APPENDIXES
APPENDIX A
THE OFFICIAL LETTER TO DIRECTOR OF SCHOOL FOR SURVEY
Dear Sir, Madam Director Of____________

I am doing research on the topic “A Study of English Language Teaching in Higher Secondary Schools in Muang district, Sisaket province of Thailand” under the guidance of Dr. B.A. Jarange, Associate Professor & Head Dept. of English, Arts, Science & Commerce College, Rahuri, Ahmednagar district, Maharashtra, India.

The information gathered from the respondent will be kept confidential. Please feel free to let your teachers add their comments when answering. The purpose of the enclosed questionnaires is to measure the benefits of experience for teachers of English in your school as well as how they plan and conduct their classes. I shall feel much obliged if you would please have your teachers fill out the enclosed questionnaires at their earliest convenience.

Thank you in anticipation and looking forward to favor.

Yours faithfully,

(Mr. Asana Cherdchoo)
Research Student
APPENDIX B

THE QUESTIONNAIRE INVESTIGATING THE ENGLISH LANGUAGE TEACHING OF THE ENGLISH TEACHERS
APPENDIX B

THE QUESTIONNAIRE INVESTIGATING THE ENGLISH LANGUAGE TEACHING OF THE ENGLISH TEACHERS

QUESTIONNAIRES 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 experience, 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 degree: Major
     ○ English
     ○ Non-English
   ○ Master degree: Major
     ○ English
     ○ Non-English
   ○ Philosophy of doctor (Ph.D.): Major
     ○ English
     ○ Non-English

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 Skills**
   ○ Very good
   ○ Good
   ○ Satisfactory
   ○ Not good

**Speaking Skills**
   ○ Very good
   ○ Good
   ○ Satisfactory
   ○ Not good

**Reading Skills**
   ○ Very good
   ○ Good
   ○ Satisfactory
   ○ Not good
**Writing Skills**

- Very good
- Good
- Satisfactory
- Not good

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

**Instructions:** 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 teachers has taught as planned or prepared
   - The teachers were flexible according to situations and learners’ conditions
The teachers 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? (Tick ✓ more than one 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 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
11] How do you choose teaching activities? (Answer ✔ more than one 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

☐ Other (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
☐ Others (Please specify)……………………………………

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
17] What Types of teaching media do you use regularly?
- Authentic objects, simulations and pictures
- Programmed media
- Self-produced
- Audiovisual aids in the laboratory
- Others (Please specify)………………………………

The Evaluation and Assessment

18] What is your objective of evaluation and assessment (Answer ✓ more than one item as it pertains to you)
- To improve the lesson plan
- To improve the instructional activities
- To improve students’ learning
- To know learning achievement
- Other (Please specify)………………………………

19] Where were the evaluating tools derived from? (Answer ✓ more than one item as it pertains to you)
- Office of the Basic Education
- Office of Education Area
- School clusters
- Self constructed
- Private publishing houses
- Other (Please specify)………………………………
20] What Tools were used to evaluate and assess? (Answer ✓ more than one item as it pertains to you)

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

**PART 3: The Problems and Needs of the English Teachers**

**Instructions:** 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most</td>
</tr>
<tr>
<td>1.1 Lack of a curriculum document and a handbook in preparing</td>
<td></td>
</tr>
<tr>
<td>1.2 Excessive teaching load</td>
<td></td>
</tr>
<tr>
<td>1.3 Vast interpersonal differences between students</td>
<td></td>
</tr>
<tr>
<td>1.4 Lack of understanding in writing a lesson plan</td>
<td></td>
</tr>
<tr>
<td>1.5 There is no time to prepare it as per the English curriculum</td>
<td></td>
</tr>
<tr>
<td>1.6 Lack of listening and speaking skills on the part of learners</td>
<td></td>
</tr>
<tr>
<td>1.7 Lack of knowledge and understanding to teach according to the guidance</td>
<td></td>
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<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1.8 Learning objectives are difficult to understand</td>
<td></td>
</tr>
<tr>
<td>1.9 Teacher’s lack of knowledge and skills in choosing appreciate approaches</td>
<td></td>
</tr>
<tr>
<td>1.10 Others. (Please specify)</td>
<td></td>
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<tr>
<td>.................................................................</td>
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<td>.................................................................</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Problems of Media and Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Available media and equipment insufficient</td>
</tr>
<tr>
<td>2.2 Media and equipment not suitable</td>
</tr>
<tr>
<td>2.3 Teachers’ lack of knowledge in making media</td>
</tr>
<tr>
<td>2.4 Teachers’ lack of knowledge in using some media</td>
</tr>
<tr>
<td>2.5 Teachers having no time to get and make media</td>
</tr>
<tr>
<td>2.6 Lack of budget in producing media</td>
</tr>
<tr>
<td>2.7 Others (Please specify)</td>
</tr>
<tr>
<td>.................................................................</td>
</tr>
<tr>
<td>.................................................................</td>
</tr>
</tbody>
</table>
3. Needs of aids from the others

<table>
<thead>
<tr>
<th>3.1 From the school executives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 From the teachers of academic affairs</td>
</tr>
<tr>
<td>3.3 From the academic cluster</td>
</tr>
<tr>
<td>3.4 Supervisor</td>
</tr>
<tr>
<td>3.5 Instructors at the higher educational institutes</td>
</tr>
</tbody>
</table>

4. Needs of aids in managing English teaching activities

<table>
<thead>
<tr>
<th>4.1 Practice of dialogue in the classroom and daily life</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Knowledge about the culture of native speakers</td>
</tr>
<tr>
<td>4.3 Practicing correct pronunciation</td>
</tr>
<tr>
<td>4.4 Teaching techniques</td>
</tr>
<tr>
<td>4.5 Games and songs</td>
</tr>
<tr>
<td>4.6 Construction and techniques of media</td>
</tr>
<tr>
<td>4.7 Others. (Please specify)</td>
</tr>
</tbody>
</table>

…………………………………………
………………………………………...
PART 4: Teaching Behaviour 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>Question about Teaching of listening and speaking</th>
<th>Levels of Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most</td>
</tr>
<tr>
<td>1.1 Students were made to see differences between stress and pronunciation exercises.</td>
<td></td>
</tr>
<tr>
<td>1.2 Students were made to listen to the questions.</td>
<td></td>
</tr>
<tr>
<td>1.3 Students listened to the orders and followed.</td>
<td></td>
</tr>
<tr>
<td>1.4 Students sang and told the meaning of the song.</td>
<td></td>
</tr>
<tr>
<td>1.5 Students practice dialogues in pairs.</td>
<td></td>
</tr>
<tr>
<td>1.6 Students played mock roles.</td>
<td></td>
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<tr>
<td>1.7 Students were made to tell from experiences.</td>
<td></td>
</tr>
<tr>
<td>1.8 Students told stories from the pictures.</td>
<td></td>
</tr>
<tr>
<td>1.9 Others. (Please specify)</td>
<td>..................................................</td>
</tr>
<tr>
<td></td>
<td>..................................................</td>
</tr>
</tbody>
</table>

2. Teaching of reading

2.1 Students were made to read and tell the spelling.
<table>
<thead>
<tr>
<th>2.2 Students were made to read out loud.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 Students read to get comprehension and answer the questions.</td>
</tr>
<tr>
<td>2.4 Students were made to ask and answer from what they read.</td>
</tr>
<tr>
<td>2.5 Others. (Please specify)</td>
</tr>
<tr>
<td>.......................................................................</td>
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<tr>
<td>.......................................................................</td>
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</tbody>
</table>

### 3. Teaching of writing

<table>
<thead>
<tr>
<th>3.1 Students copy the given passage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Students wrote the dictation.</td>
</tr>
<tr>
<td>3.3 Students wrote the sentences based on given words.</td>
</tr>
<tr>
<td>3.4 Students answered the questions from the story.</td>
</tr>
<tr>
<td>3.5 Students were made to write to describe the picture.</td>
</tr>
<tr>
<td>3.6 Students were made to write about their daily life.</td>
</tr>
</tbody>
</table>

### 4. Using English in a classroom

<table>
<thead>
<tr>
<th>4.1 They used English in introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 They used English in practice</td>
</tr>
<tr>
<td>4.3 They used English in evaluation</td>
</tr>
<tr>
<td>4.4 They used English in orders in instruction</td>
</tr>
</tbody>
</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

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**Thank you very much for completing this questionnaire**
APPENDIX C
THE INTERVIEW INVESTIGATING THE ENGLISH LANGUAGE TEACHING OF THE ENGLISH TEACHERS
APPENDIX C
THE INTERVIEW INVESTIGATING THE ENGLISH LANGUAGE TEACHING OF THE ENGLISH TEACHERS

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 10th – 12th 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 teachers’ 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 teaching 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, newspaper, 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?
APPENDIX D

THE INSTRUMENT SPECIALISTS

The specialists who have evaluated the content validity of the instrument of the present research are listed below.

1. Name: Assoc. Prof. Jamroen Unkaew
   Education: B.A. (Mathematics), M.A. (Statistic)
   Office: Chairman of Graduated Studies, Sisaket Rajabhat University, Thailand
   Experience: Dean of faculty of Liberal arts and Science,
               Dean of Science and Technology,
               Research advisor for Master and Doctor Students
               Thirty years of experience in teaching statistic and measurement subject, Social research Methods for Master and Doctor Students.

2. Name: Asst. Prof. Pradit Silabut
   Education: B.Ed (Elementary Education),
               M.Ed (Educational Administration)
   Office: Vice chancellor in research and culture,
   Experience: Thirty five years of experience in analysis and development of education and research instrument.

3. Name: Mr. Jatupak Pakpern
   Education: M.S. (Measurement and Educational Evaluation)
   Position: Research advisor
   Experience: Advisor and evaluator for student’s teachers for fifteen years.
BIOGRAPHY

NAME
Mr. Asana Cherdchoo

DATE OF BIRTH
9 February 1971

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Nakhorn Ratchasima, Thailand

INSTITUTIONS ATTENDED
Mahachulalongkornrajavidyalaya

Buddhist University, 1994:
Bachelor of Arts, (Politics)

Dr. Babasaheb Ambedkar Marathwada
University, 2001; Aurangabad, India

Master of Arts (English)

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Sisaket province, 33000, Thailand

Position: Director of International
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Tel. 086 - 8664034