CHAPTER VI

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6.1 INTRODUCTION:

As Thailand, the ancient Kingdom of Siam has always maintained its independence and has a unique history, it has been able to maintain its traditions, culture and language. It is evident that the Thai language is emphasized for the unity and identity of the nation for it has been declared the official medium and is required to be the compulsory subject at all levels.

Due to the rapid development of science and technology, and the progress in transportation and communication, many languages including English have been introduced to facilitate communication in Thailand. The English language as well as the languages other than the Thai language are considered foreign languages.

But English being the international language is accepted as the most important tool of communication with other countries and in bringing about new technology to develop the country, it is considered the most important and popular foreign language in Thailand, and has been required as an essential course in school.

English was first introduced in the Thai public school curriculum in 1913, and it was a required subject of
instruction beginning in the fifth grade of the primary school, until 1977 when few attempts were made to remove it. However, the general public has realized the importance of it. Therefore, in 1979, the new curriculum which announced English as an elective subject, in the same category as logic vocational subjects such as handicrafts, for grade 5 and 6 in primary school, was permitted to be introduced in the academic year 1982 (Pongthongchareon, 1993: 1 - 2).

The design of the new English syllabus is based on:
(i) the concept of group work and co-operation learning;
(ii) the principle, that teacher's role must change from being the center of interest and leader of learning to the role of the 'manager' or 'director' of activities to be done by the students, in terms of planning, organization, implementation, and supervision; and, (iii) the expectation that the students should play the role of 'actors' of the learning activities. As a result primary school English teachers, under the new English syllabus are required to create activity-oriented and student-centered atmosphere in their classes. They are expected to play the role of activity-directors while the students are the activity-performers. In order to effectively play such an essential role, the teachers need to be competent in both the English language and the English teaching performance which are considered to be the two most required competencies of the English teachers.
For the purpose of implementing the new English syllabus successfully, the teachers must have clear concept of the curriculum and positive attitude towards the teaching approach as suggested in the curriculum (Communicative Approach) so that they perform the teaching behaviours accordingly.

Unfortunately, regarding many studies on English teaching in Thailand, majority of them have revealed that the country lacks qualified English teachers (Van Syoc, 1975: 16-17). The competencies of the teachers - the English language and the English teaching, need to be developed through in-service teacher training programme (Debyasuvarn, 1975: 8). In addition, it is found that, under the present programme of TEFL in Thailand, the teachers are assigned to teach all subjects and to do other extra-curricular-activity jobs, so their main problem is the lack of time for lesson preparation. A large number of primary schools have decided to select English for the elective course of the fifth group of experience inspite of the 'Making of Living' course, a large number of the teachers have, hence, been assigned to teach the subject though they may not have majored nor even minored in English (Pongthongchareon, 1983: 23 - 25; and, Ganmanee, 1981: abstract).

Although a three-day seminar was provided by Educational Technique Department of the Ministry of Education to introduce the new English syllabus to the educators who are concerned
with English teaching and training in the local area, i.e. provincial supervisors, teachers' college English department staff members, and university education department staff members as the educators were expected to be local agents of the curricula presentation, yet, due to the constraints of time and budget, the plan seemed to be poorly implemented. Many people including students, parents, teachers, and the school principals are satisfied with the new English syllabus for it has provided lively activities, but the following questions have to be answered: Are the students really competent in learning English for communication?; Are the teachers themselves competent in using the English language for communication?; Do they have positive attitude towards the syllabus and desire to implement it effectively; Is the new method of English teaching - Communicative Approach, suggested in the new syllabus, really sufficient to help solve the actual problems of English language education in Thailand? There is a great challenge to the teacher training college as well as the supervisory unit of the Provincial Primary Education Office (PPEO). As the role and function of the teachers' colleges in Thailand have been quite clearly defined:

(i) Pre-Service Teacher Training; (ii) In-Service Teaching Training; (iii) Research and Educational Development;
(iv) Provision of Educational Technique Services to Community;
and, (v) Promotion and Preservation of the National Identity, Art and Culture, it was, naturally, expected that the teachers' colleges would be involved actively in the orientation programme of the English teachers. The orientation to the curriculum and course materials is quite a technical job for which the teachers' colleges are well equipped and have the expertise. But contrary to the expectations, the orientation work was taken care of by the supervisory unit on account of their direct link with administration and budget. The orientation was given for a short period of time due to limited budget. The emphasis of the orientation has been only on the curricula presentation.

Referring to the questions posed earlier which are considered important for the improvement of teaching English in Thailand, the researcher tried to locate studies which could throw light on the questions. But the researcher inspite of her experience as an English lecturer and a member of the Research and Educational Development Center of Loei Teachers' College, and her involvement in the implementation of the new scheme of teaching English, could not locate any specific research which could answer these questions. The known ability of the pertinent research motivated her to take up this problem.

6.2 OBJECTIVES :

- The present study, "The Needed Competency to be Developed in the Teacher Training Programme for the Primary
School English Teachers in Thailand under the New Curriculum, is geared towards the development of the in-service teacher training programme for developing the competencies of the English teachers needed for implementing the English syllabus. The leading objectives of the present study, therefore, were set as to:

1. investigate into the competency of the teachers in using the English language for communication;

2. study the English teaching competency of the teachers in using the integrated skills of the English language for communication;

3. clarify the concept of the teachers on the new English syllabus;

4. study the competency of the teachers in implementing the new English syllabus;

5. study the attitude of the teachers towards the teaching approach suggested in the new English syllabus;

6. study the opinions of the teachers regarding the existing teacher training programme for presenting the new English syllabus and developing the competencies of the teachers needed for implementing the mentioned syllabus; and,
7. develop a model of teacher training programme for the improvement of the needed competencies for implementing the new English syllabus.

6.3 HYPOTHESES:

The following hypotheses were formulated for the present study:

I: The competency of the teachers in using the English language for communication (ELC) needs improvements.

I-1: The ELC of the teachers as assessed by the experts needs to be developed.

I-2: The ELC of the teachers as assessed by the teachers needs to be developed.

I-3: The ELC of the teachers as assessed by the principals needs to be developed.

I-4: The ELC of the teachers as assessed by the pre-service teacher trainees needs to be developed.

I-5: The ELC of the teachers as assessed by the total respondents needs to be developed.

I-6: There exists no significant differences between the perceptions of the experts, the teachers, the principals, and the pre-service teacher trainees on the assessment of the ELC of the teachers. The ELC is agreed to be determined as the needed competency to be developed.
II: The competency of the teachers in using the English language for communication (ETC) also needs improvement.

II-1: The ETC of the teachers as assessed by the experts needs to be developed.

II-2: The ETC of the teachers as assessed by the teachers needs to be developed.

II-3: The ETC of the teachers as assessed by the principals needs to be developed.

II-4: The ETC of the teachers as assessed by the pre-service teacher-trainees needs to be developed.

II-5: The ETC of the teachers as assessed by the total respondents needs to be developed.

II-6: There exist no significant differences between the perceptions of the experts, the teachers, the principals, and the pre-service teacher-trainees on the assessment of the ETC of the teachers. The ETC is agreed to be determined as the needed competency to be developed.
III : The teacher lack clear concept and effective implementation (CCI) of the new English syllabus.

III-1 : The CCI of the teacher assessed by the experts needs to be developed.

III-2 : The CCI of the teachers as assessed by the teachers needs to be developed.

III-3 : The CCI of the teachers as assessed by the principals needs to be developed.

III-4 : The CCI of the teachers as assessed by the pre-service needs to be developed.

III-5 : The CCI of the teachers as assessed by the total respondents needs to be developed.

III-6 : There exists no significant differences between the perceptions of the experts; the teachers; the principals; and the pre-service teacher trainees on the assessment of the CCI of the teachers. The CCI is agreed to be determined as the needed competency to be developed.

IV : The teachers do not have positive attitude towards the new English syllabus (PASS).

IV-1 : The PASS of the teachers as assessed by the experts needs to be developed.
IV-2: The PAES of the teachers as assessed by the teachers needs to be developed.

IV-3: The PASS of the teachers as assessed by the principals needs to be developed.

IV-4: The PAES of the teachers as assessed by the pre-service teacher trainees needs to be developed.

IV-5: The PAES of the teachers as assessed by the total respondents needs to be developed.

IV-6: There exists no significant differences between the perceptions of the experts, the teachers, the principals and the pre-service teacher trainees on the assessment of the PAES of the teachers. This competency of the teacher is agreed to be determined as the needed competency to be developed.

V: The teachers believe that the existing teacher training programme for the improvement of the needed competencies in implementing the new English syllabus provided by the provincial supervisory unit (OTP) needs to be developed.

V-1: The OTP of the teachers as assessed by the experts needs to be developed.

V-2: The OTP of the teachers as assessed by the teachers needs to be developed.
V-3: The OTP of the teachers as assessed by the principals needs to be developed.

V-4: The OTP of the teachers as assessed by the pre-service teacher trainees needs to be developed.

V-5: The OTP of the teachers as assessed by the total respondents needs to be developed.

V-6: There exists no significant 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. The assessment reveals that the teachers need the existing ISTE programme to be developed.

VI: The total competencies of the teachers for the new English syllabus need to be developed.

VI-1: The total competencies of the teachers as assessed by the experts need to be developed.

VI-2: The total competencies of the teachers as assessed by the teachers need to be developed.

VI-3: The total competencies of the teachers as assessed by the principals need to be developed.
III : The teacher lack clear concept and effective implementation (CCI) of the new English syllabus.

III-1 : The CCI of the teacher assessed by the experts needs to be developed.

III-2 : The CCI of the teachers as assessed by the teachers needs to be developed.

III-3 : The CCI of the teachers as assessed by the principals needs to be developed.

III-4 : The CCI of the teachers as assessed by the pre-service needs to be developed.

III-5 : The CCI of the teachers as assessed by the total respondents needs to be developed.

III-6 : There exists no significant differences between the perceptions of the experts; the teachers; the principals, and the pre-service teacher trainees on the assessment of the CCI of the teachers. The CCI is agreed to be determined as the needed competency to be developed.

IV : The teachers do not have positive attitude towards the new English syllabus (PASS).

IV-1 : The PASS of the teachers as assessed by the experts needs to be developed.
VI-4: The total competencies of the teachers as assessed by the pre-service teacher trainees need to be developed.

VI-5: The total competencies of the teachers as assessed by the total respondents need to be developed.

VI-6: There exist no significant differences between the perceptions of the experts, the teachers, the principals, and the pre-service teacher trainees on the assessment of the total competencies of the teachers. The total competencies are agreed to be determined as needed to be developed.

6.4 METHOD AND PROCEDURES

6.4.1 The Samples

It consisted of sixty four experts concerned with the teaching of English in Thailand; ninety in-service English-major teacher trainees who had participated in the final semester of the competency-Based In-service Teacher Training Programme of the four selected teachers' colleges of the Northeast Teachers' College Group and were teaching English at the primary school level; eighty-two principals of those primary schools which provided English as an elective subject for the
students, ninety-six pre-service English-major teacher trainees who had practised teaching English at the primary school level under the new curriculum; sixty students of grade 5 who took English as their elective subject, and, fifty-eight parents of those students selected as the sample groups of the present study. The total number of the samples were 450.

6.4.2 Tools

The tools used in the present study were designed as multiple sources in order to "be comprehensive enough to evaluate 'multiple criteria' i.e. the teachers' content knowledge and teaching skills" (Borich and Fenton, 1977: (ix). The research tools, therefore, comprised of:

i) English Proficiency Test for the Teachers (EPT Test);

ii) English Achievement Test for the Students (EAS Test);

iii) Questionnaire-cum-Opinionnaire for the Teachers (Q-Form A), and Questionnaire-cum-Opinionnaire for the Other Groups of Evaluators (Q-Form B);

iv) Structured Interview for the Students (SIS); and,

v) Structured Interview for the Parents (SIP).

EPT Test and EAS Test were used as prior research tools in order to examine the teachers' English language and English
teaching competencies beforehand, and subsequently, the obtained data was analyzed and used as appendices added for supporting the judgment of the respondents on the assessment of the teachers' competencies in the questionnaire-cum-opinionnaire. SIS and SIP were used to interview the students and the parents in order to investigate the teachers' competencies from supporting source and supporting research tools.

The main tool used in the present study was the two forms of Questionnaire-cum-Opinionnaire (Q-Form A and B). These were used to examine the perceptions of various evaluator groups i.e. the experts (G1), the principals (G3), the pre-service teacher trainees (G4), including the teachers (G2) themselves, for the assessment of the competencies of the teachers needed for implementing the new English syllabus.

The instruments were constructed for and as:

1. EPT Test was a battery of tests which employed the integrative testing techniques to measure overall skills of the English language for communication of the teachers. It was designed as a proficiency test which comprised of two main parts: Aural Mode and Written Mode. The test
consisted of fifty-nine multiple-choice-type items and a 100-word-dictation writing. The total scores of the test were 84 scores.

2. EAS Test was also a battery of tests which employed the integrative testing techniques to measure overall skills of English achievement of the students which assumed the results of the teachers' teaching competency. The test comprised of five main parts including fifteen multiple-choice-type and twenty-nine completion type items. The total items of the test were forty-four. In constructing the test, the investigator used the set behavioural objectives and the new trend of TEFL - Communicative Approach - underlying the new English syllabus of grade 5 level.

3. Q-Form A was a form of questionnaire-cum-opinionnaire for the teachers' self-evaluation, and Q-Form B was another form of questionnaire-cum-opinionnaire for the other groups of evaluators used as the major research tools on the assessment of the teachers' competencies.

Based on the views of Vallette and Disick (1972: 108) on the evaluation of the foreign-language teacher that the teacher evaluation may consist
of two complementary aspects: (i) the evaluation of the teachers' personal qualifications; and, (ii) the evaluation of his effectiveness in the classroom, Questionnaire-cum-Opinionnaire was, as a result, constructed by which the main part was designed a Likert's five-point-rating-scale type which was consisted of five major components regarding the teachers' competencies to be developed:

I - A : ELC The opinions on the Assessment of the English Language Competency of the Teachers (9 items).

II - B : ETC The Opinions on the Assessment of the English Teaching Competency of the Teachers (9 items).

III - C : CCI The Opinions on the Assessment of the New English syllabus Concept and Implementation of the Teachers (26 items).

III - D : PAES The Opinions on the Assessment of the Positive Attitude towards the New English syllabus of the Teachers (5 items).

III - E : OTP The opinions on the Assessment of the Teachers' Opinions Regarding the Existing Teacher Training Programme (1 item).
The total items which included thirty-seven positive items and thirteen negative items were fifty.

4. SIS was designed as a supporting research tool to investigate the opinions of the students about the characteristics and behaviours of their teachers which they had observed in the actual English classrooms. SIS comprised of three parts which included one item of ELC, seventeen items of ETC, and six items of CCI of the teachers, and it was designed on three-point-scale.

5. SIP was designed on the same basis as SIS. It consisted of one item of ELC, and nineteen items of ETC of the teachers.

Content validity of the instruments was established by experts' opinion and reliability for the instrument was established by administering:

1. EPT Test to a pilot sample group of forty in-service English-major teacher trainees, and the reliability was computed through the application of Kuder-Richardson Formula 20. The statistical value of reliability was found to be 0.7845. The total mean score of the final tried out test was 23.7 or 29.214 per cent out of the total score 84, and the standard deviation was 7.731. Finally the proportion of difficulty and the discrimination
power of the test were examined by using the Item Analysis Table of Chung Teh Pan (Kannasut, 1982: 36-38) and the results were found that the p and r values were in the range 0.25 - 0.74 and 0.47 and 0.78 respectively but as the test was a proficiency-type test, none of the test items were selected out; only language- and test-choice improvement were made.

2. **EAS Test** to a pilot sample group of forty-six grade 5 students and the reliability was computed through the application of Kuder-Richardson Formula 20. The statistical value of reliability was established at 0.92. The total mean score of the test was found to be 22.23 or 50.52 per cent out of the total score 44, and the standard deviation of the test was 10.05. The proportion of difficulty and the discrimination power were analyzed and the p and r values were found to be in the range of 0.49 - 0.71 and 0.52 - 0.70 respectively.

3. **Questionnaire-cum-Opinionnaire (Q-Form A and B)** to a pilot sample group of forty subjects (fifteen in-service English-major teacher trainees; ten pre-service English-major teacher trainees; three principals; three provincial supervisors; seven teachers' college English department staff members; and two university
education department staff members). The reliability coefficient was computed by the use of Hoyt's Analysis of Variance Procedure. The statistical value of reliability was established at 0.907. Discrimination validity for the instrument was examined by testing the significant differences between individual scores along with Hoyt's Analysis of Variance Procedure. The F value obtaining from this stage was found to be 15.143 which is significant at the .01 level.

4. SIS to fifteen students of grade 5. As SIS was used as an oral-questionnaire-type instrument, its reliability and validity were computed through the same statistical techniques as that of Questionnaire-cum-Opinionnaire. It was found that the value of reliability was established at 0.914. The F value was 9.834 and it was significant at .01 level.

5. SIP to five parents, and the same procedures as SIS was used for validation of the instrument. The results indicated that the statistical value of reliability was established at 0.907. The F value was 7.914, and it was significant at .01 level.

Consequently, the data collection began when EPT Test was administered to 100 in-service teachers from the selected teachers' colleges, and EAS Test was also administered to 100 students of grade 5 from the five selected provinces of
the Ninth Educational Region (Loei, Nongkhai, Udornthani, Sakonnakhorn, and Khonkaen Province). Then, the obtained scores of the two sets were analyzed and tabulated. The results were, subsequently, used as appendices of the final forms of Q-Form A and B.

In-service teacher trainees were then asked to evaluate their own competencies needed for implementing the new English syllabus in Q-Form A. The experts, the principals, and the pre-service teacher trainees were asked to rate the teachers' competencies in Q-Form B. Finally, SIS and SIP were used to interview the students and the parents.

Data collected from the above research instruments was, subsequently, tabulated and analyzed by the following statistical procedures:

1. Computation of the mean, percentage of mean, rank order and standard deviation of each part as well as the total of the data gathered from EPT Test and EAS Test.

2. Percentage of the responses ("Yes", "Undecided", and "No") of the data gathered from SIS and SIP were computed and compared to the laid down criteria, and chi square was, then, employed to test significant differences between the frequencies of the responses "Yes" and "No" of each item.
3. Computation of the mean, mode, and standard deviation of each item including the total of each category of Q-Form A and B separately for each group of respondents as well as for the total sample group.

4. Comparison between the mean scores of the separate group as well as the total group to the laid down criteria to determine the needed competencies to be developed.

5. Group-by-trial analysis of variance (one-way ANOVA) followed by Sheffé's test (and t-test where necessary) were employed to test the differences between the perceptions of the respondents on the assessment of the teachers' competencies.

6.5 FINDINGS:

Within the limitations of this study, the following findings had emerged:

6.5.1 Four groups of respondents: the experts, the teachers, the principals, and the pre-service teacher trainees agreed to determine the English language competency (ELC); the English teaching competency (ETC); the curriculum concept and implementation competency (CCI); the positive attitude towards the new English syllabus (PAES); the opinions regarding the existing teacher
training programme (OTP); and, the overall total competencies of the primary school English teachers as needed for implementing the new English syllabus which must be developed.

6.5.2 The students, on the assessment of the competencies of their English teachers, considered that:

i) The English language competency of the teachers was not needed to be developed.

ii) Most of the English teaching sub-skills of the teachers were not needed to be developed, except their sub-skill in teaching the students:
   a) to use the English language in and outside the classroom;
   b) by putting too much emphasis on knowledge about rules of the English language; and,
   c) in speaking English.

iii) Most of the sub-skills in implementing the new English syllabus were not needed to be developed, except the sub-skills in:
   a) having the students jot down a lot about rules of the English language;
   b) not providing enough reading-skill exercises in the English class;
(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 Thai language; and,

(d) asking the students to say the learning patterns individually to the teachers; to memorize the meanings of the English words or sentences in the Thai language; to jot down everything they had learned; and, to learn words in a group of single words.

6.5.3 The parents considered that:

i) The English language competency of the teachers needed to be developed.

ii) Most of the sub-skills in teaching the English language of the teachers were not needed to be developed, except the sub-skills in teaching the students:

a) by putting too much emphasis on knowledge about rules of the English language;

b) to use the English language outside the class; and,

c) to use the English language in the skills of listening, speaking, reading, and writing.

6.5.4. The perceptions of the respondents on the assessment of the teachers' competencies revealed that:
i) There are statistically significant differences at the .01 level between the perceptions of the experts and the teachers; the experts and the principals; the teachers and the pre-service teacher trainees; and, the principals and the pre-service teacher trainees on the assessment of the English language competency of the teachers.

ii) There are statistically significant differences 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 the .05 level between the perceptions of the experts and the principals on the assessment of the English teaching competency of the teachers.

iii) There are statistically significant differences at the .05 level between the perceptions of the teachers and the pre-service teacher trainees on the assessment of the curriculum concept and implementation of the new English syllabus of the teachers.

iv) There are statistically 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 on the assessment of the positive attitude the new English syllabus of the teachers.

v) There are no significant differences between the perceptions of the experts, the teachers, the principals, and the pre-service teacher trainees on the assessment of the opinions of the teachers regarding the existing training programme in which was provided by the provincial supervisory unit.

vi) There are significant differences at the .001 level between 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 on the assessment of the overall total competencies of the teachers needed for implementing the new English syllabus.

6.5.5 Regarding the opinions of the respondents given on the open-ended part of the questionnaire-cum-opinionnaire, the problems pointed out are:

1) The problems of teaching English at the primary school level in Thailand, the respondents perceived that the most serious problems are the teachers' problems that they do not have clear concept of the new English syllabus and have no insight and appreciation in the teaching approach suggested in the syllabus. They
are not able to implement the new English syllabus effectively.

ii) The students' problems have also been pointed out as occurring from the results of the teachers' and the schools' problems. The students' major problems are the lack of (a) texts and exercise books; (b) motivation for studying the English subject; and, (c) confidence in using the English language in and outside the class.

iii) The other problems in TEFL at the primary schools involve:

a) A lack of comprehension and appreciation by the administrators in providing and administering English as an elective subject. They do not understand nor realize the nature and the importance of English, and lack providing of academic and moral support to the teachers and the students.

b) A lack of texts and teacher guides which are provided by the Ministry of Education.

c) A lack of effective guidance and supervision and source of knowledge for the teachers to improve their teaching competencies, to modernize their knowledge, and to clarify their concept of the new English syllabus.
d) A lack of cooperation and effective educational administration in the up-country-area schools.

iv) Some important suggestions were provided by the respondents as follows:

a) 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 may be achieved effectively.

b) The administrators should be aware of assigning the teachers over-loaded work by assigning too many subjects at a time or assigning heavy extra-curricular activity jobs.

c) The administrators and the concerned educators should provide academic and moral support to help the teachers for preparing lessons and instructional materials; for performing and administering the teaching-learning activities; and, for evaluating the programme.

d) 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.