CHAPTER III

DESIGN OF THE STUDY
CHAPTER III

DESIGN OF THE STUDY

As the research undertaken geared towards the assessment of the competencies of the primary school English teachers in Thailand which needed for implementing the new English syllabus, so the present study was designed as a survey type including the following components:

3.1 Sample
3.2 Tools
3.3 Method of Data Collection
3.4 Technique of Data Analysis

3.1 SAMPLE

The sample of the present study consisted of 450 subjects classified into the following six groups:

<table>
<thead>
<tr>
<th>SAMPLE GROUPS</th>
<th>NUMBER OF THE SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 The Experts (G1)</td>
<td>64</td>
</tr>
<tr>
<td>3.1.2 The Teachers (G2)</td>
<td>90</td>
</tr>
<tr>
<td>3.1.3 The Principals (G3)</td>
<td>82</td>
</tr>
<tr>
<td>3.1.4 The Pre-Service Teacher Trainees (G4)</td>
<td>96</td>
</tr>
<tr>
<td>3.1.5 The Students (G5)</td>
<td>60</td>
</tr>
<tr>
<td>3.1.6 The Parents (G6)</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>450</td>
</tr>
</tbody>
</table>
3.1.1 The Experts (G₁)

The first group consisted of sixty-four experts who are concerned with the teaching of English in Thailand (nine university education department staff members; twenty-three teachers' college English department staff members; four educators of the Educational Techniques Department of the Ministry of Education; and, twenty-eight provincial supervisory unit staff members). They are coded as G₁ in this study.

Since this group of 107 had attended the seminar which provided the presentation of the new English syllabus by the Educational Techniques Department and was closely concerned with English teaching in Thailand, especially at the primary school level, their opinions were considered important for the present study.

The procedure for selecting this group was done through the purposive sampling technique. The lists of the seminar members who had attended the new English syllabus presentation mentioned above were requested from the Educational Techniques Department. Sets of questionnaire-cum-opinionnaire (Q-Form B) were mailed directly to them. However, only sixty-four completed copies of the questionnaire-cum-opinionnaire or 59.81 per cent out of the 107 were returned.

3.1.2 The Teachers (G₂)

The second group included ninety in-service English-major
teacher trainees who were teaching English at the primary school level. This group is coded as $G_2$ in this study.

For selecting this group, the cluster sampling technique was employed to select one out of the five teachers' college groups. Initially the Northeast Teachers' College Group was selected. Subsequently, four out of the eight colleges were randomly picked up. Finally, twenty-five in-service English-major teacher trainees from each of the selected teachers' colleges were randomly drawn out. The selected group totally comprised of 100 subjects. English proficiency Test for the Teachers (EPT Test) was administered to measure the English language competency (ELC) of the group. However, when 100 sets of Questionnaire-cum-Opinionnaire for the teachers (Q-Form A) were subsequently sent to them for self-evaluation of the other competencies, only ninety completed sets or 90.00 per cent were returned.

3.1.3 The Principals ($G_3$)

The third group included eighty-two principals of those primary schools which provided English as an elective subject for the students of grade 5. They are coded as $G_3$ in this study.

As their work is directly involved with TEFL at the primary school level under the new English syllabus, their opinions were considered essential for the present study.
For selecting this group, one out of the ten educational regions was selected through the cluster sampling technique. Initially, the Ninth Educational Region was selected. The lists of the schools which provided English as an elective subject for the students of grade 5 were subsequently requested from the Ninth Educational Region Office. Twenty schools were randomly drawn from each of the five provinces in the selected educational region. Finally, 100 sets of Questionnaire-cum-Opinionnaire for the Other Group of Evaluators (Q-Form B) were mailed to the Director of the Primary Education Office of each of the five provinces attached with formal letters requesting for cooperation in collecting the data from the principals of the selected schools. However, only eight-two completed sets or 82.00 per cent of the questionnaire-cum-opinionnaire were returned.

3.1.4 The Pre-Service Teacher Trainees (G₄)

The fourth group consisted of ninety-six pre-service English major Teacher trainees who had practised teaching at the primary school level under the new English syllabus. They are coded as G₄ in this study.

As these trainees had been trained under the teaching methodology and curriculum concept of the new English syllabus and had experience as student teachers who had practised
teaching under supervisions of the primary school English teachers who had been oriented by the provincial supervisory units, they were therefore selected as one group of samples of the present study.

In selecting this group, twenty-five pre-service teacher trainees were randomly selected from each of the four selected teachers' colleges of the Northeast Teachers' College Group. However, when 100 sets of Q-Form B were given, ninety-six completed sets or 96.00 per cent were returned.

3.1.5 **The Students (G₅)**

This group consisted of sixty students of grade 5 who took English as their elective subject. They are coded as G₅ in this study.

The students were chosen as one group of samples of the present study on the basis that the teachers' effectiveness can be measured directly through their students' learning outcomes and their opinions concerning the teachers' competencies and teaching behaviours in the classrooms (Boonruangrød and others, 1981: 16-17).

In selecting this group, one out of the total twenty selected schools from each of the five provinces of the Ninth Educational Region were randomly selected. Then, twenty students from each of the selected schools were subsequently drawn out. As a result, the total of G₅ consisted of 100
students. English Achievement Test for the Students (EAST) was administered to examine the students' English achievement. Finally, when Structured Interview for the Students (SIS) was employed to interview the students, due to time constraint only sixty students (fifteen from each of the selected schools) were interviewed.

3.1.6 The Parents (G₆)

This group consisted of fifty-eight parents of the grade 5 students who took English as their elective subject. They are coded as G₆ in this study.

Due to the absence of the parents from home, this group (which was randomly selected from two selected provinces of the Ninth Educational Region - Khonkaen and Loei Province) consisted of fifty-eight parents only.

In conclusion, it is important to note that according to Velette and Disick (1972 : 120-121) teacher evaluation can be measured through many different concerned groups of people including self-evaluation of the teachers. Therefore, the present study was designed to evaluate the competencies of the EFL teachers through the opinions of the six mentioned groups of respondents. In addition, it may be pointed out that these groups are believed to give their opinions based on their different experiences and backgrounds. As mentioned earlier, many people concerning the English
learning of the students under the new English syllabus seemed to be satisfied with the new trend of English teaching for it provided lively activities, it was therefore assumed that these people, especially the teachers themselves, would favourably give rather high scores on rating the competencies of the teachers. But, the experts of the English teaching field in Thailand have been involving with the teacher evaluation for years. They give objective opinions on the teacher assessment. In this study, the experts therefore were considered to be the main group of respondents.

3.2 TOOLS

As mentioned earlier, "there is no single simple method of evaluating teacher effectiveness, because there is single concept of what the teacher should be undertaking in the classroom" (Travers, 1983:22), the tools used in the present study were designed as a multiple method in order to "be comprehensive enough to evaluate 'multiple criteria' (i.e., the teachers' content knowledge and teaching skills)" (Borich and Fenton, 1977: ix). These tools comprised of -

3.2.1 English Proficiency Test for the Teachers (EPT Test)
3.2.2 English Achievement Test for the Students (EAS Test)
3.2.3 Questionnaire-cum-Opinioinnaire for the Teachers (Q-Form A) and Questionnaire-cum-Opinionnaire for the Other group of Evaluators (Q-Form B).
3.2.1 English Proficiency Test for the Teachers (EPT Test)

English Proficiency Test for the Teachers was a battery of tests which employed the integrative testing techniques to measure overall skills of the English language used for communication by the teachers. Because of the nature and the length of the test, it was divided into two main parts:

Part I - Aural Mode; and, Part II - Written Mode. The Aural Mode which was tape recorded included three parts: A. Listening Comprehension; B. Conversation; and, C. Dictation. The Written Mode included four parts: A. Reading Comprehension; B. Cloze; C. Paragraph Organization and Reading for Main Idea; and, D. Guided-Picture Composition. The test comprised of fifty-nine multiple-choice-type items and a 100-word-dictation writing which was scored by using a-four-word-per-score correction technique. The details of the test-scores of EPT Test which related to the total items of the test are shown below:
<table>
<thead>
<tr>
<th>EPT TEST</th>
<th>TOTAL SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I</strong></td>
<td></td>
</tr>
<tr>
<td>Aural Mode</td>
<td>39</td>
</tr>
<tr>
<td><strong>A</strong> : Listening Comprehension</td>
<td>7</td>
</tr>
<tr>
<td><strong>B</strong> : Conversation</td>
<td>7</td>
</tr>
<tr>
<td><strong>C</strong> : Dictation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Part II</strong></td>
<td></td>
</tr>
<tr>
<td>Written Mode</td>
<td>45</td>
</tr>
<tr>
<td><strong>A</strong> : Reading Comprehension</td>
<td>15</td>
</tr>
<tr>
<td><strong>B</strong> : Cloze</td>
<td>10</td>
</tr>
<tr>
<td><strong>C</strong> : Paragraph Organization and Reading for Main Idea</td>
<td>10</td>
</tr>
<tr>
<td><strong>D</strong> : Guided-Picture Composition</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>84</td>
</tr>
</tbody>
</table>

The test was personally constructed by the investigator herself, based on the adaptation of the following two tests: (i) English Proficiency Test which was constructed by the investigator and friends in examining listening, reading, and writing skills of the final-year pre-service English-major teacher trainees of the teachers' colleges and other teacher training institutes in their research for the degree of M.A. (in English teaching) (Suwannachairop, 1980: Appendix 1); and, (ii) A Test of English.
Communicative Competence of Teacher Trainees in Thailand which was also constructed by the investigator herself for a project presented to the SEAMEO Regional Language Center, Singapore (Suwannachairop, 1981 : 1-53).

The content validity of the test was examined and approved by twelve experts of English department (eight teachers' college staff members, and four university staff members). Suggestions of the experts were considered the guidelines for improving the test. Consequently, the test was prepared for the first try-out (including tape-recording the Aural Mode part accordingly to the prepared test-script). It may be noted that, with full cooperation of the Canadian and Philippine volunteers of Loei Teachers' College, and the officers of the Thailand Broadcasting Station of Loei Province that the test was successfully well-recorded.

The test was first tried-out to a group of forty-three service English-major teacher trainees who were teaching English at grade 5 level and were participating in the ISTE programme at Loei Teachers' College. The testing-time schedule was personally requested from a staff-fellow of the English Department. The try-out process was administered by the researcher herself. The testees' obtained time and difficulties including any occurred problems were observed and recorded for the improvement of the actual test administration.
The obtained scores of the try-out were then analyzed and the test was subsequently improved. The reliability of the try-out test, through the application of Kuder-Richardson Formula 20, was found to be 0.7678. The total mean score was found to be 19.36 or 23.04 per cent out of the total score, eighty-four, and the standard deviation was 7.42. The proportion of difficulty and the discrimination power of the test were analyzed, and $p$ and $r$ values were found to be in the range of 0.27-0.68 and 0.37-0.57 respectively, but as the test was a proficiency-type test, none of the test items was selected out; only language- and test-choice improvements were made.

It may also be noted that, due to the difficulties in the Aural Mode - the tape-recorded part, in which the researcher had personally observed and recorded, and had interviewed some of the testees, Part I of the test was re-recorded.

The second try-out was further employed to another group of forty in-service English-major teacher trainees at Loei Teachers’ College. The reliability of the test was found to be 0.7845, and the total mean score of the test was 23.7 or 28.214 per cent of the total score and the standard deviation was 7.731. The proportion of difficulty and the discrimination power of the test were analysed and the $p$ and $r$ values were found to be in the range of 0.25-0.74 and 0.47-0.78 respectively.

Finally, when the actual use of EPT Test was employed to 100 teachers ($G_2$), the reliability of the test was analysed
and found to be 0.7857. The total mean score of the test was 25.27 or 30.08 per cent out of the total score of 84, the standard deviation was 7.77.

3.2.2. English Achievement Test for the Students (EAS Test)

English Achievement Test for the Students was also a battery of tests which employed the integrative testing techniques to measure overall skills of English achievement of the students (G5).

EAS Test was personally constructed by the investigator herself. It was based on the set behavioural objectives and the new trend of TEFL - Communicative Approach - underlying the new English syllabus of grade 5 level. The test comprised of five main parts including fifteen multiple-choice-type items and twenty-nine completion-type items. The total items of the test were forty-two. The details of EAS Test are shown as follows:

<table>
<thead>
<tr>
<th>EAS TEST</th>
<th>TOTAL SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I : Dialogue Listening,</td>
<td>8</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td></td>
</tr>
<tr>
<td>Part II : Conversation Reading</td>
<td>5</td>
</tr>
<tr>
<td>Part III : Story Reading</td>
<td>10</td>
</tr>
<tr>
<td>Part IV : Picture Reading and Writing</td>
<td>7</td>
</tr>
<tr>
<td>Part V : Vocabulary Writing</td>
<td>7</td>
</tr>
<tr>
<td>Part VI : Dictionary Using</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
</tr>
</tbody>
</table>
It is important to note for early consideration that, though three out of the five parts of the test were completion-type, the prepared answers of those items were controlled and the scoring was included in the same type as the multiple-choice-type test (correct = 1, incorrect = 0). Thus, the validation of the whole test was analyzed by using the same technique as follows.

Content validity of the test was examined and approved by ten experts in English teaching field (four staff members of departments of teachers' college, three provincial supervisors and three EFL teachers from the schools that provided English as an elective subject for students of grade 5).

The test was further tried out on forty-six grade 5 students of Kammertphet School in Loei Province. The reliability of the test, through the application of Kuder-Richardson Formula 20, was found to be 0.9206. The total mean score of the test was 22.23 or 50.52 per cent out of the total score forty-four, and the standard deviation of the test was 10.05. The proportion of difficulty and the discrimination power were in the range of 0.49-0.71 and 0.52-0.70 respectively.

Finally, when the actual use of EAS Test was employed to 100 students \( (G_5) \), the reliability of the test was analyzed and found to be 0.9213, and the total mean score was 20.09 or 47.83 per cent out of the total score and the standard deviation was 10.18.
3.2.3 **Questionnaire-cum-Opinionnaire (Q-Form A and B)**

The main research tools used in the present study were the two sets of questionnaire-cum-opinionnaire: Questionnaire-cum-Opinionnaire for the Teachers (Q-Form A) (Appendix H), and Questionnaire-cum-Opinionnaire for the Other Groups of Evaluators (Q-Form B) (Appendix I).

Following the views of Vallette and Disick (1972: 108) on the evaluation of the foreign-language teachers, the teacher evaluation may consist of two complementary aspects:

i) the evaluation of the teacher's personal qualifications; and,

ii) the evaluation of his effectiveness in the classroom.

The teacher's personal qualifications fall into three categories:

a) subject-matter competence;

b) professional competence; and,

c) personal attitude

And, the teacher's effectiveness in the classroom can be measured in terms of results:

a) the students' attainment of subject-matter performance objectives in subject-matter areas, and in the affective domain;
b) the students' attitude in class;
c) their motivation; and,
d) their extra-curricular activities related to foreign-language learning.

Based on the above views, the questionnaire of the present study was, as a result, constructed. The questionnaire was divided into three major parts:

i) Part 1: The Respondents' Personal Information;

ii) Part 2: Opinions of the Respondents which included
   a) I-A: ELC - The opinions on the assessment of the English Language of the Teachers;
   b) II-B: ETC - The opinions on the assessment of English Teaching Competency of the Teachers;
   c) III-C: CCI - The opinions on the assessment of the New English syllabus Concept and its Implementation by the Teachers;
   d) III-D: PAES - The opinions on the assessment of the Positive Attitude towards the New English syllabus of the Teachers; and,
   e) III-E: OTP - The opinions on the assessment of the Teachers' Opinions Regarding the Existing Teacher Training Programme; and,

The design of the first part of the questionnaire-cum-opinionnaire (the Respondents' Personal Information) was a checklist-type part which comprised of the respondents' status (i.e., college or university staff members, principals, supervisor, pre-service teacher trainees, or the teacher; sex; and, number-of-year experience involving in English teaching. It is noted that in the first part of Q-Form A, number-of-period-teaching load of English subject at grade 5 level was also included.

Part 2 of the questionnaire-cum-opinionnaire was designed on Likert’s five-point-rating-scale type which included nine items in I - A:ELC; nine items in II - B:STC; twenty-six items in III - C:CCI; five items in III - D:PAES; and, one item in III - E:OTP. The total items of the questionnaire were fifty. The following is the detail of the questionnaire-cum-opinionnaire Part 2 items:

<table>
<thead>
<tr>
<th>Q-FORM A AND B</th>
<th>ITEM NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - A : ELC</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9 (total 9 items)</td>
</tr>
<tr>
<td>II - B : STC</td>
<td>10, 11, 12, 13, 14, 15, 16, 17, 18 (total 9 items)</td>
</tr>
<tr>
<td>III - C : CCI</td>
<td>19, 21, 22, 23, (24), 25, 26, 27, 28, (29), 30, (31), 32, 33, 34, (35), 36, (37), (38), (39), (40), 41, 42, 43, (44), 45 (total 26 items)</td>
</tr>
<tr>
<td>III - D : PAES</td>
<td>20, 46, (47), (48), 49 (total 5 items)</td>
</tr>
<tr>
<td>III - E : OTP</td>
<td>50 (total 1 item)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50 items</td>
</tr>
</tbody>
</table>

Note: The items in parentheses are negative items.
It is noted, in addition, that the items in Part 2 included thirty-seven positive items and thirteen negative items.

To express their opinions according to the design of Part 2, the respondents put tick-marks (√) in the columns best suited to the degree of agreement of their opinions. According to the meanings of the rating-scale of each of the columns, the details are:

<table>
<thead>
<tr>
<th>Positive Items</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Items</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column Codes</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of Opinions</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Un-decided</td>
<td>Dis-agree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

Part 3 of the questionnair-cum-opinionnaire was an open-ended type which consisted of three items concerning the suggestions of the respondents about: (i) problems which occurred in English teaching at the primary school level; (ii) opinions regarding the needed competencies to be developed in the ISTE programme of the teachers; and, (iii) suggestions which could help the EFL teachers of the primary school level develop their competencies in order to effectively implement the new English syllabus.

In order to develop the questionnair-cum-opinionnaire items, all possible efforts were made. In the first instance,
a good number of statements were constructed by consulting literature related to the theoretical framework and the objectives of the present study (i.e., books, research journals, theses, research guides, TEFL seminar reports, the new English syllabus guides, and suggestions of experts, etc.). The first set of sixty statements in terms of the needed competencies of the EFL primary school teachers in Thailand was drafted. The items were classified into five categories of the teachers' competencies: the ELC, ETC, CCI, PAES, and OTP. The items were arranged in a random order, and the numbers of the items in the mentioned categories were 10, 10, 29, 8, and 3 respectively.

It may be noted that, in order to validate the questionnaire-cum-opinionnaire by sending for the judgment of the experts, the instrument was preliminary translated into the Thai language. Consequently, the first draft of the questionnaire-cum-opinionnaire was sent to twelve experts (two university staff members of department of education; two provincial supervisors; one principal of the school which provided English as an elective subject for students of grade 5; two educators of the Educational Techniques Department and five teachers' college staff members—one from the Thai Department, one from the Research and Educational Development center, and three from the English Department) to judge the items on the following three grounds: (i) whether the items conveyed the competencies of the EFL teachers;
(ii) whether the items were placed under proper categories; and, (iii) whether the items were short, simple, well-worded, unambiguous, and related to the present investigation. A full one hundred per cent consensus was obtained on fifty-three items. The numbers of the items in each of the categories of the competencies mentioned previously in the second draft were 9, 9, 27, 5, and 3 respectively.

It is important to note that the following criteria, which aimed to use as an essential scale of determining the needed competencies of the teachers to be developed in the proposed ISTE programme of the present study, was also attached and sent to the experts to examine and approve:

<table>
<thead>
<tr>
<th>MEAN RANGE</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree of Competency-</td>
</tr>
<tr>
<td></td>
<td>Development Need - DCDN</td>
</tr>
<tr>
<td>4.50 - 5.00</td>
<td>least</td>
</tr>
<tr>
<td>3.50 - 4.49</td>
<td>less</td>
</tr>
<tr>
<td>2.50 - 3.49</td>
<td>average</td>
</tr>
<tr>
<td>1.50 - 2.49</td>
<td>more</td>
</tr>
<tr>
<td>1.00 - 1.49</td>
<td>most</td>
</tr>
</tbody>
</table>

It is worth noting that the mentioned criteria was set up on the basis of the mean ranges adapted from the Round
Percentages based upon Normal Probability Table Values (Best, 1982: 231-240) and the criteria used by Uparanai (1978: 53-54). And the cut-point line was made based on the reason that the target sample group for the assessment of the present study included the in-service English-major teacher trainees who were participating in the final semester of their two-year ISTE programmes of teachers' colleges and were considered well-competent in using the EFL and teaching the English language at the primary school level. The mean scores of the samples' opinions on the assessment of the teachers' competencies which fell under the cut-point line were considered the mean scores of the needed competencies to be developed.

For further discussion, it should be noted that the approved questionnaire-cum-opinionnaire was, consequently, distributed to a pilot sample group of forty-two subjects (fifteen in-service English-major teacher trainees, ten pre-service English-major teacher trainees, five principals, eight teachers' college English department staff members, and four university education department staff members). They were requested to express their opinions freely on the five-point-scale questionnaire in accordance with the intensity of their opinions - Strongly agree, Agree, Undecided, Disagree, or Strongly Disagree - on the assessment of the teachers' competencies.

It should be noted, in addition, that, in order to support
the pilot subjects' considerations on the assessment of the teachers' competencies, a set of the following appendices were attached to each set of the given questionnaire-cum-opinionnaire: (i) the analysis of the teachers' English proficiency (obtained through the employment of EPT Test); (ii) the analysis of the students' English achievement (obtained through the employment of EAS Test) which assumed the ETC of the teachers; (iii) the related instruments - EPT Test and EAS Test; and, (iv) the criteria (Appendix B, D, A and C respectively).

In the final stage of the development of the questionnaire, correlations were run between the scores obtained by each subject on each item and the scores obtained by each subject across the whole scale. The r values were obtained between +.43 and +.61 for fifty items whereas the r values of the remaining three items were +.37, +.38 and +.37 (for 40 df and the .01 level of significant, r = .3932). Those three items were, as a result, eliminated from the final draft. Thus the total items of the final draft comprised of fifty items.

For further tool validation, a try-out of the final draft was made by administering the instrument to forty subjects (fifteen in-service English-major teacher trainees, ten pre-service teacher trainees, three provincial supervisors, seven teachers' college staff members of English department, two university staff members of Education department, and three principals). Item analysis was employed through Hoyt's
Analysis of Variance Procedure to test the reliability. The statistical value of the reliability of the instrument was established at 0.907.

Consequently, with the help of testing of significant differences between individual obtained scores of the try-out along with the Hoyt's Analysis of Variance Procedure, the F-value was found to be 15.143, which is significant at .01 level (.01F(41, ∞) = 1.81). This result indicated that the questionnaire has a power of discrimination - construct validity.

3.2.4 **Structured Interview for the Students (SIS)**

Structured Interview for the Students was designed as a supporting research tool to investigate the opinions of the students about the characteristics and behaviours of their EFL teachers which they had observed in the actual English classrooms. SIS was comprised of two main parts: Part 1 - General Information of the Students - including sex, their EFL teachers' sex, and their average grade level of English subject; and, Part 2 - the Students' Opinions - including one item of ELC, seventeen items of ETC, and six items of CCI of their EFL teachers (Appendix F).

SIS was designed a three-point-scale expecting the controlled responses of either "Y-s", "No", or "undecided"
from the students. An answer of each of the items was equally
tallied as a frequency of the obtained research data.

For the development of the SIS's items, related studies
and literature were studied. Due to time constraint, some
information was gathered by interviewing randomly selected
seven students of grade 5 who were studying English as their
elective subject and three EFL teachers at the primary school
level. The common agreement of the mentioned group was that:

1) The EFL teachers of grade 5 level should be the
   ones who:
   - are competent in English, including listening,
     speaking, reading and writing;
   - are kind;
   - have sense of humour;
   - can sing English songs;
   - like to play or like to teach students to
     play games in English
   - like students;
   - encourage students to study;
   - make the subject interesting;
   - set good examples; and,
   - are fair

ii) In the classroom, the EFL teachers should:
   - give examples (i.e., in speaking drill);
- have the students repeat or imitate the learning patterns in groups;
- have the students practise in pairs or small groups;
- observe and come across the classroom to help the students equally and thoroughly;
- provide group-work exercises;
- have the students use the English language in various situations;
- create variety of "fun" in teaching-learning activities; and,
- use various interesting instructional materials.

The first set of forty-seven items was drafted. The items were put into the following order (i) the opinions of the students about the appreciation of English subject, their EFL teachers, and their English studying; and, (ii) their learning activities in the EFL classrooms.

The first draft of the instrument was translated and then sent to seven experts (three teachers' college English department staff members, one teachers' college Thai department staff member, and three EFL primary school teachers) to judge whether the items were clear and suitable for the purpose of evaluating the EFL teachers' competencies through the students' interview.

It may be noted, in addition, that the following criteria, which was aimed to be used as a scale to determine
the obtained data gathered from SIS (and SIP, EPT Test, and EAS Test as well), was also included to have the experts examin and approve:

<table>
<thead>
<tr>
<th>PERCENTAGE RANGE</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 100</td>
<td>least</td>
</tr>
<tr>
<td>61 - 80</td>
<td>less</td>
</tr>
<tr>
<td>41 - 60</td>
<td>average</td>
</tr>
<tr>
<td>21 - 40</td>
<td>more</td>
</tr>
<tr>
<td>1 - 20</td>
<td>most</td>
</tr>
</tbody>
</table>

The cut-point line of the criteria which was aimed to be used to determine the needed competency to be developed was made at the 60 per cent of the students' response-frequencies. Any items that had the percentage values of the response-frequencies in between the percentage range of 41 - 60 or at the "average" DCDN level or below were considered the needed competencies to be developed.

It is noted that when the instrument were returned, it was found that a hundred per cent consensus was obtained on forty-five items and the criteria was approved. The second draft was therefore formed.
A try-out interview was done to examine the qualifications of the instrument. The second-drafted SIS was administered to a group of fifteen students of grade 5. The researcher personally administered the interview. Difficulties and occurred problems were observed and recorded for further consideration and improvement of the actual interview.

In the final stage of the development of SIS, item analysis was employed through Hoyt's Analysis of Variance Procedure to test the reliability. The statistical value of the reliability of SIS was established at 0.914. And, with the help of significant differences between individual obtained scores of the try-out along with the Hoyt's Analysis of Variance Procedure, the F value was found to be 9.834, which is significant at .01 level (.01 \( F_{(14, \infty)} = 3.00 \)). The result indicated that the Structured Interview for the Students (SIS) has construct validity.

3.2.5 Structured Interview for the Parents (SIP)

Structured Interview for the Parents was designed to investigate the opinions of the parents of the students who were studying English at grade 5 level. SIP was also comprised of two parts: Part 1 - General Information of the Parents - including sex, sex of their child or children, and number of children who were studying English at grade 5; and, Part 2 - the Parents' Opinions - including twenty total items (one item of
SIP was also designed a three-point-scale type similar to SIS. And in developing the first draft of the instrument, the items were derived from the same source of related literature and information of SIS - including the new-English-curriculum implementation guide. A set of twenty-three items was primarily drafted and translated into Thai. The same group of seven experts (who judged and examined SIS) were also requested to examine and approve SIP and the same criteria was used. Hundred per cent consensus was obtained on twenty items. The second draft was thus formed.

A try-out interview was done to the pilot subjects of five parents. Formal letters were sent to the randomly selected parents requesting for their cooperation. The researcher then, made personal home-visits and interviewed the mentioned group of parents. Difficulties and appropriate techniques of the interview were also observed and recorded.

It was noted that with the same procedures of validation, the results revealed that the statistical value of the reliability of SIP was found 0.907, and the F value which indicated a discrimination power of SIP was found to be 17.914 which is significant at .01 level (.01F(4, 100) = 13.57).

3.3 METHOD OF DATA COLLECTION

The data for the present study was collected according
to the following procedures:

3.3.1 After English Proficiency Test for the Teachers (EPT Test) and English Achievement Test for the Students (EAS Test) were tried out and validated, EPT Test was personally administered (by the researcher herself) to 100 in-service English-major teacher trainees of the four selected teachers' colleges of the Northeast Teachers' College Group - Loei, Udornthani, Sakonnakhorn and Mahasarakham Teachers' College. And EAS Test was (also personally) administered to 100 students who were studying English at grade 5 level in the five selected provinces of the Ninth Educational Region - Loei, Nongkhai, Udornthani, Sakonnakhorn and Khonkaen Province.

3.3.2 The obtained scores of the two sets of tools (mentioned above) were analyzed and tabulated. Arithmetic means, percentage of means, standard deviation, and rank order were used in analyzing the obtained data.

3.3.3 The above analyzed and tabulated data were, attached with EPT and EAS tests and added as appendices of the final form of questionnaire-cum-opinionnaire to use as supporting source of consideration on the assessment of the competencies of the teachers.

3.3.3.1 100 copies of Questionnaire-cum-Opinionnaire for the Teachers (Q-Form A) (attached with the mentioned appendices) were sent to the heads of English departments of Udornthani, Sakonnakhorn, and
Mahasarakham Teachers' College, attached with formal letters requesting for cooperation in collecting data from twenty-five teachers (G2) from each college, and the researcher personally requested a friend from the English Department of Loei Teachers' College to collect data from the teachers (G2) who were in the different group which had been used as a pilot group. Within two weeks ninety (or 90.00 per cent of the send-away copies) of the completed sets of the questionnaire were returned.

3.3.3.2 107 copies of Q-Form B were directly sent to the purposive selected experts (G1), but it should be noted that due to the inappropriate period of time (final examination period and the beginning of summer vacation), only sixty-four (or 59.81 per cent of the send-away copies) of the completed sets were returned.

3.3.3.3 100 copies of Q-Form B were mailed to the directors of the Primary Education Office of the Loei, Udornthani Nongkhai, Sakon Nakhon and Khon Kaen Province and formal letters requesting for cooperation in collecting the data from the selected principals (G3) were attached. Only eighty-two completed
copies of the questionnaire-cum-opinionnaire were returned.

3.3.3.4 Seventy-five copies of Q-Form B were also mailed to the heads of English departments of Udornthani, Sakonnakhorn, and Mahasarakham Teachers' College and twenty five copies were distributed to the selected pre-service teacher trainees (G4) of Loei Teachers' College. ninety-six completed copies of the Questionnaire-cum-opinionnaire were returned.

3.3.4 The researcher herself used Structured Interview for the Students (SIS) to interview sixty selected students (G5) from the selected schools.

3.3.5 The researcher requested six pre-service English-major teacher trainees of Loei Teachers' College to help her interview the selected parents (G6) from the two selected provinces of the Ninth Educational Region - Loei and Khonkaen Province. Before administering the interview, the mentioned group of teacher trainee volunteers were trained and provided some opportunities to observe the interviews the researcher administered to ten parents of Muang Loei District, Loei Province. However, due to the absence of the parents, when the lists of the parents' names and addresses were offered from the selected schools, the volunteers and the researcher could interview only fifty-eight parents (twenty-three from Loei and twenty-five from Khonkaen).
3.4 TECHNIQUE OF DATA ANALYSIS

After the collection of data, it was checked and scored on the basis of scale values of each of the present study mentioned earlier.

As the purposes of the present study were to examine the perceptions and to study the differences between the perceptions of the respondent groups regarding the assessment of the teachers' competencies, the following statistical procedure were used to analyze the obtained data:

3.4.1 Computation of the mean, percentage of mean, rank order and standard deviation of each part of the EPT and EAS tests' results as well as the total of the mentioned results.

3.4.2 After frequencies of the responses of the students (G5) and the parents (G6) from the obtained data gather from SIS and SIP were tallied, percentage of the responses ("Yes", "Undecided", and "No") were computed.

3.4.3 Chi-square were then employed separately to test significant differences between the frequencies of the responses "Yes" and "No" of the students and the parents.

3.4.4 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).

3.4.5 Comparison between the mean scores of the respondent groups (separately and as well as the total group) to the set criteria (mentioned on page 184) to determine the needed competencies of the teachers to be developed.

3.4.6 Group-by-trial analysis of variance followed by Shiffés' test and t-test where necessary to test the differences between the perceptions of the respondents on the assessment of the Teachers' competencies.