CHAPTER V

CONCLUSIONS

AND

RECOMMENDATIONS
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5.1 CONCLUSIONS:

Since the present study is geared towards the development of the in-service teacher training programme for developing the competencies (i.e., the English language and the English teaching competencies) of the primary school English teachers in Thailand needed for implementing the new English syllabus, the study therefore attempts to investigate the competencies needed to be developed in the proposed training programmes.

On the basis of the results of the analyses of the data gathered for the above purpose, the following conclusions have been drawn:

5.1.1 Conclusions Related to the English Language Competency of the Teachers (ELC).

5.1.1.1 Every group of samples including the teachers (G2) themselves as well as the total group of samples considered that the ELC of the teachers was needed to be developed (since the mean values of the samples were in the mean range of 2.60 - 3.09 of which the DCDN - Degree of Competency Development
Need - indicated "average", and as the mean values fell below the cut-point line it indicates that the competency was determined as needed to be developed).

5.1.1.2 The perceptions of the subjects on the assessment of the ELC of the teachers revealed that there existed statistical significant differences at the .01 level between some groups of samples: the experts and the teachers (x = 2.60 and 3.09 respectively); the experts and the principals (x = 2.60 and 3.17 respectively); the teachers and the pre-service teacher trainees (x = 3.09 and 2.64 respectively); and, the principals and the pre-service teacher trainees (x = 3.17 and 2.64 respectively).

5.1.1.3 The perceptions of the samples: between the experts and the pre-service teacher trainees (x = 2.60 and 2.64 respectively); and, between the teachers and the principals (x = 3.09 and 3.17 respectively) were not significantly different at .01 level. The results indicated that while the teachers and the principals agreed to rate the ELC of the teachers at the moderately high level, the experts and the pre-service teacher trainees, on the contrary, agreed to rate the competency at the low level.
5.1.1.4 When put a focus on the perceptions of each group of samples, the results revealed that:

i) The experts (G1) considered that all sub-skills of the ELC of the teachers were needed to be developed, since all mean values of the experts on the assessment of these sub-skills were in the mean range of 2.50 - 3.49 and below, of which the DCDN indicated "average" and "more"). The experts also felt that the EFL teachers were poor in using the English language for communication in appropriate situations for teaching English at the primary school level (Item No. 9 in I - A : ELC, $\bar{x} = 2.37$); the skill was considered as needed to be developed at the "more" level.

ii) The teachers (G2) considered that all sub-skills of their ELC were needed to be developed, except the sub-skills in using the English language for communication in reading and grammar (with $\bar{x} = 3.58$ and 3.61 respectively) in which their mean values were in the mean range of 3.50 - 4.49 (above the laid down cut-point line) which indicated as not needed to be developed.
iii) The principals (G3) also considered that all sub-skills of the ELC of the teachers were needed to be developed, except the sub-skill in using the English language in cultural aspects interpretation ($\bar{x} = 3.69$) of which the mean value was above the cut-point (the DCDN of its mean value indicated that the sub-skill was needed to be developed at the "less" level) which could be interpreted as not needed to be developed.

iv) The pre-service teacher trainees (G4) considered that all sub-skills, especially the sub-skills of the ELC of the teachers in using the English language in listening and speaking ($\bar{x} = 2.27$ and 2.31 respectively) of which the DCDN indicated as "more" needed to be developed.

v) The students (G5) considered the ELC of the teachers not needed to be developed (as the DCDN of their rating in A : ELC of SIS indicated "less"). The result of the chi square testing between the responses of the students revealed that the students strongly said "Yes" to the interview-statement, "I think my English teacher is very good in English". This indicated that the students were satisfied with the English language competency of their EFL teachers.
vi) The parents (G6) considered the ELC of the teachers needed to be developed (as the DCDN of their rating in A: ELC of SIP indicated "average"). Though the result of the chi square testing between the responses of the parents revealed their affirmation to the interview-statement regarding the ELC of the teachers, yet it indicated that they were satisfied with this competency at a moderate level (since the percentage of the frequencies of their responses "Yes" - 55.17 per cent - was in the percentage range of 41 - 60 which is below the laid down cut-point line) and they, therefore, considered that the ELC of the teachers was needed to be developed.

5.1.2 Conclusions Related to the English Teaching Competency of the Teachers (ETC).

5.1.2.1 Every group of samples as well as the total group considered that the ETC of the teachers was needed to be developed, since the mean values of the samples ($\bar{x}_{G1} = 2.72; \bar{x}_{G2} = 3.27; \bar{x}_{G3} = 3.12; \bar{x}_{G4} = 2.69; \bar{x}_G \text{ total} = 2.96$) were below the 3.50 laid down cut-point criteria.
5.1.2.2 The perceptions of the samples on the assessment of the ETC of the teachers revealed that statistically significant differences existed at the .01 level between the perceptions of the experts and the teachers; the teachers and the pre-service teacher trainees; and, the principals and the pre-service teacher trainees, and at .05 level between the perceptions of the experts and the principals.

5.1.2.3 On the contrary, no significant differences existed between the perceptions of the experts and the pre-service teacher trainees; and, the teachers and the principals. The results also revealed that the teachers and the principals rated the ETC of the teachers at a moderately high level, while on the contrary, the experts and the pre-service teacher trainees agreed to rate it at a low level.

5.1.2.4 The perceptions of each group of samples on the assessment of the ETC of the teachers showed that:

i) The experts rated all sub-skills of the ETC of the teachers at the "average" level (the mean values were in the range of 2.60 - 2.89) which means they are considered as needed to be developed.

ii) The teachers rated most of the sub-skills at the "average" level, except the sub-skills
in teaching the English language for communication in reading, grammar using, and dictionary using skills ($\bar{x} = 3.51; 3.52; \text{ and } 3.77$ respectively) of which the mean values were above the 3.50 laid down cut-point criteria. The results indicated that the teachers considered all sub-skills of the ETC of the teachers (except those mentioned three sub-skills) as needed to be developed.

iii) The principals also rated most of the sub-skills at the "average" level, except the sub-skill in teaching dictionary using skill ($\bar{x} = 3.52$) that they rated "less" and the sub-skill in teaching listening skill ($\bar{x} = 2.37$) that they rated "more". The results indicate that the principals considered all sub-skills of the ETC of the teachers, especially the skill in teaching listening skill (except the skill in teaching dictionary using skill) as needed to be developed.

iv) The pre-service teacher trainees considered all sub-skills of the teachers' ETC as the needed competencies to be developed, since the mean values of their perceptions were in the range of 2.52 - 2.83 which were below the 3.50 laid down cut-point criteria and of which the DCDN indicated "average" and "more".
v) The students rated 18 out of 22 sub-skills of the ETC of the teachers at the "less" level (percentage values of the "Yes" responses - as all were positive items - were above the 60 per-cent-cut-point criteria). This indicates that the students considered that these sub-skills were not needed to be developed, except the following sub-skills that the students considered as needed to be developed (as the percentage values were below the 60 per-cent-cut-point criteria):

a) the skills in teaching the students to use the English language in and outside the classroom (percentage values of the responses "No" - as both were negative items - were 28.33 and 45.00 per cent respectively);

b) the skill in teaching the students by putting too much emphasis on knowledge about rules of the English language (percentage value of the responses "No" - as it was a negative item - was 25.00 per cent); and,

c) the skill in teaching the students in speaking English (percentage value of the response "Yes" - as it was a positive item - was 56.66 per cent).
vi) The parents rated 12 out of 20 sub-skills of the ETC of the teachers at the "less" level, and rated 2 sub-skills at the "least" level. The results indicated that these sub-skills were considered not needed to be developed. On the contrary, the parents rated the following sub-skills at the "more" and "most" levels which means they were strongly considered needed to be developed:

a) the skill in teaching the students by putting too much emphasis on knowledge about rules of the English language (percentage value of the response "No" - as it was a negative item - was 25.86 per cent);

b) the skill in teaching the students to use the English language outside the class (percentage value of the response "No" - as it was a negative item - was 36.20 per cent);

and,

c) the skills in teaching the students to use the English language in the skills of listening, speaking, reading, and writing (percentage values of the responses "No" - as they all were negative items - were 13.79; 8.62; 20.68; and, 17.24 per cent respectively).
5.1.3 Conclusions Related to the Curriculum Concept and Implementation of the New English syllabus of the Teachers (CCI).

5.1.3.1 Every group of the samples as well as their total considered that the CCI of the teachers was needed to be developed, since all mean values ($\bar{X}_{G1} = 2.76; \bar{X}_{G2} = 2.77; \bar{X}_{G3} = 2.73; \bar{X}_{G4} = 2.60$; and $\bar{X}_{G \text{ total}} = 2.71$) were below the 3.50 laid down cut-point criteria. This may be suggested that the teachers were considered that they did not have clear concept and effective implementation of the new English syllabus.

5.1.3.2 The statistically significant differences existed only between the perceptions of the teachers and the pre-service teacher trainees at the .05 level. This indicates that the pre-service teacher trainees significantly rated the CCI of the teachers at a low level.

5.1.3.3 The perceptions of each group of samples on the assessment of the CCI of the teachers revealed as follows:

1) The experts rated 6 out of 26 sub-skills at the "more" level and 20 sub-skills including the total skill of the CCI of the teachers at the "average" level (the mean values were in the range of 2.07 - 3.10 which were below
the 3.50 laid down cut-point criteria). This indicates that the competency was considered needed to be developed.

ii) The teachers considered all sub-skills of the CCI needed to be developed, since the mean values were in the range of 1.78 - 3.47 which were below the 3.50 cut-point criteria.

iii) The principals rated 25 out of 26 sub-skills including the total skill of the CCI of the teachers at the "average" and "more" levels (the mean values were in the range of 2.28 - 3.32 which were below the 3.50 cut-point criteria). This indicates that all sub-skills of this competency were considered needed to be developed, except the sub-skill of the teachers in emphasizing the use of the language skills for the students (x = 3.50) which was considered not needed to be developed.

iv) The pre-service teacher trainees considered all sub-skills of the CCI of the teachers needed to be developed, since the mean values were in the range of 1.78 - 3.43 which were below the 3.50 cut-point criteria.

v) The students rated 4 out of 22 sub-skills at the "least" level and 6 sub-skills at the "less"
level. This indicates that the students considered that these sub-skills were not needed to be developed. But they considered the following subskills as needed to be developed by showing their percentage values below the 60 per-cent-cut-point criteria:

a) having the students jot down a lot about rules of the English language (percentage value of the response "No" - as it was a negative item - was 23.33 per cent);

b) not providing enough reading-skill exercises in the English class (percentage value of the response "Yes" - as it was a positive item - was 55.00 per cent);

c) assigning the students to copy new words they had just learned from the English class and to memorize the meanings of the new words in the the Thai language (percentage values of the responses "No" - as they were negative items - were 16.66 and 28.33 per cent respectively);

d) asking the students to say the learning patterns individually to the teachers; to memorize the meanings of the learning words or sentences in the Thai language; to jot
down everything they had learned; and, to learn new words in a group of single words (percentage values of the responses "No" - as they were negative items - were 16.66; 16.66; 16.66 and 21.66 per cent respectively; e) not assigning the students to answer questions about passages given in English sentence (percentage values of the responses "Yes" - as it was a positive item - was 58.33; and, f) not asking the students to do the following learning activities:
- learn a new alphabet in a word;
- learn a new sentence in a story or a passage or a passage; and,
- ask their friends or the teacher the meanings of new words in English sentences (as the percentage values of the responses "Yes" of these items - as they were positive items - were 58.33; 53.33; and 45.00 respectively.

5.1.4 Conclusions Related to the Positive Attitude of the Teachers towards the New English Syllabus (PAES).

5.1.4.1 Every group of the samples as well as their total considered that the PAES of the teacher was needed to be developed, since all mean values ($\bar{x}_{G1}=2.74; \bar{x}_{G2}=2.76; \bar{x}_{G3}=2.76; \bar{x}_{G4}=2.54$; and $\bar{x}_{G\text{ total}}=2.69$) were below the 3.50 cut-point criteria. This indicates that the teachers did not have positive attitude towards the new English syllabus.

5.1.4.2 There existed significant differences at the .05 level between the perceptions of the teachers and the pre-service teacher trainees; and the principals and the pre-service teacher trainees. This indicates that the pre-service teacher trainees significantly rated the PAES of
the teachers the lowest of all when compared to the other groups of samples, except to the experts (as there was no significant difference between the perceptions of these two groups).

5.1.4.3 The perceptions of each group of samples on the assessment of the PAES of the teachers showed that:

i) The experts rated all 5 sub-skills including the total skill of the PAES of the teachers at the "average" level (the mean values were in the range of 2.50 - 2.95 which were below the 3.50 cut-point criteria). Therefore, the teachers' PAES was considered needed to be developed.

ii) The teachers rated 4 sub-skills of the PAES at the "average" level and rated the sub-skill which indicated that the teachers felt that it was difficult to teach the students to learn the English language effectively (Item No. 47 in III- D : PAES, $\bar{x} = 2.37$) at the "more" level. The results indicate that the PAES of the teachers was determined as needed to be developed.

iii) The principals considered the PAES of the teachers needed to be developed, since all sub-skills of this competency were rated at the "average" level.

iv) The pre-service teacher trainees also considered that the PAES of the teachers were needed to be developed, since 2 out of 5 sub-skills including
the total skill were rated at the "average" level and the other three sub-skills were rated at the "more" level.

5.1.5 Conclusions Related to the Opinions of the Teachers Regarding the Existing Teacher Training Programme (OTP).

5.1.5.1 Every group of samples as well as the total group considered the OTP of the teachers needed to be developed, since mean values of all groups

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\bar{x}_{G1} = 3.12; \quad \bar{x}_{G2} = 3.04; \quad \bar{x}_{G3} = 3.14; \quad \bar{x}_{G4} = 3.00; \quad \bar{x}_{G\text{ total}} = 3.07
\]

were below the 3.50 cut-point criteria. This indicates that the teachers considered the existing training programme as needed to be developed.

5.1.5.2 The results of the testing of differences between the perceptions of the experts, the teachers, the principals, and the pre-service teacher trainees on the assessment of the OTP of the teachers revealed that there was no statistically significant difference.

5.1.6 Conclusions Related to the Overall Total Competencies of the EFL Teachers Needed for Implementing the New English Syllabus.

5.1.6.1 Every group of samples as well as their total considered that the overall total competencies
of the teachers were needed to be developed, since the mean values (\( \bar{x}_{G1} = 2.73; \bar{x}_{G2} = 2.93; \bar{x}_{G3} = 2.89; \bar{x}_{G4} = 2.62; \) and, \( \bar{x}_G \text{ total} = 2.79 \)) were below the 3.50 cut-point criteria. This indicates that the primary school English teachers in Thailand were agreed on the need to have their competencies for implementing the new English syllabus improve.

5.1.6.2 There existed statistically significant differences at the .001 level between the perceptions of the principals and the pre-service teacher trainees; at the .01 level between the perceptions of the experts and the teachers, and the teachers and the pre-service teacher trainees; and, at the .05 level between the perceptions of the experts and the principals.

5.1.7 Conclusions Related to the Opinions of the Respondents Given at the Open-Ended Part of the Questionnaire-cum-Opinionnaire.

5.1.7.1 The opinions of the respondents regarding the most serious problems of teaching English at the primary school level are the teachers' problems - they were considered not to have clear concept of the new English syllabus so they have no insight nor appreciation for the teaching approach suggested in the syllabus; they were, thus, considered incapable to implement the syllabus effectively.
5.1.7.2 Other problems which the respondents pointed out are those of the students'. They lack (i) texts and exercise books; (ii) motivation in studying the English subject; and, (iii) confidence in using the English language in and outside of the classrooms.

5.1.7.3 Some other problems which occur in TEFL at the primary schools are:

i) The administrators lack comprehension and appreciation in administering the English teaching programme. They do not understand the nature and the importance of the English subject, so they do not provide appropriate academic and moral support to the teachers and the students.

ii) The texts and teachers' guides which are supposed to be provided by the Ministry of Education are not sufficient.

iii) The guidance and supervision provided by the provincial supervisors is also not enough. The teachers need suggestions and sources of knowledge to help them modernize their knowledge, clarify their curriculum concept, and improve their teaching competencies.
iv) There is a lack of cooperation and effective educational administration in the up-country-area schools.

5.1.7.4 Some important suggestions provided in relevant data are as follows:

i) Only the schools which possess English-major or English-minor teachers should provide and administer English as an elective subject for the students, so that the problems of clarifying the teachers’ curriculum concept and qualifying their competencies can be more effective.

ii) The administrators should be aware of assigning the teachers an overload of work by either allotting them too many subjects at a time or by giving extra-curricular-activity jobs.

iii) There should be a regular academic and moral support from the administrators and the concerned educators to help the teachers in preparing effective lessons and instructional materials; in performing and administering the teaching-learning activities; and, in evaluating the programme.
iv) There should be some effective intensive in-service teacher training programmes provided in order to help the teachers improve their competencies for implementing the new English syllabus.

Finally, it is important to point out that though the results of the present study indicate gaps between the perceptions of the sample groups on the assessment of the competencies of the primary school English teachers in Thailand, yet it can be concluded that such competencies were agreed to be determined as needed competencies to be developed as explained earlier.

5.2 RECOMMENDATIONS:

Based on the findings of the present study, the following suggestions are proposed in order to improve TEFL at the primary school level in Thailand:

5.2.1 Recommendations to Develop the Needed Competencies of the Teachers for Implementing the New English Syllabus;

5.2.2 A Teacher Training Model Proposed for the Development of the Competencies of the EFL Teachers Needed for Implementing the New English Syllabus; and,

5.2.3 Recommendations for Further Studies.
5.2.1 Recommendations to Develop the Needed Competencies of the Teachers for Implementing the New English Syllabus.

According to the findings and the theoretical framework and earlier studies related to the present study, the following suggestions are proposed for the improvement of the competencies of the primary school English teachers in Thailand needed for implementing the new English syllabus:

1. The provincial supervisory units should take an immediate action as the EFL teachers are under their direct link of administration responsibilities. They should provide the teachers:
   i) regular supervision
   ii) remedial in-service training
   iii) variety of concerned knowledge sources
   iv) teaching guides appropriate to the local needs
   v) suggestions for seeking and modernizing the concerned knowledge and skills

2. The principals should be aware and more careful on:
   i) assigning teaching or extra-school-activity jobs to the EFL teachers so that they have more time for concentrating on their TEFL jobs.
ii) selecting teachers to teach the English subject. Only the English-majored or English-minored teachers are suggested to be assigned to teach the subject.

iii) providing academic and moral support appropriate to the real needs of the EFL teachers by:

a) providing required facilities needed for the TEFL programme of the school

b) giving effective suggestions so that the EFL teachers will be motivated and be able to master their EFL competencies on administering the TEFL programme effectively

c) evaluating the teacher effectiveness wisely and carefully. One suggestion is that the principals may firstly give the teachers informal evaluation for the purpose of diagnosing instructional problems. And, in addition, formal evaluation may be established by observing in the classroom. Observed difficulties including the teachers' strengths and weaknesses should be described. Suggestions for the improvement of those weaknesses of the teachers should also be given.
d) providing opportunities for the EFL teachers to attend some in-service training programmes so that their competencies can be remedied and modernized.

3. The EFL teachers should always be alert to improve their competencies, personalities, and other qualifications needed for implementing the curriculum effectively into the EFL classrooms. One way to do so is to establish regular self-evaluation of their own effectiveness so that they know their strengths and weaknesses and learn how to solve the observed difficulties on the basis of their real needs. Besides, the other techniques of teacher evaluation can be established to help the teachers see the real and objective pictures of their effectiveness and improve it effectively. It can be said that the most important factor of all to help the teachers solve their problems is their enthusiasm of developing their own competencies needed for administering the EFL programmes.

4. The concerned teacher training institutes may also be involved in helping the teachers develop their competencies. Due to their role and function and their readiness in well-equipped and expert facilities, the teachers' colleges, which are
the local teacher training institutes spread throughout the country, seem to be the most suitable institutes to effectively help the teachers solve their problems. The teachers' college can provide valuable suggestions and, moreover, can facilitate useful and authentic knowledge sources including effective instructional materials needed for implementing the new English syllabus. The teachers' colleges can also actively provide effective orientation programmes and remedial in-service training programmes for the teachers.

In addition to the general recommendation given in this heading (5.2.1), the researcher as a teachers' college staff member would also like to humbly submit a specific authentic suggestion based on her findings by proposing a teacher training model for the development of the competencies of the EFL teachers needed for implementing the new English syllabus in the 5.2.2 as follows:

5.2.2 A Teacher Training Model Proposed for the Development of the Competencies of the EFL Teachers Needed for Implementing the New English Syllabus.

Referring to the theoretical framework and the earlier related studies of the present study on relevant
ideas concerning curriculum development models (Emans, 1973: 33; Khunakorn, 1975: 5-9; Kerr, 1971: 178-199; Lewy, 1977: 82; Munby, 1983: 3; Brumfit, 1983: 7-8; and, Willis, 1981: 4-53) which are intended to be used for the planning of an in-service teacher training programme proposed for the development of the competencies of the EFL teachers in Thailand needed for implementing the new English syllabus, it can be summarized that curriculum development process generally consists of four major components: (i) objectives; (ii) content; (iii) teaching-learning activities; and, (iv) evaluation.

Furthermore, adapted from the above general model of curriculum development and the models of language syllabus design of Munby (1983: 3); Brumfit (1983: 7-8); and, Willis (1981: 4-53), the proposed model of ISTE programme of this study is planned and discussed under the following topics:

5.2.2.1 Need Analysis
5.2.2.2 Content Specification
5.2.2.3 Syllabus Organization
5.2.2.4 Expected Use of the Model
5.2.2.5 Some Examples of the Training Activities
5.2.2.1 Need Analysis

As Munby (1983: 3), in his own words, describes that, "Need analysis is concerned to find out the learners' need in the use of the target language (i.e., who is communicating with who, why, where, when, how, at what level, about what, and in what way)", which covers only the need analysis of a language syllabus design, following the suggestions of Brumfit (1983: 78) which recommend 'Need Analysis' and 'Formulation of Objectives' of Taba's model (Taba, 1962: 422 - 425) and the suggestions of Willis (1981: 4 - 53), the proposed training model of the present study is planned on the basis of the following specifications: (1) Programme Participants; (2) Work Analysis; (3) Training Needs; and, (4) Objectives of the Programme.

1. Programme Participants. The programme participants of the proposed training model are the primary school English teachers teaching under the new English syllabus in Thailand. As the findings of the present study revealed that the representatives of these teachers (G2 of this study) were not competent in using and teaching the English language for communication, their competencies needed for implementing the new English syllabus were, therefore, considered needed to be developed.
2. **Work Analysis.** As the results of the present study indicated the teachers (G2) needed to be remedied in using the English language for communication; teaching integrated skills of using the English language for communication; clarifying the concept of the new syllabus; and, implementing the syllabus effectively, an intensive in-service teacher training programme is, therefore, needed for the development of the required competencies of the teachers.

The training programme needed for fulfilling the above purpose are likely to be an integrative-type programme which consists of integrated content of the English language communicative skills; methods of teaching communicative skills; concept and philosophy underlying the new English syllabus; and, how to implement the syllabus effectively. In addition, the activities and training process of the programme should be based on providing opportunities for the participants to 'use' and 'perform' the proposed training activities in order to develop their weak competencies. Besides, the training should be in 'fun' atmosphere, so that the participants will enjoy participating in the programme and
may not feel that they are forced to be trained. Finally, it is important to conclude that the training activities should be based on group-work process; so that the teachers are accustomed to observing and performing such process in which underlies the new syllabus teaching approach and be able to implement the aimed process into their own EFL classrooms.

3. Training Needs. In order to develop their competencies needed for implementing the new English syllabus, the teachers would need abilities to: (i) use the English language for communication; (ii) be clear in the new syllabus concept; and, (iii) be able to implement the new syllabus effectively.

i) To use the English language for communication in the EFL classrooms, the teachers need to know and to be able to use it in two 'planes' (Sinclaire, 1981: 48): (a) English for teaching purposes; and, (b) General English.

a) According to the suggestions of Willis (1981: 50), English for teaching purposes is the language the teachers use to socialise with their students, to organise the class and to instruct through the use
of language learning activities (this is often achieved in the Thai language). To use the English language to fulfil these purposes, the teachers would need to use the language as follows:

- Socialising with the class, the teachers and students use the kind of English that is appropriate outside the class. For example:
  - Did you have a good time at the weekend?
  - How was the football match (of our school)?
  - Why, what's wrong? Aren't you feeling well?
- The language of organisation can also be of use to students (i.e., polite requests, giving reasons, explaining sequences of events, giving instructions, etc.).
- For instructional purposes, the language teachers need to practise in both productive and receptive skills. For example:
  - giving examples
  - acting out dialogue
  - asking questions for different purposes (i.e., to check understanding, or to promote discussion)
b) General English. Following the suggestions of Willis (1981: 51), "the required language work can be slotted into the methodological components in the following ways:

- Grammar can be improved by linguistic analysis and lesson planning sessions focussing on participants' weak points.

- Written English can be practised by helping the trainees to write model essays of the type their own students are required to produce, or various types of writing exercises for their students.

- Pronunciation practice can be achieved by asking trainees to select, rehearse and record short dialogues for use in class.

- Extra oral fluency practice can be gained by ensuring ample time for group discussions on methodological or topical TEFL issues and by getting trainees to act out different role-play situations they could use in class."
ii) To be clear in the new syllabus concept, the teachers can be clarified by providing 'input' (the concerned knowledge) by means of:

- group discussions
- lectures
- learning-centered-activity lessons
- individual-instruction exercises
- films or video tapes
- demonstrative teaching

iii) To be able to implement the new syllabus effectively, the teachers can be helped to improve such competency by means of:

- observing demonstrative teaching
- work shop
- team-teaching
- micro-teaching
- group discussion

4. Objectives of the Programme. Gearing towards remedying the required competencies of the EFL teachers, the proposed teacher training programme is planned on the basis of the following objectives:

i) To develop the competency in using the English language for communication of the teachers;
ii) To develop the competency in teaching integrated skills of using the English language for communication needed for implementing the new English syllabus;

iii) To clarify the concept of the teachers on the new English syllabus; and,

iv) To gain positive attitude of the teachers towards the new syllabus and the teaching methods suggested in the syllabus.

5.2.2.2 Content Specifications.

Based on the analyses of the objectives and the participants' needs, the programme content of the proposed training model was specified and organized. The content needed to be trained and provided to the participants of the proposed training programme can be categorized into two major groups: (1) knowledge; and, (2) skills concerning the English teaching under the new syllabus.

1. Knowledge. The knowledge in which the participants need to be improved would be:

i) The knowledge concerning the concept and philosophy underlying the new English syllabus; and,

ii) The knowledge concerning the teaching approach suggested in the new syllabus - Communicative Approach.
2. Skills. The needed skills the participants would like to be able to effectively perform are:

i) The skills in using the English language for communication. Teaching English as a foreign language, the primary school English teachers in Thailand would need abilities to:

a) read and understand materials written in English on new trends of TEFL in order to apply and implement the approaches, especially the approach suggested in the new syllabus - Communicative Approach, into the real use of teaching in their own EFL classrooms.

b) understand English spoken by native speakers or some other experts of English teaching field so that they can communicate with them effectively or can get used to the language and are able to apply and implement the receptive source into effective classroom activities.

c) use the English language in expressing ideas on discussing with the experts or native speakers, and speak simple English
that is often used in their classes so that they are able to use it with confidence.

d) write simple English (i.e., short stories, dialogues, short expositions or descriptions) in order to be able to prepare materials for their teaching.

ii) The skills in teaching the integrated skills of using the English language for communication by implementing the new approach into effective classroom activities.

It is important to point out that the proposed training model is aimed at integrating the needed content of the programme participants. In other words, the programme would consist of the two integrated parts of knowledge and practical (skill) content.

5.2.2.3 Syllabus Organization.

Transferred into a table of specifications, the training needs would be organized as follows:

<table>
<thead>
<tr>
<th>Content</th>
<th>Functional Objectives</th>
<th>Types of Training Activities</th>
<th>Type of Training Materials</th>
<th>Evaluation Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Knowledge</td>
<td>1. To be able of the new English to clarify discussion and summarize the</td>
<td>1. Group discussion and 1. Films or video tapes</td>
<td>1. Questions and answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Content Functional Objectives

<table>
<thead>
<tr>
<th>Types of Training</th>
<th>Type of Training Activities</th>
<th>Evaluation Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>syllabus ideas</td>
<td>2. Lecture</td>
<td>2. Exercises</td>
</tr>
<tr>
<td>new bus and</td>
<td>2. Theoretical documents</td>
<td>3. Test</td>
</tr>
<tr>
<td>the new</td>
<td>3. Films or video tapes</td>
<td>3. Work sheets</td>
</tr>
<tr>
<td>trend of English</td>
<td>4. Demonstrative teaching</td>
<td>4. Overhead projector</td>
</tr>
<tr>
<td>English syllabus</td>
<td>5. Individual interpretation</td>
<td></td>
</tr>
</tbody>
</table>

#### II Skills

**A. Using the English language for communication in:**

1. **Listening and speaking**
   - 1. Greeting introductions
   - 1.2 Initiating conversation
   - 1.3 Request for information

2. **Reading**
   - 1. Role-play
   - 1.5 Daily use through the training sessions

3. **Speaking**
   - 1. Interview
   - 1.6 Practice with the following functions effectively:
     - 4. Short-dialect tape recording
     - 5. Daily use through the training sessions
<table>
<thead>
<tr>
<th>Content</th>
<th>Functional Objectives</th>
<th>Types of Training Activities</th>
<th>Types of Training Materials</th>
<th>Evaluation Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Offering and asking for help</td>
<td>1.Dictation 1.Work sheets</td>
<td>1.Exercises</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Giving instructions</td>
<td>2.Lecturette</td>
<td>2.Test</td>
<td></td>
</tr>
<tr>
<td>2. Listen-and writing</td>
<td>To be able to listen and respond appropriately to what is heard and told to</td>
<td>3.Note-taking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reading-and writing</td>
<td>To be able to read and respond in:</td>
<td>1.Reading comprehension</td>
<td>1.Exercises</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Answering comprehension questions</td>
<td>2.Cloze</td>
<td>2.Test</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Choosing the appropriate words for the given blanks according to the context clues in the passages.</td>
<td>3.Reading for main ideas (i.e., new trends in TEFL, book reports, book advertisements, book guide or explanation, etc.)</td>
<td>2.Test</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Choosing and summarize the main ideas of the given passages</td>
<td>4.Paragraph organization</td>
<td>2.Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.Guided-picture composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.Diary writing</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>7.Letter writing</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>8.Dialogue composition</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>9.Strip story writing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.4 Organizing the given paragraphs

3.5 Writing out:

a) the missing words in the guided-picture composition

b) according to the given directions:

- diary writing
- letter writing
- dialogue composition
- strip story writing

4. To be able to read and respond in writing and speaking

4. Reading, writing, and speaking

1. Newsletter or social-corner report
1. Exercise recorder
1. Exercises

2. Observing
2. Work sheets

3. Soft - or hardware materials

<table>
<thead>
<tr>
<th>Content</th>
<th>Functional Objectives</th>
<th>Types of Training Activities</th>
<th>Types of Training Materials</th>
<th>Evaluation Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>
### Content Functional Types of Types of Evaluation

<table>
<thead>
<tr>
<th>Content</th>
<th>Functional Objectives</th>
<th>Types of Training Activities</th>
<th>Types of Training Materials</th>
<th>Evaluation Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated skills</td>
<td>2. Team teaching</td>
<td>2. Team teaching</td>
<td>2. Peer-evaluation</td>
<td></td>
</tr>
<tr>
<td>1.2 Demonstrate teaching</td>
<td>4. Videotape recording</td>
<td>4. Videotape recording</td>
<td>4. Videotape</td>
<td></td>
</tr>
<tr>
<td>5. Group discussion</td>
<td>5. Group discussion</td>
<td>5. Group discussion</td>
<td>5. Group discussion</td>
<td></td>
</tr>
</tbody>
</table>

### 5.2.2.4 Expected Use of the Model

From the above proposed table of specifications, it is worth noting, in general, that various flexible training schedules can be arranged and adapted to suit the more specific objectives and needs of other groups of training participants of different qualifications.

To fulfil the objectives of the training model of the present study, the following schedule of training programme is proposed:

**Day I: A. Morning**

1. Introduction

   - What is English for communication?
2. Outline of Course
   - Teaching English for communication
     includes what?
     - communicative drills
     - speaking and listening activities
     - reading and writing activities
     - listening and writing activities
     - integrated-skill activities

3. Demonstration
   - What are some examples of communicative English in the classroom?

4. Analysis of the Concept of the New English Syllabus
   - Lecture
   - Demonstration of how to analyze a lesson of "English Is Fun" Book Series of Grade 5

B. Afternoon

5. Divide the training participants into small groups of 5 - 6. Each group analyze one lesson of the two series of "English Is Fun" of grade 5 (Book 1 and II) by summarizing teaching points of the lesson accordingly to the example given.

6. Group discussions
C. Evening

7. Games and Songs

8. Film of Video tape (in English - for providing recreation and the use of English listening skills)

Day II: A. Morning

1. Short-dialogue-tape recording

2. Video tape of demonstrative teaching of students of grade 5

3. Group discussion

4. Demonstration

   - How to teach integrated skills of the English language in general (greeting introduction, note-taking, reading comprehension).

B. Afternoon

5. Dictation

6. Demonstration

   - How to drill (repetition to communicative)

7. Dialogue Composition
8. Divide the participants into small groups to analyze the teachers' guides of "English Is Fun" Book I and II.

9. Group Discussion

10. Assign each group to choose one lesson from "English Is Fun" Book I or II and study it beforehand and be ready for lesson preparation and team teaching on the following days.

C. Evening

11. Games and Songs

12. Films or Video tape

Day III: A. Morning

1. Short dialogue act out (role-playing: initiating conversation, request for information, offering and asking for help, and giving instruction)

2. Demonstration
   - How to teach integrated reading and writing skills (reading comprehension, cloze, reading for main ideas and paragraph organization)
3. Small group of participants work out on lesson plan writing under supervision of the trainers and the given example).

B. Afternoon
4. Guided-picture composition
5. Lecture
   - Instructional Materials
     (How to prepare and effectively use in the communicative EFL classroom).
6. Demonstration
   - How to teach games and songs
7. Assign individual participants to write a diary-writing.

C. Evening
8. Films or video tape
9. Lesson Preparation (continued)

Day IV: A. Morning
1. Strip story writing
2. Integrated-skills-activity lesson
   - Divide the participants into two or three groups and assign them to:
     - interview someone (using tape-recorder)
     - note-taking
     - write a report (newsletter or a social-corner report)
- present the final report on
  the bulletin board on the next day

B. Afternoon
3. Letter writing
4. Lecture
   - Evaluation techniques
5. Demonstration
   - How to teach an example lesson from
     "English Is Fun" Book I or II
     according to the given lesson
     plan example analyzed on Day III
     (to students of grade 5)
6. Group Discussion

C. Evening
7. Games and Songs
8. Lesson Preparation or integrated-
    skill-activity lesson (continued)

Day V: A. Morning
1. Short-dialogue-tape recording
   (post exercise)
2. Team-teaching (of the selected
   parts of the lesson plan of each
   group of the participants)

B. Afternoon
3. Team-teaching (continued)
4. Group discussion (with video tapes of the demonstrated team-teaching)

5. Problem discussion about the training programme and suggestions.

6. Conclusion

It is important to suggest, in conclusion, that a pre- and post-evaluation of the integrated knowledge and skills (including the attitude) of the programme participants may necessarily be administered so that the results can be analyzed and used as guides for the course preparation and the programme improvement.

5.2.2.5 Some Examples of the Training Activities.


i) Directions:

Divide the training participants into small groups of 5 - 6. Provide them the following comic strip. The participants are to write out a narrative sequencing and dialogue composition to suit the given incomplete comic appropriately.
ii) They may write out like this:

**Example 1:**

D:  z - z - z - z - z

F:  Oh! Gosh!

B:  Who could be ringing at this late hour?

G:  I have something for you, something very interesting.

C:  This is some kind of a skin care.

I:  Dagwood: Are you sure this will be good for me?

Man:  Sure!

H:  Hey! Why don't you come back some other time?

E:  Wait! What did you say it was good for?

L:  Go away! This is not the right time.

I said, "Go away!"

A:  Some people don't know the right time to do business.

H:  It was nice for him to come around.

You were quite unkind to him.

K:  Ah! To be unkind to a man like him!

**Example 2:**

D:  (sleeping)

F:  Who's at the door at this time of the night?
B: Let's go and have a look. I'm afraid
to go alone.

G: I need to borrow your toothpaste, Das.

I: Here you are, Francisco.
   Can I return it tomorrow?

H: Good night.

A: I hear some knocking again.

L: You again! Get lost!

C: I have changed my mind. I don't need it.

J: He must be mad.

F: I'm so sorry.
   You need the toothpaste again?

K: Let's shift to another neighborhood.

iii) The actual dialogue is as follows:

Actual Dialogue:

F: Who can that be?

G: We got home and found we had no toothpaste.
   Can I borrow yours?

L: You fool! Don't you know how late it is!

E: Here's our toothpaste Herb. Thanks Blondie.

A: That's about the rudest, most inconsiderate
   thing I've ever heard of.

D: (Sleeping)

B: Now what?

C: Here's your toothpaste back. We're all
   finished.

H: Hey, wait a minute, Herb.
I: Listen, I'll bring it over in the morning for you to use.
Thanks Dagwood. That's mighty neighbourly.

J: Why did you offer to take the toothpaste over in the morning?

K: Because I want him to see how hard it is to brush his teeth when they're lying all over the floor!
2. Request for Information (adapted from a project to the SEAMEO Regional Language Centre - Chattiwat, 1981: 20 - 23).

i) Conversation:

Tony: Excuse me. Could you tell me how to get to Ayuthaya?

Som: Sure. Walk straight, cross the overhead bridge and turn left to the bus station. Then take the Ayuthaya bus.

Tony: Thank you. It's very kind of you. Would you please recommend some interesting place for me to see there.

Som: Yes, of course ... er Bang Pa-In Summer Palace is a wonderful place for tourists.

Tony: Is it an ancient palace?

Som: Right. It's famous for its combination of Chinese, European, and Thai architecture.
Tony : Fantastic. I'd like to go there because I'm an art lover. Could you tell me when it was built?

Som : Sorry I can't remember.

Tony : By the way, I'd like to know more about going by boat.

Som : O.K. You can take a boat trip back from Ayuthaya to Bangkok. You will experience a lot of native life along the river.

Tony : Oh, terrific. Thank you very much for your kindness.


Tony : Bye.

ii) Useful expression :

To request
Would you......?
Could you......?

To answer
Okey
Sure
All right
Yes, of course.

Do you mind(if...?
Would you mind (if)

...........?

No, of course not.
No, not at all.
I can't really because...
I'm sorry, because.....
iii) Practice :

a) Complete the following dialogue :

A: ....................................................

B: Yes, of course. It's on the left
   hand side at the next corner.

A: Would you mind telling me the number
   of the bus to Sanam Laung?

B: .....................................................

A: .....................................................

B: Sure. The film starts at 8.30 p.m.

A: .....................................................

B: Sorry, I don't really know that part
   of the city.

A: Could you tell me where the nearest
   hospital is?

B: I can't really because.............

b) Role-play :

  Group I: Divided the participants into
          groups of 3.

  A : You are a tourist who wants to go to
      Pattaya for two days with one of your
      friends. Get information from C, who is
      an officer in the Tourism Authority
      of Thailand so that you can make a
      plan for a trip. As about :
- the price of rooms
- meal rates
- facilities available there
- the shopping arcade

Then calculate the expense for your trip.

B: You are a young tourist who is a sport lover. You want to spend your weekend at the Royal Cliff Beach Hotel. Request information about different kinds of sports available there.

C: You are an officer in the Tourism Authority of Thailand. You have all the information about the Royal Cliff Beach Hotel in Pattaya. Read the information below and answer the questions of the tourists.
Group II: Two persons exchange information with each other.

A: You have been to the floating market in Bangkok. You want to know more about the floating market in Klong Damnoen Saduak in Ratchaburi. Ask your friend the following questions:

- How long does it take you to get from Bangkok to that place?
- How can you get there?
- What can you buy there?
- Tours to the market can also been arranged through travel agencies.

B: You have been to the floating market in Klong Damnoen Saduak. You want to know more about the floating market in Bangkok. Ask your friend the following questions:

- How can I get there?
- How much does it cost?
- At what time should I go there?

Need the information about the floating market in Klong Damnoen Saduak and answer your friend's questions about it.
3. **Strip story.** (adapted from a project to the SEAMEO Regional Language Centre - Siew Kia, 1981: 54 - 58).

   i) Procedure:
   
   a) Cut the following story into strips, one sentence on one strip.
   
   b) Divide the participants into groups, with the group size depending on the number of sentence strips.
   
   c) Distribute the strips at random to each member of the group. (If the story chosen is longer, each member can have two sentence strips, not necessarily consecutive sentences.)
   
   d) The participants have one minute to read the sentence and memorise it.
   
   e) Collect the strips from the groups. Their task now is to reconstruct the story, which may be written down.
   
   f) Finally each group presents its version and this is compared with the original.

   ii) Variation:
   
   Each group is given sentence strips from a paragraph of a story. They attempt to piece them together and write out their paragraph, with sufficient copies to be given to the other groups. Each group sends its representative to collect all the paragraphs from the other groups.

   Each group now has the various paragraphs that make up the complete story. Their final job is to piece these together. The completed story is now read to the class.
A man often walked through a cemetery on his way home.

One night, though, unaware that a new grave had been dug in his path, he tumbled in.

For some time he struggled to get out of the seven-foot-deep grave, but finally gave up and settled for the night.

An hour later, another man, out hunting 'musang' came walking through the cemetery and he too fell into the grave.

He began a desperate attempt to get out, unaware that there was someone else in the grave.

The first man listened to him for a few minutes, then reached over in the pitch-darkness and laid a hand on his shoulder.

"You can't get out of here," he said.

And before he could continue any further, the man was gone!
A missionary found himself face-to-face with a raging lion in a jungle.

I'm going to eat you," roared the lion. "Prepare for death."

At that, the missionary dropped to his knees and prayed more fervently than he ever had before.

Then, cautiously peering through his fingers, he saw the lion also kneeling, with front paws covering his eyes.

Looking toward heaven, the missionary exclaimed, "Isn't it wonderful .... to think that my words can soften a wild beast's heart."

Whereupon the lion dropped his paws and snarled, "Hold your tongue! I'm saying grace."
A man was stranded in the desert without water.

As he crawled across the burning sands, he met a salesman, who attempted to sell him a necktie.

"You must be crazy," the man said, "I'm dying of thirst, and you want to sell me a necktie?"

The salesman shrugged his shoulders and continued on his way.

Late in the afternoon, the parched traveler looked up and could hardly believe his eyes.

There in the middle of the barren wastes was a modern bar, neon lights and a parking lot filled with cars.

He crawled to the door.

"Please, I've got to have something to drink," he said near collapse.

"Sorry," said the doorman. "No one's admitted without a tie."
4. **Cloze.** (adapted from a project to the SEAMEO Regional Language Centre - Suwannachairop, 1981: 34 - 37).

i) Directions:
For the choices provided after each number choose the word that will complete the meaning of the passage. Mark X on the letter a, b, c or d on the answer sheet.

**Passage 1:**
Although the little boy was only three years old, he already knew the alphabet.

His proud parents were showing off ___________ accomplishment to a friend.

"My, you ___________ a smart young man," said the visitor.

"And ___________ is the first letter?"

"A", ___________ the little boy.

"That's right," said ___________ visitor.

"And what comes after A?"

"_________ the rest of them," said the ___________ boy.

1. a. an  
   b. his  
   c. with  
   d. whose  
2. a. do  
   b. are  
   c. know  
   d. learn
3. a. tell  b. know  c. what  d. which
6. a. All  b. Over  c. Every  d. After

4. a. said  b. told  c. spoke  d. asked
7. a. only  b. proud  c. little  d. 3-year old

5. a. a  b. the  c. his  d. this

Passage 2:
I believe that this is superior to the usual procedure of the teacher giving A and a student giving B (Teacher : I went to the market., Student : Where did you go?), because it forces the class to think about what they are repeating. Furthermore, it puts the full burden responsibility on the student: he or alone must recall both the syntax the vocabulary. Moreover, asking students which they can remember or having them each other is highly motivating,
because (13) perceive it as a gamelike activity. Finally (14) you choose this technique and divide (15) drills into mini-drills, you will (16) giving your slower students a better opportunity (17) reprocess this information in their minds (18) thus to remember something. And if (19) can remember something, their confidence will (20) built up.

8. a. to
   b. of
   c. at
   d. with

9. a. she
   b. any
   c. who
   d. which

10. a. of
    b. and
    c. also
    d. with

11. a. of
    b. do
    c. one
    d. what

12. a. ask
    b. tell
    c. talk
    d. listen

13. a. who
    b. will
    c. teacher
    d. students

14. a. if
    b. how
    c. why
    d. after

15. a. long
    b. short
    c. easy
    d. difficult

16. a. do
    b. be
    c. have
    d. help
17. a. of
   b. in
   c. to
   d. with

18. a. so
   b. as
   c. if
   d. and

19. a. you
   b. will
   c. they
   d. know

20. a. be
   b. sure
   c. help
   d. perfect
5. Reading Comprehension (adapted from "How to Improve Reading Skills" - Phongphrow and Hirnburona, 1983:77).

i) Directions:

Today is Monday and you are looking at the TV programme to see what is on.

You are a cartoon addict and you would like to know what is going on in the world. But you will be busy from 16.00 - 20.30. Quickly look at the programme and try to find out whether you will be able to watch:

- a cartoon
- news

If your answer is yes, indicate at what time you will have to turn on the TV set and on what channel.

---

**ORIGINAL SOUNDTRACK**

<table>
<thead>
<tr>
<th>Channel No.</th>
<th>3</th>
<th>7</th>
<th>9</th>
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<tbody>
<tr>
<td>Frequency</td>
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<td>103.75</td>
<td>107</td>
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★ English Soundtrack

**TIME PROGRAMME**

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.00</td>
<td>Nong Nhu: Children's Programme</td>
</tr>
<tr>
<td>16.25</td>
<td>Bugs Bunny Show (Cartoon)</td>
</tr>
<tr>
<td>16.30</td>
<td>Bigfoot and Wildboy  ※ Earthquake Size Five</td>
</tr>
<tr>
<td>17.00</td>
<td>Japanese Cartoon: Little Monk</td>
</tr>
<tr>
<td>17.30</td>
<td>Chinese Series: Kreos of a Marriage</td>
</tr>
<tr>
<td>18.00</td>
<td>Alvin Show, Timjan Tounds</td>
</tr>
<tr>
<td>18.30</td>
<td>Closed</td>
</tr>
<tr>
<td>20.00</td>
<td>News</td>
</tr>
<tr>
<td>20.00</td>
<td>Thai Drama: Aza Rik</td>
</tr>
<tr>
<td>21.30</td>
<td>Chinese Series: Love and Passion</td>
</tr>
<tr>
<td>22.30</td>
<td>The Dukes of Hazard  ※</td>
</tr>
</tbody>
</table>

※ In the Corner, Like Jake — An antique mirror breaks and brings luck to Duke, who's forced into a boxing match by Lou Hicz and a couple of criminals who cause no end of trouble.

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.30</td>
<td>M<em>A</em>S*H  ※</td>
</tr>
</tbody>
</table>

※ White Blood — When Colonel Flagg turns up wanting permission for information, he gets in the rump after an apprenticeship.

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**TIME PROGRAMME**

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.00</td>
<td>Uthayarn Phleng Thai</td>
</tr>
<tr>
<td>17.00</td>
<td>Live Programme</td>
</tr>
<tr>
<td>17.25</td>
<td>Sameasorn Phlueng Noi</td>
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<tr>
<td>18.30</td>
<td>Closed</td>
</tr>
<tr>
<td>20.00</td>
<td>News</td>
</tr>
<tr>
<td>20.45</td>
<td>Nena Parithat Tor Ban</td>
</tr>
<tr>
<td>21.30</td>
<td>Special Friendship Soccer Match</td>
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<td></td>
<td>Contested Bangkok (Thailand) vs National FC (Uruguay)</td>
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<tr>
<td></td>
<td>Live from National Stadium.</td>
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<tr>
<td>22.50</td>
<td>Khu-Sarng Khu-Som</td>
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**TIME PROGRAMME**

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<th>Programme</th>
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**TIME PROGRAMME**

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<td>Thai Drama: Sarb Seward</td>
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<td>Galaxy of Stars: Musical Show</td>
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**TIME PROGRAMME**

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<td>Contested Bangkok (Thailand) vs National FC (Uruguay)</td>
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<td>Live from National Stadium.</td>
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6. **Letter Writing.** (adapted from "How to Improve Reading Skills?" - Phongphaew and Hiranburana, 1983: 79 - 80).

i) Directions:

Here is Longman Book Catalogue. You are to order some books on teaching methodology from the publisher. Write a letter of order.
<table>
<thead>
<tr>
<th>Book Title</th>
<th>Code</th>
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<tbody>
<tr>
<td>Longman First English Dictionary</td>
<td>0582 23577 2</td>
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<td>Longman Graded Structured Readers for the Arab World</td>
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<td>Stage 1: Two in a Boot</td>
<td>0582 42049 0</td>
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<td>Stage 2: Lost in the Desert</td>
<td>0582 26114 6</td>
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<td>Stage 3: June and July with the Police in Istanbul</td>
<td>0582 74815 5</td>
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<td>Longman Integrated Comprehension and Composition Series</td>
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<tr>
<td>Fiction</td>
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<td>0582 32294 7</td>
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<td>Stage 5: The Strange Bag</td>
<td>0582 32301 7</td>
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<td>Stage 6: The Search</td>
<td>0582 32309 9</td>
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<tr>
<td>Longman Dictionary of American English</td>
<td>0582 23307 4</td>
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<td>Longman Dictionary of Business English</td>
<td>0161 25352 3</td>
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<td>Longman Handbooks for Language Teachers</td>
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<td>Communicating in the Classroom</td>
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<td>Developing Reading Skills</td>
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<td>Language Learning</td>
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<td>Longman Listening Series</td>
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<td>Study Guide</td>
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<tr>
<td>Cassettes</td>
<td>0582 77002 8</td>
<td>£2.00</td>
</tr>
</tbody>
</table>
Directions:
Complete the following puzzle.

One to Ten

1. You have ___ eyes.
2. If you add five and one, you will get ___.
3. When you subtract one from nine, you get ____.
4. If you add three and zero, you get ___.
5. You have ___ toes on one foot.
6. You have ___ fingers.
7. You have ___ nose.

ACROSS
3. When you subtract one from nine, you get ____.
5. If you add two and two, you get ____.
8. There are ____ days in a week.
9. A nickel and four pennies make ____ cents.
5.2.3 Recommendations for Further Studies

1. As the present study was confined only to the investigation of the needed competencies of the primary school English teachers of grade 5 level, the research work that can be pursued further as a result of this study should be:

i) To investigate the competencies of the EFL teachers at grade 6 level so that the complete pictures of the teacher effectiveness in implementing the new English syllabuses at the primary school level may be seen. The strengths and weaknesses of such teachers will be analyzed and used for further improvement of the TEFL programme at the mentioned level.

ii) To study the competencies of the EFL teachers at other levels (i.e., secondary school level) so that the result may reveal the outcome of the implementation of the English syllabuses under the new curriculum of the Thai education. Further revision and improvement can be, consequently done.
2. As the present study focussed on examining the competencies of the EFL teachers in a broad aspect, only general findings of such competencies could therefore be revealed. Further studies are suggested to put close emphasis on the assessment of specific competencies of such groups of teachers so that a more objective effectiveness of the teachers may be seen and analyzed. Specific training programme can, therefore, be effectively planned to meet the real needs of the teachers.

3. As the tools and techniques used in the present study were designed and implemented on the basis of multiple methods to investigate the multiple criteria of the teachers in a broad aspect, further studies, which focus on studying specific competencies of the EFL teachers, are therefore, suggested to establish sharper tools for intensive research in techniques (i.e., teacher interview, class observation, test of teacher curriculum concept).