CHAPTER I

INTRODUCTION
1.1 INTRODUCTION

The ancient Kingdom of Siam located in the center of Southeast Asia, is now known as Thailand. It is a truism that throughout the dark period of colonial expansion, Thailand maintained its independence and so has a unique history because majority of the Asian countries surrounding it had fallen a prey to colonialism. Thus, Thailand has been able to maintain its tradition, culture, and language.

The total population of Thailand is approximately 48 million (Nathalang, 1983: 1), and it approximately comprises of "Thai 80%, Chinese 10%, Malay 4%, Lao, Burmese, Vietnamese, Indian, and others 6% (Levine, 1983: 13). Over 80 per cent of the people live in the rural areas as they are engaged in agriculture, and only 20 per cent are clustered mainly in Bangkok, the capital city.

Thailand has its own traditional and cultural characteristic in which the most important of all is the Thai 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. It is stated in Chapter II of the present National Scheme of Education and the National Language Policy announced in 1977 that "all Thai citizens shall be instructed to use the Thai language effectively in day-to-day communication" (Nathalang, 1983:6). But the rapid development of science and technology and the progress in transportation and communication has made transmission and transfer of information and knowledge more convenient and thus the world has become smaller. The number of foreigners in all countries has increased. In Thailand also, foreigners include Chinese, Indians, Europeans, Japanese and Americans. Many languages, including English, have been introduced to facilitate communication. Sometimes selective subjects in school or short-course trainings in foreign languages are offered for this purpose. As there is no "second language" in Thailand, languages other than the Thai language are considered as foreign. Ever since it was introduced in the 19th century, the English language is considered the most important and popular foreign language in Thailand. It is accepted as an international language so is the most important tool of communication with other countries and helps in bringing about new technology to develop the country. It has, therefore, been required as an essential course in school.
1.2 THE ENGLISH LANGUAGE IN THAILAND: HISTORICAL PERSPECTIVE

At first, the teaching of foreign languages, especially English, started in the palace, and only a handful of privileged sons of the nobility had a chance to learn them. It was not until 1898 when the first National Education Scheme as such was formulated along western lines and that the needs of masses were taken into account and provided for.

Following the announcement of the first National Education Scheme on the western lines for the masses, the English language began to gain importance in Thailand. In 1913, English was first introduced in the Thai public school curriculum and it remained 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 English.

Moreover, following World War II even greater emphasis was given to English due to the fact that large numbers of professional people were sent abroad for study and a knowledge of English became a criterion in selecting these people. But inspite of all this, English has never been used as a medium of instruction at any level of the
Thai educational system and its teaching did not receive the necessary attention (Nathalang, 1983: 5-6).

Beginning 1970, widespread dissatisfaction with the system of education in general prompted a number of conferences and seminars to consider and articulate the shortcomings and failings of the curriculum, and in 1974 a committee was appointed to restructure the national scheme of education and to recommend a new curriculum which would more effectively and efficiently respond to the changing economic and social conditions of the time (Pongthongchareon and Wibunsin, 1983:1).

The Committee's recommendations were for a reorganization of the entire system, beginning at the primary level. Many of the recommendations were made on the basis of research conducted during that time. One of the most comprehensive of these studies to assess the situation and to make recommendations was the one made by the Division of Primary Education during 1972-1975. With regard to the teaching of English, their recommendation was that: due to the lack of qualified English teachers, and the absence of any real need or interest on the part of primary school children, English should be eliminated from the curriculum at the primary level (Education, 1977: 1). Several other studies throughout this period either supported or opposed the teaching of English at the primary level (Srinakharinwirote, 1976; Education, 1970; and, Sagarik, 1971).
After much deliberation, policymakers finally concluded that foreign language instruction need not be given priority consideration at the primary level, and in 1977, the government announced that the teaching of all foreign languages would henceforth be eliminated from the primary curriculum (Education, 1980: 1). This decision met with strong criticism and opposition from the media, the public, and especially the parents because English was included in the prohibition. They all agreed that the younger the students the better they can learn a new language because the influence of the mother-tongue is less on them as compared to the adults, and thereafter, the education scheme upheld that foreign language should be developed from the very base of education -- the primary level. Therefore, in 1979, the new curriculum, which announced English as an elective, in the same category as basic vocational subjects such as handicrafts, for grade 5 and 6 in primary school, was permitted to be introduced in the academic year 1982 (Pontthong-chareon and Wibunsin, 1983: 1-2).

1.3 ENGLISH SYLLABUS DESIGN UNDER THE NEW CURRICULUM

To understand the development of the design of the English syllabus, first the complete new curriculum of primary education should be understood as a general background because the English syllabus is nothing but a link in the logical sequence of the development of the new curriculum.
Before taking a close look at the principles, aims, and structure of the primary education curriculum, it is worth noting as Ketudat (1978 : 5-6), in the English translation, claims that:

... Resulting from the trend of the educational reforms, the B.E. 2517 (1974) National Education Scheme, which is the significant model determining the directions of the Thai education, occurred. The new Thai education direction emphasizes the developments of the individuals side by side with the society. It does not emphasize only the development of the individuals and the transferring of knowledge, thoughts, skills, experiences and attitudes which have been accumulated by the Thai ancestors, but the emphasis is on new knowledge and thoughts. Moreover, modern education is not meant only for the purpose of gathering knowledge, but it must be used to train the learners to be able to do the actual practice as well.

The change in the national education scheme has resulted in several educational changes, of which the three most important are: (1) the National Education Charter B.E.2520 (1977); (2) the Primary Education Curriculum B.E.2521 (1978); and, (3) the Primary Education Act B.E.2523 (1980) (ONPEC, 1983 :1).

The principles, aims and structure of the primary education curriculum B.E.2521 (1978) are as follows:

The three principles which serve as the guideline for primary education are: (1) Education for the people, thereby meaning that primary education is for all Thai
citizens, regardless of their residence and status, and give them equal benefit from it; (2) Education for life, meaning that all materials and activities provided by the school to the students are to be useful for their life and for the well-being of all members of the community; and, (3) Education for national unity. It is necessary that all teachers, administrators, parents and individuals concerned share these guiding principles and act accordingly (ONPEC, 1983: 14).

Four aims and objectives spelt out of the primary education curriculum fall into four characters, namely:

(1) Development of qualities of character, such as sacrifice, discipline, perseverance, honesty, and diligence, etc.;

(2) Cultivation of knowledge and skills necessary for living, e.g. language, mathematics, calculation, health, social life, cultural life, environment, nature, energy, etc.;

(3) A happy and peaceful life, viz. learning to live in decent conditions, adjusting to one's own surroundings, and vice-versa, including applying religious principles to attain a happy life; and

(4) A good member of the community and the nation, viz. devoting oneself and contributing to the society and the nation, both directly and indirectly.

In sum, the aims of primary education are to create decent, moral, knowledgeable, skilled and happy individuals
who will become good citizens of the society, the country and the world.

In order to fulfil these aims, the primary education curriculum does not single out subjects into fragmented courses, but is made up of five experience groupings, namely:

1. Skills group which provides learning tools, such as Thai language and mathematics.

2. Life experience group which associates life with its environment such as living things, family life, government and state, etc.

3. Character building group, which includes ethics, art education, music and drama, physical education, and habit cultivation activities.

4. Work experience and vocational foundation, which includes (i) household work; (ii) agriculture; and (iii) arts and crafts.

5. Special experience for grade 5 and 6 in which students are to choose either the English language or some Vocational Subject on Making a Living for an additional hour per day or 200 hours per school year over and above the 1000 hours spent for the first four compulsory groups, as mentioned above (ONPEC, 1993: 15).
To conclude, the difference between the new curriculum and the previous one is obviously shown in the structure mode. The change - from the single subject units as in the previous curriculum to the subject group of experience in the new curriculum indicated that the emphasis of the previous curriculum was on the content of the subject, while the new curriculum is based on student-centered principle, emphasizing nurture and gaining of working skills from experiences rather than gathering mere theoretical knowledge from books (Pornpattama, 1979: 9).

Considering English as an elective subject in the fifth group of experience under the new curriculum, Pongthongeharon and Wibunsin (1983: 2-6) explains that the idea behind the design of the new syllabus is that, "In planning the syllabus, the Committee first needed to decide about several points, such as: (i) the effectiveness of the existing programme; (ii) the needs and motivation of the learners; (iii) capabilities of the teachers with regard to both language and pedagogical skills; and, (iv) the possibilities for effective learning within the context of the Thai educational framework. The consensus reached about each of these factors determined the direction the new syllabus would take".
The conclusions of the committee regarding the teaching of English were significant. They observed that: (i) the previous syllabus, which was considered a text-syllabus, did not lead to an effective programme of English in the primary system; (ii) the students of this level were not interested and did not see any need to study English; (iii) the English primary school teachers were poorly qualified in both the language content and the teaching competencies; and, (iv) hence, they recommended that the design of the new English syllabus should be based on: (1) the concept of group work and co-operative learning as far all subjects under the new curriculum; (2) the teachers' role must change from being the centre of interest and leader of learning to the role of the 'manager' or 'director' of activities to be done by the students, teachers' role is to be in terms of planning, organization, implementation, and supervision; and, (3) the students are expected to be active in the role of 'actor' of the learning activities.

The overall design of the syllabus can be described as:

... a beginning programme that utilizes a play-activity framework encouraging the communicative use of basic English structure. The method is based upon the following assumptions: (1) that a foreign language can be learned through participation in activities which require the use of certain language forms, with a minimal emphasis upon forms in and of themselves, and (2) that the
intrinsic motivation of enjoyment will be sufficient to effect learning in the absence of other, more immediate incentives (Pongthongcharoen and Wibunsin, 1983: 6).

From study of the analysis of the structure of the syllabus as discussed in the report, the following important facts have emerged:

1. **Language Content.** Specification of language content is based upon the aim of providing the learners with an introduction to English for possible future use, either in higher levels of school or in their career and daily lives. The rationale for selection of specific language items was based upon the following criteria:

   1) The language items selected should form a core of basic structure and patterns of English. The focus is upon communicative use of a basically structural language inventory which are presented and practised within the context of appropriate activities. In the early stages, the main structures covered are those which fit into functional categories of identifying, requesting, instructing, socializing (introducing, greeting, etc.). Later units continue to expand the structural inventory within each of these categories, as well as present additional functions. Within these
functional areas are to be found the basic grammatical concepts of English, many of which present serious difficulties for Thai speakers; and,

ii) Vocabulary items presented should reflect the possibilities for in-country use of language. Vocabulary items were selected which students could conceivably utilize within the Thai context, and which would be appropriate for the age group.

2. Skills Specification. The syllabus is designed to teach the skills of speaking, listening, reading and writing concurrently. While language items are introduced mainly through oral-aural activities, their utilization in reading and writing quickly follows. Reading is considered to be the most useful skill for the learners, since it can most readily be reinforced and used outside the educational system. Reading is treated as an active skill. Reading activities are aimed at developing abilities to read and react, to read and relate, to read and perform tasks, to guess at meaning from contextual clues, and to make inferences from stated information. Since reading is component of the syllabus from the outset, introduction of the writing system is an initial requirement. Other skills to be developed at this level include alphabetical ordering - basic
It is important to note that none of the language elements, i.e., alphabets, words, and sentences are presented without context, e.g., the alphabets are always presented within the words (nouns) taught in the early lessons.

3. Cultural Information. Since in this syllabus, English is looked upon as a language of international communication to be used within the Thai context, little specific cultural information about the English speaking people is provided. Teachers are alerted to dialectal variations, especially between standard English and standard British English.

4. Methodology. The primary methodology criterion was that students be able to actively use language from the very beginning, and that all learning be put to use and that students develop the communicative skills. It was determined that this could best be accomplished by structuring the learning following an activity-oriented, group-centered format, where learners, working together in groups, would undertake activities designed to practise English in 'real' contexts. The language games and activities of the oral skills component provide language practice.
that incorporates the repetition desirable for fluency, the contextualization necessary for communication, and the students' positive attitude, as 'English Is Fun' to learn. Many of the activities encourage integration of all skills. It is important to note that the activities which have been developed are not the ones in the sense of second language or language immersion programme nor are the ones which depend too heavily upon expensive or complicated teaching aids that are beyond the means of most schools. The students are intended to prepare and utilize the teaching-learning aids for the purposes of practising the mechanics of writing or revising the vocabularies that have just been studied in the class (Pongthongchareon and Wibunsin, 1983: 6-16).

The objectives of the English syllabus are of two types: general and specific objectives.

The general objectives are for the students to:

1. have basic knowledge and skills of the English language;
2. gain language experience;
3. use the English language as a means of further knowledge searching in and out of school system; and,
4. gain positive attitude towards English as it is an international language.

The specific objectives are for the students to:

1. have pronunciation skill;

2. understand general rules of the relation between the spelling and its pronunciation of the alphabet;

3. understand and be able to use sentence patterns in order of listening, speaking, reading and writing skills;

4. understand the meanings of words and be able to use them appropriately and accurately in different situations and with automatic or natural responses according to the students' level; and,

5. be able to use dictionary at the basic level (Education, 1982: 13).

After discussing the structure, the principles, the aims, and the methodology of the syllabus, in 1980 an experimental version of the syllabus was introduced into thirteen schools in and around Bangkok. Teachers' guides and tapes were also prepared and orientation and feedback sessions were held periodically.
On the basis of the experiences gained from the experimental project, course material was revised and prepared for printing. From 1981-1983, texts, teachers' manuals, students' sets of visual aids, and teachers' tapes were printed and distributed throughout the country. The course, called 'English Is Fun' consisted of four texts, one for each of the total four semesters of grade 5 and 6 (Education, 1983: 1). The teachers' material consists of a detailed teachers' manual and preparation tapes.

A three-day seminar was provided by Educational Techniques Department of the Ministry of Education to introduce the new syllabus to the educators who are concerned with English training in the local area. The educators were expected to be local agents of the curricula presentation. Due to the constraints of time and budget, the plan could not be implemented effectively. Though, on the other hand, it seems that many people including students, teachers, parents, and the school principals are satisfied with the new syllabus for it provided lively activities which certainly served making 'English Is Fun', but the following questions may as well be interesting to be answered: Are the students really competent in learning English for communication?; Are the teachers themselves competent in using English for communication?; Do the teachers clearly understand the
philosophy behind the syllabus and desire to implement it effectively to the students?; and, the most important of all, Does the new method of English teaching approve Communitive Approach?

1.4 THE PRIMARY SCHOOL ENGLISH TEACHERS IN THAILAND

Though it is agreed that the teacher is the key person of the educational process, but, under the new curriculum, teachers are required to create activity-oriented and student-centered atmosphere in their classes. The English teachers are considered to play the role of activity-director while the students are the activity-performers, instead of being the center of interest or the teaching-learning dictators. 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 the two most required competencies of the English teachers. And, for the purpose of implementing the English syllabus successfully, the teachers must have clear concept of the syllabus, and positive attitude towards the teaching approach as suggested in the syllabus so that they perform the teaching behaviour accordingly.

Unfortunately, regarding 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 training programme (Debyasuvarn, 1975: 8).

In addition, according to Pongthongchareon and Wibunsin (1983: 23-25) and Gansans (1981: abstract), it is found that, under the present programme of teaching, the teachers are assigned to teach all subjects on those five groups of experiences, so their main problem is the lack of time for lesson preparation. And, the large number of primary schools i.e., about 90 per cent of them, have decided to select English for the elective course on the fifth group of experience, hence a large number of teachers have been assigned to teach the subject though they may not have majored nor even minored in English.

1.5 TEACHERS' COLLEGES IN THAILAND

1.5.1 Structure and Function.

Teachers' colleges - the local teacher training institutes, under the responsibility of the Department of Teacher Training (D.T.T) of the Ministry of Education (Runchareon, 1982: 6), spread throughout the country. There are 36 teachers' colleges in operation, each of which is in charge of the teacher training education of approximately two provinces.
Regarding the Teachers' Colleges Act of 1975 - Regulation 5, the teachers' colleges have five tasks:

1. **Pre-Service Teacher Training.** The main responsibility of the teachers' college is to prepare new teachers for all school levels. To carry out this function, the teachers' college pays its close attention to the quality of the graduates who are trained in many different majors and for many levels, regarding the locally related teacher demands.

2. **In-service Teacher Training.** The teachers' college is also responsible for the in-service training for it is its function as a production unit to conduct the programme for training unqualified teachers and continuing education for the teachers who desire to master their knowledge and skills in their profession. Besides the intensive courses mentioned above, the teachers' college is in charge of the two-year in-service training at the degree levels in many different majors.

3. **Research and Educational Development.** As one of the higher institutes, the teachers' college pays its concentration to the research for educational development covering aspects of its
five main tasks and the local community education needs and interests.

4. **Provision of Educational Technique Services to Community.** This function of the teachers' college is concerned with the extension of knowledge and experiences to the local populace. This can be done by means of several projects, including intensive teaching seminars for the local teachers in different areas of interest and majors.

5. **Promotion and Preservation of the National Identity, Arts and Culture.** The concepts of the teachers' college as the institute for supporting Thai cultural activities and arts is clearly spelled out by the Teachers' Colleges Act of 1975. The activities may be performed in projects, exhibitions, dramas, local literature and folklore, or Sunday Schools.

1.5.2 **Aims of Teacher Education**

The aims of teacher education are to produce teachers of high quality and ideals, some of which are:

1. To be competent in the various teaching areas and to continually seek wisdom through an extension of knowledge and to be able to develop in their students intellectual curiosity and pursuits;
2. To maintain high professional competence in the light of new knowledge about teaching and learning and to be able to use it as a means to help their students learn;

3. To embrace moral and cultural values and ideals for a rich personal and responsible professional life and to be able to help the students develop their own value-patterns, attitude and ideals;

4. To acquaint themselves with social, political, economical and environmental problems of the country to be aware of and understand their nature, and to be able to take responsible roles in the change-process in collaboration with their students and communities; and,

5. To understand new advances in knowledge, new theories and researches, innovations and technological advancement to be able to apply them to experiences personally and professionally more meaningful and intelligible in a democratic society (Suntornpithug, 1979: 3 - 5).

Regarding the involvement of teacher trainees preparing for the implementation of the new English syllabus, it is said that teachers' colleges are supposed to play an
active role in their orientation to the syllabus and course materials since they are the most appropriate local institutes responsible for both pre-service and in-service teacher training. But, on the contrary, the actual operation of the orientation was taken in charge by the provincial supervisory unit under the Provincial Primary Education Office (PPEO) on account of their direct link with administration and budget. The orientation is given for a short period of time due to limited budget. And, the emphasis of the orientation has been only on the syllabus presentation.

1.6 **EMERGENCE OF THE PROBLEM**

Certain questions which were posed earlier on page 16-17 were considered important for the improvement of teaching English in Thailand. The researcher tried to locate researches and studies which could throw light on the questions. But the researcher inspite of her experience as an English lecturer and as a member of the Research and Educational Development Center of Loei Teachers' College, as well as her involvement in the implementation of the newest 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.
The investigator felt that the mentioned questions must accurately be answered and thereafter the problems of English teaching under the new syllabus should be solved by bringing appropriate changes in the teacher training process. There is no doubt that the primary school students are an important base of all educational development of the nation. Lack of competency in English, the international language, will defeat the whole national policy for using English as an important tool to keep contact with all countries around the world and to bring advanced technology necessary for the country's development.

The target persons and the key subjects of educational process are the teachers. The findings of many other studies in the teaching of English in Thailand, such as Debyasuvarn (1971: 55); Durr (1971: 96); Pongthongchareon, (1978: 51); Noisangsri (1979 : 81); Indharaprawat (1979 : 72) and, Education (1977 : 5) indicate that the most serious problem of English teaching is the lack of qualified teachers: they lack the English language competency. Durr (1971 : 96) further adds that intensive courses of training are necessary for immediate emphasis on the skills and the confidence of using the language of the teachers. He suggests that unless their competence is improved, and the teachers learn to use English as an important tool for searching effective
methods of teaching, the actual problems will not be solved.

It is also important to note, in conclusion, that teachers' colleges, as local teacher training institutes, which are serving and working side by side with the local teachers in all subject areas, are considered to be fit places to take up the job and play the role of leadership for solving this problem. The investigator, as a teacher trainer, realized a decided need to investigate, examine, and seek the best and accurate way to solve this problem of the improvement of the competency of the teachers.

1.7 JUSTIFICATION

Since the present study is geared towards the assessment of the teacher effectiveness by means of evaluating the competencies in using and teaching the English language for communication; the concept and the attitude of the teachers needed for implementing the English syllabus under the new primary school curriculum; and is, thereafter, intended to propose a model of in-service teacher training programme for developing those competencies which are found needed to be improved, this study therefore, attempts to reinforce important effects upon the language-learning education in Thailand are as follows:
The teacher can learn to develop their competencies directly in order to bring about the fulfilment of the objectives of the new syllabus under the new curriculum. And as a result, the syllabus can also be used to fulfil the objectives of developing the students’ communicative competence through the development of the competencies of the teachers. The students will gain not only the knowledge about the language but also the skills of using it and the positive attitude towards the learning of the language. This will effectively motivate them in their learning of the language in the future as well as the use of the English language as an important tool for search of knowledge.

In addition, teachers' colleges or other teacher training institutes can directly use the training programme for their English-major, inservice or pre-service teacher trainees who intend to teach the subject at this level. And subsequently, the programme can be extended to the training programme for other levels. Furthermore, it may provide an incentive for further study.

Thus the most significant gain of this study will be to help develop the English competency of the students and the teachers and when the teachers are well-trained in two of their competencies, in subject matter and skills of teaching, it will bring a natural corollary that the
students' abilities improve appreciably.

1.8 STATEMENT OF THE PROBLEM

The study is precisely stated as:

"THE NEEDED COMPETENCY TO BE DEVELOPED IN THE TEACHER TRAINING PROGRAMME FOR THE PRIMARY SCHOOL ENGLISH TEACHERS IN THAILAND UNDER THE NEW CURRICULUM".

1.9 OBJECTIVES

The main purpose of the present study was to evaluate the effectiveness of the primary school English teachers in Thailand. The competencies in using and teaching the English language for communication, the concept and implementation of the new English syllabus, and the attitude towards the syllabus were the target aspects of the teacher effectiveness to be evaluated. An in-service teacher training programme was subsequently aimed to be proposed to help improve the competencies which were found needed to be developed. The objectives of the study therefore could be specified as follows:

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

2. To study the English teaching competency of the teachers in using the integrated skills of the English language for communication;
3. To clarify the concept of the teachers on the new English syllabus;

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

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

6. To 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 syllabus; and,

7. To develop a model of teacher training programme for the improvement of the needed competencies for implementing the new English syllabus.

1.10 HYPOTHESES

The following hypotheses were formulated for the present study:

HYPOTHESIS I:

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

Hypothesis I-1:

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

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

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

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

Hypothesis 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.

HYPOTHESIS II:
The competency of the teachers in teaching the integrated skills in using the English language for communication (ETC) also needs improvement.
Hypothesis II-1:
The ETC of the teachers as assessed by the experts needs to be developed.

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

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

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

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

Hypothesis II-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 ETC of the teachers. The ETC is agreed to be determined as the needed competency to be developed.

HYPOTHESIS III:
The teachers lack clear concept and effective implementation (CCI) of the new English syllabus.
Hypothesis III-1:
The CCI of the teachers as assessed by the experts needs to be developed.

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

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

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

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

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

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

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

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

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

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

Hypothesis 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 teachers is agreed to be determined as the needed competency to be developed.
HYPOTHESIS 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.

Hypothesis V-1:

The OTP of the teachers as assessed by the experts needs to be developed.

Hypothesis V-2:

The OTP of the teachers as assessed by the teachers needs to be developed.

Hypothesis V-3:

The OTP of the teachers as assessed by the principals needs to be developed.

Hypothesis V-4:

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

Hypothesis V-5:

The OTP of the teachers as assessed by the total respondents needs to be developed.

Hypothesis 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 needed the existing ISTE programme to be developed.

**HYPOTHESIS VI:**

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

**Hypothesis VI-1:**

The total competencies of the teachers as assessed by the experts need to be developed.

**Hypothesis VI-2:**

The total competencies of the teachers as assessed by the teachers need to be developed.

**Hypothesis VI-3:**

The total competencies of the teachers as assessed by the principals need to be developed.

**Hypothesis VI-4:**

The total competencies of the teachers as assessed by the pre-service teacher trainees need to be developed.

**Hypothesis VI-5:**

The total competencies of the teachers as assessed by the total respondents need to be developed.
Hypothesis 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 needed to be developed.

1.11 DELIMITING THE SCOPE OF THE STUDY

The present study was confined only to the concept; the attitude; the competencies in using and teaching the English language for communication; as well as the teaching behaviours of the primary school English teachers in Thailand implementing the English syllabus under the new curriculum of the academic year 1982.

1.12 OPERATIONAL DEFINITIONS OF THE TERMS USED AND EXPLANATIONS OF ABBREVIATIONS

1. ELC : means the competency of the teachers in using the English language for communication.

2. ETC : means the English teaching competency of the teachers.

3. CCI : means the curriculum concept and implementation of the teachers on the new English syllabus.
4. **PASS** : means the positive attitude of the teachers expressed towards the teaching approach suggested in the new English syllabus.

5. **OTP** : means the opinions of the teachers regarding the existing programme for the EFL teachers provided by the supervisory unit.


7. **EAS Test** : means English Achievement Test for the Students.

8. **Q-Form A** : means Questionnaire-cum-Opinionnaire for the Teachers.

9. **Q-Form B** : means Questionnaire-cum-Opinionnaire for the Other Groups of Evaluators.

10. **SIS** : means Structural Interview for the Students.

11. **SIP** : means Structural Interview for the Parents.

12. **DCDN** : means Degree of Competency-Development Need used in the criterion of judging the competencies of the teachers which needed to be developed in the proposed ISTE programme of the present study.


15. **TEFL** : means teaching English as a foreign language.