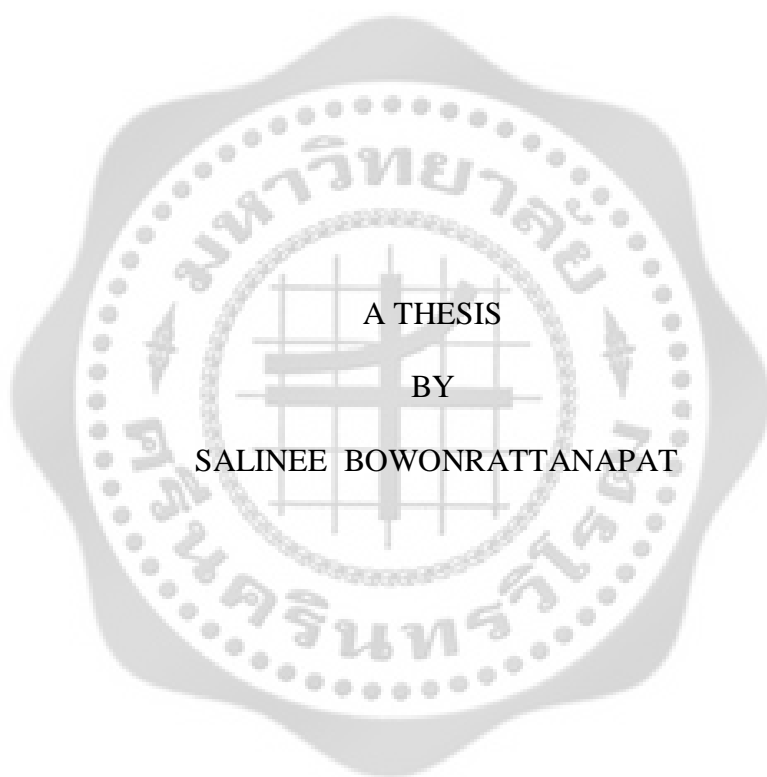


NEEDS FOR PROFESSIONAL DEVELOPMENT OF SECONDARY
SCHOOL ENGLISH TEACHERS UNDER NAKHON RATCHASIMA
PROVINCIAL ADMINISTRATION ORGANIZATION



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

June 2012

NEEDS FOR PROFESSIONAL DEVELOPMENT OF SECONDARY
SCHOOL ENGLISH TEACHERS UNDER NAKHON RATCHASIMA
PROVINCIAL ADMINISTRATION ORGANIZATION



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

June 2012

Copyright 2012 by Srinakharinwirot University

NEEDS FOR PROFESSIONAL DEVELOPMENT OF SECONDARY SCHOOL
ENGLISH TEACHERS UNDER NAKHON RATCHASIMA PROVINCIAL
ADMINISTRATION ORGANIZATION



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

June 2012

Salinee Bowonrattapat. (2012). *Needs for Professional Development of Secondary School English Teachers under Nakhon Ratchasima Provincial Administration Organization*. Thesis, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Thesis Advisor: Dr. Samsak Kaewnuch.

The purpose of this study was to investigate the needs, methods for professional development, and opinions about teaching and learning of secondary school English teachers under Nakhon Ratchasima Provincial Administration Organization. The participants in this study were 176 secondary school English teachers in the second semester of the 2011 academic year. The research tools were a questionnaire and an interview. The questionnaire, which was given to all 176 teachers, consisted of questions about eight aspects of professional needs, including language skills, language knowledge, curriculum development, teaching and learning processes, assessment, research, technology, and psychology. The interview was conducted with ten teachers; it tried to seek for the teachers' opinions about teaching and learning. The data were analyzed using percentages, means, and standard deviations. The findings revealed that at a high level the teachers would like to develop themselves in all aspects of needs. Regarding to the methods of professional development, it was found that the teachers would like to develop themselves through trainings/seminars, educational tours, research, self-study, teaching observations, higher education, and portfolios respectively.

ความต้องการพัฒนาตนเองของครูผู้สอนภาษาอังกฤษในโรงเรียนมัธยมศึกษา
สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ
ในฐานะภาษาต่างประเทศ
มิถุนายน 2555

สาลินี บวรรัตนพันธ์. (2555). *ความต้องการพัฒนาตนเองของครูผู้สอนภาษาอังกฤษในโรงเรียนมัธยมศึกษา สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา. ปรินญาณิพนธ์ ศศ.ม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาปรินญาณิพนธ์: ดร. สมศักดิ์ แก้วหนูช.*

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสำรวจความต้องการ วิธีการพัฒนาตนเอง และความคิดเห็นต่อการเรียนการสอนภาษาอังกฤษในโรงเรียนมัธยมศึกษา ของครูผู้สอนภาษาอังกฤษ สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา กลุ่มประชากรในการศึกษาคือครูผู้สอนภาษาอังกฤษ ทั้งระดับมัธยมต้น และมัธยมปลาย ในปีการศึกษาที่ 2/2554 ผู้ตอบแบบสอบถามมีจำนวน 176 เครื่องมือที่ใช้ในการวิจัยครั้งนี้ คือ แบบสอบถามและการสัมภาษณ์ แบบสอบถามประกอบด้วยคำถาม 8 ด้านของการพัฒนาตนเอง คือ ทักษะด้านภาษา ความรู้ด้านภาษา การพัฒนาหลักสูตรการศึกษา กระบวนการเรียนการสอน การประเมินผล การวิจัย และ จิตวิทยาการศึกษา และการสัมภาษณ์ครูผู้สอนภาษาอังกฤษจำนวน 10 คน บทสัมภาษณ์ ความคิดเห็นเกี่ยวกับการเรียนการสอนภาษาอังกฤษ วิเคราะห์ข้อมูลโดยใช้เปอร์เซ็นต์ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า ครูผู้สอนภาษาอังกฤษมีความต้องการพัฒนาตนเอง อยู่ในระดับสูงทุกด้าน วิธีการที่ครูส่วนใหญ่ปฏิบัติในพัฒนาตนเองได้แก่ การเข้าร่วมอบรมสัมมนา การศึกษาดูงาน การวิจัย การศึกษาด้วยตนเอง การสังเกตการสอน การศึกษาต่อ และการจัดทำแฟ้มสะสมผลงาน

The thesis titled
“Needs for Professional Development of Secondary School English Teachers under
Nakhon Ratchasima Provincial Administration Organization”

by
Salinee Bowonrattanapat

has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Arts degree in Teaching English as a Foreign Language of

Srinakharinwirot University

..... Dean of Graduate School
(Associate Professor Dr. Somchai Santiwatanakul)

June, 2012

Thesis Advisor:

..... Advisor

(Dr. Somsak Kaewnuch)

Oral Defense Committee:

..... Chair

(Dr. Anchalee Jansem)

..... Committee

(Dr. Somsak Kaewnuch)

..... Committee

(Dr. Apichai Rungruang)

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude and greatest appreciation to all those who made it possible for me to complete this thesis.

First of all, I would like to express my deep gratitude to my advisor Dr. Somsak Kaewnuch, for his supervision and invaluable suggestions, which made this research possible. I recognize that I could not have completed this research without his advice.

I would like to express my sincere gratitude to Dr. Anchalee Jansem, who provided invaluable comments on my research.

Besides, my thanks go to all my participants, English teachers under Nakhon Ratchasima Provincial Administration Organization. They were willing to give me valuable data.

Lastly, I would like to give my special thank to my father, my mother, and my husband, Mr. Sarayooth Bowonrattanapat, for their understanding, sincere support and warmest love throughout the completion of this thesis.

Salinee Bowonrattanapat

TABLE OF CONTENTS

CHAPTER	Page
1 INTRODUCTION	1
Rational and Background	1
Purpose of the Study	4
Research Question	4
Significance of the Study	4
Definition of terms	5
2 REVIEW OF THE LITERATURE	6
Current English Education Issues in Thailand.....	6
Professional Language Teacher Development.....	7
Needs Analysis.....	11
Related Researches.....	12
3 METHODOLOGY	15
Participants and Research Design.....	15
Research Instrument.....	15
The Construction of the Questionnaire.....	16
Data Collection	17
Data Analysis	17
4 FINDINGS	19

TABLE OF CONTENTS (Continued)

CHAPTER	Page
5 CONCLUSION, DISCUSSION AND RECOMMENDATION.....	26
Discussion of the Study	26
Discussion and Conclusion	27
Suggestions	31
Recommendation for further study	32
REFERENCES	33
APPENDICES	38
APPENDIX A Questionnaire in Thai	39
APPENDIX B Questionnaire in English	51
APPENDIX C Interview	63
APPENDIX D List of Tables.....	65
VITAE	90

LIST OF TABLES

Table	Page
1 Categorization of the English teachers by gender	66
2 Categorization of the English teachers by age	66
3 Categorization of the English teachers by educational qualifications	67
4 The English teachers' experience in teaching English	67
5 The English teachers attended study visit abroad	68
6 The English teachers' teaching hours per week	68
7 Number of students in class	69
8 Number of English courses taught per	70
9 Levels of English taught by the participants	70
10 Extra work in school	71
11 Teachers' levels of English competence	71
12 Methods that the teachers normally use to develop language skills	72
13 Needs for professional development concerning language skills: listening skills	74
14 Needs for professional development concerning speaking skills	75
15 Needs for professional development concerning language reading skills	76
16 Needs for professional development concerning writing skills ..	77
17 Needs for professional development concerning pronunciation skills.....	78

LIST OF TABLES (continued)

Table	Page
18 Needs for professional development concerning language all language skills	79
19 Needs for professional development concerning English knowledge	79
20 Needs for professional development concerning curriculum development	80
21 Needs for professional development concerning teaching and learning process	81
22 Needs for professional development concerning assessment methods	83
23 Needs for professional development concerning conducting research	84
24 Needs for professional development concerning technology	85
25 Needs for professional development concerning psychology.....	86
26 Comparison needs for professional development in language skills, language knowledge, curriculum development, teaching and learning process, assessment, research, technology and psychology	87
27 Methods for professional development needed by the English teachers	88

CHAPTER I

INTRODUCTION

Rationale and Background

English is used around the world in different areas, such as in communication, knowledge and commerce. It is also used for global networking, for countries to share ideas on common problems affecting them. The language of English is usually considered to be the number-one international language. Undoubtedly, this language is very important in this globalization era. Furthermore, learning foreign languages is essential for the present life because now, in the shrinking world, foreign languages are not only useful for humans to contact with others, seek for knowledge, and find jobs, but also they bring about mutual understanding among peoples of the present world community (Ministry of Education, 2008).

The importance of English is certainly undeniable, and as a result, most countries are attempting to increase their people's English ability. Like other countries that use English as a foreign language, Thailand is trying to improve its people's English competence. However, the mission is difficult because Thai people generally use Thai in everyday lives. Unlike some ASEAN countries where their dialects are totally different and thus they use English as an official language, Thailand has Standard Thai that peoples from all its regions can share. As a consequence, Thai people's English ability is low. The Association of Southeast Asian Nations once announced that the TOEFL scores of Thai students were only higher than those of Cambodian students, but lower than those of students from Singapore, the Philippines, Malaysia, Burma, Indonesia, and Vietnam (Wiriya-chitra,

2010). In addition, the results of O-NET exams from many past years until now have showed that English scores in all schools throughout Thailand are low.

Therefore, it seems very urgent that Thai people's English ability be improved. This involves considering many factors that affect teaching and learning English of students of all ages. One of the factors is English teachers. Teachers certainly play a significant role in the development of English of Thai students. Their qualifications and teaching methods are very important. According to Punthumasen (2007), the qualifications of teachers and effective teaching methods are very important to improve the quality of students' English language learning. The production of teachers by universities and educational institutions is even more important.

However, the preparation of qualified teachers should not take place in universities only. In-service teachers should always have opportunities to develop themselves, to keep themselves up-to-date, and to be more skillful in their teaching. The government, the Ministry of Education and other organizations related to developing teachers need to work together to set up clear policies and strategies to help solve the problems of English teaching. Thailand has been facing problems about the quality of English teachers (Punthumasen, 2007). There are also problems about classroom conditions and teaching methodologies. Thep-Ackrapong (2005) defines that some problems in Thailand exist because of teaching load and other administrative tasks. Nupong (2005) also states that classrooms in Thailand are too large and that Thai teachers have to teach too many hours per week. Teachers especially in government schools also have other administrative duties. These are just a few of many problems that hinder the education of English in this country.

To solve problems related to low proficiency of English of Thai people, one way is to train English teachers. To improve the quality of teachers is a priority as teachers are a key factor to improving the quality of learners. However, Punthumasen (2007) points out that an effective and realistic system of teacher training should be set up and organized in collaboration with various relevant agencies and organizations. Training is one solution to help solve the problems of English teaching. Punthumasen adds it should be organized or offered at various levels to meet the needs of all teachers in elementary schools, secondary schools, and universities, or even in kindergartens. The nature of trainings and teachers' needs for development vary from level to level.

Even though there are many training courses for teachers to attend, the courses provided cannot fulfill their needs, nor can they truly satisfy them (Pham, 2000). In other words, some programs or trainings are offered although teachers do not need them. Teachers participating in training programs may find them useless or irrelevant to their needs. On the contrary, some theorists state that training programs do not suffice. Baiyaem (1997, as cited in Wiriyachitra, 2010) states some teachers are always busy with loads of teaching and additional duties, and do not have many chances to join training programs. In Thailand, however, those claims about sufficient or insufficient training courses and teachers' workloads have not been proved true. As a result, there should be enough explorations of teachers' needs. Research on needs for professional development of English teachers in Thailand is still scarce. The researcher would like to find out what English teachers currently need in their profession. Knowing teachers' needs allows educators to discover ways to help teachers develop themselves. The researcher, therefore, conducted a study on the

topic “The needs for professional development of secondary school English teachers under Nakhon Ratchasima Provincial Administration Organization” which surveyed the participants’ needs in the areas of language skills, curriculum development, teaching and learning process, assessment, research, technology, and psychology.

Purpose of the Study

The purpose of this study was to survey the needs for professional development of the English teachers in all lower and higher secondary schools under Nakhon Ratchasima Provincial Administration Organization in the areas of language skills, curriculum development, teaching and learning process, assessment, research, technology, and psychology.

Research Questions

1. In what areas of teaching and learning English do the English teachers under Nakhon Ratchasima Provincial Administration Organization need to develop in their profession?
2. To what extent do the English teachers need to develop their profession in the areas of language skills, language knowledge, curriculum development, teaching and learning process, assessment, research, technology, and psychology?

Significance of the Study

This study aims to survey the professional development needs and reflect what secondary school English teachers under Nakhon Ratchasima Provincial Administration Organization need. The results will provide information that Nakhon Ratchasima Provincial Administration Organization, administrators of educational institutions, and high-ranking administrators of education in all regions of Thailand may use to prepare and arrange training courses or any other forms of training for

teachers in order to create the betterment of teaching and learning of English in their organizations.

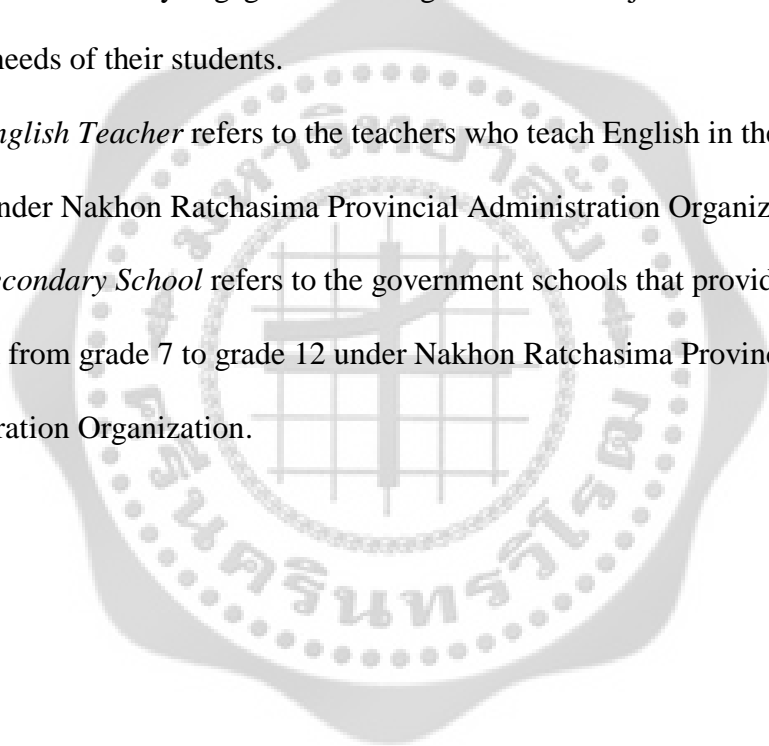
Definition of Terms

Needs refers to the English teachers' desire or want to develop themselves in teaching.

Professional Development refers to the continuing learning process in which teachers are voluntarily engaged in learning how best to adjust their teaching to the learning needs of their students.

English Teacher refers to the teachers who teach English in the secondary schools under Nakhon Ratchasima Provincial Administration Organization.

Secondary School refers to the government schools that provide formal education from grade 7 to grade 12 under Nakhon Ratchasima Provincial Administration Organization.



CHAPTER II

LITERATURE REVIEW

This research aims at studying the needs of professional development of the English teachers in the secondary schools under Nakhon Ratchasima Provincial Administration Organization. The literature and related research are reviewed in the following areas.

1. Current English Educational issues in Thailand
2. Professional Language Teacher Development
3. Needs Analysis
4. Related Research

Current English Educational Issues in Thailand

With the rapid progress of information and communication technology during recent decades, a vast amount of knowledge has been spreading through our borderless world. As the quantity and power of knowledge has increased greatly, the world has been pushed into a knowledge-based economy as well as the knowledge-based society. With this unprecedented global change, an ever increasing number of developed and developing countries have been making great efforts to build up international cooperation and networks in order to seek ways to develop their own country politically, economically and socially. In this trend of globalization, the most important language being used among countries, institutions, and individuals all over the world is the English language. All evidence in recent years indicates that the English language education will be a critical priority for education systems in most developing countries for many years to come.

Punthumasen (2007) states that Thailand has been facing problems relating to the quality of English teachers and those problems have resulted in a low standard of English achievement of Thai students, even though the Ministry of Education has made great efforts and allocated large budgets to train teachers of English throughout the country. In addition, the study of Nupong (2005) about the existing English teaching problems of English teachers and identifying their needs for professional development revealed that the highest problem English teachers were facing was their insufficient knowledge about the methods and activities of teaching.

In order to help learners achieve in learning English, the quality of English teachers should be a concern. As English teachers play a significant role in developing teaching and learning English around the country, professional development of English teachers should be focused on.

Professional Language Teacher Development

School reform and accountability initiatives call for a new role for professional development in the career paths of teachers. According to Darling-Hammond (1998), Diaz-Maggioli (2004), and Sparks (2002), current research shows a strong correlation between teachers' teaching and students' school success. The three authors highlighted that professional development has become increasingly important as a way to ensure that teachers succeed in matching their teaching goals with their students' learning needs. In the case of second language teachers, professional development is needed to enable them to help their students develop proficiency in the target language and an understanding of the cultures associated with that language. Hutchinson and Waters (1994) state that second language teachers need to keep up to date with courses based on an analysis of learner needs.

A study of professional development was conducted by Diaz-Maggioli (2004). He believes that professional development is an elusive term in education. He also defined professional development as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. And also, Luanganggoon (2007) states that professional development means the process of growth in capability and maturity of their professional career in which teachers add range, depth and quality to the performance of teachers' profession tasks.

Professional Development Strategies

According to Davies and Pearse (2000) there are three broad categories of development options of professional language teacher development: self-development, co-operative development, and formal development. Self-development is a way of keeping up with reflecting oneself through, for example, diary writing, recording lessons, and reading English teaching articles. Co-operative development refers to communicating with one another to share experiences. Formal development refers to professional development programs demanded by employers and organized by institutions. In-service training courses are part of formal development. Some common formal development strategies include peer coaching, studying group, dialogue journals, professional development portfolios, mentoring, and participatory practitioner research.

Peer coaching

Peer coaching is based on the three-phase model of Planning → Observation → Feedback that is known as clinical supervision (Cogan, 1973). Cogan (1973) claims that pairs of teachers, who have been trained the model, visit each other's classes and

provide each with insights and advice on their teaching. Teachers themselves decide on what and where to focus for observation and what observation instruments to use. Besides, they reflect on the results of the observation based on their development needs.

Study Groups

Birchak, Connor, Crawford, Kahn, Kaye, Turner, and Short (1998) state that study groups involve teachers reviewing professional literature or analyzing samples of student work. Groups interact around scripts or agendas known as protocols and lesson plans. Samples of students' work are used for analysis. It is a chance for foreign language teachers to engage in the language they are teaching. In meetings leadership is shared and rotated among members. According to Birchak, Connor, Crawford, Kahn, Kaye, Turner, and Short (1998) study groups are appropriate for teachers who could do with an improved comprehension of research and knowledge in the field or of ways to determine their students' work and for those who need to look more of themselves and their position toward their teaching or their students' learning.

Dialogue Journals

According to Peyton (1993), dialogue journals are conversations in writing. Although these journals have been widely used in language and literacy classrooms since their first documented use (Stanton, Shuy, Peyton, & Reed, 1998), it is only in recent times that they found a place in the professional development field. If a teacher is unable to meet with colleagues because of time or distance they may choose to keep a written conversation with a mentor or peer as a way of sharing knowledge and thoughts on their instructions. Dialogue journal writing can be used as a means to lengthen the communication time between colleagues and is particularly suitable for

teachers whose level of expertise and needs vary. Dialogue journals can also provide an offer foreign language teachers a chance to test and improve their writing skills in the target language.

Professional Development Portfolios

Lange (1997) provides a way for professionals to focus on and document their own development in specific areas. A portfolio is a systematic collection of teaching artifacts and reflections.

Mentoring

Peyton (1993) points out that mentoring refers to the collaboration and feedback between a more knowledgeable professional and a less experienced colleague in teaching and learning. Mentors, more experienced persons, provide advice, support, encouragement, and modeling for their mentees, who, in turn, provide mentors with opportunities to use and reflect on their expertise.

Participatory Practitioner Research

According to Diaz-Maggioli (2004), participatory practitioner research is commonly known as action research. It involves groups of colleagues analyzing a situation, reflecting on that analysis, coming up with a plan, and implementing it in order to improve current conditions. The focus for this analysis can range from students' learning, to school culture and climate, to teachers' own distinctive issues (language proficiency and use, handling of classroom procedures, etc.). Teachers have a chance to closely look at their teaching situations, to gain a better understanding, and to improve them. This is the fundamental value of this strategy.

In conclusion, professional development strategies help teachers to translate theoretical knowledge into effective classroom practices which are limited in these contemporary societies.

Needs Analysis

Richard (2001) defines that language curriculum development starts frequently with determining how to design a syllabus and address specific needs and wants of learners. Nunan (1996) states that a needs analysis is a set of procedures to specify the parameters of a course of study. He also defines that procedures used to collect information about learners' needs are known as needs analysis. The results will then help the provider or educator to select the activities and materials relevant to the learners' needs and desires. The results will then help the provider or educator to select the activities and materials relevant to the learners' needs and desires. Next, Dudley-Evans and Jo St John (2000) define needs analysis as the process of establishing the *what* and *how* of a course which should go along well with the evaluation of the process. The three steps involved collecting data, analyzing data and implementing the results. Nunan (1996) addresses that needs analysis may take place prior to, during, or after a language program. It also assumes that time and resources are available to plan, collect, and analyze relevant information for a planned program of instruction. Nunan also states that questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities, attitudes and beliefs.

To sum up, needs analysis involves collecting information that helps, for example, educators to understand the needs of a group of people. Activities to respond to the needs of a group of people take place after needs analysis. Needs analysis can take place to create courses, syllabuses, materials and strategies in teaching and learning.

Related Research

Jansopha (2006) studied needs for professional development of the English teachers of a secondary school in Uttaradit province. She found that the needs for professional development of the English teachers were at a high level. The aspects or topics surveyed in the study include *teaching and learning process, curriculum development, assessment and evaluation, psychology, research, language skills, and technology respectively.*

Nupong (2005) surveyed the existing English teaching problems of teachers of English as well as identifying their needs for professional development. With reference to the needs of teachers for their professional development, it was disclosed that their needs for different types of professional development were at a high level while their needs for content areas of professional development were at the highest level. Regarding the ranks of their needs, it was revealed that attending trainings, workshops, or seminars in English teaching and learning was the topmost activity the teachers chose. Moreover, the highest rank of their needs for the content areas was the teaching of listening and speaking.

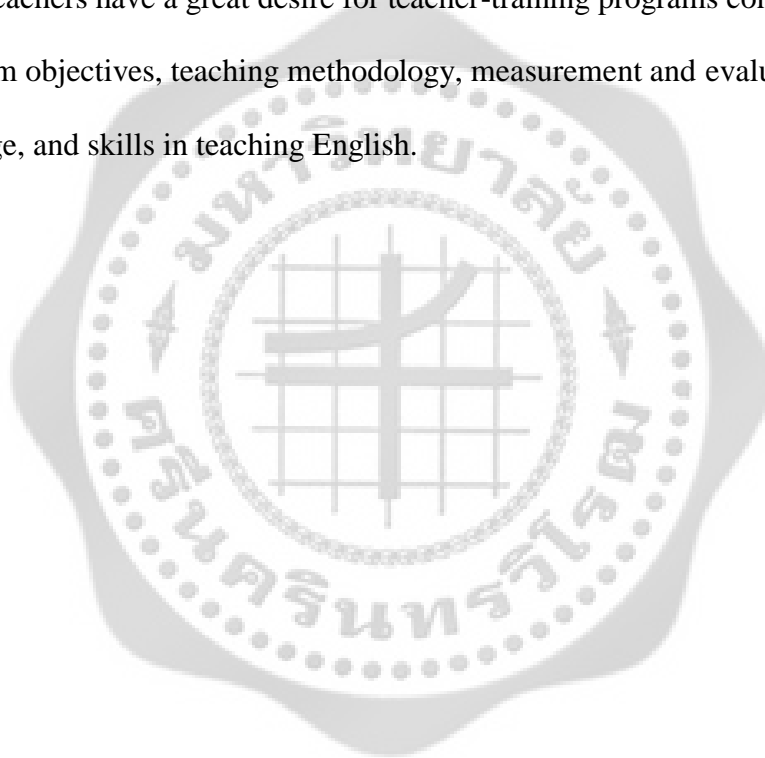
Eakwongsa (2003) studied the problems and needs for technical development of industrial teachers in Rajabhat Universities in the Northeast of Thailand. He found that the needs for technical development of industrial teachers were at a high level in

all aspects: research and technical development, teaching media, teaching technique and method, curriculum, and measurement and evaluation, ordered from high to low respectively.

Resnick (2005) points out that to be effective, professional development has to provide teachers with a way to directly apply what they learn to their teaching. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum material that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success. His studies suggest that the more time teachers spend on professional development, the more significantly they change their practices. However, he says that while adequate time for professional development is essential, studies also show that by itself, more time does not guarantee success. If the sessions do not focus on the subject-matter content that research has shown to be effective, then the duration will do little to change teachers' practices and improve student learning. Resnick concludes that changing goals for learning, coupled with shifts in curriculum emphases and a deeper understanding of teacher learning and student thinking, have led to new findings about the impact of teacher professional development and how best to sharpen teachers' skills and knowledge.

Intajuck (2003) studied the conditions and problems of English teaching based on the 2001 basic school curriculum in Mathayomsuksa 1 of the secondary schools in Uttaradit province and found that the most serious problems for English teaching were curriculums, materials, and learning resources. The less serious problems were teaching and learning and also problems related to evaluation.

Promsiri (1996) explored the problems of English teaching and training needs of English teachers at the upper-secondary level and found that problems in English teaching occur at many different levels ranging from the fairly serious to the very serious level. The very serious problems concern students and technical aids. The fairly serious problems involve curriculum objectives, textbooks, teaching methodology, measurement and evaluation, and teachers' English competence. English teachers have a great desire for teacher-training programs concerning curriculum objectives, teaching methodology, measurement and evaluation knowledge, and skills in teaching English.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology of the research. First, it describes the participants of the study. Second, it presents the research instruments. Third, it explains the construction of the questionnaire. Finally, it presents the data collection and data analysis.

Participants and Research Design

The participants were 176 English teachers under Nakhon Ratchasima Provincial Administration Organization from 58 schools. The study was survey research, conducted in the second semester of the 2011 academic year.

Research Instrument

The instruments of this study were a questionnaire and an interview. The questionnaire was in Thai and consisted of four parts:

Questionnaire (see Appendix A (Thai) Appendix B (English))

Part 1: General information

This part asked for information about gender, age, educational qualification, experience in teaching English, oversea study tour, number of teaching hours per week, average number of students in class, number of English courses taught per week, English class level, extra work in school, methods of self-development, and level of teachers' English competence.

Part 2: Needs for professional development of the English teachers

This section was constructed by using a five-scale Likert method, consisting of professional development in language skills, language knowledge, curriculum

development, teaching and learning processes, assessment, research, technology, and psychology of education. The five levels of needs were 5) highest level of need, 4) high level of need, 3) moderate level of need, 2) low level of need, and 1) lowest level of need.

Part 3: Methods of professional development needed by the English teacher

This part was a checklist form including methods for professional development needed by the English teachers: training/seminars, observation teaching, further education, educational tours, self-study, classroom research, and portfolios.

Part 4: Suggestions for professional development of the English teachers

This part was open-ended questions and additional comments.

An interview about English teaching and learning (see Appendix C)

As the researcher would like to discuss the teachers' needs descriptively, the study included an interview. This was a semi-structured interview. The questions covered matters about teaching and learning English in a secondary school. The interview was in Thai.

The Construction of Instruments

The researcher studied various documents, including the core English curriculum of the Ministry of Education, theories related to needs and professional development of the English teachers, and other related research.

The questionnaire was adapted from Jansopha (2006), because she studied professional development strategies and needs analysis, the same topic.

To find more supporting information, a semi-structured interview was constructed. The interview involved face-to-face conversations in Thai with ten teachers, five at each time. The interviewee groups were selected by convenience.

The questionnaire and the interview were examined by an academic advisor and five experienced teachers, and the Item-Objective Congruence (IOC) was between .67 and 1.00. The questionnaire was piloted with 30 English teachers and the interview was piloted with 3 teachers in order to establish its reliability.

Data Collection

1. Letters from the Dean of the Graduate School, Srinakharinwirot University were sent to the directors of 58 schools under Nakhon Ratchasima Provincial Administration Organization to ask for permission to collect data.

2. Questionnaires were distributed to all the English teachers (227) in those schools (58) within a period of one month.

3. The questionnaires that were not returned to the researcher by the end of second week were followed up.

4. There were two focus group interviews with ten teachers, five at each time. The interviews were in Thai and face-to-face structured. The interviewees were notified an appointment one week in advance. The data from the interviews were audio recorded with the agreement of the participants and after that transcribed.

Data Analysis

The data analysis was carried out by using a computational program, the Statistical Package for Social Science: SPSS (Version 17.0).

1. The general data about the participants in Part 1 were analyzed using frequencies and percentages.

2. The levels of needs of professional development of the English teachers in Part 2 were analyzed using mean scores and standard deviation scores. Five rating scores were used to calculate mean scores, as shown below:

Scale	Mean Range	Level of Needs
5	4.50 – 5.00	highest
4	3.50 – 4.49	high
3	2.50 – 3.49	moderate
2	1.50 – 2.49	low
1	1.00 – 1.49	lowest

3. The professional development needs of the teachers in Part 3 were analyzed using means distributions and percentages.

4. The suggestions from open-ended questions for professional development of the English teachers in Part 4 were categorized and summarized.

5. The interview answers about teaching English were categorized and summarized. These data were explained and discussed quantitatively.

CHAPTER IV

FINDINGS

This chapter deals with the results of the study. The research questions formulated in Chapter 1 serve as the framework for the presentation of the findings. The analysis was based upon the data obtained from the returned questionnaires.

Part 1: General Information

The data from Tables 1-12 (see Appendix D) show that the majority of English teachers were female, age between 31-40 years old, mostly held a bachelor's degree in English, and had been teaching English more than 21 years. A large number of them had never been abroad, had teaching periods about 16-20 hours per week. Generally, the numbers of students in the English classes were 30-40 students. Most of the English teachers taught 2 English courses both at the lower secondary level and upper secondary level. Most of the teachers considered their level of English competence to be at a medium level. The majority of English teachers had extra work in school. Nevertheless, the three topmost methods which the English teachers used to develop their English language skills were searching English information on the Internet, participating in teacher-training programs or seminars in English teaching, and reading English documents and textbooks concerning English teaching.

Part 2: Needs for professional development of secondary school English teachers under Nakhon Ratchasima Administration Provincial Organization

In Part 2, the respondents were asked to indicate their needs for the development of their profession in the form of needs for language skills (items 1-30), language knowledge (items 31-33), curriculum development (items 34-40), the

teaching and learning process (items 41-62), assessment and evaluation (items 63-73), research (items 74-76), technology (items 77-85), and psychology (items 86-88). A five-rating scale was used (highest level of need to lowest level of need), and the mean scores derived from this scale were interpreted with the following ranges:

Scale	Level of Needs	Mean Range
5	highest	4.50 – 5.00
4	high	3.50 – 4.49
3	moderate	2.50 – 3.49
2	low	1.50 – 2.49
1	lowest	1.00 – 1.49

(Based on Saiyot, L. & Saiyot, A., 1997)

The answers of this part, which is for research question one about the areas of teaching and learning English that the teachers needed to develop, are presented in Tables 13-26 (see Appendix D).

The findings revealed that at a high level, the teachers would like to develop themselves in all aspects of needs. From high to low, the teachers wanted to develop themselves in psychology, research, assessment, language knowledge, curriculum development, teaching and learning process, technology, and language skills respectively.

Part 3: The methods of professional development needed by the English teachers

Table 27 (see Appendix D) shows that the majority of the respondents needed training/seminars at the highest level (96%), followed by conducting research (93.8%), education tours (92%), observed teaching and self-study (89.2%), further education (87.5%), and creating portfolios (56.3%).

Most of the English teachers who needed trainings/seminars needed training courses for 1-3 days (43.8%). For those who needed knowledge about conducting research, it was found that 54% of them needed to conduct research with groups of the same interest. As for those who needed education tours, it was found that 69.3% of needed education tours abroad. For those who needed observed teaching, it was found that 41.5% of them needed to be observed by heads of foreign language departments. Next, 60.2% of those who needed self-study needed to study on the Internet. Finally, 74.4% of those who needed further education needed it in Thailand, with 33.5% of them wanting study at weekends.

Part 4: Suggestions for professional development of the English teachers

This part was open-ended questions. The participants of this study suggested ways for themselves to improve their professional skills as follows:

Language Skills

Since English teachers' competence is very necessary, English teachers should use English and communicate accurately in order for them to be a role model for students. The participants stated that teachers should improve their language skills continually. Also, there should have some exchange foreign teachers in each school. Teachers, in addition, should, have many opportunities to practice their English. English teachers should try to use English frequently in their daily life. They should continually develop themselves in the language areas they are interested in. English training courses should be arranged more often and assessed.

Curriculum Development

The participants suggested that curriculums which contain suitable contents for students should be offered to English teachers. There should be a training course

about writing a curriculum. In addition, English teachers should be asked to write their own local curriculums.

Teaching and Learning Processes

All the secondary schools under Nakhon Ratchasima provincial administration organization should have a shared curriculum so that they can maintain the same standard of English education. The English teachers should focus on child-centered teaching methods. There should be curriculums for teaching students with learning disabilities as well. Moreover, in lesson plans there should be much concern about creating positive attitudes towards learning English. Finally, there should be more training courses about teaching and learning processes.

Assessment

English teachers should learn how to construct a variety of assessments. Assessment tools should be various, updated, valid, and appropriate for learners' levels. There should be regular training courses that focus on helping teachers to construct various assessment instruments.

Research

In the present time, there are so many teachers who misunderstand about the methods and procedures in constructing classroom research, so it is essential for English teachers to be trained about conducting classroom research. Teachers should have experts to consult about conducting research. In addition, English teacher should create a research team among their neighboring schools in order to share experience and use it together.

Technology

Every school should have a language laboratory. At present, teachers should learn how to use e-learning in their classrooms. Moreover, there should be enough trainings for teachers to use e-learning technology. In addition, there should be a variety of innovation and technology in teaching and learning.

Psychology

Psychology is very important. There should be psychology training courses for English teachers. English teachers should learn how to treat their students appropriately because they are different.

Other Suggestions

There should be additional English courses for English teachers at least every three months. Also there should be scholarships for teachers to pursue a higher degree. Moreover, education tours abroad should be offered to English teachers. Finally, extra work (administrative work) of English teachers should be reduced.

Interviews about teaching and learning

The ten English teachers interviewed thought that professional development was very important to them because of the rapid changes in the world. Thus, they had to catch up with technology in order to adjust themselves to be part of globalization. Besides, they insisted that they had to prepare themselves and their learners to become a member of ASEAN.

For the English teachers interviewed, adapting teaching and learning methods is essential. For them, the communicative approach is widely used in the country, but it should be adjusted to fit the learners. Teachers should not use it without correctly understanding it. In addition, the participants thought that teachers should teach their

students basic English knowledge which in turn should be related to the core curriculum.

The English teachers believed that applying the current trends of English education in all schools may not be appropriate. Teachers should understand that a trend may be appropriate for one school but not for another. One current trend is the communicative approach. If it would be applied in all schools, the standard should not differ whether it is in big or small schools.

As for the strategies used, the English teachers used a variety of strategies. It depended on their students. Most of them focused on child centered approaches. They thought that the students should participate in all teaching and learning activities. They should constantly be motivated to learn.

Next, the English teachers thought that they should be a role model, not only by dressing appropriately but also by teaching effectively. Moreover, they thought they should have good knowledge and also good teaching methods.

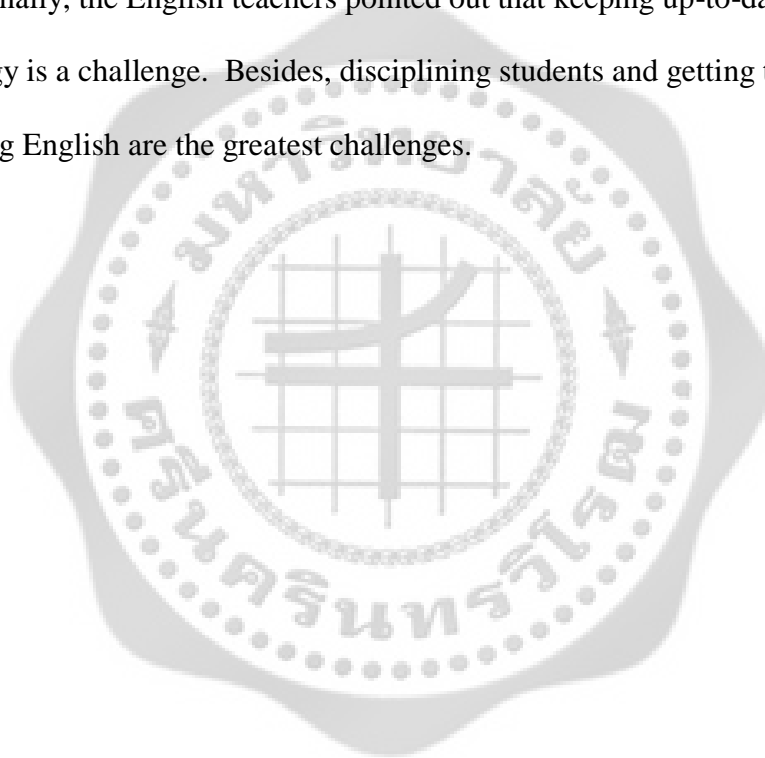
The English teachers thought that students' attitude was a main factor in their teaching. In addition, school administration and high-ranking administrators affected the effectiveness of the teaching.

For the teachers, limited budgets are one big obstacle for them because they would like to use more teaching technology in their teaching. Technological equipment is still insufficient. They believed that if they have some more teaching it might help the learner learn English with fun and finally contribute to a positive attitude in students.

With regard to helping students to be creative, some of the English teachers used project work to encourage creativity in their classes. Most of them tried to use interactive activities and to integrate them.

The majority of the English teachers agreed that each student's ability varied, so to help them achieve in their learning, teachers have to adjust their lesson plans to suite their students' level.

Finally, the English teachers pointed out that keeping up-to-date with current technology is a challenge. Besides, disciplining students and getting them interested in learning English are the greatest challenges.



CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATION

The purpose of this study was to survey the needs for professional development of the English teachers in all lower and higher secondary schools under Nakhon Ratchasima Provincial Administration Organization. The study was conducted to answer two research questions:

1. In what areas of teaching and learning English do the English teachers under Nakhon Ratchasima Provincial Administration Organization need to develop in their profession?

2. To what extent do the English teachers need to develop their profession in the areas of language skills, language knowledge, curriculum development, teaching and learning process, assessment, research, technology, and psychology?

Discussion of the Study

This study investigated needs for professional development of the English teachers. The findings presented in Chapter 4 are discussed and interpreted as follows.

In terms of working conditions and readiness for working, most of the teachers (57.4%) thought that they had a moderate level of English competence; only ten of them (5.7%) thought that they were very good. Almost all of them (94.3%) were assigned extra work by their administrators. Besides, the majority of them (56.8%) had to teach 16-20 hours per week, whereas half of the teachers (50%) had 30-40 students in their classes. They certainly had overloads of teaching.

Although the English teachers were overloaded with work, most of them tried to develop themselves. The top three methods which the English teachers used to develop their English language skills were searching English information on the Internet (41.5%),

participating in teacher-training programs/seminars in English language teaching (26.7%), and reading English documents and textbooks concerning English language teaching (13.1%).

With regard to the needs for profession development concerning language skills, English knowledge, curriculum development, teaching and learning processes, assessment, research, technology, and psychology, it was found that the English teachers needed to develop themselves in all those aspects at a high level. The mean scores from a five-scale questionnaire for those areas were 3.72, 4.04, 4.07, 4.06, 4.08, 4.17, 3.93, and 4.17 respectively.

As for the methods or forms for professional development needed by the English teachers, it was found that the English teachers needed trainings/seminars (96%) followed by knowledge conducting research (93.8%), education tours (92%), observed teaching and self-study (89.2%), further education (87.5%), and portfolios (56.3%) respectively.

Discussion & Conclusion

This study was similar to that of Jansopha (2006) about the needs for professional development of the English teachers of a secondary school in Uttaradit province. She found that the needs for professional development of the English teachers were at a high level. The aspects or topics surveyed in the study included *teaching and learning process, curriculum development, assessment and evaluation, psychology, research, language skills, and technology respectively*. The results of this study and Jansopha's study were the same; the teachers needed to improve themselves in all aspects at a high level. Jansopha found that the teachers wanted to develop themselves most in the areas of teaching and learning processes and curriculum development, but in this research the teachers wanted to improve most in the areas of psychology, research, and assessment.

This study investigated needs for professional development of secondary school English teachers. The findings are discussed and interpreted as follows:

1. Needs for Professional Development Concerning Language Skills

The English teachers' needs to develop their language skills were at a high level. This reveals that the majority of the English teachers considered that English competence is an important qualification of English teachers. They might realize that teachers have to be a role model and this might have made them want to improve their English skills. In other words, they are motivated. Administrators or educators, therefore, should offer more training programs for them.

2. Needs for Professional Development Concerning Language Knowledge

In this study, language knowledge refers to knowledge about the grammar, vocabulary, and culture of the English language. The teachers' needs for professional development concerning language knowledge were also at a high level. This implies that the teachers thought that they were not good enough at the language. The government and institutions responsible for developing teachers should offer many training programs on language knowledge for secondary school English teachers. Training programs should be offered regularly and sufficiently.

3. Needs for Professional Development Concerning Curriculum Development

It was found that the teachers' needs for curriculum development were at a high level. Richard (2001) states that language curriculum development starts frequently with determining how to design a syllabus and how to address specific needs and wants of learners. The teachers might think that they have to know the curriculum well if they wanted to achieve their teaching objectives. This is a good sign which shows that the teachers knew that the contents of their teaching affected the success of their teaching.

4. Needs for Professional Development Concerning the Teaching and Learning Processes

It was found that the teachers clearly wanted to develop themselves in the teaching and learning processes; they might have realized that their students' achievement was low. This involves teaching methodologies. Most of the teachers in the interviews and the scores from the questionnaires stated that they wanted to learn more about teaching methodologies. They might want to gain more knowledge about teaching methods in order to make their teaching successful.

5. Needs for Professional Development Concerning Assessment

The English teachers' needs concerning assessment were at a high level. In fact, most of the teachers interviewed said that their tests questions were mostly multiple-choice items that they believed do not quite reflect the contents of their lessons. They needed to learn how to relate their lessons well with their assessment. The results of this study show that the teachers knew that their assessment must be reliable, valid, and appropriate for the learners' levels, and that they needed to know more about assessment.

6. Needs for Professional Development Concerning Research

The results indicated that the English teachers wanted to conduct research in their teaching in order to improve it. This is a good sign. This was probably because nowadays the teachers are assigned to do classroom research at school, at least one project per semester. They might encounter many problems when conducting classroom research, so they needed to understand it well. According to Birchak, Connor, Crawford, Kahn, Kayer, Turner, and Short (1998), study groups are appropriate for teachers; working in groups can bring an improved comprehension of research and knowledge. Seminars or trainings, as a result, are useful in that they bring teachers together to learn

how to conduct research. The teachers interviewed stated that more seminars or trainings designed to enhance knowledge about conducting research are necessary.

7. Needs for Professional Development Concerning Technology

The English teachers wanted to learn more about technology. They certainly knew that in the globalization era, technology is very important. Teaching materials, therefore, need to be technologically-based. Unfortunately, most schools are not equipped with enough or modern technology. While children nowadays are keen at using technology in their daily lives, teachers are behind their students in terms of technology. So, there should be more trainings for teachers to use technology.

8. Needs for Professional Development Concerning Psychology

The English teachers knew that knowledge about psychology was essential because it is very important to help them understand the students' behaviors. In general students come from different backgrounds. Teachers always have difficulties dealing with them. The more teachers understand their students, the more successful they can manage their classes and fulfill their students' needs. This is why they want to know more about psychology in children.

Suggestions

English teachers should be eager in learning. To develop themselves is crucial. It is impossible not to develop themselves in this globalized age. They should update their knowledge about technology and teaching techniques. For example, they can be a member of the Thai TESOL or read English education journals that can help them to acquire knowledge and know new teaching techniques. There are many points or aspects in which teachers can develop themselves. According to the findings, teachers should improve themselves in all areas.

English teachers should seek for knowledge about psychology for teaching and learning so that they might get to know their students better and can motivate them successfully.

In addition, English teachers should know and be able to use technology, innovation, methodology, and a variety of multimedia so that they can manage their teaching effectively.

Besides, school administrators should support English teachers, in forms of, for example, budgets, teaching facilities, research funds, seminars, conferences, and training programs. Also, they should help arrange more activities about language skills which are fun and which promote a good atmosphere that might bring a positive attitude toward the English language.

Finally, provincial administration organizations or education service offices should arrange development training packages which meet the needs of English teachers. There should be follow-up programs to investigate the results of training and development programs. Moreover, they should support English teachers with scholarships to further their education and set up school networks for teachers to collaborate with others. Through all these, teachers will find themselves qualified from their teaching career and will work better.

Recommendations for further study

1. An investigation on students' needs towards teaching and learning English should be conducted.

2. A survey of primary English teachers' needs should be conducted. The findings could be compared to those of this study. The information gained will be useful for organizations; they will use it to train teachers, and this means an improved standard of education.

3. After a program of professional development for teachers is over, there should be a follow-up study to decide whether the program is useful and worth repeating or not. Reasons of success or failure should be sought for so as to improve the next professional development programs.



REFERENCES

- Birchak, B., Connor, C., Crawford, K., Kahn, L., Kayser, S., Turner, S., & Short, K. (1998). *Teacher study groups: Building community through dialog and reflection*. Urbana, IL: National Council of Teachers of English.
- Cogan, M. L. (1973). *Clinical supervision*. Boston: Houghton Mifflin.
- Darling-Hammond, L. (1998). *Teacher learning that supports student learning*. *Educational Leadership*, 55(5), 6-11.
- Davies P., & Pearse E. (2000). *Success in English teaching*. Oxford: Oxford University Press.
- Diaz-Maggioli, G. (2004). *A passion for learning: Teacher-centered professional development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Dudley-Evans T., & Jo St John, M. (2000). *Developments in English for specific purposes: A multi-disciplinary approach*. London: Cambridge University Press.
- Eakwongsa, D. (2003). *English language teaching in East Asia today: Changing policies and practices*. Singapore: Times Academic Press.
- Hutchinson, T., & Waters, A. (1994). *English for specific purposes*. London: Cambridge University Press.
- Intajuck, C. (2003). *The conditions and problems on the English teaching based on 2001 basic school curriculum at Mathayomsuksa one in the secondary schools 2003, Uttaradit Province*. (Unpublished Master's thesis). Uttaradit Rajabhat University, Thailand.

- Jansopha, R. (2006). *Needs for professional development of the English teachers in the secondary schools in Uttaradit Province*. (Unpublished Master's thesis). Uttaradit Rajabhat University, Thailand.
- Khamkhien, A. (2010) Teaching speaking and English speaking tests in the Thai context: A reflection from Thai perspective. *Journal of Language Teaching and Research*. (pp. 757-764). Retrieved from <http://journal.ccsenet.org/index.php/elt/article/view/5253>
- Ministry of Education. (2008). The basic education core curriculum B.E. 2551. Retrieved from <http://www.act.ac.th/document/1741>
- Nunan, D. (1996). *The learner-centered curriculum*. London: Cambridge University Press.
- Nupong, D. (2005). English teaching problems and the needs for professional development of teachers of English in education extended schools under the jurisdiction of the office of primary education, Nakhon Ratchasima. Retrieved November, 30, 2011 from http://www.culi.chula.ac.th/e-Journal/research_05.htm
- Peyton, J. K. (1993). *Dialogue journals: Interactive writing to develop language and literacy*. Washington, DC: National Clearinghouse for ESL Literacy Education. Retrieved from <http://www.cal.org/ericcll/digest/peyton01.html>
- Pham, H. H. (2000). Teachers: A real need for English departments in Vietnam. Retrieved from <http://www.exchange.state.gov/forum/vols/vol39/no4/p30.htm>
- Promsiri, R. (1996). *A survey of English teaching problems and wants in teacher*

training of upper-secondary English teachers in government secondary schools in education region 12. (Unpublished Master's thesis). Mahidol University. Thailand.

Punthumasen, P. (2007) International program for teacher education: An approach to tackling problems of English education in Thailand. Retrieved from <http://www.worldedreform.com/pub/paperie13dec07>

Luangangoon, N. (2007). *Language research for teachers: Seven-model studies.* Mahasarakham University: Maharakham.

Resnick, L. B. (Ed). (2005). Teaching teachers: Professional development to improve student achievement. *Research points: Essential Information for Education Policy*, 3(1), 1–4. Retrieved from http://www.aera.net/uploadedFiles/Journals_and_Publications/Research_Points/RPSummer05

Richards, J.C. (2001). *Curriculum development in language teaching.* London: Cambridge University Press.

Saiyot, L., & Saiyot, A. (1997). *Research and Methodology.* Bangkok: Chulalongkorn University Press, [inThai].

Sparks, D. (2002). *Designing powerful staff development for teachers and principals.* Oxford, OH: National Staff Development Council.

Staton, J., Shuy, R. W., Peyton, J. K., & Reed, L. (1998). *Dialogue journal communication: Classroom, linguistic, social, and cognitive views.* Norwood, NJ: Ablex.

Thep-Ackrapong, T. (2005) Teaching English in Thailand: An uphill battle. Retrieved from http://hu.swu.ac.th/hu/journal/JournalVol27_1

Wiriyachitra, A. (2010). International program for teacher education: An approach

to tackling problems of English education in Thailand. Retrieved July 19, 2011, from <http://worldedreform.com/pub/paperie13dec07>





APPENDICES



APPENDIX A

Questionnaire in Thai

แบบสอบถามเพื่อการวิจัย
เรื่อง
ความต้องการพัฒนาตนเองของครูผู้สอนภาษาอังกฤษในโรงเรียนมัธยมศึกษา
สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา (อบจ.นม.)

คำชี้แจง

ผู้ตอบแบบสอบถามเป็นครูผู้สอนภาษาอังกฤษในโรงเรียนมัธยมศึกษาสังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา แบบสอบถามฉบับนี้ มี 4 ตอน คือ

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 ข้อมูลเกี่ยวกับความต้องการพัฒนาตนเองของครูผู้สอนภาษาอังกฤษในโรงเรียนมัธยมศึกษา

ระดับความต้องการ คือ

ระดับ 5 หมายถึง ท่านต้องการพัฒนาตนเองมากที่สุด

ระดับ 4 หมายถึง ท่านต้องการพัฒนาตนเองมาก

ระดับ 3 หมายถึง ท่านต้องการพัฒนาตนเองปานกลาง

ระดับ 2 หมายถึง ท่านต้องการพัฒนาตนเองน้อย

ระดับ 1 หมายถึง ท่านต้องการพัฒนาตนเองน้อยที่สุด

ตอนที่ 3 วิธีการที่ครูภาษาอังกฤษในโรงเรียนมัธยมศึกษาต้องการพัฒนาตนเอง

ตอนที่ 4 ข้อเสนอแนะเกี่ยวกับการพัฒนาตนเองของครูผู้สอนภาษาอังกฤษในโรงเรียนมัธยมศึกษา

ขอขอบคุณทุกท่านที่กรุณาตอบแบบสอบถาม

นางสาลินี บวรรัตนพัฒน์

นิสิตปริญญาโท สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒประสานมิตร

ปีการศึกษา 2554

หากมีข้อสงสัยหรือต้องการสอบถามข้อมูลเพิ่มเติม

โปรดติดต่อ โทร. 085-826 5379

แบบสอบถามความต้องการพัฒนาตนเองของครูผู้สอนภาษาอังกฤษ
ในโรงเรียนมัธยมศึกษา สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา

ตอนที่ 1 ข้อมูลทั่วไปของครูผู้สอนภาษาอังกฤษ

คำชี้แจง กรุณาตอบแบบสอบถามโดยทำเครื่องหมาย (/) ลงในช่อง หรือเติมข้อมูลให้สมบูรณ์ ตรงตามข้อมูลของท่าน

1. เพศ ชาย หญิง
2. อายุ 20-30 ปี 31-40 ปี
 41-50 ปี 51-60 ปี
3. วุฒิการศึกษา ต่ำกว่าปริญญาตรี ปริญญาตรี
 ปริญญาโท ปริญญาเอก
โปรดระบุวิชาเอก.....
4. ประสบการณ์ในการสอนภาษาอังกฤษ
 1-5 ปี 6-10 ปี
 11-15 ปี 16-20 ปี 21 ปีขึ้นไป
5. การเดินทางไปศึกษาดูงาน อบรมหรือศึกษาต่อต่างประเทศ
 เคยไป โปรดระบุวุฒิบัตรที่ได้รับ
ประเทศ
 ไม่เคยไป
6. จำนวนชั่วโมงที่สอนภาษาอังกฤษต่อหนึ่งสัปดาห์
 น้อยกว่า 6 ชั่วโมง 6-10 ชั่วโมง
 11-15 ชั่วโมง 16-20 ชั่วโมง 21 ชั่วโมง ขึ้นไป
7. จำนวนนักเรียนโดยเฉลี่ยในแต่ละชั้นเรียนภาษาอังกฤษ
 น้อยกว่า 30 คน 30-40 คน
 41-50 คน 51 คน ขึ้นไป
8. จำนวนวิชาที่สอนต่อสัปดาห์
 1 วิชา 2 วิชา
 3 วิชา 4 วิชา 5 วิชา
9. ระดับชั้นที่ท่านสอนภาษาอังกฤษ
 ระดับมัธยมศึกษาตอนต้น (ช่วงชั้นที่ 3)
 ระดับมัธยมศึกษาตอนปลาย (ช่วงชั้นที่ 4)
 ทั้งระดับมัธยมศึกษาตอนต้นและระดับมัธยมศึกษาตอนปลาย

ตอนที่ 2 ข้อมูลเกี่ยวกับความต้องการพัฒนาตนเองของครูผู้สอนภาษาอังกฤษในโรงเรียนมัธยมศึกษา

คำชี้แจง ให้ทำเครื่องหมาย (/) ลงในช่องที่ตรงกับความต้องการในการพัฒนาตนเองของท่าน

5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย 1 = น้อยที่สุด

ลำดับ	ข้อความ	ระดับความต้องการ				
		5	4	3	2	1
ด้านทักษะความสามารถในการใช้ภาษาอังกฤษของครู (Language Skills)						
1	ทักษะการฟัง <ul style="list-style-type: none"> ■ การฟังเพลงภาษาอังกฤษ ■ การฟังข่าวทางโทรทัศน์ภาษาอังกฤษ ■ การฟังข่าวทางวิทยุภาคภาษาอังกฤษ ■ การฟังรายการวิทยุเพื่อการศึกษาภาษาอังกฤษ ■ การฟังบรรยายทางวิชาการภาษาอังกฤษ ■ การฟังบทสนทนาภาษาอังกฤษ ■ อื่นๆ ระบุ 					
2	ทักษะการพูด <ul style="list-style-type: none"> ■ การพูดคำสั่งเป็นภาษาอังกฤษในห้องเรียน ■ การพูดอธิบายเป็นภาษาอังกฤษในการสอน ■ การพูดในชีวิตประจำวันเพื่อสื่อสารกับชาวต่างประเทศ ■ การกล่าวสุนทรพจน์ในโอกาสต่างๆ ■ เป็นพิธีกรการนำเสนอข้อมูลในที่ชุมชน ■ อื่นๆ ระบุ 					
3	ทักษะการอ่าน <ul style="list-style-type: none"> ■ อ่านหนังสือพิมพ์ภาษาอังกฤษ ■ อ่านวารสาร บทความ ■ อ่านงานวิจัย ■ อ่านตำรา ■ อ่านสารคดี ■ อ่านบันเทิงคดีหรือนิตยสาร ■ อ่านนวนิยายหรือนิทาน 					

ลำดับ	ข้อความ	ระดับความต้องการ				
		5	4	3	2	1
	<ul style="list-style-type: none"> ■ อ่านเรื่องสั้น ■ อื่นๆ ระบุ .....	.....	.....	.....	.....	.....
4	ทักษะการเขียน <ul style="list-style-type: none"> ■ การเขียนบันทึกประจำวัน ■ การเขียนบันทึกข้อความ ■ การเขียนเรียงความ ■ เขียนจดหมายธุรกิจ ■ การเขียนรายงาน ■ การเขียนโฆษณา / ประกาศ ■ การเขียนบทความ ■ อื่นๆ ระบุ .....	.....	.....	.....	.....	.....
5	ทักษะการออกเสียงภาษาอังกฤษ <ul style="list-style-type: none"> ■ การแก้ไขการออกเสียงที่มีปัญหาของตนเอง ■ การเน้นหนักในคำ ■ การเชื่อมเสียง (Linking) ■ การออกเสียงสูง ต่ำ ในประโยค ■ การออกเสียงเน้นหนักในประโยค ■ อื่นๆ ระบุ .....	.....	.....	.....	.....	.....
ความรู้ด้านภาษา (Language Knowledge)						
1	ความรู้ด้านไวยากรณ์ .....	.....	.....	.....	.....	.....
2	ความรู้ด้านคำศัพท์ .....	.....	.....	.....	.....	.....
3	ความรู้เรื่องวัฒนธรรมตะวันตก .....	.....	.....	.....	.....	.....
	อื่นๆ ระบุ .....	.....	.....	.....	.....	.....
ด้านการพัฒนาหลักสูตร (Curriculum Development)						
1	การกำหนดเนื้อหาสาระการเรียนรู้ .....	.....	.....	.....	.....	.....
2	การจัดทำหน่วยการเรียนรู้ .....	.....	.....	.....	.....	.....

ลำดับ	ข้อความ	ระดับความต้องการ				
		5	4	3	2	1
3	การจัดทำแผนการจัดการเรียนรู้ .....	.....	.....	.....	.....	.....
4	การออกแบบการจัดการเรียนรู้แบบย้อนกลับ (Backward Design) .....	.....	.....	.....	.....	.....
5	การจัดทำแนวพัฒนาหลักสูตรสถานศึกษา .....	.....	.....	.....	.....	.....
6	การจัดทำและพัฒนาหลักสูตรท้องถิ่นและแหล่งเรียนรู้ .....	.....	.....	.....	.....	.....
7	การจัดทำหลักสูตรแบบบูรณาการ .....	.....	.....	.....	.....	.....
	อื่น ๆ ระบุ .....	.....	.....	.....	.....	.....
ด้านการจัดการเรียนรู้ (Teaching and Learning Process)						
1	<p>วิธีสอนและเทคนิคการสอน</p> <ul style="list-style-type: none"> ■ การสอนโดยใช้กิจกรรมคู่ (Pair Work) ■ การสอนโดยใช้กิจกรรมกลุ่ม (Group Work) ■ การสอนโดยใช้บทบาทสมมติ (Role Play) ■ การสอนโดยใช้นิทาน (Story) ■ การสอนโดยใช้เพลง (Song) ■ การสอนโดยใช้ละคร (Drama) ■ การจัดการเรียนรู้แบบบูรณาการ (Integrated Learning) ■ การจัดการเรียนรู้แบบร่วมมือ (Cooperative Learning) ■ การเรียนรู้ภาษาด้วยวรรณกรรม (Literature-based Approach) ■ การจัดการเรียนการสอนภาษาที่เน้นเนื้อหา (Content-based Instruction) ■ การเรียนรู้ที่เน้นภาระงาน (Task-based Learning) ■ การเรียนรู้จากการทำโครงการ (Project-based Learning) ■ การเรียนรู้ตามแนวการสอนภาษาเพื่อการสื่อสาร (Communicative Learning) .....	.....	.....	.....	.....	.....

ลำดับ	ข้อความ	ระดับความต้องการ				
		5	4	3	2	1
	<ul style="list-style-type: none"> ■ การเรียนรู้แบบสร้างแผนผังความคิด (Mind mapping Learning)..... ■ การเรียนรู้โดยใช้ Storyline Approach ■ อื่นๆ ระบุ .....	.....	.....	.....	.....	.....
2	วิธีสอนคำศัพท์ .....	.....	.....	.....	.....	.....
3	วิธีสอนไวยากรณ์ .....	.....	.....	.....	.....	.....
4	วิธีสอนทักษะ ฟัง พูด .....	.....	.....	.....	.....	.....
5	วิธีสอนทักษะ อ่าน เขียน .....	.....	.....	.....	.....	.....
6	วิธีสอนการออกเสียง .....	.....	.....	.....	.....	.....
7	การจัดการชั้นเรียน .....	.....	.....	.....	.....	.....
8	การสร้างสื่อการเรียนการสอน .....	.....	.....	.....	.....	.....
9	การนำเทคโนโลยีสมัยใหม่มาใช้ในการเรียนการสอน .....	.....	.....	.....	.....	.....
	อื่นๆ ระบุ .....	.....	.....	.....	.....	.....
ด้านการวัดและประเมินผล (Assessment)						
1	การประเมินผลตามสภาพจริง .....	.....	.....	.....	.....	.....
2	การประเมินผลด้วยแฟ้มสะสมงาน .....	.....	.....	.....	.....	.....
3	การประเมินด้วยการสัมภาษณ์ .....	.....	.....	.....	.....	.....
4	การประเมินจากการปฏิบัติ .....	.....	.....	.....	.....	.....
5	การสร้างข้อสอบเพื่อวัดทักษะการฟัง .....	.....	.....	.....	.....	.....
6	การสร้างข้อสอบเพื่อวัดทักษะการพูด .....	.....	.....	.....	.....	.....
7	การสร้างข้อสอบเพื่อวัดทักษะการอ่าน .....	.....	.....	.....	.....	.....
8	การสร้างข้อสอบเพื่อวัดทักษะการเขียน .....	.....	.....	.....	.....	.....
9	การวิเคราะห์ข้อสอบ .....	.....	.....	.....	.....	.....
10	การสังเกตพฤติกรรมนักเรียน .....	.....	.....	.....	.....	.....
11	การวิเคราะห์ผู้เรียนรายบุคคล .....	.....	.....	.....	.....	.....

ลำดับ	ข้อความ	ระดับความต้องการ				
		5	4	3	2	1
12	การตรวจผลงาน .....	.....	.....	.....	.....	.....
	อื่นๆ ระบุ .....	.....	.....	.....	.....	.....
ด้านวิจัย (Research)						
1	การทำวิจัยในชั้นเรียน .....	.....	.....	.....	.....	.....
2	การทำวิจัยเต็มรูปแบบ (5 บท) .....	.....	.....	.....	.....	.....
	อื่นๆ ระบุ .....	.....	.....	.....	.....	.....
ด้านเทคโนโลยี (Technology)						
1	การใช้โปรแกรมประมวลผลคำ (Microsoft Word) .....	.....	.....	.....	.....	.....
2	การใช้โปรแกรมตารางคำนวณ (Microsoft Excel) .....	.....	.....	.....	.....	.....
3	การใช้โปรแกรม PowerPoint .....	.....	.....	.....	.....	.....
4	การสร้างและพัฒนาโปรแกรม Web Page .....	.....	.....	.....	.....	.....
5	การสร้างและผลิตสื่อประกอบการจัดการเรียนรู้ .....	.....	.....	.....	.....	.....
6	การสร้างและพัฒนาสื่อคอมพิวเตอร์ช่วยสอน (CAI) .....	.....	.....	.....	.....	.....
7	การสืบค้นข้อมูลทางอินเทอร์เน็ตเพื่อพัฒนาการเรียนการสอนภาษาอังกฤษ .....	.....	.....	.....	.....	.....
8	การใช้งานจดหมายอิเล็กทรอนิกส์ E-mail .....	.....	.....	.....	.....	.....
9	การสร้างสไลด์โชว์ (Slide Show) ใน Picture Trail .....	.....	.....	.....	.....	.....
10	การใช้โปรแกรมสร้างสมุดอิเล็กทรอนิกส์ E-book (Flip Album) .....	.....	.....	.....	.....	.....
	อื่นๆ ระบุ .....	.....	.....	.....	.....	.....
ด้านจิตวิทยา (Psychology)						
1	จิตวิทยาการเรียนรู้ .....	.....	.....	.....	.....	.....
2	จิตวิทยาพัฒนาการ .....	.....	.....	.....	.....	.....
3	การสร้างแรงจูงใจในการเรียน .....	.....	.....	.....	.....	.....
	อื่นๆ ระบุ .....	.....	.....	.....	.....	.....

ตอนที่ 3 วิธีการที่ครูภาษาอังกฤษในโรงเรียนมัธยมศึกษาต้องการพัฒนาตนเอง
คำชี้แจง ให้ทำเครื่องหมาย (/) ลงในช่องที่ตรงกับวิธีการที่ท่านต้องการพัฒนาตนเอง

- 1. การอบรม / สัมมนา
 - () 1 – 3 วัน
 - () 1 สัปดาห์
 - () 2 สัปดาห์
 - () 1 – 3 เดือน
- 2. การนิเทศการสอนโดย
 - () ศึกษานิเทศก์
 - () ผู้บริหารสถานศึกษา
 - () หัวหน้ากลุ่มสาระการเรียนรู้
 - () เพื่อนครูที่สอนระดับชั้นเดียวกัน
- 3. การศึกษาต่อ
 - () ในประเทศ
 - เรียนวันเสาร์ - อาทิตย์
 - เรียนเฉพาะปิดภาคฤดูร้อน
 - เรียนภาคปกติ
 - () ต่างประเทศ
- 4. การศึกษาดูงาน
 - () ในประเทศ
 - () ต่างประเทศ
- 5. การเรียนด้วยตนเอง
 - () การอ่าน
 - () ทางอินเทอร์เน็ต
 - () การเรียนทางไกลกับมหาวิทยาลัยเปิด
- 6. การทำวิจัย
 - () รายบุคคล
 - () กลุ่มตามความสนใจ
- 7. การจัดทำแฟ้มสะสมผลงาน
- 8. อื่นๆ

ตอนที่ 4 ข้อเสนอแนะเกี่ยวกับการพัฒนาตนเองของครูผู้สอนภาษาอังกฤษใน โรงเรียนมัธยมศึกษา

1. ด้านทักษะความสามารถในการใช้ภาษาอังกฤษของคุณ

.....

.....

.....

.....

2. ด้านการพัฒนาหลักสูตร

.....

.....

.....

.....

3. ด้านการจัดการเรียนรู้

.....

.....

.....

.....

4. ด้านการวัดและประเมินผล

.....

.....

.....

.....

5. ด้านวิจัย

.....

.....

.....

.....

6. ด้านเทคโนโลยี

.....

.....

.....

.....

7. ด้านจิตวิทยา

.....

.....

.....

.....

8. วิธีการด้านอื่น ๆ ที่ท่านต้องการพัฒนาตนเอง

.....

.....

.....

.....





APPENDIX B

Questionnaire in English

8. Number of English courses taught per week

- 1 2
 3 4 5 or more

9. English class level

- Lower secondary
 Upper secondary
 Both lower secondary and upper secondary

10. Extra work in school

- Yes please specify
- No

11. Level of teachers' English competence

- Very good
 Good
 Moderate
 Fair
 Needs improvement
- 

12. Please rank the methods numerically in order of importance to you.

(1 = the most) Methods used to develop English language skills.

- () Reading English journals
- () Reading English documents and textbooks concerning English teaching
- () Reading English newspapers
- () Participating academic conference in English teaching
- () Participating in teacher-training program/seminar in English teaching
- () Practicing speaking English with foreigners
- () Watching English programs on T.V.
- () Writing English letters to foreigners
- () Searching English information on Internet
- () Watching English movies
- () Listening to English radio broadcasting
- () Observing English teachers in foreign department
- Other (Please specify)
- ()
- ()
- ()
- ()
- ()

PART 2: Needs for professional development of the secondary school English teachers under Nakhon Ratchasima Provincial Administration Organization

Please put a tick (/) in the boxes provided according to your need of professional development

5 = highest level of need

4 = high level of need

3 = moderate level of need

2 = low level of need

1 = lowest level of need

No.	Statements	Level of need				
		5	4	3	2	1
Language Skills						
1	Listening Skills <ul style="list-style-type: none"> ■ Listening to English songs ■ Listening to English news on T.V. ■ Listening to English news on radio ■ Listening to English educational programs on radio ■ Listening to English academic lecture ■ Listening to English conversations ■ Other (Please specify) 					
2	Speaking Skills <ul style="list-style-type: none"> ■ Using classroom language ■ Explaining the lesson ■ Communicating with foreigners ■ Presenting a speech ■ Being a master of ceremonies community ■ Other (Please specify) 					
3	Reading Skills <ul style="list-style-type: none"> ■ Reading English newspapers ■ Reading English journals, articles ■ Reading research reports 					

No.	Statements	Level of need				
		5	4	3	2	1
	<ul style="list-style-type: none"> ■ Reading textbooks ■ Reading features ■ Reading fictions or magazines ■ Reading novels or fables ■ Reading short stories ■ Other (Please specify) .....	.....	.....	.....	.....	.....
4	Writing Skills <ul style="list-style-type: none"> ■ Writing a diary ■ Writing a memorandum ■ Writing an essay ■ Writing a business letter ■ Writing report ■ Writing an advertisement / announcement ■ Writing an article ■ Other (Please specify) .....	.....	.....	.....	.....	.....
5	Pronunciation Skills <ul style="list-style-type: none"> ■ Correcting problem sounds ■ Word stress ■ Linking sounds ■ Intonations ■ Sentence stress ■ Other (Please specify) .....	.....	.....	.....	.....	.....
Language Knowledge						
1	Knowledge of English grammar .....	.....	.....	.....	.....	.....
2	Knowledge of English vocabulary .....	.....	.....	.....	.....	.....
3	Knowledge of western culture .....	.....	.....	.....	.....	.....
	Other (Please specify) .....	.....	.....	.....	.....	.....

No.	Statements	Level of need				
		5	4	3	2	1
Curriculum Development						
1	Dividing learning areas .....	....	....	....	....	....
2	Developing learning units .....	....	....	....	....	....
3	Writing lesson plans .....	....	....	....	....	....
4	Designing backward-teaching lesson plans .....	....	....	....	....	....
5	Developing school-based curriculums .....	....	....	....	....	....
6	Developing local curricula and learning centers .....	....	....	....	....	....
7	Developing integrated curriculums .....	....	....	....	....	....
	Other (Please specify) .....	....	....	....	....	....
Teaching and Learning Process						
1	Methods and techniques in teaching <ul style="list-style-type: none"> ■ Teaching using pair work ■ Teaching using group work ■ Teaching using role play ■ Teaching using stories ■ Teaching using song ■ Teaching using drama ■ Integrated Learning ■ Cooperative Learning ■ Literature-based Approach ■ Content-base Instruction ■ Task-based Learning ■ Project-based Learning ■ Communicative Learning ■ Mind mapping Learning ■ Storyline Approach ■ Other (Please specify) .....	....	....	....	....	....
2	Teaching vocabulary .....	....	....	....	....	....

No.	Statements	Level of need				
		5	4	3	2	1
3	Teaching grammar .....	....	....	....	....	....
4	Teaching listening and speaking .....	....	....	....	....	....
5	Teaching reading and writing .....	....	....	....	....	....
6	Teaching pronunciation .....	....	....	....	....	....
7	Classroom management .....	....	....	....	....	....
8	Constructing teaching and learning materials .....	....	....	....	....	....
9	Using modern technology in teaching and learning .....	....	....	....	....	....
	Other (Please specify) .....	....	....	....	....	....
Assessment						
1	Authentic assessment .....	....	....	....	....	....
2	Portfolio .....	....	....	....	....	....
3	Interpersonal communication .....	....	....	....	....	....
4	Performance .....	....	....	....	....	....
5	Writing listening tests .....	....	....	....	....	....
6	Writing speaking tests .....	....	....	....	....	....
7	Writing reading tests .....	....	....	....	....	....
8	Making writing tests .....	....	....	....	....	....
9	Test items analysis .....	....	....	....	....	....
10	Observing learner's behavior .....	....	....	....	....	....
11	Case study analysis .....	....	....	....	....	....
12	Task assessments .....	....	....	....	....	....
	Other (Please specify) .....	....	....	....	....	....
Research						
1	Classroom research .....	....	....	....	....	....
2	Research .....	....	....	....	....	....
	Other (Please specify) .....	....	....	....	....	....

No.	Statements	Level of need				
		5	4	3	2	1
Technology						
1	Using Microsoft Word .....	....	....	....	....	....
2	Using Microsoft Excel .....	....	....	....	....	....
3	Using PowerPoint .....	....	....	....	....	....
4	Conducting and developing Web Page .....	....	....	....	....	....
5	Conducting teaching materials .....	....	....	....	....	....
6	Developing CAI (Computer-Assisted Instruction) .....	....	....	....	....	....
7	Searching for English information on Internet .....	....	....	....	....	....
8	Using E-mail .....	....	....	....	....	....
9	Conducting slide show in picture trail .....	....	....	....	....	....
10	Conducting E-book (Flip album) .....	....	....	....	....	....
	Other (Please specify) .....	....	....	....	....	....
Psychology						
1	Psychology of learning .....	....	....	....	....	....
2	Developmental psychology .....	....	....	....	....	....
3	Motivation .....	....	....	....	....	....
	Other (Please specify) .....	....	....	....	....	....

PART 3 : The methods of professional development needed by the English teachers

Please put a tick (/) next to your methods of professional development.

- 1. Training / Seminars
 - 1 – 3 days
 - 1 week
 - 2 weeks
 - 1 – 3 months
- 2. Observed by
 - School educator
 - School director
 - Head of Foreign Language Department
 - Colleague
- 3. Further study
 - Thailand
 - On weekends
 - Summer vacation
 - Formal
 - Abroad
- 4. Educational Tours
 - Thailand
 - Abroad
- 5. Self-study
 - Internet
 - Long distance with open universities
- 6. Conduction research
 - Individual
 - Groups
 - Getting a scholarship
- 7. Creating portfolios
- 8. Others

PART 4 : Suggestions for professional development of the English teachers

1. Language Skills

.....
.....
.....

2. Curriculum Development

.....
.....
.....

3. Teaching and Learning Process

.....
.....
.....

4. Assessment and Evaluation

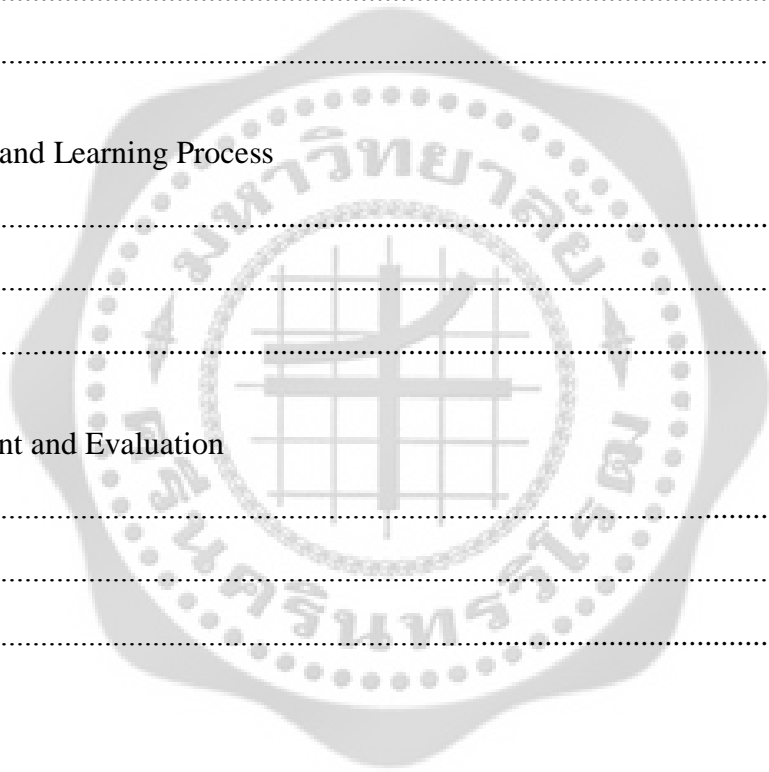
.....
.....
.....

5. Research

.....
.....
.....

6. Technology

.....
.....
.....



7. Psychology

.....

.....

.....

8. Others methods that you want to develop your profession

.....

.....

.....





APPENDIX C

Interview

แบบสัมภาษณ์ความต้องการพัฒนาตนเองของคุณผู้สอนภาษาอังกฤษ

PART 5: Interviews for professional development of the English teachers

No.	Thai interview questions	English interview questions
1.	What do you think about the important professional development?	ท่านคิดว่าการพัฒนาตนเองมีความสำคัญต่อวิชาชีพของท่านอย่างไร
2.	What do you consider to be a major emphasis in teaching English?	ท่านคิดว่าการเรียนการสอนในปัจจุบันนี้สิ่งใดที่ควรให้ความสำคัญมากที่สุด
3.	What do you think are current trends today?	ท่านคิดว่าแนวโน้มหรือทิศทางการศึกษาในปัจจุบันนี้เป็นอย่างไร
4.	Which strategies do you use in teaching? Why?	ท่านเลือกใช้กลยุทธ์การสอนแบบใด เพราะเหตุใด
5.	What do you think the important role of a teacher in a classroom?	ท่านคิดว่าสิ่งใดคือบทบาทสำคัญของครูผู้สอนภาษาอังกฤษ ที่มีต่อนักเรียน
6.	What do you think is the main factor in your teaching?	ท่านคิดว่าสิ่งใดที่มีอิทธิพลต่อการจัดการเรียนการสอนของท่านมากที่สุด
7.	What are some your obstacles in teaching, and how do you overcome them?	ท่านคิดว่าสิ่งใดคืออุปสรรคในการจัดการเรียนการสอนของท่าน และท่านจะก้าวข้ามอุปสรรคนั้นไปได้ อย่างไร
8.	In what ways do you encourage creativity in your classroom?	ท่านคิดว่าวิธีการใด ที่จะสามารถกระตุ้นศักยภาพของผู้เรียนออกมาได้มากที่สุด
9.	What are some of the greatest things you learned from students?	ท่านได้เรียนรู้สิ่งใดบ้างจากนักเรียนของท่าน
10.	What are the biggest challenges that you face in teaching today?	สิ่งใดที่ท่านคิดว่าท้าทายความสามารถของท่านมากที่สุด ในการจัดการเรียนการสอนของท่านในปัจจุบันนี้



APPENDIX D

List of Tables

Part 1: General Information

The general information of the English teachers was presented in Tables 1-12.

Table 1 Categorization of the English teachers by gender

Gender	Number	Percentage
Male	29	16.5
Female	147	83.5
Total	176	100.0

Table 1 presents that 16.5% of the teachers were male and 83.5% were female.

Table 2 Categorization of the English teachers by age

Age	Frequency	Percentage
20-30 years	34	19.3
31-40 years	58	33.0
41-50 years	46	26.1
51-60 years	38	21.6
Total	176	100.0

Table 2 illustrates that the majority of the English teachers were between 31-40 years old (33%), followed by 41-50 years old (26.1%), 51-60 years old (21.6%) and 20-30 years old (19.3%) respectively.

Table 3 Categorization of the English teachers by educational qualifications

Educational qualification	Frequency	Percentage
Lower than bachelor's degree	1	0.6
Bachelor's degree	146	83.0
Master's degree	29	16.5
Doctoral degree	-	-
Total	176	100.0

Table 3 shows that the majority of the English teachers held a bachelor's degree (83%), held a master's degree (16.5%) and lower than bachelor's degree (0.6%)

Table 4 The English teachers' experience in teaching English

Experience in teaching English	Frequency	Percentage
1-5 years	45	25.6
6-10 years	31	17.6
11-15 years	20	11.4
16-20 years	34	19.3
More than 21 years	46	26.1
Total	176	100.0

Table 4 gives information about experience in teaching English. There were 26.1% had been teaching for more than 21 years, followed by 1-5 years (25.6%), 16-20 years (19.3%), 6-10 years (17.6%) and 11-15 years (11.4%) respectively.

Table 5 Oversea study tour

Oversea study tour	Frequency	Percentage
Yes	37	21.0
No	139	79.0
Total	176	100.0

Table 5 illustrates that 21% of the English teachers had been abroad while 79% had never been.

Table 6 The English teachers' teaching hours per week

Number of teaching hours per week	Frequency	Percentage
Less than 6 hours	6	3.4
6-10 hours	14	8.0
11-15 hours	34	19.3
16-20 hours	100	56.8
More than 21 hours	22	12.5
Total	176	100.0

Table 6 illustrates that the majority of the English teachers had teaching hours about 16-20 per week (56.8%) followed by 11-15 hours (19.3%), more than 21 hours (12.5%), 6-10 hours (8.0%) and less than 6 hours (3.4%) respectively.

Table 7 Number of students in class

Average number of students in class	Frequency	Percentage
Less than 30	45	25.6
30-40	88	50.0
41-50	35	19.9
51 or more	8	4.5
Total	176	100.0

According to Table 7, in general the average number of students in English classes was 30-40 students (50.0%), less than 30 students was (25.6%), 41-50 students (19.9%), 51 or more students (4.5%) were followed respectively.

Table 8 Number of English courses taught per week

Number of English courses taught per week	Frequency	Percentage
1	13	7.4
2	68	38.6
3	45	25.6
4	26	14.8
5 or more	24	13.6
Total	176	100.0

Table 8 illustrates that 38.6% of the English teachers taught 2 English courses per week, 25.6% taught 3 English courses, 14.8% taught 4 English courses, 13.6% taught 5 hours or more and 7.4% taught 1 English course respectively.

Table 9 Levels of English taught by the participants

English class level	Frequency	Percentage
Lower secondary	34	19.3
Upper secondary	22	12.5
Both lower secondary and upper secondary	120	68.2
Total	176	100.0

Table 9 shows that the majority of the English teachers taught both lower secondary level and upper secondary level (68.2%) followed by lower secondary (19.3) and upper secondary (12.5%) respectively.

Table 10 Administrative work in school

Extra work in school	Frequency	Percentage
Yes	166	94.3
No	10	5.7
Total	176	100.0

Table 10 presents that 94.3% of the English teachers had administrative work in school while 5.7% had no extra work in school.

Table 11 Teachers' levels of English competence

Level of teachers' English competence	Frequency	Percentage
Very good	10	5.7
Good	57	32.4
Intermediate	101	57.4
Fair	7	4.0
Needs improvement	1	0.6
Total	176	100.0

Table 11 gives information about the teachers' self-evaluation of their level of English competence, 57.4% of the English teachers' competence was intermediate, 32.4% was good, 5.7% was very good, and 4.0% was fair and 0.6 needs improvement respectively.

Table 12 Methods that the teachers normally use to develop language skills

Methods used to develop English language skills	Frequency	Percentage
Reading English journals	4	2.3
Reading English documents and textbooks concerning English teaching	23	13.1
Reading English newspapers	2	1.1
Participating in academic conferences On English teaching	1	0.6
Participating in teacher-training program/ seminars in English teaching	47	26.7
Practicing speaking English with foreigners	12	6.8
Watching English programs on T.V.	6	3.4
Writing English letters to foreigners	1	0.6
Searching English information On the Internet	73	41.5

Table 12 (Continued)

Methods used to develop English language skills	Frequency	Percentage
Watching English movies	4	2.3
Listening to English radio broadcasts	0	0.0
Observing English teachers in The Foreign Department	0	0.0
Others (Please specify)	-	-
Total	176	100.0

According to the Table 12 the three most popular methods that the English teachers most used for development their English language skills are searching English information on the internet (41.5%), participating in teacher-training program/seminars in English teaching (26.7%) and reading English documents and textbooks concerning English teaching (13.1%).

1. Needs for Professional Development Concerning Language Skills

Table 13 Needs for professional development concerning language skills: listening skills

Listening Skills	Mean	Standard Deviation	Level of Needs
Listening to English songs	3.91	0.88	high
Listening to English news on TV.	3.73	0.88	high
Listening to English news on radio	3.39	1.01	moderate
Listening to English educational Programs on radio	3.51	1.01	high
Listening to English academic lecture	3.61	0.96	high
Listening to English conversations	4.05	0.90	high
Total	3.70	0.74	high

Table 13 reveals that the average of needs of listening skill in professional development of the English teachers was at a high level ($\bar{X} = 3.70$). Most of the items were at a high level except listening to English news on radio was moderate.

Table 14 Needs for professional development concerning speaking skills

Speaking Skills	Mean	Standard Deviation	Level of Needs
Using classroom language	3.97	0.82	high
Explaining the lessons	3.95	0.87	high
Communicating with foreigners	4.05	1.02	high
Presenting a speech	3.35	1.24	moderate
Being a master of ceremonies	3.27	1.23	moderate
Total	3.72	0.84	high

According to the Table 14, the average of needs of speaking skills of the English teachers was high ($\bar{X} = 3.72$). The highest items were using classroom language; explain the lesson and communicating with foreigners. Two items were at a moderate level; presenting a speech and being a master of ceremonies.

Table 15 Needs for professional development concerning language reading skills

Reading Skills	Mean	Standard Deviation	Level of Needs
Reading English newspapers	3.81	0.95	high
Reading English journals, articles	3.74	0.94	high
Reading research reports	3.52	1.13	high
Reading textbooks	3.85	0.99	high
Reading features	3.62	0.95	high
Reading fictions or magazines	3.72	1.01	high
Reading novels or fables	3.73	1.04	high
Reading short stories	3.76	1.10	high
Total	3.72	0.83	high

According to Table 15 the English teachers needed to develop reading skills at a high level with a mean of 3.72. The needs in every item were high.

Table 16 Needs for professional development concerning writing skills

Writing Skills	Mean	Standard Deviation	Level of Needs
Writing diaries	3.58	1.08	high
Writing a memorandum	3.53	1.04	high
Writing essays	3.55	1.04	high
Writing business letters	3.27	1.10	moderate
Writing reports	3.55	1.13	high
Writing an advertisement/ Announcement	3.48	1.03	moderate
Writing an article	3.34	1.17	moderate
Total	3.47	0.92	moderate

Table 16 provides that in general the English teachers needed to develop their writing skills at moderate level with a mean of 3.47. The needs in separate items were at a high level; writing diaries ($\bar{X} = 3.58$), writing a memorandum ($\bar{X} = 3.53$), writing essays ($\bar{X} = 3.55$) and writing reports ($\bar{X} = 3.55$) while the three items were moderate; writing business letters ($\bar{X} = 3.27$), writing an advertisement/announcement ($\bar{X} = 3.48$) and writing an article ($\bar{X} = 3.34$).

Table 17 Needs for professional development concerning pronunciation skills

Pronunciation Skills	Mean	Standard Deviation	Level of Needs
Correcting wrong sounds	4.11	0.87	high
Word stress	4.05	0.78	high
Linking sounds	3.94	0.88	high
Intonation	3.98	0.86	high
Sentence stress	3.95	0.85	high
Total	4.01	0.77	high

Table 17 shows that the needs of the English teachers in developing pronunciation skill was at a high level ($\bar{X} = 4.01$). The needs in other items were at a high level.

Table 18 Needs for professional development concerning language all language skills

Language Skills	Mean	Standard Deviation	Level of Needs
Listening Skills	3.70	0.74	high
Speaking skills	3.71	0.83	high
Reading skills	3.71	0.82	high
Writing skills	3.47	0.92	moderate
Pronunciation skills	4.00	0.76	high
Total	3.72	0.68	high

Table 18 illustrates that the majority of needs of the English teachers were at a high level except writing skill which was at a moderate level ($\bar{X} = 3.47$).

Table 19 Needs for professional development concerning English knowledge

English Knowledge	Mean	Standard Deviation	Level of Needs
Knowledge of English grammar	4.05	0.79	high
Knowledge of English vocabulary	4.13	0.79	high
Knowledge of western culture	3.97	0.86	high
Total	4.05	0.72	high

Table 19 exhibits the needs of the English teachers concerning English Knowledge in general which was at a high level ($\bar{X} = 4.05$). The needs in all other items were also at a high level.

2. Needs for Professional Development Concerning Curriculum Development

Table 20 Needs for professional development concerning curriculum development

Curriculum Development	Mean	Standard Deviation	Level of Needs
Dividing learning contents	4.09	0.84	high
Developing learning units	4.10	0.85	high
Writing lesson plans	4.16	0.88	high
Designing backward-teaching lesson plans	4.07	0.90	high
Developing school-based curriculums	4.00	0.88	high
Developing local curriculum	3.98	0.91	high
Developing integrated curriculums	4.10	0.88	high
Total	4.07	0.77	high

Table 20 illustrates that the majority of the English teachers' need in curriculum development was at a high level with a mean of 4.07. The needs in separate items of curriculum development were also at a high level.

3. Needs for Professional Development Concerning Teaching and Learning Process

Table 21 Needs for professional development concerning teaching and learning process

Teaching and learning process	Mean	Standard Deviation	Level of Needs
Teaching by using pair work	4.03	0.90	high
Teaching using group work	4.09	0.89	high
Teaching using role play	3.94	0.97	high
Teaching using stories	3.91	0.99	high
Teaching using song	3.95	1.00	high
Teaching using drama	3.72	1.12	high
Integrated Learning	4.10	0.88	high
Cooperative Learning	4.03	0.94	high
Literature-based Approach	3.68	1.11	high
Content-based Instruction	3.91	0.92	high
Task-based Learning	3.94	0.97	high
Project-based Learning	3.97	1.04	high
Communicative Learning	4.18	0.80	high
Mind mapping Learning	4.06	0.94	high
Storyline Approach	3.77	1.04	high
Methods and techniques in teaching	3.96	0.77	high
Method of vocabulary teaching	4.22	0.83	high
Method of grammar teaching	4.18	0.76	high

Table 21(Continued)

Teaching and learning process	Mean	Standard Deviation	Level of Needs
Method of listening and speaking	4.23	0.82	high
Method of reading and writing	4.22	0.78	high
Teaching pronunciation	4.17	0.77	high
Classroom management	3.97	0.87	high
Constructing teaching and Learning materials	4.14	0.92	high
Using modern technology in Teaching and learning	4.32	0.82	high
Total	4.18	0.67	high

According to Table 21, the English teachers' needs for professional development concerning the teaching and learning process was at a high level ($\bar{X} = 4.18$) It reveals that the needs in separate items were also at a high level.

4. Needs for Professional Development Concerning Assessment

Table 22 Needs for professional development concerning assessment methods

Assessment	Mean	Standard Deviation	Level of Needs
Authentic assessment	4.22	0.81	high
Portfolio	3.97	0.90	high
Interpersonal communication	3.82	0.92	high
Performance	4.07	0.85	high
Making listening tests	4.12	0.83	high
Making speaking tests	4.15	0.82	high
Making reading tests	4.17	0.88	high
Making writing tests	4.23	0.79	high
Test items analysis	4.20	0.88	high
Observing learner's behavior	3.99	0.97	high
Individual learning analysis	4.05	0.95	high
Task assessments	3.98	0.10	high
Total	4.12	0.85	high

Table 22 illustrates that the English teachers' needs for professional development concerning assessment was at a high level ($\bar{X} = 4.12$). The needs in all aspects in assessment were also at a high level.

5. Needs for Professional Development Concerning Research

Table 23 Needs for professional development conducting research

Research	Mean	Standard Deviation	Level of Needs
Classroom research	4.31	0.85	high
Research	4.05	1.07	high
Total	4.18	0.88	high

Table 23 presents that the English teachers' needs for professional development concerning research were at a high level ($\bar{X} = 4.18$). It was also found that the needs in all aspects were at a high level.

6. Needs for Professional Development Concerning Technology

Table 24 Needs for professional development concerning technology

Technology	Mean	Standard Deviation	Level of Needs
Microsoft Word Program	3.77	1.13	high
Microsoft Excel program	3.94	1.01	high
PowerPoint program	4.03	1.01	high
Developing Web page program	3.87	1.16	high
Developing teaching materials	4.17	0.97	high
Developing CAI	4.00	1.13	high
Searching for English information on the internet	4.17	1.03	high
Using E-mail	3.76	1.15	high
Developing slide show in picture trail	3.84	1.19	high
Developing E-book (Flip Album) program	3.76	1.23	high
Total	3.93	0.89	high

Table 24 illustrates that in general the English teachers' needs in technology were at a high level with the mean of 3.93. It was also found the needs in all aspects in technology development were at a high level.

7. Needs for Professional Development Concerning Psychology

Table 25 Needs for professional development concerning psychology

Psychology	Mean	Standard Deviation	Level of Needs
Psychology	4.11	0.78	high
Development psychology	4.11	0.78	high
Motivation	4.30	0.79	high
Total	4.17	0.73	high

Table 25 shows that the majority of English teachers' needs in psychology were at a high level with the mean of 4.17. The needs in separating items were also at high level.

Table 26 Comparing needs for professional development in language skills, language knowledge, curriculum development, teaching and learning process, assessment, research, technology and psychology

	Mean	Standard Deviation	Level of Needs
Language skills	3.72	0.68	high
Language Knowledge	4.07	0.72	high
Curriculum development	4.07	0.77	high
Teaching and learning Process	4.06	0.67	high
Assessment	4.08	0.85	high
Research	4.17	0.88	high
Technology	3.93	0.89	high
Psychology	4.17	0.73	high
Total	4.04	0.62	high

According to Table 26, in general the English teachers' needs in comparing to professional needs were at a high level with the mean of 4.04. The needs in separate skills were also at a high level.

Table 27 Methods for professional development needed by the English teachers

Methods	Frequency	Percentage
Training/seminars	169	96.0
1-3 days	77	43.8
1 week	49	27.8
2 weeks	13	7.4
1-3 months	33	18.8
Observed by	157	89.2
Educator	66	37.5
School Director	21	11.9
Head of Foreign Language Department	73	41.5
Colleague	37	21.0
Further education	154	87.5
Thailand	131	74.4
On weekends	59	33.5
Summer vacation	57	32.4
Formal	17	9.7
Abroad	49	27.8
Education tours	162	92.0
Thailand	63	35.8
Abroad	122	69.3
Self-study	157	89.2

Table 27 (Continued)

Methods	Frequency	Percentage
Reading	70	39.8
Internet	106	60.2
Long Distance with open universities	47	26.7
Conducting research	165	93.8
Individual	85	48.3
Groups Interesting	95	54.0
Creating portfolios	99	56.3



VITAE

Name: Mrs. Salinee Bowonrattanapat

Date of Birth: 25 December 1976

Place of Birth: Nakhon Ratchasima, Thailand

Address: 62 Moo 7 Moobhan Buyai, Tumbol Sungnoen,
Auphor Sungnoen, Nakhon Ratchasima 30170

Educational Background:

1998 Mary Technology School, Nakhon Ratchasima

2004 Bachelor of Education (English) from Ramkhamhaeng University

2012 Master of Art Degree in Teaching English as a Foreign Language
from Srinakharinwirot University

