teaching English language at Higher Secondary School level, to offer useful suggestions for development of the English
language teaching, and to develop an eclectic method to enhance the quality of teaching of English language. The aims of teacher interviews are to survey the opinions of teachers in language learning theory or language acquisition, to know the situation of ELT in Sisaket province at present, and to understand the advantages and disadvantage of the Methods and Approaches used in ELT at Higher Secondary School level.

The questionnaire of the teachers illustrates the characteristics of the items used in Part 1. They are as follows;

**Questionnaire for the English Teachers**

**Instructions to the teachers -**

This questionnaire is part of a research on English language teaching. Please provide true information about yourself and your experiences, then fill in the blanks and put the mark ✓ into the ☐ in front of the statement that must reflect information about yourself.

**PART 1: Respondent’s background information**

1] Gender:  ☐ Male  ☐ Female

2] Age:  ☐ Under 21 years  ☐ 21-25 years  ☐ 26-30 years  
         ☐ 31-35 years  ☐ 36-40 years  ☐ Over 41 years

3] Educational level
   - ☐ Bachelor’s degree:  Major ☐ English  ☐ Non-English
   - ☐ Master’s degree:  Major ☐ English  ☐ Non-English
   - ☐ Philosophy of doctor:  Major ☐ English  ☐ Non-English
     (Ph.D.)

4] How long is your English teaching experience?
   - ☐ Less than 5 years  ☐ 6-10 years  ☐ 11-15 years
   - ☐ More than 15 years
5] Which Standard do you teach? ( Specify more than 1 item)
   ☑ M.4/Standard 10
   ☑ M.5/Standard 11
   ☑ M.6/Standard 12

6] Have you ever participated in seminars or training courses for teaching
   English according to 2008 Higher Secondary School Curriculum?
   ☑ Yes, Course outcome (Please specify)…………………
   ☑ No.

Would you like to participate in an English teaching seminar or training
   course?
   ☑ Yes, I want to train in………… (Specify the content)
   ☑ No

7] How are your English language skills?
   Listening Skill
   ☑ Very good
   ☑ Good
   ☑ Satisfactory
   ☑ Not good
   Speaking Skill
   ☑ Very good
   ☑ Good
   ☑ Satisfactory
   ☑ Not good
   Reading Skill
   ☑ Very good
   ☑ Good
Part 2 consisted of 20 items which concern conditions of English language learning-teaching of the English teachers. It contains the planning of teaching English, teaching and learning, measurement and evaluation of learning. The questionnaires of the teachers concern conditions of English language learning-teaching and illustrate the characteristics of the items used in Part 2. They are as follows:

**PART 2: Conditions of English language learning-teaching**

**Instruction:** Please read the questions and put the mark ✓ into the ○ according to your demonstration in teaching English subject. There are no right or wrong answers. Please answer all the questions.

1] In your school, how do you schedule the teaching of English?
   - English classes were in the morning every day.
   - English classes were in the afternoon every day.
   - English classes were mixed throughout the morning and afternoon.
   - English classes were flexible. (i.e. they were not fixed)

2] How do you prepare your teaching?
   - Study the curriculum and the ways to manage English teaching.
   - Use the teaching package
Plan the lessons based on the curriculum and the instructional activities appropriate to learners’ age

Others (please specify)………………………………………………

3] Which methods do you use?

○ The teacher has taught as planned or prepared
○ The teacher was flexible according to situations and learners’ conditions
○ The teacher has taught as planned and added as per the circumstances.
○ Others (Please specify)………………………………………………

4] Which step do you give more in each of your periods?

○ Presentation
○ Practice
○ Production

5] How do you use English in the classroom?

○ Teachers used only English in the classroom.
○ Teachers used Thai for most of the time and used English for the sentences they were teaching.
○ Teachers used English for most of the time and used Thai when necessary.
○ Teachers used English and translated it into Thai to enable learners to understand.
○ Others (Please specify)………………………………………………
6] How do you evaluate and assess your students? (Answer ✓ more than 1 item as it pertains to you)

- Teachers evaluated students’ ability in communication from listening to the tape or speaking as per teachers’ orders.
- Teachers evaluated students’ ability in following the teachers’ orders.
- Teachers evaluated students’ ability in playing games.
- Teachers evaluated accuracy in pronouncing words / sentences.
- Teachers evaluated accuracy in telling names of things.
- Teachers evaluated students’ interest in participating in activities.
- Teachers assessed students’ feelings in learning English.
- Teachers assessed students’ inquiry.
- Others (Please specify) …………………………………………

The Lesson Planning

7] Where do you start the Lesson Plan from?

- Analysis of a curriculum
- Study of the English teaching handbook
- Study of the English teaching approach
- Study of other approaches
- Others (Please specify) …………………………………………

8] How long do you prepare your lesson plan in advance?

- One semester
- One month
- One week
- One day
- Others (Please specify) …………………………………………
9] Where do you receive Sources of lesson plan at present?

- Self-constructed
- Use of lesson plan belonging to the school cluster
- Private publisher
- Others (Please specify)……………………………………………………

10] What do the objectives of lesson plan focus on mostly?

- Knowledge, understanding, attitude and skills
- Knowledge, understanding
- Attitude
- Skills
- Others (Please specify)……………………………………………………

11] How do you choose teaching activities? (Answer ✓ more than 1 item as it pertains to you).

- Activities as stated in the activity organizing handbook
- Activities selected from those that are teaching-related
- Self made activities
- Others (Please specify)……………………………………………………

12] How many Components of lesson plan do you use? (Answer ✓ more than 1 item as it pertains to you)

- Number of lesson plans
- Name of lesson plan
- Period used
- Concept
- Objectives
- Contents
Instructional activities
Teaching media
Evaluation and assessment
Others (Please specify)………………………………………………

The Nature of instruction

13] How do you introduce the lesson?
   - Teaching steps
   - Focus on four skills e.g.
     - Presentation
     - Controlled Practice
     - Cues
     - Practice and Production
   - Others (Please specify)………………………………………………

14] What teaching techniques do you use? (Answer ✓ more than 1 item as it pertains to you)
   - Teachers as a model
   - Focus on listening and speaking
   - Focus on four skills
   - More activities for playing
   - Focus on language skills
   - Rewards and punishment
   - Students playing the most important roles
   - Listening and speaking short sentences in general
   - Doing simple exercises
   - Assessing works
   - Assessing by observing expressions and interests
15] What is the focus of your activities?

- Fun/enjoyment
- Writing simple vocabulary
- Practicing correct pronunciation
- Recitation of simple vocabulary
- Speaking English with teachers
- Other (Please specify)

16] How do you select the teaching media?

- Based on the handbook of instructional management
- Self-constructed
- Other (Please specify)

17] What types of teaching media do you use regularly?

- Authentic objects, simulations and pictures
- Programmed media
- Self-produced
- Audiovisual aids in the laboratory
- Other (Please specify)

The Evaluation and Assessment

18] What is your objective of evaluation and assessment? (Answer more than 1 item as it pertains to you)

- To improve the lesson plan
- To improve the instructional activities
- To improve students’ learning
- To know learning achievements
- Other (Please specify)
19] Where were the evaluating tools derived from? (Answer ✓ more than 1 item as it pertains to you)

- Office of the Basic Education
- Office of Education Area
- School clusters
- Self-constructed
- Private publishing houses
- Others (Please specify)……………………………………

20] What Tools were used to evaluate and assess? (Answer ✓ more than 1 item as it pertains to you)

- Tests
- Exercises
- Behavioral observations models
- Interviews
- Others (Please specify)……………………………………

Part 3 consisted of 4 main items and 29 subheading items which concern the problems and needs of English teachers. The questionnaires of the teachers concerned problems and needs of teachers that illustrate the characteristics of the items used in Part 3. They are as follows:
## PART 3: The Problems and needs of English teachers

**Instruction:** Please read the questions and put the mark ✓ into the space that most reflect your opinion of each statement. There are no right or wrong answers. Please answer all the questions.

<table>
<thead>
<tr>
<th>Questions about 1. Problems of preparing teaching plans</th>
<th>Levels of Opinion</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Most</td>
</tr>
<tr>
<td>1.1 Lack of a curriculum document and a handbook in preparing.</td>
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<tr>
<td>1.2 Excessive teaching load.</td>
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<tr>
<td>1.3 Vast interpersonal differences between students.</td>
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<tr>
<td>1.4 Lack of understanding in writing a lesson plan.</td>
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<td>1.5 There is no time to prepare it as per the English curriculum.</td>
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<tr>
<td>1.6 Lack of listening and speaking skills on the part of learners.</td>
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<td>1.7 Lack of knowledge and understanding to teach according to the guidelines.</td>
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<td>1.8 Learning objectives are difficult to understand.</td>
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<td>1.9 Teacher’s lack of knowledge and</td>
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</tbody>
</table>
skills in choosing appropriate approaches.

1.10 Others. (Please specify)

…………………………………………...
…………………………………………...

2. Problems of Media and Equipment

2.1 Available media and equipment insufficient.

2.2 Media and equipment not suitable.

2.3 Teachers’ lack of knowledge in making media.

2.4 Teachers’ lack of knowledge in using some media.

2.5 Teachers having no time to get and make media.

2.6 Lack of budget in producing media.

2.7 Others (Please specify)

…………………………………………...
…………………………………………...

3. Needs of aids from the others

3.1 From the school executives

3.2 From the teachers of academic affairs

3.3 From the academic cluster
<table>
<thead>
<tr>
<th>3.4  Supervisor</th>
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<tbody>
<tr>
<td>3.5  Instructors at the higher educational Institutes</td>
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<tr>
<td><strong>4. Needs of aids in managing English teaching activities</strong></td>
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<tr>
<td>4.1 Practice of dialogue in the classroom and daily life</td>
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<tr>
<td>4.2 Knowledge about the culture of native speakers</td>
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<tr>
<td>4.3 Practicing correct pronunciation</td>
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<tr>
<td>4.4 Teaching techniques</td>
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<td>4.5 Games and songs</td>
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<td>4.6 Construction and techniques of media</td>
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<td>4.7 Others (Please specify)</td>
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</table>
| Part 4 consisted of 6 main items and 37 subheading items which concern teaching behaviour of the English teachers. The questionnaires of the teachers concerned teaching behavior of the English teachers that illustrate the characteristics of the items used in Part 4. They are as follows:
PART4: Teaching behavior of the English teachers

Instruction: Please read the questions and put the mark ✔ into the space that most reflect your opinion of each statement. There are no right or wrong answers. Please answer all the questions.

<table>
<thead>
<tr>
<th>Questions about</th>
<th>Levels of Opinion</th>
</tr>
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<tbody>
<tr>
<td>1. Teaching of listening and speaking</td>
<td></td>
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<tr>
<td>1.1 Students were made to see differences between stress and pronunciation exercises.</td>
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<tr>
<td>1.2 Students were made to listen to the questions.</td>
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<tr>
<td>1.3 Students listened to the orders and followed.</td>
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<td>1.4 Students sang and told the meaning of the song.</td>
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<td>1.5 Students practice dialogues in pairs.</td>
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<td>1.6 Students played mock roles.</td>
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<td>1.7 Students were made to tell from experiences.</td>
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<td>1.8 Students told stories from the pictures.</td>
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<td>1.9 Others. (Please specify)</td>
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<td>Most</td>
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<td>2. Teaching of reading</td>
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<td>2.1 Students were made to read and tell the</td>
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<td>spellings.</td>
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<td>2.2 Students were made to read aloud.</td>
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<td>2.3 Students read for comprehension and answer the questions.</td>
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<td>2.4 Students were made to ask and answer questions from what they read.</td>
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<td>2.5 Others. (Please specify)</td>
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### 3. Teaching of writing

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<td>3.1 Students copy the given passage.</td>
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<td>3.2 Students wrote the dictation.</td>
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<td>3.3 Students wrote the sentences based on given words.</td>
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<td>3.4 Students answered the questions from the story.</td>
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<td>3.5 Students were made to write to describe the picture.</td>
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<td>3.6 Students were made to write about their daily life.</td>
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### 4. Using English in a classroom

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<td>4.1 They used English in introduction.</td>
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<td>4.2 They used English in practice.</td>
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<td>4.3 They used English in evaluation.</td>
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<td>4.4 They used English in orders in</td>
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</table>
4.5 They used English in asking questions.

4.6 They used English in giving feedback.

5. **Use of media**

5.1 Using other media besides the textbook

5.2 Using media to rouse the interest

5.3 Using media to encourage students to understand the contents

5.4 Using media to summarize and enhance students’ skills

5.5 Students are allowed to take part in using media to build more interest.

6. **Management of learning**

6.1 Learner-centered management

6.2 Instruction focused on fun, enjoyment to build a positive attitude towards English

6.3 Activities to develop a positive attitude towards English

6.4 Using multimedia

6.5 Training students to be able to use English to communicate socially and culturally

6.6 Training students to be able to use English appropriate for the situations
The second instrument was used by interviewing the English teachers. It was a semi-structured interview with 34 open-ended questions. The interview was administered by the researcher with ten English teachers in ten Higher Secondary Schools. The researcher followed the interview procedures encouraging the interviewees to talk freely without any interruptions. The response were then accumulated and analyzed. The questions and items are as follows;

**PART 5: Teachers’ Interview Questions**

**Questions Items**

1. In your opinion, is it possible to teach English focusing on Communication? Currently do you apply this approach in your school?

2. What is the Grammar Translation Method? How do you apply this method?

3. Do you agree that communicators should consider social roles of self and the interlocutors and do you apply this in your class? How do you apply it? Please provide examples.

4. Do you think the cultural and social information should be included in English language teaching and learning and do you apply this in your class? How do you apply it? Please provide examples.

5. Do you exercise classroom activities that have practice meaning comprehension and texts’ cohesion and cohesiveness? How do you apply it?

6. Do you allow the learners to use compensatory strategies such as gestures to communicate if they are struggling to convey the meaning?
7. Do you think it is possible to utilize surrounding social and cultural environments in English language teaching and learning in the class? Have you ever done it? If you have, how often? How do you do it?

8. Do you tailor the language use for the learners if they have difficulties in understanding English by using communication techniques such as simple vocabulary, short sentences and slow speeches? Do you use these techniques?

9. Do you agree with application of Direct Method in English language teaching and learning in 10 – 12 Standards? How do you think DM of teaching and learning the beginner class will be?

10. Do you think Silent Way is useful in teaching and learning English? Do you use this approach?

11. Do you think the Eclectic Method or Individual Method of teaching and learning should be used in an English class? Which one do you apply in class?

12. Do you think the teachers should correct and analyze learners’ profile such as interests, needs, and cultures as basis of English language syllabus? Is it possible? How do you design the syllabus and lessons?

13. Are the following activities included in the English language syllabus you are using? Please provide teaching and learning activities.
   
   i. Language analysis activities
   ii. Functional activities
   iii. Self-expression activities
   iv. Theatrical activities
   v. Immersion activities
14. What learner-centered approach to language teaching and learning have you applied in your class?

15. Have you ever used Structural Approach? Is it often? What do you think are the advantages and disadvantages of it?

16. What are the communicative activities that you apply in the class? Please specify.

17. Do you think it is possible to make use of learners’ different experiences and qualities in English language teaching and learning?

18. In English language class, is cooperative/interactive learning or individual learning dominant?

19. Do learners participate in English syllabus design?

20. In English language class, do learners often interact and cooperate among themselves?

21. Are English language teachers in your school knowledgeable and competent communicators of English?

22. Is Lecturing and transferring knowledge of grammatical structures prevalent in the teacher’s English language teaching in your school?

23. Do you often use the Natural Approach for learners to learn English?

24. Is it possible for the teachers to provide suggestions and consultations while the learners do communicative activities in the English language class?
25. What are the Audio-Lingual materials? Do you use them?

26. What are the materials you would like to use? How do you think materials are important to English language teaching and learning?

27. Have you ever used authentic materials such as radio news, newspapers, magazine articles in your class? If you have, how do you use them? Please provide examples.

28. What are the goals of English language assessment?

29. What are the assessment methods you use? What are the assessment methods you know?

30. Is it acceptable for you if the learners are able to produce utterances meaningfully but incorrectly?

31. Do you agree with organizing individual-skills syllabus, lessons and activities?

32. Do you think it is possible to practice English language teaching and learning that focuses both on fluency and accuracy? Why do you think so?

33. Have you received knowledge of Methods and Approach for ELT? To what extent do you know about them?

34. According to you, which method and approach are suitable for the Thai students for learning of English, especially at Secondary School Level?
This type of tool is selected for accomplishing the survey as

“Questionnaires are extremely flexible and can be used to gather information on almost any topic from large or small numbers of people.”6

Best J.W. and Kahn J.V. (1992: p.10) consider a questionnaire as the

“Most appropriate and useful data-gathering device in a research project.”7

This survey is conducted through the questionnaires. It is designed in such a way that it enables the researcher to ascertain English language teachers’ academic and professional qualifications, the aims and priorities in teaching different aspects of English language, the curriculum used in its teaching and the extent to which teaching facilities are adequate or otherwise. It is logical to suppose that the English teachers have ambiguous opinions and confusing assumptions and ideas underlying their teaching of English as to why and how to teach English language. Though the teachers are always keen and conscious about the standard of English language, they never view the whole establishment of English language teaching in Sisaket province of Thailand.

It seems that for accomplishing the study of English Language Teaching (ELT), some survey has to be made to examine the situation, to probe the present situation of ELT, and to discover the problems and weaknesses in its teaching so as to suggest measures that would promote the English language teaching and learning. Therefore, the researcher administers the questionnaires to the teachers of English at the Higher Secondary School level.
This is not to claim that they are exhaustive tools but they are considered as
different and sufficient for the purpose of the research.

3.7 Validation of the Questionnaire to the Teachers

The questionnaires are prepared and administered in various parts of Muang
district, Sisaket province. This ensured that an adequate representative rate
of response will reflect the true state of views among those most directly
involved in the teaching of English in the province.

The researcher is making all attempts to administer the questionnaires
through personal contact. Sixty one copies of questionnaires are sent to the
school teachers. All the questionnaires had been returned. The percentage of
responses is 100%.


“Response rate of 50 percent is adequate,
60 percent good, 70 percent very good.”

Therefore, the rate of response, in general, is ‘very good’ as far as the Higher
Secondary School level is concerned and it helped the researcher to derive
the required generalization concerning the teaching of English in Muang
district, Sisaket province of Thailand.

Table No. 3: A table showing Number of Questionnaires Administered
and Received

<table>
<thead>
<tr>
<th>Item</th>
<th>No.administered</th>
<th>No.received</th>
<th>% of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Teachers</td>
<td>61</td>
<td>61</td>
<td>100%</td>
</tr>
</tbody>
</table>
3.8 Scoring Criterion
The data from questionnaire were then being scored. The questionnaire was developed to explore the status of English language teaching of the teachers conducted on a five-point rating scale. The rating scale in the questionnaire was based on Likert’s idea (Best and Kahn, 1993: 246-250).

The descending order was as follows:

- Most was equivalent to 4 points
- Much was equivalent to 3 points
- Little was equivalent to 2 points
- Least was equivalent to 1 point

3.9 Research instruments
The research instrument was the questionnaires prepared by the researcher based on concepts, textbooks and related researches. The questionnaire concerned learning and teaching English, problems and needs of the English teachers in the province.

The questionnaire was divided into five parts.

- Part one concerned information in general.
- Part two had 20 items concerning nature of the instructional process.
- Part three had 4 items and 29 subheading items asking about problems and needs of the English teachers.
- Part four had 6 items and 37 subheading items concerning teaching behavior of the English teachers under study.
- Part five had 34 items concerning semi-structured interview with open-ended questions.
3.10 Preparation of Research instruments

The following were the steps in creating the research instruments.

3.10.1 The theory and related ideas on the problems and needs of the English teachers were studied.

3.10.2 The related researches on the problems and needs were studied.

3.10.3 Comprehensive questionnaires were prepared under the guidance of the Supervisor.

3.10.4 Completed questionnaires were checked by the researcher and specialists were consulted to find out content validity and language appropriateness.

3.10.5 The questionnaires which were corrected were tried out with 30 non-sample teachers. Individual items were analyzed to find out discrimination power. The questionnaires were analyzed by the means of Pearson’s product moment correlation. The items with the .20 discrimination power upwards were selected.

3.10.6 The questionnaires were analyzed to find out confidence power by using Alpha co-efficient of Cronbach (Cronbach, 1990:pp.202-204). The entire confidence was .92.

3.10.7 The questionnaires were then used to gather data.

3.11 Data collections

3.11.1 The researcher had asked for a formal letter to be issued by the Dean of the Liberal Arts and Science of Sisaket Rajabhat University which was sent to the schools in the province.

3.11.2 The researcher distributed the questionnaires to be completed by respondents in the schools under study and then collected the completed questionnaires.
3.11.3 The researcher collected the questionnaires for analysis. All the questionnaires had been returned, accounting for 100%.

3.12 Data analysis

The researcher had undertaken the following steps:

3.12.1 Examining the completion of all 61 questionnaires that were distributed.

3.12.2 Categorizing the questionnaires according to the respondents’ information to find out frequency and percentage.

3.12.3 Evaluating part 2 and 3 of the questionnaires to get statistics by using SPSS for Window.

3.12.4 The criteria in examining the problems and needs of the teachers are as follows:

- Mean Scores 3.26 - 4.00 means the maximum level
- Mean Scores 2.51 – 3.25 means much
- Mean Scores 1.76 – 2.50 means little
- Mean Scores 1.00 – 1.75 means the least

3.13 Statistics in Data Analysis

3.13.1 Frequencies of the responses.

3.13.2 Percentages of the frequencies in 3.13.1

3.13.3 Means (\(\bar{X}\)) of the score

Formula \(\bar{X} = \frac{\Sigma x}{N}\)

Where \(\bar{X}\) refers to Means

\(\Sigma x\) refers to the total scores of the population

\(N\) refers to the number of the population

3.13.4 Standard Deviation (SD)
Formula  \[ SD = \sqrt{\frac{\Sigma X^2 - (\Sigma X)^2}{N(N-1)}} \]

Where  
- SD refers to Standard Deviation
- \( \Sigma X^2 \) refers to the total scores of the population
- \( (\Sigma X)^2 \) refers to sum of the square scores
- N refers to the number of the respondents

### 3.14 Limitations of the Study

This study investigates factors relevant to the teaching-learning process of English language in Muang district in Sisaket province of Thailand. It is an evaluative study of English language teaching (ELT) in the province. Various aspects of English teaching-learning such as teachers’ training courses and qualifications, conditions of English language learning-teaching of the English teachers, problems and needs of teachers who teach English, teaching-learning activity and evaluation were taken into consideration because it is within the scope of this research. The researcher did not investigate the situation of English teaching in any other district in Sisaket province.

In summary, the present study included 61 Thai English teachers in Higher Secondary Schools in Muang district. The questionnaires investigating English language teaching conceptualization were administered with the sample teachers, while the semi-structured individual interviews investigating English language teaching conceptualization and practice of the teachers was conducted with the sample teachers. The relationship between the questionnaire and the semi-structured interviews could thus be fairly
beneficial for the data collection and analysis of the present study. The analysis of the responses from the sample English teachers in Higher Secondary Schools is presented in Chapter four.
References


