ABSTRACT

The research on, “A Study of English Language Teaching in Higher Secondary Schools in Muang district, Sisaket province of Thailand,” attempts to study objectively the status of English Language Teaching in Sisaket province, particularly in Muang district, in north-east of Thailand. The study attempts to evaluate the English Language Teaching Programme in Thailand, with special reference to the objectives of teaching English as defined by the Government of Thailand. The sample selected for study, consisted of 61 English teachers in ten Higher Secondary Schools, in the first semester of the academic year 2010.

The questionnaire determined the samples by using Krecie and Morgan’s table. This study attempted to answer the research objectives. They are; the aims and objectives of English language teaching, to explore the teaching methods and problems, to study the media used in learning and teaching English, to explore activities used to develop effective methods in learning English, to study evaluation and assessment of English teaching, to recommend the ways to solve the problems in learning and teaching English, to examine advantages and disadvantages of teaching English, to give suggestions to the development of English teaching, to study a variety of teaching methods and approaches. The statistical methods used were, frequency, percentage, mean and standard deviation.

The thesis is divided into Five Chapters of miscellaneous lengths which are as follows:
Chapter I: Introduction: Education in Thailand

This chapter is of two sections. **Section one** describes the Structure of Thai Education:-FE, NFE, IE, Special and Welfare Education, Vocational and Specialized Education, Teacher Education, Improving Teacher Effectiveness through Certification in Thailand, Educational Reforms, Teaching Profession Reform, Professional License for Thai Teachers, Major Characteristics of the Proposed Professional License for Thai Teachers, Reform in Learning and Teaching, Learners as the Centre of Learning, Teachers as Agents of Learning Reform, Higher Education, Autonomous Universities: Future Direction.


Chapter II: Theoretical Framework: Methods and Approaches used in English Language Teaching

This chapter deals with the perspectives of the methods and approaches of English language teaching. The methods are more related to the theory aspect teaching such as the direct method, the grammar translation method and audio-lingual method etc. and approaches, are theoretical positions and beliefs about the native language, the native of language learning, and the applicability of both to pedagogical settings such as the communicative approach, the natural approach are described. The eclectic approach is also discussed. Moreover, English language teaching methods in Thai pedagogy; Grammar Translation and Direct Methods in Thai
context, Functional-Notional Approach and Communicative Approach, Learner-Centered Approach, The method that works, Rational Sampling, and advantages and disadvantages survey teaching methodology are also discussed.

Chapter III: Research Methodology
This chapter gives details about the aims, procedures and scheme of the research work which was undertaken by the researcher. The research is aimed at studying objectively the present English Language Teaching (ELT) situation in Sisaket province in the north-east of Thailand. The researcher decided to investigate into the prevailing conditions in the Higher Secondary Schools. These are the stages where the foundation of any second or foreign language is laid.

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 relating 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: ELT.

This research is also aimed at studying the instruction process, problems and needs of the English teachers in the Higher Secondary School (10th, 11th, & 12th Standards Classes) in the Muang district. The research details consisted of Research scope, Research instruments, Preparation of the research instruments, Data collection, Data analysis and Statistics in data analysis.
Preparation of Questionnaires and Interviews

The questions are divided into two parts; one is questionnaire 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 of Higher Secondary School teachers. It was used to explore their English language teaching practices. The questionnaire was 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, level of education, period of teaching English at secondary 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 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 items concerning teachers’ interviews.

Validation of the Questionnaires to the Teachers

The steps in preparing the research instruments are the theory and related ideas on the problems and needs of the English teachers were studied, The related researches on the problems and needs were studied,
Questionnaires were prepared under the guidance of the supervisor, Completed questionnaires were checked by the researcher in consultation specialists, to find out content validity and language appropriateness, 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 means of the Pearson’s product moment correlation. The items with the .20 discrimination power upwards were selected; 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 and the questionnaires were then used to gather data.

**Chapter IV: Data Analysis**

This chapter deals with the analysis of the questionnaires and interviews of the English teachers in Higher Secondary Schools (10th, 11th & 12th Standard Classes). The real features about the English Language Teaching situation in Muang district were inferred.

**Chapter V: Conclusion Discussion and Suggestions**

In this chapter the conclusion is shown on the basis of the data analysis, interpretation and findings. This study attempted to answer the questions which were formed in the beginning. These have been clearly sustained by the findings of the research such as the aims and objectives of English language teaching, the teaching methods and problems, the media used in learning and teaching English, activities used to develop effective methods in learning English, evaluation and assessment of English teaching, the ways to solve the problems in learning and teaching English, advantages and disadvantages of teaching English, However, various suggestions for the improvement of English language teaching have been
offered. Moreover, this chapter also provides suggestions for the application of the research and for further research.