CHAPTER V

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SUGGESTIONS
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5.1 Introduction
5.2 Objectives of the Research
5.3 Research Methodology
   5.3.1 Population and Sample
   5.3.2 Research Instruments
   5.3.3 Data Collection
5.4 Conclusions
5.5 Discussion
   5.5.1 Instructional Management
   5.5.2 Problems and Needs of the English teachers
   5.5.3 Teaching behavior of the English teachers
5.6 Suggestions
   5.6.1 Suggestions for the application of the research
   5.6.2 Suggestions for further research
CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1 Introduction

The purpose of this chapter is to summarize, discuss the results of the research, and provide implementations for further studies. Before going into the details of the findings, we see that the main questions posed by this research are about the teachers’ academic and professional qualifications, the aims of ELT in Thailand, the time allotted for the teaching of English, the methods 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 Sisaket province, Thailand. It was an attempt to test the overall efficacy of ELT curriculum presently in force in Thailand in general.

The present study aims to explore learning and teaching, problems and needs of the English teachers in Higher Secondary School (10th, 11th, & 12th Standards classes) in Muang district, Sisaket province of Thailand.

5.2 Objectives of the Research

This study attempted to answer the research objectives. They are as follows;

5.2.1 To study the aims and objectives of English language teaching.
5.2.2 To explore the teaching methods and problems.
5.2.3 To study the media used in learning and teaching English.
5.2.4 To explore activities used to develop an effective method in learning English.
5.2.5 To study evaluation and assessment of English teaching.
5.2.6 To recommend the ways to solve the problems in learning and teaching English.
5.2.7 To examine advantages and disadvantages of teaching English.
5.2.8 To give suggestions for the development of teaching English.
5.2.9 To study a variety of teaching methods and approaches.

5.3 Research Methodology

5.3.1 Population and Samples
Population under study was 61 teachers of English in ten Higher Secondary Schools in Muang district of Sisaket in the first semester of the academic years 2010. To determine the sample size, the researcher used Krecie and Morgan’s table.

5.3.2 Research Instruments
The research instrument was questionnaires and interviews prepared by the researcher, on the basis of relevant concepts, documents, texts and researches. It was the questionnaire with four rating scales, divided into five parts: Part One is concerned with the general information of the respondents. Part Two is related to the teaching and learning. Part Three is concerned with problems and needs of the English teachers. Part Four deals with teaching behaviour of the English teachers and Part Five are concerned with teachers’ interviews.
It was the questionnaire with four rating scales. The questionnaire has the following rating scales:

- Most equals 4 points
- Much equals 3 points
- Little equals 2 points
- Least equals 1 point

### 5.3.3 Data Collection

The researcher collected data by the following steps:

- 5.3.3.1 A letter of request was issued by the Dean of the Liberal Arts and Science of Sisaket Rajabhat University and sent to the teachers of English who were selected to answer the questionnaires.
- 5.3.3.2 The researcher distributed the questionnaires at the schools under study and collected them.
- 5.3.3.3 The researcher analyzed the questionnaires which were all returned.
- 5.3.3.4 Statistics was used for studying frequency and percentage, mean and standard deviation.

### 5.4 Conclusions

The purpose of this study has been to survey the English language teaching in Higher Secondary Schools in Muang district, Sisaket province of Thailand. The sample of the present study included 61 Thai English teachers from 10 Higher Secondary Schools which are located in rural and urban areas as indicated by Table No.4, p.159. On the basis of the analysis and
interpretation of the data, several conclusions have been drawn. They are as follows:

1. The data of respondents reveals that most of the teachers are female and most of them are 31-35 years old as indicated by Table No.5-6, p.159-160. Most of the teachers have obtained Bachelor Degree, while some of them have Master Degree. Majority of the teachers had major in English, while some of them had major in non-English as indicated by Table No.7-8, p.161-162. Majority of the teachers have been teaching for 10 years as indicated by Table No. 9, p.162. The teachers who teach Higher Secondary School levels (10th, 11th, 12th standard classes) do not have different percentage as indicated by Table No.10, p.163. A large number of teachers are trained in training courses or have participated in seminars. Some of them are still not trained and haven’t participated in seminars. Those teachers, who had participated in the training courses found it very useful as indicated by Table No. 11, p.164. Additionally, English teachers’ skills in listening, speaking, reading and writing were at a satisfactory level as indicated by Table No. 13.1, 13.2, 13.3, 13.4, p.165-167.

2. The study found that the female respondents have higher educational level than male respondents as indicated by Table No. 14.1, p.169. The number of female teachers who graduated with major in English is larger than the number of male teachers as indicated by Table No. 14.2, p.170. Most of the female teachers have very good experience and they are also better equipped to handle the task as indicated by Table No. 14.3, P.171. The number of female teachers who taught Higher Secondary School level (10th, 11th, 12th standard classes) is larger than male teachers as indicated by Table No. 14.4,
Most of female teachers participated in seminars or training courses as indicated by Table No. 14.5, p.173, and they also have better English language skills than male teachers as indicated by Table No. 14.6.1, 14.6.2, 14.6.3, 14.6.4, p.174-178.

3. The study has revealed that most of the teachers who have English teaching experience for 6-10 years have good listening, speaking, reading and writing skills as indicated by Table No. 15.1, 15.2, 15.3, 15.4, p.179-184.

4. From the results of data analysis, it is found that most of the teachers prefer to have classes in the morning and afternoon sessions, and they prepare teaching by using lesson plan based on the curriculum and the instructional activities appropriate to learners’ age as indicated by Table No. 16.1, 16.2, p.185-186. Most of them had taught as planned or prepared and they use steps with focus on practice as indicated by Table No. 16.3, 16.4, p.187-188. Most of the Thai teachers used English in the classrooms for most of the time and use Thai when necessary as indicated by Table No. 16.5, p.189. Majority of the teachers evaluated accuracy in pronouncing words / sentences as indicated by Table No. 16.6, p.190.

5. Most of the teachers start lesson plan with analysis of a curriculum, and they need time for preparation of the lesson plan one week in advance as indicated by Table No. 17.1-17.2, p.192-193. Most of them always use self-constructed lesson plan for their teaching as indicated by Table No. 17.3, p.194. They mostly create objectives of lesson plans with a focus on knowledge, understanding, attitude and skills as indicated by Table No. 17.4, p.194. Most of the Thai teachers choose teaching activities selected from
guidebook teaching activities as indicated by Table No. 17.5, p.195. They also use patterns of lesson plans composed of objectives, contents, and teaching media equally as indicated by Table No. 17.6, p.196.

6. Most of the Thai teachers prefer introduction to the lesson focused on four skills, and they use teaching techniques focused on four skills as indicated by Table No. 18.1-18.2, p.198-199. Moreover, most of them prefer students to recite simple vocabulary as indicated by Table No. 18.3, p.200. Majority of the teachers use self-constructed teaching media and occasionally use audiovisual aids in the laboratory regularly as indicated by Table No. 18.4-18.5, p.201-202.

7. Most of the Thai teachers create objectives of evaluation and assessment for getting to know learning achievement of the students and they mostly use self-constructed evaluating tools such as tests and exercises as indicated by Table No. 19.1, 19.2, 19.3, p.203-205.

8. From the results of data analysis, it is found that most of the Thai teachers have problems in teaching preparation because of lack of listening and speaking skills among the students as indicated by Table No. 20, p.206. In addition, most of them have problems about insufficiency of media and equipment as specified by the curriculum as indicated by Table No. 21, p.208. Moreover, most of the teachers need aids from the university instructors, and they mostly need aids in managing teaching activities, particularly in the practice of dialogues in the classroom and in daily lives as indicated by Table No. 22-23, p.210-211.

9. The result reveals the teaching behaviour of the English teachers. It is seen that majority of the Thai teachers teach listening and speaking skill
focusing on singing and telling the meaning of the songs as indicated by Table No. 24, p. 212. Most of them teach English reading by making students to read and tell the spellings and teaching of writing focused on storytelling as indicated by Table No. 25-26, p. 214-215. Most of the teachers prefer to use English in practice and they mostly use media to summarize and enhance students’ skills as indicated by Table No. 27-28, p.216-217. Additionally, most of the Thai teachers manage teaching by training students to be able to use English to communicate socially and culturally as indicated by Table No. 29, p.218.

10. From the interview results it is found that the English teachers had clear conceptualization of ELT and were very eager to learn the concepts of ELT and understanding of language learning theories. Moreover, traditional approaches existed in the English language classrooms. Thai language was frequently used in the classrooms. Additionally, lecturing and note taking were found in language classrooms also. Some of the teachers had organized interactive activities in classrooms such as pair work, group work, role play, simulation, presentation and group projects, but they encountered such difficulties as disorganized classrooms, and time constraints. The Thai English teacher has knowledge of variety of evaluation instruments such as observation, tests, exercises, written tests, interviews, and peer reviews. They also recognized communicative competence as the objective of the assessment and finally the teachers realized that four English skills should be taught with integrity.
5.5 Discussions
The key issues might be discussed as follows:

5.5.1 Instructional Management
Teaching schedule was conducted in the morning and afternoon sessions. A majority of teachers conducted their teaching as per the prepared lesson plans or packages. They focused their attention on exercises. They mostly used English and occasionally Thai in the instructional process. They made evaluation and assessment according to accuracy of the pronunciation of words/sentences.

With respect to the lesson plan, majority of teachers started by analyzing the curriculum. They usually prepared the lesson one week in advance. They taught by focusing on knowledge, understanding, attitude and skills. Instructional activities were mainly meant for developing four skills. The media used in teaching was the audio-visual aids in the language laboratory. As for Evaluation and assessment, they aimed at examining learning achievement through the self-made tools and the exercise-based tests.

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.

5.5.2. Problems and Needs of the English Teachers
The problems and needs faced by the teachers under study were mainly related to the instructional preparation; the students’ lack of speaking and listening skills. The learning objectives were hard to understand too. In addition, media and equipments were insufficient as required by the curriculum and they were unsuitable for the subject matter. Furthermore, the
teachers under study needed assistance from outsiders, for instance, the instructors from the higher educational institutes, school executives, academic teachers, and supervisors.

5.5.3 Teaching Behaviour of the English Teachers

It was essential for the teachers to make use of the attractive techniques to attract the attention of the students. Majority of the teachers had the students to sing songs and tell their meaning. The students were occasionally made to role-play. With respect to reading, the teachers made the students read and spell. Exercises were given to students to set the questions and answer that they had read. In respect to writing, the teacher had the students made to write from a story, the use of English in practice, using the media to summarize the lesson, and using English to get to society and culture.

5.6 Suggestions

In view of the foregoing analysis, the following suggestions are made for improving English language teaching in Thailand, particularly in Muang district, Sisaket province, the English teachers should consider these suggestions.

5.6.1 Suggestions for the application of the research

On the basis of the observations and findings of the present research the researcher would like to make following suggestions for the application in the current pedagogical practices:

1. Teaching schedule should be held in both the morning and afternoon periods. As the curriculum is crucial to teaching English effectively, it has to be clear in its objectives. The packages and lesson plans are also significant to successful instruction. It would be more effective if the teachers use more English than Thai while engaging the classes as the
students are exposed to listening and speaking simultaneously. Thai should be allowed only when the students have difficulty in understanding.

2. The teachers should prepare the lesson plan at least one week in advance. Good preparation could lead to the desired objectives. Besides, the teachers should have time to think about media and equipments.

3. For the students to have knowledge, skills, capability and desirable attributes, it is vital for the teachers to develop techniques, methods in conducting an instructional process. Motivation is required to encourage students to be keen in learning. The equipments should be adequate and appropriate. Importantly, the teachers have a key role to play in teaching by not focusing too much on the subject matter or content.

4. With regard to evaluation and assessment in the classroom, the teachers should use the tests and exercises aimed at learning achievement of students.

5. The English teachers are advised to make preparation in order to make the instruction more effective. Besides, students with less English skills are in a position to be assisted. The learning objectives should be clear, practical and easy to understand.

6. The teachers should develop a variety of activities; know how to produce a constructive media to keep students eager and interested in English. The teachers should attend a training workshop and seminar to be exposed to new ideas and new knowledge.
5.6.2 Suggestions for further Research

Based on the results of this study, several suggestions are proposed for further studies as follows:

1. Further study could apply the current research to the other levels of teaching-learning English and other sectors such as the international schools, private schools, etc. in other districts in Thailand.

2. The psychological principles related to language teaching can also be a valid area of the research.

3. Further research can be taken up regarding teachers’ training in Thailand so as to help teachers make their teaching of English effective.

4. There is also an urgent need to investigate into the methods of teaching English used at the Higher Secondary Schools level in Thailand.

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

6. Research in the existing English courses can help to better the situation of English teaching in Thailand.
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