CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Preliminaries

The research tools of two Questionnaires- one for Teachers and the other for Students- have been used to obtain the responses from 43 teacher respondents and 259 student respondents. In both the Questionnaires the initial part offers the details about the personal profile of the respondents. The Teachers and the students have been chosen from six schools of which five are Government schools and one is a Private school. All the six Upper Secondary Schools are located in Muang district in Suphanburi province in Central Thailand.

The distribution of teacher respondents in respect of gender, age and education shows that the female teachers are Thirty-seven while the male teachers are just six. More than 53% of the teachers-twenty-three out of forty-three are more than forty-two years in age. There are eight teachers each in the two age-groups of 24 to 27 years and of 33 to 37 years. Those teachers with Graduation are thirty-five and with Post-graduation are English. There are thirty-six teachers who have offered English as a Major subject for specialization.

Out of the total 259 students, 86 students are male and 173 students are female. The break-up of gender-wise distribution is – male students-Class X-23, Class XI-32, Class XII-31 and total 86 and female students-Class X-56, Class XI-68, Class XII-49 and total 173. Female students are two times more than Male students.

All Class X students are of 16 years and all Class XI students are of 17 years and all Class XII students are of 18 years in age.

The faculty-wise distribution of 259 students is between Arts and Science faculties. Arts Faculty: Class X-60 students, Class XI-68 students and Class XII-29 students and total Arts Faculty students: 157. Science Faculty: Class X-19 students, Class XI-32 students and Class XII-51 students and total Science Faculty
students: 102. The number of Arts faculty students is more than the number of Science faculty students.

5.2 Findings of the Study Based on the Teachers' Questionnaires

The major findings of the study are as follows:

1. Thirty-six teachers who teach English because they have majored in English. The previous experience of teaching English is the reason for which Four teachers teach English. The Director’s judgment that the teacher capable of teaching English has made Two teachers to teach. One teacher teaches English for other reasons. The length of teaching experience of Eighteen teachers is above Thirteen years. The length of teaching experience is 4 to 8 years in the case of Thirteen teachers. Eight teachers have less than three years of teaching experience. The remaining Four teachers have the teaching experience of 9 to 13 years.

2. Twenty-seven teachers teach English to Class X and Classes XI and XII are taught by Seventeen teachers each. It is obvious that one teacher is required to take more than one class. The number of students in a class for the twenty-five teachers is between 41 and 50 students. There are five teachers who teach classes of more than fifty students. For classes of less than 20 students and for classes of 31 to 40 students there are six teachers each. Only one teacher teaches classes of students between 21 and 30.

3. Teachers consult some person or some device like books at times of difficulty in teaching. Twelve teachers each consult senior English teacher and refer to books. Friends are consulted by eight teachers and academic teacher by seven teachers. The director is consulted by one teacher and others are consulted by three teachers.

4. Twenty-five teachers participated in seminars and training courses for teaching according to 2008 Curriculum but eighteen teachers did not participate. There are thirty-seven teachers who participated in training courses and seminars. Six teachers have never participated in training courses and seminars.
5. Eighteen teachers are good or very good in listening skill but twenty-five have just satisfactory skill of listening. In respect of speaking skill, twenty-two teachers are good and very good but there are twenty-one teachers who are either satisfactory or not good. In the case of reading skill, fourteen teachers have satisfactory level while twenty-nine are either good or very good. There are twenty-two teachers who are good or very good in the writing skill but twenty-one teachers have satisfactory level in the writing skill.

6. In respect of the problems in curriculum and resources of curriculum, there are issues such as the knowledge and understanding of the 2008 curriculum, aims of the curriculum being suitable for the students, the curriculum materials being sufficient, the use of language in teacher’s handbook and conducting research in the areas of the content and techniques in English teaching are faced by the forty-three teachers. Except the issue of conducting research, the other issues are more problematic for less than one fifth of the total number of teachers.

7. In contents of English as a foreign language, the issues are the knowledge and understanding of the contents of the Subject and the problems faced by the students in the fields such as the use of nouns, articles, adverbs, adjectives, tenses, active and passive voices, sentences, clauses, relative clauses, question tag and punctuation. It is noticed that the problem areas which are more problematic than others are the use of tenses voices clauses and relative clauses. The other areas are not much problematic for 70% of the respondents.

8. About teaching learning activities, the three main issues are the study of teacher’s handbook for the preparation of teaching, the problems the students come across in language practice in the four basic skills and student’s interest in the activities in the lessons. The use of teachers and student’s interests are the issues which are not found to be very problematic. In the case of listening skill, students listen to the teacher, to friends and audio aids of which listening to the teacher and to audio aids poses some difficulties to the students.
9. In respect of speaking skill, following the teacher’s pronunciation, discussing with the teacher and friends and playing roles of characters in the lesson are the activities of practicing the speaking skill. About one third of the students find it difficult to discuss with teachers and friends and playing roles.

10. In the practice of reading skill, the activities involved are loud reading to check fluency and accuracy and silent reading for understanding. Loud reading is difficult for 40% and silent reading 25% of the students of the respondent teachers.

11. In the practice of writing skill, the activities are spelling, writing sentences and passages, doing exercises and noting down vocabulary in note-book. The two difficult areas are spelling and writing sentences and passages for about 40% respondents.

12. The problems in the preparation of teaching are lack of a curriculum document and a handbook, excessive teaching loud vast interpersonal differences among learners, lack of understanding in writing a lesson plan, lack of time to prepare, lack of listening and speaking skills, lack of knowledge and understanding to teach according to the guidance, difficult learning objectives and teacher’s lack of knowledge and skills in choosing appropriate approaches. The excessive teaching load, lack of time for preparation and interpersonal differences are more difficult issues for the teacher respondents.

13. In respect of the problems in media and equipment, the problems are insufficient media and equipment, unsuitable media and equipment, teacher’s lack of knowledge of media, teacher’s having lack of time to prepare programmes and lack of budget in producing media. Of these problems insufficient media and equipment, lack of time to prepare programmes and lack of budget are the more challenging issues to the respondent teachers.

14. Teachers need help from others in times of difficulty. The school executive, the academic teachers, the academic cluster, the supervisor and the instructors at the higher educational institutes are those from whom the help is sought. The
teachers have responded that it is not problematic to get help from the school executives and the academic teachers. It is more problematic to seek help from the supervisor and the instructors from higher educational institutes.

15. The practice of using dialogue, knowledge about the culture of native speakers, practice of correct pronunciation, teaching techniques, games and songs, and construction and techniques of media are the techniques to be used in managing teaching activities related to the teaching of English as a second language. Knowledge about the culture of native speakers, practicing correct pronunciation and construction and techniques of media are the more difficult techniques of teaching English.

16. About the adequacy of the content of the course of English as a foreign language, the positive responses indicate that the contents are adequate.

17. About the sufficiency of the teaching and learning activities in the schools, the responses indicate that the LT activities are sufficient in the schools selected for the study.

18. About the appropriateness of the organization of individual skills, syllabus, lessons and activities, the responses from the teachers show that the organization of skills, syllabus, lessons and activities is appropriate.

19. About the evaluation of curriculum and teaching materials, the six problems in this area are knowledge and understanding of the 2008 curriculum, suitability of the aims in the curriculum, sufficiency of curriculum materials such as teacher’s handbook and text-book, the use of curriculum materials in teaching preparation, the use of language in teacher’s handbook and conducting research in the fields of each of the problems is indicated below:

   (i) knowledge and understanding of the 2008 curriculum -slightly problematic
(ii) suitability of the aims in the curriculum for the age of students - slightly problematic

(iii) sufficiency of curriculum materials-teacher’s handbook, text book - slightly problematic

(iv) use of curriculum materials in the preparation for teaching - slightly problematic

(v) use of language in the teacher’s handbook - problematic

(vi) research in the fields of the contents and techniques of English teaching - slightly problematic

Of the six problems, five are slightly problematic and the fifth issue of the use of language in the teacher’s handbook is problematic. The overall evaluation of this part II is slightly problematic.

20. In Part III, in the evaluation of the contents of the course of English as a foreign language, the problems are knowledge and understanding of the contents of the course of English and the problem areas for the students in the contents of the course of English as a foreign language. The evaluation of problems in knowledge and understanding of the contents of English are indicated below:

(i) knowledge and understanding of the contents of English as a FL - slightly problematic

(ii) problems faced by students in the contents in the contents of English as a FL -

(ii.i) the use of nouns - slightly problematic

(ii.ii) the use of articles - slightly problematic

(ii.iii) the use of adverbs - slightly problematic

(ii.iv) the use of adjective - slightly problematic

(ii.v) the use of tenses - slightly problematic

(ii.vi) the use of active and passive voices - slightly problematic

(ii.vii) the use of sentences - slightly problematic

(ii.viii) the use of clauses - slightly problematic
(ii.ix) the use of relative clauses -slightly problematic
(ii.x) the use of question tag -slightly problematic
(ii.xi) the use of punctuation -slightly problematic

The overall evaluation of Part III of all the eleven points of the second main item and the first item is slightly problematic.

21. The first main item of Part IV is studying teacher’s handbook for the preparation of each teaching period, the second main item is about problems students come across in the practice of the basic skills, and the third item is student’s interest in the activities in the lessons. The evaluation of the three main items and of the proficiency in the four basic skills and the related activities in the practice for the skills is indicated below:

(i) studying teacher’s handbook for preparation for each period -slightly problematic

(ii) problems in practice of the four basic language skills -slightly problematic

(ii.a) Listening -slightly problematic
   (ii.a.i) listening to the teacher for understanding -slightly problematic
   (ii.a.ii) listening to friends for understanding -slightly problematic
   (ii.a.iii) listening to audio aids -slightly problematic

(ii.b) Speaking -slightly problematic
   (ii.b.i) following the teacher’s pronunciation -slightly problematic
   (ii.b.ii) discussing with the teacher students -slightly problematic
   (ii.b.ii) playing roles of characters in the lesson -slightly problematic

(ii.c) Reading -slightly problematic
   (ii.c.i) loud reading to check fluency and accuracy -slightly problematic
   (ii.c.i) silent reading for understanding -slightly problematic

(ii.d) Writing -slightly problematic
   (ii.d.i) spelling -slightly problematic
   (ii.d.ii) writing sentences and passages -slightly problematic
(ii.d.iii) doing exercises - slightly problematic
(ii.d.iv) noting down in note book - slightly problematic
(ii) student’s interest in the activities in the lesson - slightly problematic

The overall evaluation of the items of Part IV above is - slightly problematic

22. The Part V is about the problems and needs of English teachers. These problems and needs are divided in four sub-sections - problems in preparing for teaching, problems in media and equipment, the need for help from the others and techniques and took needed in managing English teaching activities. The evaluation of the sub-sections and the items is indicated below:

Part V – I. Problems in preparing for teaching

I.i lack of a curriculum document and handbook for preparation - problematic
I.ii excessive teaching loud - slightly problematic
I.iii interpersonal differences among students - slightly problematic
I.iv lack of understanding in writing a lesson plan - slightly problematic
I.v lack of time for preparation - slightly problematic
I.vi lack of reading and speaking skills among learners - slightly problematic
I.vii lack of knowledge and understanding to teach - problematic
I.viii difficult learning objectives - problematic
I.ix teacher’s lack of knowledge and skills in choosing approaches - problematic

Overall for I (Part V) - problematic

Part V – II. Problems in media and equipment

II.i insufficient media and equipment - problematic
II.ii unsuitable media and equipment - problematic
II.iii teachers’ lack of knowledge in using media - problematic
II.iv lack of time to prepare programmes - slightly problematic
II.v lack of budget in producing media - problematic

Overall for II (Part V) - problematic

Part V – III. Need of help from the other

III.i from the school executives - slightly problematic
III.ii from the teachers of academic affairs  -slightly problematic
III.iii from the academic cluster    -slightly problematic
III.iv from supervisor            -slightly problematic
III.v from instructors at the higher educational institutes-slightly problematic

Overall for III (Part V.iii)  -slightly problematic

Part V –IV. Techniques or tools used in managing English teaching activities

IV.i practice of using dialogue in the classroom and daily life -slightly problematic
IV.ii knowledge about the culture of native speakers -problematic
IV.iii practicing correct pronunciation    -slightly problematic
IV.iv teaching techniques                        -slightly problematic
IV.v games and songs                             -slightly problematic
IV.vi construction and techniques of media    -slightly problematic

Overall for IV (Part V.iv)  -slightly problematic

The overall evaluation of Part II is slightly problematic
The overall evaluation of Part III is slightly problematic
The overall evaluation of Part IV is slightly problematic
The overall evaluation of Part V.i is problematic
The overall evaluation of Part V.ii is problematic
The overall evaluation of Part V.iii is slightly problematic
The overall evaluation of Part V.iv is slightly problematic

5.3 Findings of the Study Based on the Students’ Questionnaires

1. Regarding the duration of learning English, of the 259 students 7 students have learnt English for a period of less than five years. There are 77 students who have
learnt English for 6 to 10 years. The largest group of 135 students have learnt English for a period to 11 to 15 years and 40 students have learnt English for a period of above 15 years.

2. The first person who has taught English to the largest number of respondents is the teacher. There are 169 students (65.25%). The second largest group is of those respondents who have stated Parents to be the first person to teach English and these respondents are 77 (29.33%), Sister (08 respondents), Tutor (03 respondents), Brother (01 respondent) and Friend (01 respondent) are also mentioned to be the first person the teach English. This is a clear indication of the fact that teacher is the major source for establishing contact with English language.

3. 188 students (Class X-53 students, Class XI-76 students and Class XII-59 students) state that they like to learn English as a foreign language. The remaining 71 students (Class X-26 students, Class XI-24 students and Class XII-21 students) do not like to learn English as a foreign language. The findings from 25 to 30 have brought out the personal details of the students who have responded to the Questionnaire.

4. The first five statements in the Students’ Questionnaire are responded by the 259 students. The first statement emphasizes on the teacher’s focus on English language activities and communication. The positive responses are given by 245 students (94.60%) and negative responses are by 14 students (05.40%). The second statement asserts that the teacher facilitates English language communication in the classroom. 237 students (91.50%) have responded positively and 22 students (08.50%) have responded negatively in response to the second statement. The third statement states that the teacher encourages learners to learn the four basic language skills of English intercreatively. The positive responses to this statement are given by 244 students (94.30%) and negative responses are given by 15 students (05.70%). The use of several techniques by the teacher to teach English is confirmed by the fourth statement which is responded positively
by 226 students (87.30%) and negatively by 33 students (12.70%). The fifth statement is on the teacher’s bringing the real English language use from TV, radio and newspapers to teach in the classroom. The positive responses are by 211 students (81.50%) and negative responses are given by 48 students (18.50%).

5. The statements from 6 to 10 from the Questionnaire for students are responded by 259 students from Classes X, XI and XII from Thailand. The sixth statement brings out the fact that both teachers and students use Thai most of the time. The positive responses to the sixth statement are given by 198 students (76.50%) and negative statements by 61 students (23.50%). The seventh statement is that the English teacher enables learners to communicate in English through simulations. The positive responses to the seventh statement are by 226 students (87.30%) and negative responses are by 33 students (12.70%). The statement states that the English teacher always gives advice and motivates students to communicate in English. The positive responses are given by 229 students (88.40%) and negative responses by 30 students (11.60%). The ninth statement is on students assuming roles to practice English language use. The positive responses are given by 216 students (83.30%) and negative responses by 43 students (16.70%). The tenth statement is on students participating in English language syllabus and lesson design. The positive responses are given by 190 students (73.30%) and negative responses by 69 students (26.70%). The second group of statements from 6 to 10 is both on teachers’ functions and students’ activities.

6. The eleventh statement states that students use four skills-L, S, R and W interactively to communicate in English from the first lesson. The positive responses are by 229 students (88.40%) and negative responses are given by 30 students (11.60%). The twelfth statement is on students getting the opportunity to communicate in the English language use. The positive responses are given by 224 students (86.50%) and negative responses are given by 35 students (13.50%). The thirteenth statement states that students play games that focus on English language
communication. The positive responses to the thirteenth statement are given by 210 students (81%) and negative responses by 49 students (19%). The fourteenth statement is on teachers supporting students to communicate in English. The fourteenth statement is responded positively by 235 students (90.70%) and negatively by 24 students (09.30%). The fifteenth statement is that the teachers period English language activities that suit students’ needs. The positive response to the fifteenth statement is given by 233 students (90%) and negative response is given by 26 students (10%).

7. The sixteenth statement states that students learn about English language and culture through role playing. The positive responses are by 205 students (79.20%) and negative responses by 54 students (20.80%). The seventeenth statement asserts that English teachers continuously encourage students to use English in everyday life. This statement is responded by 222 students (85.60%) positively and by the remaining 37 students (14.40%) negatively. The eighteenth statement is that the teacher creates on English language learning environment. The statement is responded positively by 217 students (83.70%) and negatively by 42 students (16.30%). The nineteenth statement states that the teacher continuously motivates the students to summarize grammatical structures and vocabulary after each lesson. This statement is responded positively by 220 students (84.90%) and negatively by 39 students (15.10%). The twentieth statement is that students use English in assignments given by the teacher. The positive responses are given by 231 students (89.20%) and negative responses are given by 28 students (10.80%).

8. The twenty-first statement states that students read English newspapers and magazines as the extra-curricular activities assigned by the English teacher. The response is given positively by 192 students (73.10%) and negatively by 67 students (25.90%). The twenty-second statement is about students practicing English through writing letters in English. The positive responses to this statement are given by 151 students (58.30%) and negative responses by 108 students
The twenty-third statement is on students writing journals documenting personal experiences in English. The positive response is from 193 students (74.50%) and negative response from 66 students (25.50%). The twenty-fourth statement asserts that English language programme meets students’ needs. The positive responses are given by 191 students (73.70%) and negative responses by 68 students (26.30%). The twenty-fifth statement states that teachers provide students with opportunities to learn English from the Internet. The statement is responded positively by 211 students (81.50%) and negatively by 48 students (18.50%).

9. The twenty-sixth statement is that teachers teach students to use English language laboratory to communicate in English. The positive responses are given by 219 students (84.50%) and negative responses by 40 students (15.50%). The twenty-seventh statement states that teachers assess English language abilities and provide suggestions to students individually. The positive responses are given by 217 students (83.80%) and negative responses are given by 42 students (16.20%). The twenty-eighth statement is that English communication by students is evaluated by teachers. The statement is responded positively by 217 students (83.80%) and negatively by 42 students (16.20%). The twenty-ninth statement is about student’s abilities in using English are assessed by observation, journal writing, projects and portfolios. The positive responses are given by 227 students (87.70%) and negative responses by 32 students (12.30%). The thirtieth statement is that students know about their English language learning ability from their English teacher alone. The statement is responded positively by 232 students (89.60%) and negatively by 27 students (10.40%).

10. The evaluation of the thirty statements is made on basis of Mean Scores and Standard Deviation. The evaluation of the statements is offered below:

i. Statement one: Teachers’ focus on English language abilities and communication
   - FREQUENTLY
ii. Statement two: Teachers facilitates English language communication - FREQUENTLY

iii. Statement three: Teachers encourages learners to learn English language skills L, S, R and W. - FREQUENTLY

iv. Statement four: Teacher uses several techniques to teach English - FREQUENTLY

v. Statement five: Teacher brings real English language use - TV, radio and newspapers - MODERATELY

vi. Statement six: Teachers and learners use Thai most of the time. - MODERATELY

vii. Statement seven: Teacher enable learners to communicate in English - MODERATELY

viii. Statement eight: Teacher advice, and motivate students to communicate in English - FREQUENTLY

ix. Statement nine: Students assume roles to practice appropriate English language use. - MODERATELY

x. Statement ten: Students participate in English language syllabus and lesson design - MODERATELY

xi. Statement eleven: Students use four skills interactively to communicate in English - FREQUENTLY

xii. Statement twelve: Students have the opportunity to communicate in English language class - FREQUENTLY

xiii. Statement thirteen: Students play games that focus on English language communication - MODERATELY

xiv. Statement fourteen: Teachers support students to communicate in the English language class - FREQUENTLY

xv. Statement fifteen: Teachers provide English language activities that suit students’ needs - FREQUENTLY

xvi. Statement sixteen: Students learn about English
language and culture through role playing - MODERATELY

xvii. Statement seventeen: Teachers continuously encourage students to use English in everyday life - FREQUENTLY

xviii. Statement eighteen: Teachers create on English language learning environment - MODERATELY

xix. Statement nineteen: Teachers motivate students to summarize grammatical structures vocabulary - MODERATELY

xx. Statement twenty: Students use English in the assignment given by teachers - FREQUENTLY

xxi. Statement twenty-one: Students to extracurricular activities as reading English papers - MODERATELY

xxii. Statement twenty-two: Students practice English through writing letters in English - MODERATELY

xxiii. Statement twenty-three: Students writing journals documenting personal experiences in English - MODERATELY

xxiv. Statement twenty-four: English language program meets students’ needs - MODERATELY

xxv. Statement twenty-five: Teachers encourage students to learn English from the Internet - MODERATELY

xxvi. Statement twenty-six: Teachers teach students to use English language laboratory - FREQUENTLY

xxvii. Statement twenty-seven: Teachers assess English language abilities - MODERATELY

xxviii. Statement twenty-eight: Teachers assess and evaluate performance in communication - FREQUENTLY

xxix. Statement twenty-nine: Students’ abilities assessed by observation, journal, projects, portfolios - FREQUENTLY

xxx. Statement thirty: Students know their English language learning abilities from English teacher alone - FREQUENTLY
The overall evaluation of all the thirty statements is MODERATELY. Frequently is the evaluation of statements -1, 2, 3, 4, 8, 11, 12, 14, 15, 17, 20, 26, 28, 29 and 30. Total Fifteen. Moderately is the evaluation of statement -5, 6, 7, 9, 10, 13, 16, 18, 19, 21, 22, 23, 24, 25 and 27. Total Fifteen.

5.4 Suggestions

Some of the suggestions have been made by the teachers themselves and some more suggestions for improvement of English language teaching is based on the responses given by the teachers and students.

1. Teachers should participate in the training courses and seminars for English teaching according to the 2008 Curriculum. It is deplorable that more than 40% teachers have not participated in these courses. Continuous updating and vigorous training in English language teaching are in fact obligatory for teachers.

2. The teachers of English in Thailand should improve their own proficiency in the four basic language skills of listening, speaking, reading and writing. This is based on the responses by the teachers themselves who have given the self-assessed rating to their command over these basic language skills in which the rating of satisfactory is given by teachers to the listening skill (58.14%), speaking skill (44.19%), reading skill (32.56%) and writing skill (46.51%). The average number of these teachers who have rated themselves as very good in their proficiency in the four basic language skills is four (less than 10%). That needs to be improved.

3. The teachers of English in Thailand should improve their knowledge and understanding of 2008 Curriculum and use the curriculum materials more efficiently. It is essential that the teachers of English should conduct research in the areas of English language teaching.
4. The teachers of English in Thailand need to focus their attention in teaching of the items of the contents of English course such as articles, tenses, voices, clauses and relative clauses.

5. The teachers of English in Thailand face problems in the preparation for teaching such as not knowing the curriculum document, lack of time, lack of understanding to prepare lesson plan. Teachers should try to overcome these problems through a systematic preparation for teaching.

6. The problems related to media and equipment such as insufficiency, unsuitability, lack of knowledge of handling, lack of time to prepare technology-based programmes and lack of budget provision should be avoided by getting thorough training and acquiring full proficiency in the use of media and equipment.

7. Teachers have suggested the use of curriculum which has the local orientation and a broad-based curriculum with a lot of options to choose appropriately. These are welcome suggestions.

8. It is suggested that the time-table of practice sessions and language laboratory work should be added to the regular time-table.

9. The time-table should be uniformly applied in respect of the teaching and learning activities related to the teaching of English as a foreign language.

10. It is suggested that there should be additional staff and teaching assistance to help the teachers of English.

11. More and more use should be made of real English language through non-print media such as TV recordings, radio programmes, newspapers, films and slides through projectors and self instructional computer assisted programmes.

12. Role playing, games and song are quite useful and helpful in the teaching and learning of English. These should be used more efficiently and effectively.
13. It is suggested that more and more practice should be given in respect of spoken English. Reading sessions should be organized. Letter-writing and journal writing should be practiced.

14. It is suggested that extra-curricular activities should be co-ordinate with curriculum as well as co-curricular activities and programmes.

15. The use of Internet should be increased to a very large extent both by learners and teachers of English for strengthening the second language learning strategies and language teaching technology.

16. Using simulations is an effective method both for teaching and learning of a foreign language and therefore both the learners and teachers of English in Thailand should use it.

17. It is necessary to establish a close and warm rapport between teachers and learners of English as a foreign language. In Thailand, utmost efforts should be made to establish such a strong-bonded relationship.

18. For language learning and also for language teaching creating English language learning environment is the best strategy. In the schools in Thailand, efforts should be made to create such an environment as that will provide opportunities to interact most suitably.

19. Language is meant for communication and it exists in use. Interactive and intercreative communication in English ought to be carried out by both the learners and teachers of English in Thailand. More and more opportunities of communication in English should be made available and continuous communication should be practiced.

20. It is noticed that the use of the mother tongue – Thai – is made most of the time both by students and teachers of English in Thailand. This practice should be stopped forthwith and efforts should be made to enable both teachers and learners
of English to communicate in English most of the time. In particular, the classes for English should be used exclusively for communication in English.

The suggestions made above, if implemented properly, are bound to improve both the learning of English by Thai students and the teaching of English by their teachers.

**5.5 Pedagogical Implications**

The present study has several pedagogical implications.

1. The present study has dealt with the functions the teachers of English have to perform, in particular, in respect of motivation, encouragement, counseling, assessment of abilities, activities and actual performance and facilitation of learning through language learning activities. This has a significant pedagogic implementation as the teachers have to follow a rigorous schedule to discharge their responsibilities towards their students and to carry out their functions as a pedagogue.

2. The present study has emphasized the use of various language learning activities in particular through the interactive and intercreative communication in English and real English language use. The implication is that the teachers of English in Thailand should concentrate on making their students practice these language learning activities.

3. The present study brings out the fact that games, songs and other extra-curricular activities need to be interlinked with the teaching and learning strategies. This interlink between academic and extra-curricular activity is vital for pedagogic purposes.

**5.6 Scope for Further Research**

The present study deals with the teaching of English in Thailand. This research
topic has a great potential. Many more research studies can be undertaken on the lines of the present study.

There is scope for further research. The topics that can be pursued are;

1. Difficulties in Mastering Spoken Skills of English by Primary School Students in Thailand
2. Difficulties in Attaining Proficiency in Writing Skills of English by Secondary School Students in Thailand
3. Problems in the use of Tenses Faced by Secondary School Students in Thailand
4. Problems in the use of Determiners Faced by Upper Secondary School Students in Thailand
5. Problems in Mastering English Grammar Faced by Lower Secondary School Students in Thailand
6. Problems Faced by Secondary Students of Thailand in the Use of Idioms of English
8. English Syntax-Teaching in Thailand
9. English Phonology-Teaching in Thailand
10. English for Comprehension-Situation in Thailand

These topics can be explored at different levels- Primary School, Secondary School, Upper Secondary School, Lower Secondary, College Areal, Post-graduate (University) level. Each of the above topics can thus be studied at these six levels separately. The studies can also be undertaken region-wise and even province and district-wise and that means there are unlimited possibilities of research in this area.

5.7 Conclusion
The problems encountered by the teachers in Muang district, Suphanburi province in Thailand in teaching English to the students of Classes X, XI and XII are clearly
stated in their responses to the Questionnaire. They encounter difficulties in making their students proficient in the four basic skills of listening, speaking, reading and writing. In particular, these students find it difficult to speak English and to write English accurately and independently. Practice and more practice is the remedial measure. Motivating the students is the first essential. They need to actively participate. The suitable approach for this attainment will be the communicative approach. Teachers will need equipping themselves by finding out what the class is and what the class needs and how to improve the present teaching and learning situation. The use of technology-based strategies of instruction and the use of audio-visual and electronic aids will enable both the teachers and the students to overcome their difficulties, solve their problems, enhance their abilities and enrich the teaching-learning experience in respect of English as a foreign language. The responses confirm that the issues are slightly problematic and that the difficulties are moderate. An implementation of the roadmaps of improvement of teaching English will enable the learners to be proficient in language skills and for the teachers to facilitate their students in learning English whole-heartedly to qualify to belong to the global citizenship.