

AN INVESTIGATION OF TEACHING PROBLEMS AND ATTITUDES OF
TEACHERS TEACHING ENGLISH IN EXTENDED LOWER SECONDARY
SCHOOLS IN THAILAND



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

July 2017

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A THESIS
BY
NAWAPORN CHANAPRAKHON

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AN ABSTRACT
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NAWAPORN CHANAPRAKHON

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This study was conducted to investigate teaching problems, in terms of English proficiency, teaching materials and sources, the teaching methodologies used, the use of lesson plans, and an examination of the attitudes of extended lower secondary school teachers teaching English in Primary Educational Service Areas (PESA) Offices in Thailand. This study also examined the needs for English teaching development. The participants in this study were 270 out of 630 teachers from 18 Primary Educational Service Area (PESA) Offices. A survey questionnaire was used as an instrument created online with Google Forms. The participants responded to the questionnaire through email addresses or Line applications. The questionnaires were sent out to all the selected teachers, and the number of returned questionnaires was 241 (89.26%). The collected data were analyzed using descriptive statistics, frequency and percentage, mean score, and standard deviation. The results showed that teachers in extended lower secondary schools had teaching problems ranked in order from the highest to the lowest level as follows: (a) English proficiency, (b) teaching methodologies, (c) lesson planning, and (d) teaching materials and sources. In terms of attitudes towards teaching English, it was found that the teachers mostly had positive attitudes towards teaching English. The aspect of exploring needs improving English teaching revealed that most of the teachers wanted to improve themselves, not only their language skills, but also their teaching skills. The implications of the study and suggestions were based on the findings.

การศึกษาปัญหาการสอนและทัศนคติในการสอนภาษาอังกฤษของครูในโรงเรียนขยายโอกาส
ทางการศึกษาในประเทศไทย



ปริญญานิพนธ์
ของ
นวกรณ์ ชนะประโคน

เสนอต่อบัณฑิตวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะ
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การศึกษาปัญหาการสอนและทัศนคติในการสอนภาษาอังกฤษของครูในโรงเรียนขยายโอกาส
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การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อสำรวจปัญหาการสอนภาษาอังกฤษในด้านความ
สามารถทางภาษาอังกฤษ ด้านสื่อการสอนและแหล่งเรียนรู้ ด้านวิธีการสอน และด้านการใช้
แผนการสอน และสำรวจทัศนคติของครูผู้สอนภาษาอังกฤษในโรงเรียนขยายโอกาสทางการศึกษา
สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา (สพป.) ในประเทศไทย นอกจากนี้ยังสำรวจความ
ต้องการในการพัฒนาด้านการสอนภาษาอังกฤษ โดยผู้ตอบแบบสอบถามในครั้งนี้เป็นครูผู้สอน
จำนวน 270 คนจาก 630 คน สังกัด 18 สพป. เครื่องมือที่ใช้ในงานวิจัยนี้คือ แบบสอบถามที่สร้าง
ในกูเกิ้ลฟอร์ม โดยกลุ่มตัวอย่างตอบแบบสอบถามผ่านทางอีเมล และไลน์ มีผู้ตอบแบบสอบถาม
กลับมาทั้งสิ้นจำนวน 241 คน (89.26%) โดยสถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ สถิติเชิงพรรณนา
มีค่าความถี่ ร้อยละ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน

จากการศึกษาพบว่า ครูผู้สอนภาษาอังกฤษในโรงเรียนขยายโอกาสทางการศึกษามีปัญหา
ด้านการสอนโดยเรียงลำดับจากมากไปหาน้อย ดังนี้ ด้านความสามารถภาษาอังกฤษของครู ด้าน
วิธีการสอน ด้านแผนการสอน และ ด้านสื่อการสอนและแหล่งเรียนรู้ ส่วนในด้านทัศนคติ ครูมี
ทัศนคติที่ดีต่อการสอนภาษาอังกฤษในระดับสูง และจากการสำรวจความต้องการในการพัฒนาด้าน
การสอนภาษาอังกฤษ ผลปรากฏว่า ครูมีความต้องการในการพัฒนาตนเองทั้งทางด้านความรู้
เกี่ยวกับภาษาอังกฤษและด้านวิธีการสอน ซึ่งข้อเสนอแนะต่างๆ ได้ถูกอภิปรายบนพื้นฐานของ
ผลการวิจัย

The thesis titled
“An Investigation of Teaching Problems and Attitudes of Teachers Teaching English in
Extended Lower Secondary Schools in Thailand”

by
Nawaporn Chanaprakhon

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
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CHAPTER I

BACKGROUND OF THE STUDY

Introduction

Predominantly used as an international language, English has been made a compulsory subject in Thai educational system at all levels from primary, secondary, and university levels for decades. Despite 12 years learning English at school in the compulsory education system, the English achievement of Thai students has been reported unsatisfactory. Compared to other subjects, the English scores remained virtually at the lowest level (Problems of Teaching English Language, 2016). Practically, to assess academic competence, after the reform of English instruction system, students in Grades 6, 9, and 12 are required to take an Ordinary National Educational Test (O-NET) annually in accordance with the Basic Core Curriculum 2008.

As regards English subject, the results illustrate that Thai students obtained a low score for the O-NET English exam (Saengpassa & Khaopa, 2012 as cited in Sanonguthai, 2014). According to Noom-Ura (2013), the English proficiency test results of the O-NET from 2009 to 2011 suggest the low English proficiency of Thai students at all levels. At the primary school level, the English average scores of students out of 100 were 31.75, and 20.99, respectively; those of the lower-secondary school students were 32.42, 26.05, and 16.19, respectively; and those of the upper-secondary school students were 30.68, 23.98, and 19.22, respectively (The National Institute of Educational Testing Service, 2013). In addition, according to the Education First (2012), which ranked adult English proficiency of 60 countries all over the world, Thailand was ranked the second lowest, thus causing the nation to fall into a “very low proficiency” category (Nicoletti, 2015; Noom-Ura, 2013;

Sanonguthai, 2014;). Consequently, the low English proficiency is increasingly recognized as a concern among English teachers, educators, and teacher-educators.

Problems of teaching English among Thai teachers.

Recently, researchers have indicated a number of factors contributing to the failure of teaching and learning English, and they agreed that the dissatisfactory results are mainly stemmed from teachers (Dhanasobhon, 2006; Noom-ura, 2013; Sermsongsawad & Tantipongsanuruk, 2015; Wiriyaichitra, 2002). To elaborate this, Sermsongsawad, and Tantipongsanuruk argued that a considerable number of Thai teachers lack English language skills, and cultural knowledge applied to teach their students English. According to a 2009 Ministry of Education report, their English proficiency levels were relatively low (31.70 % with basic English proficiency, 64.40 % with intermediate, and solely 3.90% achieving the advanced level). A survey by the University of Cambridge revealed that the knowledge of the language and teaching methodology of Thai teachers was found below the syllabus level that they were teaching (60%), while merely 3% had a reasonable level of fluency; moreover, solely 20% were teaching students at the grades in which they were qualified. In respect of English teaching approach, communicative approach has been reported effective among the under graduate levels; nevertheless, several Thai teachers have relied merely on the grammar-translation method. As a result, Thai students remain incompetent to communicate English since they seem afraid of making mistakes, thereby lacking confidence in English communication. English teaching problems caused by teachers lead to a variety of profound consequences, particularly students' English achievement. In addition to ineffective teaching methods, majority of the English teachers in primary schools levels (65 % who did not earn

any degree in English major. According to a study, the subjects admitted that due to the insufficient number of teachers, they were forced to teach English despite inadequate knowledge of the language (Noopong, 2002).

Kanoksilapatham's summary (2013) on the success of teaching and learning English in Thailand suggests unsatisfactory performance among Thai learners. Those studies reached a relevant conclusion of failure in English teaching in Thailand in general. Kanoksilapatham also identified crucial contributing factors of such failure, including disqualified teachers, learners' attitudes towards English language teaching, and instructional materials and curriculum. However, in traditional teaching and learning practice in Thailand, teachers bear responsibilities to determine the learning outcome and learning achievement. In other words, to develop Thai learners' English proficiency, Thai teachers are obliged to improve their English knowledge so that they could effectively transfer and share to their students (Prasongporn, 2015).

The attitude of Thai teachers towards teaching English.

In language teaching and learning, teachers play a decisive role in student's proficiency. It is, therefore, likely that a teacher's attitude towards English considerably influences students' learning motivation, personality development, and likelihood of either failure or accomplishment rates.

First, recent evidence suggests that teachers with a good command of English, and familiarity with subject contents could accordingly increase students' proficiency in language learning (Kaewmala, 2012; Kitijarochai, 2013; and Patanathabutr, 2008). Conversely, teachers with a limited knowledge of English competence tend to exert negative impacts

students' English proficiency. However, due to relative lack of teachers qualified with English competence, a number of current English teachers are assigned to teach English despite inadequate knowledge of English or an absence of degree or equivalents in English. This is the case that several government schools in remote, and lightly populated areas experience a lack of qualified teachers to teach English subjects.

Moreover, teachers' attitude also has an influence on student's learning and achievements. Kitjaroonchai (2013) argued that teachers' positive attitude towards English contributes to students' language acquisition, and positive motivation in using English inside, and outside school. In other words, in order to strive for excellent teaching and expertise, teachers are required to foster a positive attitude towards their teaching profession. Similarly, Hussian, Ali, and Qadeer (2011) indicate that teachers' positive attitudes and actions account for a positive change in students' life, and roles in the classroom. That is, teachers seem to profoundly influence the development of the student's personality. Mansor, Badarudin, and Mat (2011) argued that the performance of students is also affected by the attitude of the teachers. Teachers' attitude determines not only their own life success but whether a student possesses capability to attain success in their further career. Therefore, it would be advisable to investigate teachers' attitude towards English for improvement of students' motivation in learning English, development of students' personality and for an increase in English achievement level of students as the whole.

The Thai educational system.

In Thailand, the compulsory education is categorized broadly into three levels: primary, lower-secondary, and upper-secondary. The primary level is served for children

aged between six and 11 years, the secondary level for those aged between twelve and seventeen years, and the extended lower-secondary level for students aged between seven and sixteen years, respectively. The primary level schools is under supervision of the Ministry of Education, the Interior, and local municipalities; meanwhile, the Private Education Commission governs private primary schools.

The secondary level schools offer two education levels: three years of compulsory lower-secondary school, and non-compulsory three years of upper-secondary school. The public secondary schools are supervised by both the Ministry of Education and local municipalities; and private secondary schools, however, are overseen by the Private Education Commission. Furthermore, lower-secondary programs have been offered in remote rural areas by the Office of the National Primary Education Commission (ONPEC) for the extension of educational opportunities for students with lower socio-economic status.

The extended lower-secondary schools, committed to providing a compulsory education to children aged between seven and 16 years living in rural areas, refer to the schools expanded from the primary level (Grade 1 to Grade 6) to Grade 9. These extended lower-secondary schools, located primarily in the state primary schools and administered under the funding of the government, are obliged to provide education conformed to the Thai education policies, subject to equalize learning opportunities for all students and to serve as a basis for further high-level education. According to the policies (Ministry of Education, 2008), all Thai students are bound to complete the compulsory education and obtain the equal quality of education. The principle purposes of these extended lower-secondary schools are as follows: to provide an equal opportunity for students aged between seven and

16 years to complete Grade 9 education, to develop human resources to respond dynamic structures of business development, and to prepare fundamental knowledge and skills for career or further study in a higher level of education (Ministry of Education, 2008).

Of all three principal education levels, the elementary education is considered utmost important since as its purpose is to provide foundations for individual subject areas and for advanced English skills in particular. Since 1991, the extended lower-secondary schools have been established to assist students in rural areas who complete Grade 6 to continue their study in a lower-secondary school (Grade 9). However, it has been reported that practically those students, and teachers tend to be ignored due to considerable distance. It is, therefore, convincing to examine problems teachers teaching English in the extended lower-secondary schools have confronted.

Purpose of the Study

The objectives of the study were to investigate:

1. Teaching problems confronted by English teachers teaching in the extended lower-secondary schools in 2016 academic year.
2. Attitudes of English teachers teaching in the extended lower-secondary schools in 2016 academic year towards their English teaching.
3. Needs the teachers teaching English in the extended lower-secondary schools in the 2016 academic year desire to develop to improve their English teaching.

Research Questions

This study was conducted to answer the following research questions:

1. What were the main problems encountered by teachers teaching English in the extended lower-secondary schools in the 2016 academic year?
2. What were the attitudes towards the English teaching of teachers teaching English in the extended lower-secondary schools in the 2016 academic year?
3. What did English teachers teaching in the extended lower-secondary schools in the 2016 academic year need to develop to improve their teaching?

Significance of This Study

The aim of this study was to investigate the problems and attitudes of Thai teachers teaching English in the extended lower-secondary schools towards their English language teaching, and the needs for improving English teaching. The research outcome was regarded useful for teachers, researchers, educators, and the Ministry of Education. The information from this study may enable the Ministry of Education to plan appropriate strategies for addressing problems and providing the appropriate training for the needs of teachers teaching English in those schools so that students' English achievement may be raised.

Methodology

Selection of the participants.

The participants of this study were the teachers teaching English in the extended lower-secondary schools. There are 183 Primary Educational Service Area (PESA) Offices in Thailand. To draw the subject, first the researcher employed a systematic sampling through alphabetical selection of every 10th of 183 Primary Educational Service Area (PESA) Offices, obtaining 18 PESA offices with a total of 630 the extended lower-secondary schools. Secondly, of previously selected offices, 15 extended lower-secondary schools were selected

randomly, and the teachers teaching English in those schools were recruited as the participants in this study. They were 270 teachers eligible for this study; however, 241 respondents returned the questionnaires and consented to be the study subjects.

Instrument.

The primary research instrument for collecting data was the questionnaire adapted from the studies related to the problems of teaching English, the attitudes of teachers, and the needs for improving English teaching. The purpose of the questionnaire was to investigate problems confronted by the subjects, their attitudes towards teaching English in the extended lower-secondary schools, and their needs for English teaching improvement. The questionnaire was divided into four sections, comprising 53 items in total. The first section was designed to obtain demographic information about the samples regarding gender, educational background, major held, English teaching experience, the classes they taught, their workload, and administrative tasks, and if available, the certificate of any English proficiency tests. The second section aimed to obtain the data on teaching problems and the subjects' attitudes towards teaching English. The third section contained a set of questions regarding the teachers' needs for English teaching development. The second and third sections of the questionnaire were constructed using a 5-point Likert scale; the last section comprised open-ended questions inquiring other problems beyond the given statements.

Three experts were asked to verify content validity of the questionnaire, and the researcher accordingly modified and revised as suggested. The revised version was approved by the thesis advisors. Prior to conducting a pilot study, to ascertain accurate understanding, and avoid misinterpretation among the subjects, the questionnaire was, therefore, translated

into Thai. Afterward, the questionnaire was subject to pilot test in 30 teachers not involved in this study.

Pilot study.

To test the reliability of the developed instrument, the questionnaires were piloted through Google Forms via email address and line IDs in 30 teachers not participating in the current study. They taught English in extended lower-secondary schools under different three Primary Educational Service Area (PESA) offices located in, Buriram, Kalasin, and Roiet. The questionnaire in the pilot stage contained 54 items. The first section contained seven items collecting the demographic data about gender, degree of education, experience of teaching, a number of students, and the workload. The second section contained 36 items concerning teaching problems, and attitude towards teaching English. The remaining nine items were investigating the needs for improving English teaching. The last section contained two open-ended questions inquiring more about problems, and needs for improving English teaching. The Cronbach's alpha (α) coefficient for the specific sample of the pilot study was .94, indicating the excellent internal consistency.

Data collection procedures.

Prior to conducting the study, to make the questions and statements more understandable for the participants and to prevent miscommunication and misunderstanding, the questionnaires were translated into Thai by the researcher. The questionnaires were then distributed to the teachers teaching English in the extended lower-secondary schools under the Primary Educational Service Area Offices in Thailand. After completing the questionnaires, the participants returned them to the researcher through email. The researcher

collected the data using Google Forms, which can be categorized into spreadsheets. The data were consequently analyzed using mean score, standard deviation, and percentage.

Data analysis.

To accurately reflect point of view on the problems and attitude, all the items in the questionnaire were reviewed, analyzed and expressed as frequency, percentage, mean score, and standard deviation.

Limitations of the Study

The scope of this study was limited to teachers teaching in extended lower-secondary schools of 18 Primary Educational Service Area Offices in Thailand in the 2016 academic year, but not included all of the teachers in the 183 offices spreading over the country. The study was also limited to the participants who agreed to participate in. As a result, the findings might not represent the teachers in other schools, nor is they generalizable to other groups of teachers in the different educational levels and contexts. In addition, the teaching problems found in this study relied merely on teachers' English proficiency, teaching methodologies, teaching materials and sources, lesson planning, teachers' attitudes towards teaching English, and needs for improving English teaching. Therefore, the results may lack the consistency other teaching problems emerging in other English classrooms.

Confidentiality of Participants

The participants in this study were inquired to provide their personal information, namely, educational level, and area of teaching place. However, the researcher did not intend to use this information for other purposes except for educational research. Therefore, this

information was kept confidential, and all of the data were subject to delete after the completion of this study.

Definition of Terms

The following terms are defined and specified solely in the current study.

The term **Problems of Teaching English** refers to teachers' difficulties teaching English in the extended lower-secondary schools in 18 Primary Educational Services Area Offices in Thailand, including English proficiency, pedagogical practice, lesson planning, teaching materials and sources.

The term “attitude” is used by Kitjaroonchai (2013) to refers to as a feeling or perception or belief gained through past experience, and in that a person inclines to correspond through behavioral expression either favorably or unfavorably towards the persons, objects, situations or circumstance that the person is engaged with, and it can be changed through stimuli or persuasion (p.51). In this study, the term **attitude towards their teaching English** is adapted from the term described above to refer to the feeling or the judgment the teachers have towards teaching English in their teaching profession in their schools.

The term **Needs for improving teachers' English teaching ability** refers to the requirements of teachers teaching English in the extended lower-secondary schools in 18 Primary Educational Service Area Offices in Thailand to improve themselves in the aspects of teaching English such as English skills, teaching methods, designing materials, and the use of available technology in teaching.

Organization of the Study

Chapter I has focused on the background of the study, and the justification for conducting the study. It discusses the context of teaching and learning English in Thailand and the necessity to improve Thai students' English proficiency as well as Thai teachers. The teaching problems and attitude towards teaching English are also described. The primary research objectives, research questions, and the significance of the study as well as definition of key terms specifically used for the study are discussed as well.

Chapter II presents literature related to the study as the fundamental aspects of the study. It includes the background of Thai educational systems, problems of Thai teachers encountered in their teaching in the aspects of lesson planning, English proficiency, teaching materials and sources, and teaching methods. In addition, the related studies on attitudes and needs for improving English teaching are also discussed in Chapter II.

Chapter III presents research methodology, including selection of participants and research instruments. It also accounts for data collection procedures and data analysis.

Chapter IV presents results of the study: the teaching problems and attitudes towards teaching English of Thai teachers in extended lower-secondary schools. It also presents the findings of needs for English teaching development among Thai teachers teaching English in extended lower-secondary schools.

Chapter V summarizes findings of the study and discusses the problems the teachers experienced in teaching English and attitudes of teachers towards teaching English in extended lower- secondary schools. Recommendation and implication for further studies are also provided.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The main objectives of the present study are threefold. First, it aimed to investigate the teaching problems of English teachers teaching in the extended lower-secondary schools in 2016 academic year. Second, it investigated the attitudes of Thai teachers teaching English in the extended lower-secondary schools towards their English teaching. Finally, the study was intended to explore the needs of English teachers for their teaching development.

This chapter thus reviews literature related to English teaching problems in Thai context, and to factors affecting teaching and learning English. Moreover, background knowledge of the Thai educational system, attitudes towards teaching English, needs for English teaching development, and research studies on problem and needs of Thai teachers teaching English are also described in this chapter.

Problems of Teaching English Among Thai Teachers

Recently, Thailand has joined the Association of South East Asian Nations (ASEAN), and the ASEAN Economic Community (AEC) in 2015; accordingly, English language is of the considerable importance among Thai people particularly the forthcoming generations. It is announced that English is designated the official language for communication in all aspects, and communities in the ASEAN nations. Therefore, to address this challenge, Thai government has adopted policies to improve English language ability of Thai students at all levels to increase Thailand's competitiveness particularly in the employment sector (Prapinwong, Koolsriroj, & Bunnag, 2014). Nevertheless, compared to other learners from the ASEAN country members, the English

proficiency level of Thai students remains relatively low considering the aforementioned test results and the ranking.

In the higher educational level, the average TOEFL (Test of English as a Foreign Language) test scores of Thai students were lower than those of the students from other neighboring countries. Thai students obtained an average score of 450; students from Laos, Cambodia, and Myanmar earned an average score of 500; meanwhile, students from Singapore and Malaysia achieved the scores of 550 on average (Prapinwong, Koolsriroj, & Bunnag, 2014; Educational Testing Service, 2014). The unsatisfactory results of Thai students' English proficiency from all sources of evaluations, and all levels have raised a central issue discussed among teachers, researchers, and teacher-educators. To cope with this challenge, it is first thus necessary to examine the root causes of such problems and difficulties hindering the English proficiency among Thai learners. Since the 1800s, learning English has been considered a high priority for Thailand's Ministry of Education. Despite the awareness of importance, and attempt put from both political and educational stakeholders for English improvement, merely 1% of the Thai population has a good command in English speaking, reading and writing (Srichanyachon, 2010). As regards the context, not only are these inabilities found in working places, but they are also present in educational institutions. In particular, several investigations suggest that Thai learners experience English difficulties in all of the four skills. Three major studies were conducted on the listening, and speaking problems in Thailand. Mudlae's study (2011) on *English language problems, and language skill needs of operation staff in the automotive industry in Thailand* revealed that the staff members working in the production and manufacturing field had difficulties related primarily to the receptive skills. To illustrate, the staff failed to understand the accents, words, and sentences

spoken by their foreign colleagues. Khamkaew (2009) carried out research on the problems, and needs in English listening, and speaking skills of the Metropolitan police officers (MPO). The result of this study showed that upon listening, the subjects experienced difficulties understanding English accents, and failed to acquire the intended message despite simple expressions. Likewise, Uraipan (2011) conducted research on problems of listening, and speaking skills of Thai flight attendants working in an economy class. The results revealed that they failed to respond correctly to the passenger's complaints, and to use English language functions to warn drunken passengers. According to the study, the major cause of listening problems was due to the diverse accents among passengers, and the distinct consonants accounted significantly for speaking problems.

A large and growing body of literature has investigated English reading, and writing difficulties among Thai learners. Savetsila (2015) revealed in her study on reading, and writing problems among international trade officers in different banks, who were reported difficulties understanding complicated words and long or complex sentences and English idioms, in addition to writing skills. Moreover, literal translation, inability to select appropriate vocabulary, and the use of simple words or repetition, and the inability to use precise words may account for writing difficulties of the subjects.

There is a consensus of two studies suggesting that Thai university students lack confidence in speaking English. First, Ritthirat & Chiramanee (2014) revealed that upon speaking English, Thai students thought in Thai, and translated it into English. The authors argue that the poor command among the subjects stemmed from limited opportunities to practice speaking with native speakers, and negative attitude towards English. In the second study, Pongpanich (2008) claimed that anxiety, and nervousness

about communication in English may be two major contributory factors. The first factor lies on the lack of confidence, likely due to inadequate knowledge of the language, insufficient amount of vocabulary, and lack of English communicative skills in English daily life. However, the findings also suggest that the students become relatively confident, and fluent when supervised and offered individual lessons. The second cause is the inability to express critical thinking, and provide a logic reason. As can be seen in the studies mentioned above, Thai people remain lack of confidence in application of all of four language skills.

Kana (2015) highlights that EFL teachers teaching communication and presentation courses in world-class standard schools are concerned about teaching English courses. To enhance teachers' confidence in their teaching, a directive model of supervision, for example, would have helped a lot. Vacharaprusadee (2014) notes that Thai teachers teaching English in both primary and secondary schools realize their low English proficiency, and limited teaching skills; as a result, they feel relatively inferior to native speaking English teachers.

Sangkapan, Boonprakarn, and Krairisk (2015) maintain that English teachers in secondary schools affiliated with municipalities in the three Southern border provinces are obliged to teach English at different levels, thus consuming their considerable time preparing the lessons. Charoenpo, Soopunyo, and Tinnungwattana (2016) remark that the teachers in their study are considered incompetent in such fundamental knowledge of English as vocabulary, grammar, and pronunciation; consequently, their communication, and teaching skills are found ineffective.

In addition to lack of essential core knowledge of English, Thai EFL teachers tend to select inappropriate contents to teach their students. Punthumasen (2007) points out

that English teaching methods in Thailand focus primary on Grammar-role learning rather than practice-based approach. Similarly, according to Puthong (2009), among Thai EFL teachers grammar-focused lessons are preferred over a communicative approach. This is the case that students consistently consult a dictionary for literal meanings, and the pronunciation of new words, and a teacher explains the grammar in Thai, provides a couple of examples, and asks the students to do some exercises rather than integrate the lessons into speaking practice.

In addition to such issues, other related factors result significantly in low achievement among Thai students. According to Nounlong, Intajuck, and Rujimethabhas (2015), it remains doubtful that Thai EFL teachers understand English curriculum, and possess sufficient teaching skills. Likewise, there is also the case of several schools in Thailand where EFL teachers hold their degree not equivalent to English major, thereby unable to infectively communicate in English. It has been also claimed that the instructional technology provided by a number of schools in Thailand seems inappropriate for teaching.

Factors Affecting Teaching and Learning English

Teaching reflects belief and values teachers have held as regards the role of interactions with students. In Thai context, a number of crucial factors determine the achievement of Thai students in learning English, one of which rests on English teachers; however, several studies suggests that Thailand have experienced lack of English proficiency among Thai students, effective teaching methods, and teaching materials.

Inadequate English proficiency.

Inadequate English proficiency among Thai teachers teaching English as a second language is considered major concerns likely to hinder development of English teaching

and learning in Thailand. Indeed, most Thai EFL teachers perceive that their low English proficiency could impede them from effective English communication. (Prapaisit de Segovia & Hardison, 2008; Saengboon, 2002; Wongnoppaharatlert, 2001). According to previous studies, the majority of Thai EFL teachers admit lacking confidence in using Communicative Language Teaching (CLT) approaches in their classrooms. This is the case that similar findings have been reported outside Thailand. South Korean teachers, according to Li (1998), realized that their deficiency in speaking English precluded them from implementing CLT in their classrooms and that English speaking and listening abilities seemed inadequate to manage communicative classes. Like most other Asian countries, in Japan, teachers' lack of confidence in conducting CLT also resulted from their insufficiency English speaking ability (Sakui, 2004). In the same vein, teachers in Libya expressed their concerns regarding their ability to perform CLT (Orafi & Borg, 2009). It may be argued that a number of teachers in EFL countries remain lack of English competence, thereby, perpetuating low English proficiency in their countries.

Teaching methods.

A large and growing body of literature has investigated the relation between teaching methods and learning strategies, suggesting that the teaching approaches influence the students' academic conduct. To illustrate, Iurea, Neacsu, Safta, and Suditu (2011) found that the capability to apply the teachers' teaching methods, teachers' teaching strategies seminars or other practical activities significantly dramatically contributes to improved performance in students. Nevertheless, it remains unlikely for individual teachers to adapt their own teaching style to students' learning style. An effective teaching method should illustrate relevant and practical value in order to

motivate students, enhance their understanding, critically reflect understanding, and apply them for their further career.

Teaching materials.

Recent studies suggest that teaching materials are very important to increase the learners' learning performance. Karaka (2007) affirms that teaching and learning materials are one of the decisive factors in teaching and learning achievement worldwide as these resources effectively aid to transfer the content to learners. Moreover, Mwong, and Wanyama (2012)' s statement indicates that teaching and learning materials not only enhance a child's acquisition of learning skills, but also ensure the effective knowledge transfer. That is, education stakeholders should ascertain the availability of the teaching and learning materials where needed.

Seven, and Engin (n.d.) suggest that in foreign language teaching, teachers are committed to arranging a variety of teaching materials in order to assist students to have insight into the lessons they are learning. In other words, teaching materials are beneficial for students as they could enhance not only concentrations and understanding, but also language acquisition of students.

The Concept of Attitude

Attitude is an fundamental concept required to understand human behavior. This section thus provides a review of literature related to the concept of attitude and studies on language attitudes. Gardner (1985, p. 10) defines attitudes as “the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language”. Attitude is defined by Baker (1992, p. 10) as “a hypothetical construct used to explain the direction and persistence of human behavior”. According to Matsuda (2000), the construct “attitude” comprises three components: cognitive, affective, and

behavior. The cognitive component refers to his/her thoughts, beliefs, and values about the language; the affective component refers to his/her feelings about the language; and the behavior component refers to his/her behavioral intention to plan an action.

The definition of attitudes are defined by different scholars, mostly relevant to the studies conducted on language, such as attitudes towards the mother tongue, attitudes towards different languages, or attitudes towards a second or foreign language, or attitudes people have towards the language (Balcazar, 2003; Marley, 2004; Mee-ling, 2009 as cited in Kitjaroonchai, 2013). According to Gardner (cited in Kitjaroonchai, 2013) “attitudes are a component of motivation, referring to the combination of effort plus desire to achieve the goal of learning the language,” and “one of the key predominant factors for success in the language learning process” (p. 51). Kitjaroonchai’s discussion indicates that provided students foster positive attitudes through learning experiences, they are likely to learn and accomplish their goals far more easily than those with negative attitudes in that negative attitudes can lead to the decrease of motivation to learn (Brown, 2000). In Brown’s concept (2000), attitudes refer to the sets of belief learners hold towards members of the target group and towards their own culture. Attitude, according to Oxford, and Shearin (1994), is one of the six factors enhancing motivation in language learning. They define attitude as “sentiments towards the learning community, and the target language” (Oxford & Shearin, 1994, pp. 12-28).

Rubin and Thomson (1994) describe attitudes in respect of learning English that attitudes are the emotional traits related to the way learners feel about the foreign culture, and people. Learners may admire the foreign culture, and appreciate the people who speak the language; thereby, these factors stimulate them to learn more about the

language. Likewise, the success of teaching foreign language has definite relationship with positive attitudes.

Agcam, and Babanoglu (2016) assert that “teachers’ beliefs, practices, and attitudes significantly influence understanding and improving educational processes as they are linked closely to their strategies for coping with challenges in their daily professional life, and to their well-being, additionally they shape students’ learning environment, and influence their motivation and achievement” (p. 22). In addition, Issan, Al-Nabhani, Kazem, and Al-Ani (2011) presume that teachers’ attitudes towards their profession have a substantial effect on their performance and on their commitment to their roles and responsibilities. Agcam and Babanoglu also affirm that there is a correlation between attitudes and teaching profession. Similarly, researchers maintain that teachers’ attitudes towards their profession account for their teaching practice. Figure 1 illustrates the cycle of relationship between attitudes and teaching practice (Agcam, & Babanoglu, 2016, p. 22).

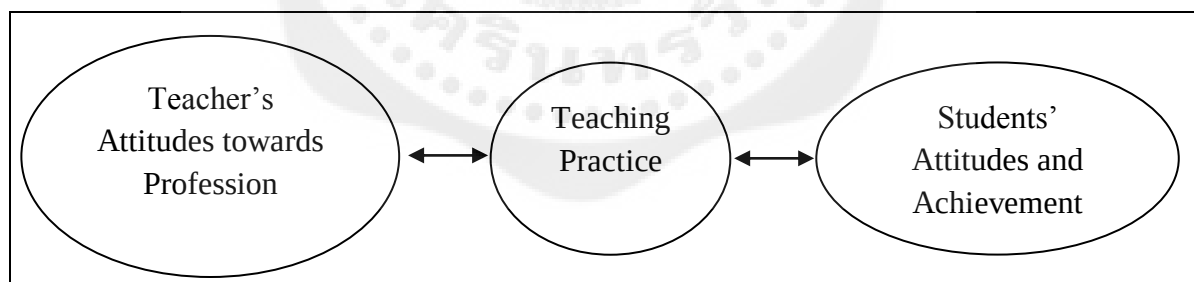


Figure 1. Relationship Between Attitudes and Teaching Practice

As shown in Figure 1, it can be seen that teachers’ attitudes towards profession have a significant impact on language teaching success, students’ attitudes, and academic achievement. It may be argued that the quality of students' learning outcomes are highly associated with teachers' teaching approaches, which are directly affected by teachers' attitudes towards teaching.

Nevertheless, according to Duatepe, and Akkuş-Çıkla (2004), teachers' negative attitudes towards their profession tend to negatively influence their teaching practices. Effective teachers are reported to display positive attitudes about teaching through promoting, and participating in a collegial, collaborative work environment, and holding their students responsible while accepting responsibilities themselves. The scholars concerned conclude that positive attitudes towards teaching depend largely on the personal beliefs of individual teachers.

The concept of 'attitude' is discussed in various aspects. Attitude is a feeling or perception or belief gained through past experience, and a person inclines to correspond through behavioral expression. It is, therefore, crucial to measure teachers' attitude in that positive attitude of teachers towards English language may encourage a better learning motivation amongst students, a better development of the personality of the students, and a better success rate of the students, and the nation. Luthans (1993, as cited in Tok, 2012) suggests that the professional attitude is of value in particular respects. People's attitudes towards their profession have an effect on their performance, and this is also the case of the teaching profession.

Kara (2009) points out that positive attitudes impact the exhibition of positive behaviors towards courses of study in that learners tend to absorb the conveyed knowledge, practice the lessons learnt, and persistently strive to learn. These students probably put their attempt to resolve encountered language difficulties, apply information, and skills useful for daily life, compared to those with neutral or negative attitudes. In other words, the cognitive aspect of attitude is the beliefs of the language learners regarding their acquired knowledge, their comprehension, and understanding towards the process of language acquisition. According to Abidin, Mohamad Jafre Zainol, Majid

Pour-Mohammadi, and Hanan Alzwari (2012), this aspect of attitude can be classified into four steps: (a) connecting the previous knowledge with the new one, (b) creating new knowledge, (c) checking new knowledge, and (d) applying the new knowledge in different situations. Furthermore, Zainol, et.al argue that language attitudes could enhance the learner's language acquisition, and influence the nature of their behaviors, and beliefs towards the language, culture, and community.

In conclusion, it could be argued so far that individuals may have distinct attitudes towards languages, and that their attitudes may be served in different useful functions. However, there have been few studies investigating the attitudes towards teaching English of the English teachers in the extended lower-secondary schools in Thailand. Thus, the present study aims to fill the unidentified research gap by investigating the attitudes of teachers teaching English in those schools in 18 Primary Educational Service Area Offices in Thailand.

Impact of Teachers' Attitudes on Students' Learning

Teachers' attitudes are crucial to all classroom settings, and have an substantial impact on students' learning (McKinney, 2008). According to McKinney (2008), that the impact of teachers' attitudes in the inclusive setting is deemed substantial. Teachers' positive attitudes have been reported high correlation with students' achievement in several studies. For example, a study by Tsovili (2004) indicates that the students with a positive personal identity are found to acquire high understanding superior to their counterparts. Rather, negative attitudes are often detrimental to students' learning performance. In one study of teachers' attitudes towards English language learners, Garcia-Nevarez, Stafford, and Arias (2005) maintain that the effect of negative attitudes could even extend into the emotional and psychological realms. Interestingly, according

to Tsovoli (2004)'s study, the disabled students whose teachers displayed negative attitudes towards them would acknowledge school as a dangerous environment where they were discriminated against, humiliated, and sometimes even physically abused. Smadi, and Al-Ghazo, (2013) remark that teachers' attitudes are highly related to their classroom practices, but whether the changes in attitudes follow changes in practice or vice versa should not hinder the purpose of professional development goals. The important argument is the notion that changes in attitudes, ways of thinking, and classroom actions all come into play in the teacher-change process (p. 63). Therefore, again the positive attitudes towards foreign language is regarded as an essential basis for language learning and teaching. On the other hand, negative attitudes towards the foreign language, which often derives from stereotypes and superficial contact with the target culture, can impede the learning of that language. In other words, once teachers foster positive attitudes, and experience success in their language teaching, the attitudes are reinforced. In contrast, teachers with negative attitudes may fail to develop their language teaching as attitudes can be unfavorably modified by teachers' experience and qualifications (p. 64). Likewise, Brown (2000, p. 181 as cited in Smadi & Al-Ghazo, 2013) concludes from several studies on the effect of attitude on language learning, and language teaching that "positive attitudes towards the self, the native language group, and the target language group enhanced proficiency". It could be thus affirmed that both negative and positive attitudes exert a potential impact on the accomplishment of language learning, and teaching.

Teachers' Needs for Developing English Teaching Ability

In general, the term "needs" refers to the desire or inclination to do something or to achieve the intended goal. The term "need" in the present study refers to requirements

to develop themselves as English teachers teaching English in schools to help students learn English to achieve either self-competence or students' competence since English is deemed relatively compulsory, essential, and competitive to their success and future career. As for teachers, professional learning practices that increase educator effectiveness and results for students are considerably required. It is vital for EFL teachers that their professional learning practices be increased for the purpose of increased achievement among teachers, and students.

Prasongporn (2015) argues that being principal resources in transferring their students' knowledge, teachers are regarded as one of the critical factors determining the educational achievement. It is obliged that teachers develop their teaching and learning process through available innovative ideas or diversified teaching process. To do this, the English teachers are required to obtain necessary trainings to create teaching approaches, and encouraging students' achievement. In addition, in their classroom activities, teachers should take opportunities of students to practice the lessons into serious account through English learning activities such as the remedial teaching, English camps, and the enhancement of reading activities through English corners in schools. The practice that teachers are committed to preparing the effective lessons or creative activities inspiring students to learn approaches probably tend to promote students active learning, which may be mutually beneficial for not only students but teachers themselves.

The study by Bowonratanapat (2012) provides the list of teachers' needs namely language skills, language knowledge, curriculum development, assessment, research, technology, and psychology. Similarly, Prasongporn argues that being the key element to learning success, teachers' potential in content knowledge-- the English competency -- are urgently required to be elevated.

Gándara, Maxwell-Jolly, and Driscoll's study (2005) identified the aspects of additional support teachers might need. The respective needs selected most by the elementary school teachers include (a) additional professional assistance, (b) increased amount of time to teach students, (c) additional time for collaboration with colleagues, and (d) effective materials. Secondary, they require to be provided with cultural insights, which might facilitate their students' understanding. The teachers with all kinds of certification at all grade levels generally agreed that the overall range of professional development topics would likely help them improve their teaching of English language learners. The most-required choices in order included second language reading/ writing, a variety of teaching strategies, and English language development, respectively. Interestingly, the participants also mentioned that one of the best formats for learning these skills was by observing skilled teachers. In other words, teachers desire a professional development structured around in-class opportunities to work alongside a skilled professional. These findings suggest essential needs for developing policies to strengthen professional development and preparation for teachers of English learner students; meanwhile, it is desirable to take account of a different level of in teachers' knowledge, expertise, and experience so that appropriate and effective program could accordingly adopted. Furthermore, the elementary and secondary teachers across all districts generally agreed on other aspects of support likely to assist them to respond the EFL students' needs, namely (a) qualified materials, (b) increased amount of time teaching students, (c) close collaboration with colleagues, and (d) additional paraprofessional assistance.

Finally, the teachers in small and remote districts experience a variety of constraints. To illustrate, like teachers in urban districts, they are demanded for

achievement from students; nevertheless, unlike the larger schools in urban districts, limited resource have been provided. In closing, we are inspired by the commitment, thoughtfulness of these educators, and their optimistic attitude that they could do better if given the proper tools. At the same time, we are left with a keen awareness of the work that remains to be done and a conviction that changes must be made if we are to provide teachers with the tools and knowledge they need to successfully educate the English learners.

The Thai Educational System

Education in Thailand is provided by the Thai government through the Ministry of Education from pre-school to senior high school, and it makes compulsory and free-of-charge admission. Thai conventional compulsory education comprises three types: (a) formal education, (b) informal education, and (c) non-formal education. Formal education is provided by both public and private institutions. Non-formal education, more flexible than formal education, is available for those missing school in their early ages and those engaged with jobs but requiring to acquire an education. Informal education can be obtained through libraries, museums, science centers, as well as mass media such as radio, television, newspapers, magazines, and computer networks (Ministry of Education, 2016).

Since 2003, children aged from six to 15 years are obliged to attend a school. A minimum of nine years school attendance is mandatory, and the nine-year compulsory education covers both primary and lower secondary education. Complimentary basic education of 12 years is offered by the Ministry of Education; meanwhile, the formal education lasts minimum 12 years of basic and higher education. The basic education is divided into six years of primary education and six years of secondary education. The

secondary education is then further divided into three years of lower- and upper-secondary levels. Kindergarten, which is also part of the basic education, lasts for two to three years, depending on the locale and is variably provided (Ministry of Education, 2011).

Extended lower-secondary schools.

The lower-secondary programs have been offered in remote rural areas by the Office of the National Primary Education Commission (ONPEC) in order to expand educational opportunities for the students in lower socio-economic classes. Extended lower-secondary schools provide compulsory education to children aged between seven and 16 years living in rural areas. The extended lower-secondary schools refer to the schools expanded from six years of primary level (Grade 1 to Grade 6) to Grade 9.

These extended lower-secondary programs are primarily located in the state primary schools, and administered under the funding of the government. The aim of these schools is to provide education conforming to the Thai education policies, to equalize opportunities for students' learning, and to serve as a basis for further high-level education. According to such Thai education policies (Ministry of Education, 2016), all Thai students are to the complete compulsory education, and provided the same quality of education. The principal purposes of these extended lower-secondary schools are the following: to offer an equal opportunity to students aged between seven and 16 years old to complete ninth-grade education, (b) to develop human resources to conform to the dynamic structure of business development, and (c) to provide fundamental knowledge and essential skills for career or further study in a higher level of education (Ministry of Education, 2016). Thailand constitutes three principal educational levels: primary level,

secondary level, and extended lower secondary level, each of which is administered by the ministries with specific purposes and goals.

Conventionally, there are two types of schools: the primary schools, and secondary schools. This type of schools is extended from the primary schools. In other words, these schools offer education from the kindergarten levels to Grade 9. At the beginning, this type of school provided classes for kindergarten to Grade 6 levels; subsequently, they are subject to extend to Grade 9 in order to fulfill the Ministry of Education's policy established to provide opportunities to the students living distantly from the town to further their studies, and accomplish the compulsory education required by the Educational Act 1990.

In Thailand, there are totally 2,120 educational extended schools (Office of the Basic Education Commission, 2005). Several educational extended schools are located in the remote areas with constraints of budget, personnel, materials, and teaching and learning equipment. However, the Ministry of Education attempts to address the issues through the reform of learning process, teaching materials and sources, learning assessment, curriculum development, community collaboration, research for learning development, and personnel development (Ministry of Education, 2002).

Research Studies on Problems and Needs of Thai Teachers Teaching English

Recently, there have been few studies conducted in Thai teachers at the primary level and secondary levels to investigate the problems and needs to improve their teaching English in Thailand. Most studies explore the problems in the higher education level in Thai universities in both state-run and private universities, whose participants were primarily university students. However, the following are studies to support the argument of the present study.

Bowonrattapat (2012) investigated the needed, schemes for professional development, and opinion about teaching and learning of the secondary school English teachers under Nakorn Ratchasima Provincial Administration Organization. The participants were 176 secondary English teachers teaching in the second semester of the 2011 academic year. The research instruments employed were the developed questionnaire and an interview. The questionnaire consisted of questions inquiring eight aspects of the needs the teachers required to develop their profession, including language skills, language knowledge, curriculum development, teaching, and learning processes, assessment, research, technology, and psychology. The interview was conducted with 10 teachers in order to acquire the teachers' opinions on teaching and learning. The data were analyzed and expressed as percentage, means, and standard deviations. The results showed that the teachers' needs for developing themselves fell into a high level in all aspects. In respect of the scheme of professional development, the teachers want to develop themselves through training/seminars, educational excursion, research, self-study, teaching observations, pursuing a higher education, and portfolios, respectively.

In a recent study, Noom-ura (2013) explored the problems with English language teaching and learning, and the professional development needs of high-school teachers in 77 secondary schools in three provinces of three Secondary Educational Service Areas in Thailand Areas (SESAs). The participants were 34 English teachers from nine schools in three Secondary Educational Service Areas (SESAs) in central Thailand. Research instruments used to collect data included closed-and open-ended questionnaires. It was found that the respondent-teachers moderately agreed with the problems about which they were concerned: (a) teaching writing, (b) incorporating experiential learning into English classes, (c) their own minimal use and/or exposure to English, (d) teaching listening and

speaking, and (e) the effective use of games and songs in English classes. In contrast, they showed a low level of agreement with following four statements: (a) their discontent with teaching English, (b) their lack of English teaching qualifications, (c) problems with teaching vocabulary, and (d) problems with teaching grammar and structure. As for the needs for professional development, the respondents showed a moderate level of professional development needs. The most valued types of professional development involved: (a) three to five days of training, seminars or conferences, (b) excursion in Thailand and overseas, and (c) pursuing their study either in Thailand or overseas. The respondents showed the least attention to the two to three-month training courses.

Prapinwong (2014) conducted a survey study under the Office of Basic Education (OBEC)--funded projects as English teacher trainers--aiming at investigating problems and needs of English teachers in the primary and extended lower-secondary schools under OBEC in nine Educational Service Areas' in Nonthaburi, Saraburi, Samutprakarn, Pathumthani, and Singburi. Prapinwong also intended to inquire mechanisms to respond to the needs of the teachers of English in the future training. The data were derived from questionnaires, classroom observations, and focus group interviews. The survey of 126 teachers of English in the elementary schools and extended schools revealed professional needs, strengths, difficulties, and challenges in English education as Thailand is included in the ASEAN community. The paper provides insights into the limitations of teachers, particularly those working in small, underprivileged public schools, directions for future professional development schemes, and also to urge parties involved in decision-making process to realize the persistent problems in English education at the primary and lower-secondary levels in Thailand.

Sangkapan, Boonprakarn, and Krairiksh, (2015) conducted a study to survey the situations and problems in learning English at the secondary schools affiliated with municipalities in the three southern border provinces. The data were collected via in-depth interviews from a group of 18 teachers and students in the three southern border provinces. Qualitative method was used to analyze the data which were classified, summarized, and synthesized respectively, prior to descriptive and analytical presentation. The results showed the general situations and problems as follows. In general, teachers were assigned to teach a different level of knowledge for individual classes, which consumed their considerable time on lesson preparation. Surprisingly, in addition to teaching loads, teachers reluctantly bear other responsibilities; for example, they have attended the training programs in how to make lesson plans via related organizations and peers. Moreover, the extra curriculum activities were limited to be held solely in the class. The traditional learning materials were vocabulary cards, games, pictures, and textbooks. As regards the difficulties, teachers had time constraint on teaching preparation; during classroom activities, they switched from Thai to English on and off; students became relatively shy to answer questions; and there was no language laboratory nor budget for employing the additional number of teachers, and purchasing additional teaching materials. Furthermore, schools were subsequently forced to suspend the class due to the violence in the area, thus reducing the amount of time for English classes.

Kongsoongnoen, and Sutthisan (2017) examined the situations, problems, and needs in teaching English of Grades 1-6 teachers in five provinces located in the five provinces in the central region of Thailand: Lop Buri, Sing Buri, Saraburi, Suphan Buri, and Ang-Thong in 2016. The questionnaires comprising both open and closed-ended

questions were administered to the English teachers in the area, and 170 teachers responded back. Percentage, mean score, and standard deviation were applied to analyze quantitative data, whereas content analysis was conducted for qualitative data. The results of the teachers' questionnaire response indicated that the majority of participants had no degree in English but had 1-5 year experience in teaching English. As regards the teachers' perceptions on teaching English using Likert Scales, their satisfaction was at a moderate level in every item (teaching situations, contents, learning activities, learning materials, and evaluation). In particular, the majority of the subjects claimed that lacking teaching methods, contents, and skills in English were of primary concern; therefore, they had their students learn from the programs themselves, and occasionally certain teachers read textbooks while teaching. The findings also suggested that the teachers needed teaching English training particularly the English teaching approaches and English skills. Inadequate number of qualified teachers to teach English in primary grades was a critical issue particularly with Grades 1-2.

Research Studies on Teachers' Attitude Towards Teaching English Abroad

Tok (2012) examined the attitudes of teacher candidates in Turkey towards the teaching profession. This survey study relied on the data collected from Pamukkale University Classroom Teaching students. It was found that the attitudes of teacher candidates towards the teaching profession rarely varied according to "gender," "type of teaching," "type of high schools they graduated from," and to their preferences to be a teacher. More than half of the candidates were willing to choose the Classroom Teaching Program, and the majority of them intended to pursue this profession; nevertheless, their attitudes towards the teaching profession were found negative. The majority of the participants appeared unsatisfied with the University and faculty administrations, and

reported that they failed to express sufficient intention to develop themselves for the profession. Meanwhile, the attitudes of students expressing their discontent towards the teacher had a lower level. It is thus convincing to not only provide the teacher candidates with knowledge and skills, but to assist them to develop their interest, and positive attitudes related to the profession.

Hürsen (2012) investigated attitudes of teachers towards their professional development activities. The participants were 448 high school teachers in the Turkish Republic of Northern Cyprus (TRNC). The results revealed the effectiveness of teachers' professional development activities. In addition, teachers' gender, age, and duration of the service was found significant difference in their attitude towards the professional development activities. The results also showed that women teachers had positive attitudes and intended to obtain professional development activities. In addition, it was found that the younger teachers with less service time for professional development activities were reported the positive attitudes.

Smadi and Al-Ghazo's (2013) study aimed at exploring Jordanian public school teachers' attitudes towards teaching English as a foreign language and the factors likely to influence these attitudes, and the relationship between their attitudes towards the English language and their classroom practices. Twenty female teachers of the English language constituted the participants of this study. They were purposefully chosen from the schools in Ajloun Directorate of Education in the second semester of the academic year 2012/2013. A questionnaire and an observation checklist were used to collect the data, and the collected data were then analyzed by the proper statistical analyses. The findings suggest that the EFL teachers' attitudes towards teaching English as a foreign language were moderate; particularly, teachers' pedagogical competences were found moderate

with a mean of 2.74. The correlation coefficient between the teachers' attitudes and their actual pedagogical competences was negative, and somewhat low.

Agcam and Babanoglu (2016) examined whether the attitude of EFL teachers towards teaching profession significantly varied across level of educational institutions. To address the research questions, an attitude scale was administered to EFL teachers working at state primary schools, secondary schools, and institutions of higher education in Turkey, totally 60 teachers. The overall findings showed that majority of teachers agreed with the statements related to general requirements of teaching profession and the responsibilities of a teacher regardless of the educational level of their institutions. Findings also indicated that the majority of the participants admired their job despite several difficulties confronted with them while performing the duty. Even though the statistical findings indicated no significant difference among the groups with respect to their professional attitude, it was noticed that the teachers remarkably differed in their responses to certain items. To illustrate, the primary school teachers were found to agree more with the statement that “Nowadays, students do not take their teachers as role models” when compared to their colleagues working at secondary schools and institutions of higher education.

Research Studies on the Attitudes Towards Teaching English of Thai Teachers

Kitjaroonchai (2013) surveyed the attitudes of primary and lower-secondary school teachers in Muak Lek and Wang Muang districts of Basic Education Service Area Office 2, Saraburi province, towards the English language. Kitjaroonchai also examined the significant difference between male and female teachers' attitudes towards English and the significant difference between those with one-four years and those with more than 20 years of teaching experience. A modified 20-item attitude survey adapted from

Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was administered to 203 primary and lower- secondary school teachers in Muak Lek and Wang Muang districts, Saraburi province. The findings of the study suggested that the attitude of the primary and lower-secondary school teachers towards the English language was slightly positive. The results of the study also showed that no significant difference between male and female teachers' attitudes, nor significant difference in the teachers' attitudes between those with one-four years of teaching experience and those with more than 20 years of teaching experience was found.

In teaching and learning English as a foreign language in Thailand, teachers are considered to be the key personnel to conduct the teaching and learning process. Moreover, the teachers exert their influence on the students' proficiency.

Summary of the Chapter

This chapter has reviewed to the purposes of the problems among Thai teachers teaching English in Thailand. Then it discusses factors affecting teaching and learning English. The third section describes the concept of attitudes and the impact of teachers' attitudes on student learning. The fourth part reviews needs for professional development in teaching followed by the educational system, particularly the extended lower-secondary schools, and teaching problems. At the end of the chapter, the related studies on the problems and needs for development of their teaching and studies on the English teachers' attitudes are discussed.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology employed in this study. It begins with research procedures: description of population, sampling procedures, participants, and research instruments. It addresses the data collection, and data analysis. The first section presents research procedures.

Research Design

This study relied on an exploratory study aiming to investigate the teaching problems, attitudes towards teaching English, and needs for improving English teaching of English teachers in the extended lower-secondary schools, under the Minister of Education in Thailand. The major research instrument for collecting data was the questionnaire. There were two types of data: quantitative data- rating scales of the questionnaire items, and qualitative data-the responses of the open-ended part of the questionnaire.

Participants

Selection of the schools and participants.

The population of the study was English teachers in the extended lower-secondary schools in Thailand. Based on the information provided by the Ministry of Education in 2016, there are totally 183 Primary Educational Service Area (PESA) Offices administered under the Office of the Basic Education Commission (OBEC), Ministry of Education in Thailand (Ministry of Education, 2016). The total number of the extended lower-secondary schools in Thailand is 7,061. Firstly, the Primary Educational Service

Area (PESA) Offices were selected by applying the systematic sampling method; afterward, the schools of under those PESA were randomly selected.

The participants were the teachers teaching English in the extended lower-secondary schools. In Thailand, there are 183 Primary Educational Service Area (PESA) Offices. Firstly, to select the offices, systematic sampling was conducted by picking every of the 10th of 183 Primary Educational Service Area (PESA) Offices based on the alphabetic list. Therefore, there now were 18 PESA offices with a total of 630 the extended lower-secondary schools taking part in this study. Secondly, 15 extended lower-secondary schools were randomly selected from such 18 PESA offices. The total number of participants was 270 teachers. The teachers teaching English of those selected schools were drawn as the participants in this study.

Instrumentation

The instrument in this study was the online questionnaire adapted from the studies related to the problems of teaching English, the attitudes of teachers towards English, and the needs for improving English teaching. It included both close-ended, and open-ended questions, which were self-administered by the participants. All the questions were created in Google Forms; afterward, they were sent to the participants directly via the participants' email addresses or by copying URL of the questionnaires and pasting it into Line IDs. The email addresses and Line IDs were obtained from the project managers who contacting and coordinating with the teachers teaching English in each PESA office.

The questionnaire includes four sections. The first section is intended to survey general background information of the participants, namely gender, educational degree held, English-teaching experience, classes assigned to, their workload, and if available, the results of CEFR English proficiency tests they had. At the initial stage, the data were

collected from the participants who were assigned to write short answers and click on the prepared choices best describing them. The second section of the questionnaire comprises 35 items divided into two sub-sections. The first sub-section aims to investigate the teaching problems confronting English teachers in four different aspects: lesson planning, (Items 1 to 7), English proficiency (Items 8 to 13), teaching materials and sources (Items 14 to 19), and teaching methods (Items 20 to 25). The second sub-section deals with the teachers' attitude towards teaching English (Items 27 to 35). As regards the attitudes of teachers towards English, the researcher used certain questions from Kitjaroonchai's studies (2013). The second section deals with a 5-Likert rating scale, which describes the level of agreement in English teaching problems, the attitudes towards teaching English.

The third section of the questionnaire explores the participants' needs for improving English teaching. There were nine items inquiring the needs for English teaching improvement. In this part, a 5-Likert rating scale is also used. The participants were required to click on the level of agreement of each statement. The last section of the questionnaire contains two open-ended questions inquiring other problems the teachers had encountered in their teaching and the other aspects of training to develop themselves and maintain their professionalism. The participants were asked to write the answer in the space prepared for two questions. In this part, the participants had the opportunity to present more ideas and opinions not covered in the close-ended questions.

Content validity and reliability of the questionnaire.

To establish the content validity of the questionnaire, the researcher asked three experts: two Thais, and one native speaker to examine the content of questionnaire items in terms of the appropriateness to the research objectives and language use using the IOC

(Index of Congruence). The experts' responses were then calculated for value of each item, and the item with lower than .50 was deleted. Therefore, there were totally 35 items of the questionnaires in Part 2 and nine items in Part 3. Part 4 comprises two main open-ended questions. The thesis advisor was asked for the content verification of the questionnaire, and for appropriateness to the study. In order to increase the internal consistency, the questionnaire was modified according to the advice of both thesis advisor and co-advisor. Any irrelevant parts or repeated questions were removed from the questionnaire. After review and revision by the thesis advisor and co-advisor, the questionnaire was virtually employed in the actual study.

The revised version of the questionnaire was piloted by 30 English teachers teaching in Primary Educational Service Area Offices in Roiet, Burirum, and Kalasin through Google Forms, and emails. The comments and suggestions from the respondents of the pilot study were taken into account for the development of the final draft of the questionnaire for the actual study. It could be thus concluded that the questionnaire of the study was of appropriateness to conducting the study.

Reliability analysis of the questionnaire.

The purpose of this analysis was to verify the reliability of the questionnaire developed by the researcher. The questionnaire was piloted in three different Primary Educational Service Area Offices, Buriram, Kalasin, and Roiet through Google Forms via email address, and line IDs. The purpose of pilot test was to verify the use of language and content for clarity to establish an appropriate completion time and to determine whether revision of the whole questionnaire would be needed for the actual study (Mc Millan & Schumacher, 2009). In this study, Cronbach's alpha (α), one of the widely-used measures of internal consistency of multiple Likert questions in a

survey/questionnaire, was used to determine the reliability of the scale of the questionnaire. Cronbach's alpha, a widely-used rule to describe the internal consistency score, used in this study as follows (Wikipedia, 2012).

Cronbach's alpha	Internal Consistency
$\alpha \geq .90$	Excellent
$.90 > \alpha \geq .80$	Good
$.80 > \alpha \geq .70$	Acceptable
$.70 > \alpha \geq .60$	Questionable
$.60 > \alpha \geq .50$	Poor
$.50 > \alpha$	Unacceptable

In the pilot study, 30 teachers teaching English in the extended lower-secondary schools from different three Primary Educational Service Area (PESA) offices were drawn. The demographic data were not subject to determine its validity. Therefore, the questionnaire used in the pilot stage to find the content validity was in Part II and Part III. In Part II primarily comprised 36 questions under the Likert scale, including 23 items on teaching problems, and 13 items on attitudes towards teaching English. In part III contained 9 items on the needs for improving English teaching. In this stage, Cronbach's Alpha was also used as a measure for internal-consistency. According to Cronbach's Alpha calculation, overall Cronbach's Alpha (α) from the specific sample of pilot study yielded liability coefficient of .94, which is considered excellent. After pilot test, 1 question irrelevant to study was deducted; thus, Part II remained 35 items, and Part III remained 9 items. Virtually there was a total of 44 questions.

Further reliability analysis of the questionnaire deals with three sections: teaching problems with four aspects of teaching problems, attitude towards teaching English, and needs for improving English teaching

Data Collection Procedures

The data for this study were obtained from the close-ended, and open-ended questionnaire. First, the researcher asked the project managers for the participants' email addresses. Then, the researcher asked a letter of permission for carrying out data collection from the Graduate school. Afterward, the researcher sent the letter to the Primary Education Service Area Offices for distributing the online questionnaire by e-office system to the participants' schools.

The questionnaires were administered to all 270 participants in April and May 2017. All the participants were allowed two weeks to complete the questionnaire. With reliability, convenience, and cost-saving merit, the Google Forms were used to collect the data this study. A cover letter providing information about the study, a consent letter, and the researcher's contact information were attached to participants and the project managers together with the emails of the questionnaire.

Data Analysis

The questionnaires were sent to 270 participants, 241 (89.26%) of whom responded. The data from the questionnaires were analyzed, interpreted, categorized, and tabulated. Firstly, the data concerning the general background were also calculated into frequency, and percentage. Secondly, 5-point Likert scale was used to score the participants' level of agreement in terms of their teaching problems, and attitudes towards English. In addition, the 5-point of Likert scale was also used to score the needs for improving teaching

English. The scale used in the questionnaires to specify the level of agreement or disagreement based on the criteria of Rensis Likert (1932) as follows:

For the positive statements,

Level of Agreement	Score
Strongly Agree	= 5
Agree	= 4
Moderately Agree	= 3
Disagree	= 2
Strongly Disagree	= 1

As for the negative statements, the scores were reversed in order to evaluate values in the same direction as those of five positive statements as follows:

Level of Agreement	Score
Strongly Agree	= 1
Agree	= 2
Moderately Agree	= 3
Disagree	= 4
Strongly Disagree	= 5

The data from the questionnaires were analyzed and expressed as mean scores, and standard deviations. The range of mean scores was calculated by subtracting the lowest scale (minimum scale = 1) from the greatest (maximum scale = 5), and divided by the interval range (4). The interpretation of value level of teachers' problems in English teaching was determined by the following criteria.

Mean scores	Value
4.21-5.00	Very high

3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

The interpretation of value level of teachers' attitudes was determined by the following criteria.

Mean scores	Value
4.21-5.00	Highly positive
3.41-4.20	Positive
2.61-3.40	Average
1.81-2.60	Negative
1.00-1.80	Highly negative

The interpretation of value level of teachers' needs for English teaching development was determined by the following criteria.

Mean scores	Value
4.21-5.00	Highest
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Lowest

The mean scores (*M*) was used to interpret the average level of the participants' problems with teaching English, the attitudes towards English, and the needs for improving English teaching. Then, the results were presented in tables, and figures together with full explanations of descriptive analysis.

Finally the informative responses from the open-ended part which the participants answered the questions were tally in to group of teaching problems, and the needs for improving English teaching. Then, the calculated frequency and percentage of each problem were described into the tables.

Summary of the Chapter

This chapter described the research methodology of the present study. The participants in this study were 270 teachers teaching in the extended lower-secondary schools from 18 Primary Education Service Areas in Thailand. The main research instrument for data collection was the online questionnaire developed by the researcher, and validated by experts, thesis advisor, and co-advisor. The questionnaire was composed of four parts, including both close-ended, and open-ended questions associated with demographical data, teaching problems, attitudes towards English, and needs for professional development in teaching English. The results of the questionnaire were analyzed to answer the three research questions. A descriptive analysis was also used to analyze data regarding the teaching problems, and attitudes of teachers teaching English in the extended lower-secondary schools in Thailand.

CHAPTER IV

RESULTS

This study was conducted to investigate the teaching problems and attitudes towards teaching English; in addition, it aimed to explore the needs for improving English teaching of Thai teachers teaching in the extended lower-secondary schools all over Thailand. This chapter presents the results of the study in which the first part of the chapter addresses the demographic data of the participants, the second part of the chapter deals with the results of teaching problems the teachers encountered, and the attitudes towards teaching English, and the last part of the chapter presents the results of needs for improving English teaching. The qualitative data analysis from the open-ended questions is also discussed.

Demographic Data of the Participants

The descriptive analysis concerning the demographic characteristics of the participants, Thai teachers teaching English in the extended lower-secondary schools was summarized in Table 1. The questionnaires were sent out to 270 participants, and 241 (89.26%) were returned.

Table 1

Demographic Characteristics of the Participants

Items	Participants (<i>n</i> = 241)	Percentage (%)
Gender:		
Female	204	84.65
Male	37	15.35

(continue)

Items	Participants (<i>n</i> = 241)	Percentage (%)
Degree obtained		
Bachelor's degree (BA)	123	51.04
Master's degree (MA)	118	48.96
Doctoral Degree (Ph.D.)	-	-
Major of Bachelor degree (BA):		
English	99	41.08
Teaching English	3*	1.24
Education of English	2	0.83
Business English	1	0.41
English and Communication	1	0.41
Others	17	7.05
Major of Master degree (MA):		
Education Administration	45	18.67
English Teaching	43	17.84
Curriculum and Instruction	11	4.56
English	6	2.49
Others	13	5.39

(continued)

Items	Participants (<i>n</i> = 241)	Percentage (%)
Years of Teaching in the Extended lower-secondary School		
1-5 years	84	34.85
6-10 years	65	26.97
over 20 years	38	15.77
11-15 years	35	14.52
16-20 years	19	7.88
Teaching Workload per Week		
16-20 Hours per week	110	45.64
21-25 Hours per week	82	34.02
Less than 15	35	14.52
More than 25	14	5.81
Responsible Subjects		
More than one subject	218	90.46
All subjects	12	4.98
English	11	4.56
Total number of students		
more than 50 students	151	62.66
20-40 students	65	26.97
less than 20 students	14	5.81
41-50 students	11	4.56

As shown in Table 2, the participants comprised 204 women (84.65%) and 37 men (15.35%). Of all the participants, 123 of them (51.04%) obtained Bachelor's degree (51.04%) with different majors, and 99 of them (41.08%) majored in English. The other majors, with a small number, were Teaching English (1.24%), English Education (0.83%), Business English (0.41%), and English and Communication (0.41%), respectively. The other majors, 17 participants completed but not specified accounted for 7.05%. In addition, 118 teachers (48.96%) obtained a Master's degrees majoring in Education Administration (18.67%), English teaching (17.84%) Curriculum and Instruction (4.56%), English (2.49%), and other majors not specified (5.39%).

With respect to teaching experience, 34.85% of participants reported that they taught for 1-5 years, 26.97% taught English in the extended lower-secondary schools for 6-10 years, 15.77% of them had over 20 years of teaching English experience, 14.52% had 11-15 years of teaching experience, and 7.88% had 16-20 years of teaching experience, respectively. As for the teaching workloads, (45.64%) of the teachers had 16-20 hours per week, followed by 21-25 hours per week (34.02%), fewer than 15 hours per week (14.52%), and more than 25 hours per week (5.81%), respectively.

As for subject teaching, the majority of participants (90.46%) were committed to teaching more than one subject, including English, followed by 4.98% of the participants committed to teaching all subjects for the grades for which they took responsibility; meanwhile, 4.56% of the participants taught sole English. As for the number of students in their class, 151 respondents (62.66%) reported that in their class students exceeded 50 followed by 65 (26.97%) had 20-40 students in their class, 14 (5.81%) of them taught the classes with fewer than 20 students, and 11 teachers(4.56%) taught the classes with 41-50 students, respectively.

The results suggested that the characteristics of the participants were varied. Female teachers accounted for the majority of teachers teaching English in the extended lower-secondary. The teachers obtaining a Bachelor's degree outnumbered those completing a master's degree. Most of the teachers taught the excess number of grade levels, and the exceeding number of 50 students. They also taught more than one subject other than English, and most of the teacher had 16-20 teaching hours per week.

The English proficiency levels based on CEFR.

To investigate the English proficiency level of the English teachers based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), the demographic information of the participants was first analyzed. The teachers' English proficiency level based on CEFR was illustrated in Table 2.

Table 2

Teachers' English Proficiency Level Based on CEFR

CEFR Levels	Participants (<i>n</i> = 241))	Percentage (%)
C2	4	1.66
C1	0	0.00
B2	23	9.54
B1	77	31.95
A2	78	32.37
A1	19	7.88
Below A1	0	0.00
Never taken the test	40	16.60
Total	241	100

As shown in Table 2, 201 out of 241 teachers had taken CEFR test; the majority of the participants ($n = 78$) achieved at the A2 level (32.37%); one-third fell into the B1 level (31.95%), B2 level (9.54%), A1 level (7.88%), C2 level (1.66%); and 40 teachers (16.60%) failed to take the test. The teachers who acquired A2 had the highest number (32.37%). The relatively small number of teachers (1.66%) achieved C2, which is regarded the high proficiency of English Assessment.

Problems of Teaching

To answer Research Question 1- the teaching problems of Thai teachers teaching English in extended lower-secondary schools in Primary Educational Service Area (PESA) Offices in Thailand, the data, derived from the Part 2 of the questionnaire were analyzed using mean scores (M). The scale used in the questionnaires to specify the level of agreement or disagreement based on the criteria of Rensis Likert (1932). As for the positive statements, the responses were leveled as follows: strongly agree = 5, agree = 4, moderately agree = 3, agree = 2, strongly disagree = 1. As for the negative statements, the score were reversed in order to evaluate values in the same direction to the positive statements as follows: strongly agree = 1, agree = 2, moderately agree = 3, disagree = 4, strongly disagree = 5.

In the present study, the scores were analyzed by using mean scores (M). The interpretation of value level of teachers' teaching problems is determined using the following criteria. The interpretation of value level of teachers' problems in English teaching was determined by the following criteria.

Mean scores	Value
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

The range of mean scores was calculated by subtracting the lowest scale (minimum scale = 1) from the greatest (maximum scale = 5), and divided by the interval range (4). The results of the overall means in four aspects of teaching problems were presented in Table 3.

Table 3

Four Aspects of the Teaching Problems

Teaching problems	<i>M</i>	<i>SD</i>
English proficiency	3.72	0.70
Teaching methodologies	3.87	0.60
Lesson planning	3.90	0.52
Teaching materials and sources	4.01	0.66

As presented in Table 3, the results revealed that the overall mean scores of teaching problems was 3.86. When considering individual aspect of the problems, it was found that the teachers had the most problem about their English proficiency ($M = 3.72$), followed by teaching methods, and lesson planning. The mean scores of teaching methods was 3.87, and lesson planning was 3.90, respectively. Nevertheless, the teachers had the least problems about teaching materials and sources ($M = 4.01$).

Problems of English proficiency.

As for the first aspect of teachers' teaching problems - their English proficiency level was analyzed to examine the specific problems. The mean scores of the individual teachers' problems associated with English proficiency were demonstrated in Table 4.

Table 4

The Individual Teachers' Problems Associated with English Proficiency

English proficiency	<i>M</i>	<i>SD</i>
Confident in English communication with foreigners	3.62	0.90
Competent in English grammar	3.65	0.79
Able to write English correctly	3.66	0.78
Understanding spoken English	3.68	0.79
Able to identify and understand English sentences	3.83	0.76
Able to correct students' English mistakes	3.90	0.83

It is apparent from the Table 4 that English proficiency in speaking skill of the participants had the least mean scores was $M = 3.62$, followed by grammatical competence with the mean scores of 3.65. The results also showed that the teachers had difficulties in writing, listening, reading skills as well as correcting students' mistakes respectively.

Problems of teaching methodologies.

Further analysis of the individual aspects of teachers' teaching problems about teaching methodologies was analyzed. The mean scores of the individual problems of teaching methodologies the teachers encountered are presented in Table 5.

Table 5

The Individual Problems Related to Teaching Methodologies

Teaching methodologies	<i>M</i>	<i>SD</i>
Possessing knowledge and understanding of effective teaching methods	3.82	0.80
Relying on the grammar translation method in teaching English	3.84	0.85
Applying the learner-centered teaching approach	3.85	0.90
Integrating teaching methods	3.86	0.77
Applying Communicative Language Teaching (CLT) for English teaching	3.92	0.80
Able to apply teaching and learning material, e.g. CD, DVD, CAI, VDO clip, Echo English, Eng24 etc.	3.92	0.80

As shown in Table 5, the teachers had problems with knowledge and understanding of teaching method; the participants had the least mean scores was $M = 3.82$. Certain teachers relied on grammar translation method ($M = 3.84$), while the others used learner-centered approach ($M = 3.85$), and integrated teaching ($M = 3.86$). The highest mean scores was 3.92, indicating that the teachers used learning materials in their class.

Problems of lesson planning.

The third aspect of teachers' teaching problems associated with lesson planning. The mean scores of the individual problems in terms of lesson planning were presented in Table 6.

Table 6

The Individual Problems in Terms of Lesson Planning

Lesson planning	<i>M</i>	<i>SD</i>
Implementing lesson plans effectively	3.72	0.67
Making well-organized lesson plans for English teaching	3.79	0.69
Analyzing students' background knowledge before making lesson plans	3.80	0.80
Able to design interesting and stimulating activities in English classes	3.90	0.76
Regularly revising the lesson plans for the following classes	3.98	0.69
Able to apply English activities appropriate for students' developmental stages	4.01	0.72
Understanding the learning outcomes and the English indicators of English subject	4.08	0.61

As shown in Table 6, the teachers agreed that they had the most problems with implementing the lesson plan effectively ($M = 3.72$). They also agreed that they had problems with organizing the lesson plan ($M = 3.79$), followed by analyzing the students' background knowledge ($M = 3.80$). However, the teachers could design interesting and enjoyable activities in their English class ($M = 3.90$). In addition, they had difficulties understanding the learning outcomes, and English indicators at the least level ($M = 4.08$).

Problems of teaching materials and sources.

The fourth aspects of teaching problems - teaching materials and sources were presented as the mean scores of the individual teaching problems in Table 7.

Table 7

The Individual Problems of Teaching Materials and Sources

Teaching materials and sources	<i>M</i>	<i>SD</i>
Schools adequately equipped with teaching and learning materials for English classes	3.89	1.13
Applying the available innovations into classrooms for students' proficiency improvement	3.97	0.74
Preparing teaching materials corresponding students' proficiency	3.98	0.75
Students adequately provided with English sources for self and independent study outside classroom, e.g. books, textbooks, multimedia, applications etc.	4.04	0.81
Lacking native English speakers at schools	4.08	1.25
Able to apply Information Technology, e.g. the Internet, overhead projector, MP3 players to encourage English classes	4.20	0.81

As shown in Table 7, overall, the teachers agreed that they had problems of the availability of teaching materials and sources at the high level. It was found that a shortage of teaching and learning materials was at the most problem the teachers encountered ($M = 2.95$). Nevertheless, they used innovations in the classroom ($M = 3.91$), and they prepared their own teaching materials ($M = 3.92$). Most of the teachers were capable of preparing various sources at the mean score of $M = 4.00$. Most of teachers agreed that they applied Information Technology into their class at the highest level ($M = 4.20$).

Attitudes of Thai Teachers Teaching English in Extended Lower-Secondary Schools in Primary Educational Service Area Offices in Thailand

To answer Research Question 2 - the attitudes of teachers teaching English in extended lower-secondary schools in Primary Educational Service Area Offices in Thailand. The participants displayed both positive and negative attitudes towards their profession. As for the positive statements, the responses were leveled as follows: strongly agree = 5, agree = 4, moderately agree = 3, agree = 2, strongly disagree = 1. As for the negative statements, the score were reversed in order to evaluate values in the same direction to the positive statements as follows: strongly agree = 1, agree = 2, moderately agree = 3, disagree = 4, strongly disagree = 5. In the present study, the scores were analyzed by using mean scores (*M*). It is noted that the interpretation of value level of teachers' attitudes is determined using the following criteria.

Mean scores	Value
4.21-5.00	Highly positive
3.41-4.20	Positive
2.61-3.40	Average
1.81-2.60	Negative
1.00-1.80	Highly negative

The range of mean scores was calculated by subtracting the lowest scale (minimum scale = 1) from the greatest (maximum scale = 5), and divided by the interval range (4). The results of the English teachers' attitude of teaching English were presented in Table 8.

Table 8

The Teachers' Attitude Towards Teaching English

Attitudes	<i>M</i>	<i>SD</i>
A good command in English beneficial for job opportunities	4.70	0.52
English language being a universal language for communication	4.64	0.58
Expecting students to pay attention to study English	4.43	0.70
Preferring to speak English	4.12	0.77
Teaching English causing boredom	4.02	1.13
Not necessary to impose the restriction of English on the extended lower-secondary schools as a medium for communication	3.93	1.27
Not necessary to impose the restriction of English on the extended lower-secondary schools as a compulsory subject	3.83	1.34
Not wanting others to speak English with	3.70	1.09
Students able to find jobs regardless of English knowledge	3.66	1.16
Unable to learn English without understanding of English grammar	3.65	1.23

As indicated in Table 8, the majority of the teachers had positive attitudes towards English. To illustrate, they strongly disagreed with the statement that teaching English is boring, and that the extended lower-secondary schools should not define English as a medium for communication. Moreover, the teachers acknowledged that a good command of English is beneficial to find a good job ($M = 4.70$), followed by English is a universal language for communication ($M = 4.64$), respectively. They also expected their students to pay more attention in learning English ($M = 4.43$). They required to speak English at a high level ($M = 4.12$).

Needs for English Teaching Development among Thai Teachers Teaching English in Extended Lower-Secondary Schools in Primary Educational Service Area Offices in Thailand

Research Question 3 investigates what needs for improving English teaching among Thai teachers teaching in extended lower-secondary schools were. To address the needs for improving teaching English in extended lower-secondary schools in Primary Educational Service Area Offices in Thailand, the data were analyzed by using mean scores (*M*). The mean scores of the teachers' needs for improving English teaching were presented in Table 9.

Table 9

The Teachers' Needs for Improving English Teaching

Needs for Professional Development in Teaching English	<i>M</i>	<i>SD</i>
Desiring to attend a training course on listening	4.39	0.75
Desiring to attend a training course on speaking	4.35	0.75
Desiring to attend a training course on writing	4.34	0.81
Desiring to attend a training course on Communicative Language Teaching (CLT)	4.34	0.84
Desiring to attend a training course on designing teaching materials	4.32	0.79
Desiring to attend a training course on application of Information Technology into English teaching	4.29	0.81
Desiring to attend a training course on reading	4.24	0.85
Desiring to attend a training course on assessment and evaluation	4.14	0.89
Desiring to attend a training course on lesson plan making	4.02	0.96

It is noted that the interpretation of the mean level is as follows:

Highest	=	4.21 - 5.00
High	=	3.41 - 4.20
Moderate	=	2.61 - 3.40
Low	=	1.81 - 2.60
Lowest	=	1.00 - 1.80

As presented in Table 9, the teachers required to improve their English teaching at the highest levels. The highest needs was to take listening training courses ($M = 4.39$), followed by the needs for a speaking training course, writing training course, training course for communicative language teaching, and the needs for designing teaching materials at the high levels: $M = 4.35$, 4.34 , and 4.32 , respectively. Meanwhile, the lowest level of needs for English teaching development fell into the requirement for attending a training course of making lesson plans. However, it remained at the high level ($M = 4.02$).

Results of Qualitative Data Analysis from Open-Ended Responses

The objective of the open-ended question in the last part of the questionnaire was to obtain qualitative data to confirm the findings of the questionnaires responded by the participants. There were two main questions in the open-ended questionnaire inquiring about problems the teacher encountered in teaching English, and the aspects of teaching English they required to improve. The results from this part are intended to validate the results from the questionnaires. Overall, most of the teachers similarly indicated that one of the primary problems was the passive students. They specifically maintained that the students had low-motivation and low English proficiency; they had no requirement to learn English, and no awareness of the importance of learning English. It was reported by the participants that their students could neither speak English nor had the adequate

number of essential vocabularies. As for the need aspects of improving teaching English, the teachers desired to improve all four English skills, teaching methods, particularly the Communicative Language Teaching (CLT) approach. The next part discusses the findings from teachers' responses from the open-ended part in detail.

Teaching problems.

Students.

The major problems relevant to the teaching problems were as follows: (a) problems in respect of students, (b) problems in respect of teachers, c) national curriculum, (d) problems in respect of the school administration, (e) problems in respect of teaching materials, and (f) problems in respect of classroom sizes.

The problems related to students the subjects faced the most was that the students were the passive learners, unlikely to pay attention to English class. The students also lacked vocabulary knowledge, basic English skills, and background knowledge of English language such as grammar, spelling, pronunciation. This was followed by the fact that students had low learning motivation; they were found unconfident to speak English and to use dialect in English classes. In addition, the students had negative attitude towards English; they considered learning English useless, and they also had distinct English proficiency. Furthermore, they lacked opportunities to apply English. Other problems about students perceived by the subjects included limited opportunities to use English in their daily life, and continue their education in the higher. According to the participants' point of view, the students were incompetent to learn English due to a variety of reasons; to illustrate, once completing Grade 6 with low grades, the students lost intention to study in the next educational level.

Teachers.

According to the teachers, they perceived themselves to have five main problems. First, they lacked teaching techniques. Second, they were assigned to bear certain duties rather than teach students. Third, they had the limited amount of time to prepare lessons. Fourth, they were assigned to teach different subjects other than English. Fifth, the school where they were teaching suffered from teacher shortage.

Curriculum, and school administration, and management.

Other aspects of problems emerged from the open-ended questions was related to the English curriculum, namely the teaching load; the number of hours spent on teaching, and learning English determined by the national curriculum, the shortage of teaching materials equipment, school activities, and classroom space.

The problems concerning English curriculum, schools administration, and teacher management from the most to the least frequently found. The first problem the teachers confronted was the limited amount of time to practice in classes, followed by the inadequacy of equipment, and lack of teaching materials. The teachers and students were obliged to attend a number of the school activities. Furthermore, the classroom had so small space that doing the active activities such as playing games was considered unlikely. Finally, the teachers mentioned that they lack substantial budget for extracurricular project.

Needs for improving English teaching.

The results from the responses to the open-ended question in terms of the English teachers' needs for English teaching development suggested a variety of aspects they wanted to be trained. The English teachers in the extended lower-secondary school desired to improve their teaching approaches the most, followed by all four English skills

development; listening, speaking, reading, and speaking. They also stated that they required to increase their knowledge in the use of English for communication as well as Communicative Language Teaching (CLT). In addition, they required to be trained on how to develop teaching and learning materials appropriately for English classes, and the practice of using Information Technology for classes, write lesson plans, and to design the learning activities, assessment, and evaluation.

In addition, other need aspects not included in the table covered training in teaching for young learners, classroom language management, increase of students' learning motivation, online training, and development of students' positive attitudes towards learning English, as well as promotion to go or study abroad. A few of them required to conduct research for addressing the problems, and design innovative teaching aids to raise the students' achievement. Furthermore, the teachers who taught English for young learners required to learn how to teach and create activities for them. Interestingly, certain teachers desired to go abroad for learning culture so that they could provide themselves opportunities to expose to authentic English in the real context.

Summary of the Chapter

So far this chapter has presented the results of the research questions regarding the teaching problems and attitudes of teachers teaching English in extended lower-secondary schools. It also investigated the needs for professional development in teaching English. The results of the study were presented in the Tables and Figures, and the interpretation of the results was highlighted. The results of the study with discussion, implications of the study, and recommendations for further studies in according with the main results will be discussed in the next chapter.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The main purpose of the study was to investigate the teaching problems, and attitudes of teachers teaching English in extended lower-secondary schools in Thailand. It also explored the needs for improving their English teaching. The study was conducted to answer three research questions as follows.

1. What were the main problems encountered by English teachers teaching in the extended lower-secondary schools in the 2016 academic year?
2. What were the attitudes towards the English teaching of English teachers teaching in the extended lower-secondary schools in the 2016 academic year?
3. What did English teachers teaching in the extended lower-secondary schools in the 2016 academic year need to develop to improve their teaching?

The current chapter discusses the summary of the research, and the main findings in relation to three research questions mentioned earlier. It also describes summary of the research, and the main findings followed by discussion based on the findings presented in Chapter IV. In the final part of the chapter, the implications, and recommendations for the future studies are also proposed.

Summary of the Research

The purpose of this study was to investigate the problems in teaching English of English teachers in extended lower-secondary schools in Primary Educational Service Area Offices in Thailand in the following aspects: (a) teachers' English proficiency, (b) teaching methodologies, (c) lesson planning, and (d) teaching materials and sources. Moreover, the study was intended to examine the attitudes of the teachers towards

teaching English. Furthermore, the study investigated the needs for improving the teachers' teaching English in the extended lower-secondary schools.

The participants were the teachers teaching English in the extended lower-secondary schools. Research site is 183 Primary Educational Service Area (PESA) Offices in Thailand. Firstly, the participants were selected through the systematic sampling procedure in which every of the 10th of 183 Primary Educational Service Area (PESA) Offices was selected. Thus, 18 PESA offices were drawn into in the study, under which there were totally 630 extended lower-secondary schools recruited into this study. Afterward, out of 630 schools, 15 extended lower-secondary schools were randomly selected from each selected PESA office, and the teachers teaching English of those selected schools were the participants in this study. The total number of participants was 270 teachers. Some of the participants (29 teachers) were excluded, for they did not respond to the online questionnaire. Finally, 241 English teachers were the participants of the study.

To answer all three research questions, the researcher-developed questionnaire was used as the main research instrument for collecting data. The questionnaire was adapted based on the previous studies, divided into four parts. The first part was intended to obtain the demographic information of the participants, the second part to elicit the problems the English teachers encountered in teaching English, and teachers' attitude toward teaching English, the third section to explore the needs for improving their teaching, and the last part to investigate their teaching problems and needs to improve their teaching profession, respectively. All the questions were installed in Google Forms. The questionnaires were then sent to the participants directly via the participants' email address or by copying URL of the questionnaires into the participants' line IDs. To

complete the close-ended questionnaire items, the participants were asked to rate the five-point Likert scales in according to the level of agreements in terms of teaching problems, attitudes, and needs for improving English teaching. The data obtained from the responses were analyzed using descriptive statistics including mean scores, percentage, and standard deviations to describe the level of the agreement. The scales were interpreted to the value levels: the highest, high, moderate, low, and the lowest. After the data analyzed were tabulated, the responses from the open-ended part of the questionnaire were analyzed descriptively.

Conclusion of the Main Results

The results of this study can be summarized as follows.

Firstly, the teaching problems of the English teachers in the extended lower-secondary schools were found at the high level; the overall mean scores of teaching problems the teacher encountered were at the moderate level. The most critical problem was teachers' low English proficiency, followed by teaching methodologies, lesson planning, and teaching materials and sources. Secondly, as for teachers' attitudes towards teaching English, most of the teachers teaching English in the extended lower-secondary schools had positive attitudes towards teaching English at the high level. Thirdly, considering the English teachers' needs to develop their teaching, it was revealed that the teachers had a high demand to improve themselves in all aspects of language skills, including listening, speaking, reading, and writing as well as teaching skills.

Finally, the findings from teachers' responses from the open-ended questions for triangulation of the findings from the questionnaire in accordance with the teaching problems encountered by the English teachers revealed that overall, most of the teachers similarly indicated the problems stemming from the students in their schools. To

illustrate, they held the viewpoint that most of the students were passive, low-motivated, low English proficiency, and that the students had low awareness of the importance of learning English, and the limited number of English vocabularies.

In respect of the needs for improving their English teaching skills, what the participant required most was to be provided trainings on teaching approaches particularly Communicative Language Teaching (CLT). The teachers in extended lower-secondary schools also desired to improve all four English skills: listening, speaking, reading, and speaking.

Discussion of the Results

Discussion of the first research question.

Based on research results, the following are discussions covering the three main aspects of teaching problems. The main aspects of teaching problems included teachers' low English proficiency, teaching methodologies, lesson planning, and teaching materials and sources.

English proficiency.

The first aspect of teaching problems lied in low English proficiency, indicating that the teachers had the problems with all four skills of English listening, speaking, reading, and writing, the poorest skill of which was writing- related ability. The finding was similar to Prapinwong, Koolsriroj, and Bunnag's study (2014) in which oral proficiency was emphasized as the first priority. They felt that they were lacking communicative competent because they had rare opportunities to practice their speaking skills in the situations in which English is required particularly in their daily lives. Certain teachers worked in small schools where there was no foreigner working or living in the

communities. In addition, they realized the problem that the students had no opportunities to use English outside the classroom.

Indeed, English speaking and listening problems are related and a variety of factors contribute to speaking, and listening difficulties. The results from the questionnaires showed that the teachers were lacking in confidence about their conversation with foreigners. In particular, according to own low rate of grammar competence, it could suggest that due to excessive emphasis on grammar accuracy rather than fluency in addition to their low English proficiency, they may develop low confidence in speaking English. Considering the aspect of the needs for improving their teaching, the teachers expressed that they wanted to take training courses on Communicative Language Teaching (CLT). A possible explanation is that the teachers wanted to develop themselves particularly listening and speaking skills to teach their students to be able to communicate effectively.

Another problem of English skill found at the low English proficiency was related to listening ability. The teachers reported themselves little likelihood of understanding message conveyed by interlocutors and making and running a conversation. This may suggest that in their daily life, the teachers might have lacked opportunities to expose to English with the native speakers despite availability of advanced technology and a variety of sources where they rely on improving their English skills such as watching movies listening English songs.

One possible reason for these problems could be owing to insufficient practice in oral communication. As the participants were teachers teaching in the rural areas, they had limited exposure to and experience with English interaction, especially with foreigners, even though they had studied English for more than eight years (Boonkit,

2010). Creating the environment of learning English is one of the best solutions to coping with this problem. However, the interesting point for practicing English is to instruct English in the classroom. Not only do teachers reap benefit from using English in the class but also students acquire considerable experience. Grammar competence was also considered critical concern. In higher-proficiency countries, English communication is taught seriously in school at all levels, and applicants for office jobs are expected to speak English regardless of their position.

The last problems concerning their English proficiency was related to writing skill. Their grammar competence was not at a high level; therefore, their writing skill was also correlated to grammar knowledge.

The second problems were related to teaching methods, the teachers reported that they lack the knowledge of teaching approaches. However, they tried to use a variety of teaching strategies in their classes such as grammar-translation method, learner-centered approach, integrated-teaching method, and Communicative Language Teaching. This can be inferred that lacking subject contents and teaching methods among teachers is probably regarded as the critical issue of English development in these areas.

According to the results of the teaching materials and sources, the teachers stated that they prepared their own materials. Relating to the findings of Sangkapan, Boonprakarn, and Krairiks (2015), lacking teaching materials and ability to use and create teaching and learning materials should be taken into serious consideration. Based on open-ended responses, certain teachers complained that they lacked teaching technologies, teaching materials, and insufficient knowledge to create them. This indicates the unequal opportunity between teachers in small rural schools with a small budget and large-size and well-supported schools in the city.

Similar to Prasongporn's study (2015), some teachers of English remain dependent on traditional textbooks as a means of their instructions, and the typical language teaching methodologies. However, despite this, it is advisable that teachers learn to develop their own teaching materials. In many schools where the materials for teaching English remain scarce, yet they attempt to create their own materials such as word cards, or worksheets to fit their lessons. However, they need guidance especially via online resources for teaching and learning activities.

According to the results, the teachers' English proficiency and teaching methodologies are highly required to be developed in addition to technology, teaching materials, and knowledge for creating learning materials. Therefore, the authorities are obliged to improve the quality of these teachers by substantial provision of intensive training particularly on subject contents, and teaching methodologies. In addition, training the teachers to use technology for teaching English effectively and create learning materials and design learning activities should be conducted in order to enhance the teachers' quality. Thus, in addition to traditional teaching methods, based on this research findings, English proficiency, and teaching ability should be determined as high priority. Particularly, to develop students' English achievement, the Ministry of Education or the related authorities need to prioritize the qualifications of English teachers teaching in extended lower-secondary schools because these schools serve the nine-year compulsory education of Thailand.

Many state schools in remote and lightly populated areas suffer from a shortage of qualified teachers. To illustrate, one teacher are restrained to all grade levels even though the teachers themselves lack skills and knowledge of those particular subjects. Such a situation exerts a strong impact on student learning ability in any educational system

because teaching refers to the action of a real life teacher imparting learning to students (Patanathabutr, 2008).

Discussion of the second research question.

Overall, the teachers had positive attitudes towards English teaching at a high level. It may be best explained by the fact that the teachers consider English important language for the students. They recognized that a good command of English bring significant benefits for job opportunities due to being an international language for communication. It could be argued that the teachers had great interest in teaching English as they acknowledged its significance as a global means of communication. Therefore, they require to improve their language ability by attending certain training courses, which may lead them to be a role model for the students.

In education, attitudes are considered both as input and output. Attitudes have a positive correlation with success in learning the second or foreign language because they facilitate learners' motivation to learn language (Gardner & Trembly, 1994). They added that individual attitudes towards the language that they learn correspond their major needs as they are satisfied with certain functions such as achieving high grades in language examination. Likewise, if fostering positive attitudes towards teaching English, teachers can create the effectiveness of their teaching to improve students' learning achievements.

Discussion of the third research question.

Based on the results of the study, the teachers required to develop their language skills at a high level. This suggests that the majority of the English teachers consider English proficiency an important qualification of English teachers. It can be argued that the teachers realize that they could be role model for their students, thus increasing their intension to improve their English skills. In other words, as they keep themselves

motivated, administrators or educators should offer them additional training. To illustrate, however, Nomnian (2012) argued that although Thai primary school teachers prefer to teach standard English pronunciation to their young students in order to promote students' effective communication, they face challenges in teaching them pronunciation due to their language behavior, inhibitions, young age, parental dependence, ethnic, and linguistic differences. These studies suggest that appropriate training for both teachers' and learners' English proficiency development can potentially enhance positive attitudes towards teaching and learning of English for communication in this globalization era.

Indeed, the Ministry of Education has been giving assistance to teachers by establishment of 88 English Resource and Instruction Centers (ERIC) in different educational regional areas. One of the activities organized by an ERIC is to run professional development sessions for English teachers. However, it is questioned whether this assistance is adequate or corresponds teachers' needs particularly the teachers teaching English in the extended lower-secondary schools.

Even though the participation of all stakeholders have attempted continuously to reform, and improve teaching and learning English, the reflection and feedback of the reformation suggest the failure of the introduced schemes. Based on the result of the National Test, the mean scores of English subject was less than 50%. The government is unlikely to address the root problems. To pinpoint the problems, they are required to empirically examine the learning environment, the classroom, and the school management. Furthermore, the degree of education as well as the experience affects ability to handle materials, and equipment in the English classes (Playrin, 1999).

There is an urgent need to raise English teachers' awareness of English as an international language as English is the working language of the ASEAN community.

Although English has been taught in public schools for decades, Boriboon (2011) argues that English as a foreign language paradigm is incompatible with communicative needs in the globalized society, working against English learning, and likely to impede the ongoing national process of education reform. OBEC needs to put serious actions in terms of improving both English language teachers, and students to gear up future Thais as proficiency English language users in ASEAN community. The Ministry of Education is highly required to provide schools with sufficient budget, and relevant resources for driving primary education towards international standards.

Indeed, considering to the aspect of teaching and learning development, Office of the Basic Education Commission (OBEC), Ministry of Education (2004) stipulated a variety of schemes to improve Thai teachers teaching English such as the Common European Framework of Reference for Language (CEFR), designed to be the main framework for teaching and learning English in Thailand, including course designing, evaluating, specifying the indicators, and teaching development. In addition, Thai teachers are suggested to change the way of teaching from the grammar-focused method to be Communicative Language Teaching (CLT) starting from listening, speaking, reading, and writing respectively. Thus, it is expected that Thai teachers can change the way of teaching to be in a better way.

According to the results, the teachers reflected strong desire to develop themselves in the teaching and learning processes; they might have realized that their students had low achievement. This involves teaching methodologies. Most of the teachers stated in the open-ended questions that they needed additional skills particularly teaching methods and teaching techniques for their effective teaching.

Discussion of open-ended question.

Problems not included in the questionnaire the teachers encountered.

Overall, most of the teachers similarly indicated that the prevalent problems they confronted resulted from their student's learning habits, the passive learners. They specifically reported that the students had low motivation, and low English proficiency; they neither desired to learn English nor realize the importance of learning English. To deal with the students' negative attitude towards English, the EFL teachers are recommended to create an encouraging atmosphere in the English classes to promote the students' positive attitudes towards English, and increase students' motivation as well as raise awareness of English contribution. This can be achieved by implementing the appropriate methods, and introducing effective activities into their classes. Moreover, it is advisable for the teachers to integrate up-to-date materials, and supplementary resources in addition to the English text books. This may help them capture student's attention to learning English successfully. Furthermore, EFL teachers may attempt to introduce distinct teaching approaches in order to improve the students' attitudes, motivation, and language performance as well.

Implications of the Study

The outcomes of this study can be beneficial to related authorities in English education in Thailand as follows.

First, educators or administrators working in the Ministry of Education or elsewhere related to the teacher preparation, the curriculum development, and curriculum design may apply the findings of the study in certain aspects to develop teachers for their weaknesses lessening and knowledge developing. According to several researchers, teachers play a crucial role in developing students' learning outcome, theoretically, the

higher English teachers proficient in knowledge transfer the better their students are. If trained through appropriate ways and effective practices, the teachers could apply their acquired knowledge into their classroom.

Second, the teachers' needs emerged in this study can be fulfilled by the authorities concerned such as the principals or directors of schools, and Minister of Education. In school context, the teachers may apply the findings based on this study to develop their teaching performance. Meanwhile, schools' directors can apply the teachers' suggestions from this research to support teachers' teaching. According to this study, the extra work loads and the excess numbers of teaching hours resulted in the interruption of teaching and learning practices and accounted for low achievement in general; thus, the authorities concerned may financially support the teachers in terms of teaching methodologies or English skills or increase in the number of the teachers in schools to decrease teachers' teaching loads and burden.

Third, in the educational area, the director of educational service area may establish the priority of problems to be addressed. At the national level, perceiving and realizing the existence of the problems, the policy makers may address certain critical factors such as curriculum alternation, and limitation of extra workloads.

Suggestions and Recommendations

Suggestions.

Based on the research results, the suggestions for addressing the problems of teaching English among English teachers from the primary to secondary school level are presented below.

1. Being a developing country, it is difficult for Thai government to promptly search for qualified teachers or native speakers of English in schools immediately, the

government may promote English learning to the teachers with low English proficiency level by the provision of intensive training, and coaching organized by teacher professional organizations or experienced teachers.

2. Provision of training programs in a foreign country nearby such as Singapore, Malaysia, or Hong Kong where English is spoken in their daily life can be optional because there are a large number of teachers who need the intensive training with less expense.
3. As for teaching materials, the teachers may access and exploit the current technologies to develop their language ability with the reasonable amount of money online games, online activities, songs, movie clips, and other information technologies.
4. Team teaching and collaborative teaching in which teachers from different schools teaching the same subjects or levels can form the teaching group and exchange their experience in teaching, research, constructing materials, design classroom activities.
5. The government can systematically set the plan to increase the number of teachers in the remote areas or in the extended schools and produce the qualified teachers teaching English. In addition, those teachers should be supported with good security, essential necessities for life so that they can devote their time to practicing and developing their English skills.
6. To help teachers in need to acquire knowledge of teaching methods, the reform of learning-teaching processes with an emphasis on the learner-centered approach and Communicative Language Teaching (CLT) approach, and new trends in teaching English such as blended learning is considered necessary. The

importance of the Primary education, the fundamentals of higher levels of education should be placed through provisions of essential trainings for teachers in of the primary and extended lower-secondary school teachers in order to increase their accessibility to novel knowledge and improve their skills in the use of technology.

Recommendations

Recommendations for teachers.

1. All teachers should be encouraged to improve their proficiency by self-directed learning from available online resources. They may affiliate themselves to international organizations willing to support teachers of English such as the Regional English Language Office (RELC), British Council, or Thailand TESOL.
2. Teachers should increase the number of the interactive and interesting activities suitable for students' age and manipulated students to use English for communicative purposes through such activities as role plays, dramas. Moreover, it is considered substantially beneficial for students if teachers entirely conduct their class in English.

Recommendations for policy makers and the administrators.

1. Office of the Basic Education Commission (OBEC) should allocate budgets directly to all Primary Educational Service Area Office (PESA) to organize specific training programs geared towards to the teachers needs for professional development.
2. It should be recognized to place importance of professional training. The teachers should be offered reflection, evaluation, and feedback on their own practices so that the can make significant changes of their teachings.

Recommendations for future study.

Based on the findings of the present study, the following recommendations can be offered for future studies.

1. An investigation on students' learning English problems should be conducted.
2. A survey of students' needs for learning English should be conducted. The findings may provide some contribution in terms of empirical data for teachers to provide and prepare to meet the demand of students.
3. This study investigated merely in the extended lower-secondary schools. Another study should be conducted to identify the attitudes and needs for improving English teaching of the teachers teaching in primary schools.
4. Communicative Language Teaching (CLT) in English classrooms should be observed to identify the knowledge and understanding of English teachers in teaching English.

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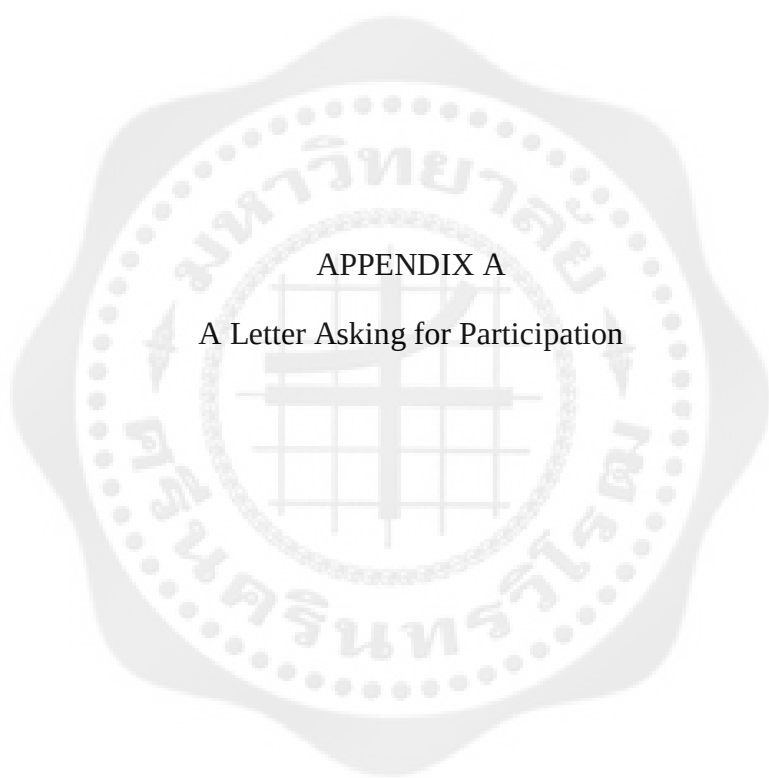
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APPENDICES





APPENDIX A

A Letter Asking for Participation

Date April 20th, 2017

Dear all participants

My name is Nawaporn Chanaprakhon. I am studying in a Master's Program in Teaching English as a Foreign Language at Srinakarinwirot University. I would like to invite you to participate in my research study entitled "An Investigation of Problems and Attitudes of English Teachers Teaching English in Extended Lower Secondary Schools in Thailand."

In this study, a questionnaire will be used as an instrument to collect data. Therefore, you will be asked to complete the questionnaire. All information will only be used for the purpose of the study. The demographic and opinion data will be treated as confidential and will be destroyed after the completion of this study.

Your willingness to participate in this study would be highly appreciated. Please use the use the following form to indicate your willingness to participate in this study. Please return the form to me by May 31st, 2017. If you have any enquiry, please feel free to contact me at kallpoad@hotmail.com. Thank you very much for your cooperation.

Sincerely yours,

Nawaporn Chanaprakhon

My name is _____

☐ I am willing to participate in Nawaporn Chanaprakhon's study.



APPENDIX B

Questionnaire

Research Questionnaire

An Investigation of Teaching Problems and Attitudes of Teachers Teaching English in Extended Lower Secondary Schools in Thailand

The purpose of this survey questionnaire is to investigate problems and attitudes of English teachers teaching English in extended lower secondary schools in Thailand. The information you provide will be used only for the academic purpose of this study and will not be given to anyone else. It will also be destroyed on the completion of this study.

Please complete this survey questionnaire according to your problems and attitudes of English teachers teaching English. Your cooperation in completing this questionnaire is greatly appreciated. Upon completion, please return this questionnaire to me in the attached email address to this questionnaire by May 15, 2017.

Should you have any further enquiries regarding the questionnaire or this study, please feel free to contact me at kallpoad@hotmail.com. Thank you.

Sincerely yours,

Nawaporn Chanaprakhon.

A questionnaire แบบสอบถาม

A questionnaire used to investigate teaching problems and attitudes of teachers teaching English in extended lower secondary schools in Thailand.

แบบสอบถามเพื่อศึกษาปัญหาการสอนและทัศนคติในการสอนภาษาอังกฤษของครูในโรงเรียนขยาย

โอกาสทางการศึกษาในประเทศไทย

Instructions: The questionnaire is divided into four parts.

คำชี้แนะ: แบบสอบถามแบ่งออกเป็น 4 ตอน

Part I: Demographic Data

ตอนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

Part II: Items on teaching problems, and attitudes towards teaching English of teachers teaching English in extended lower-secondary schools in Thailand

ตอนที่ 2: หัวข้อเกี่ยวกับปัญหาการสอนและทัศนคติของครูผู้สอนภาษาอังกฤษในโรงเรียนขยายโอกาสในประเทศไทย

Part III: Needs for improving English teaching

ตอนที่ 3: ความต้องการในการพัฒนาการสอนภาษาอังกฤษ

Part IV: Open-ended questions

ตอนที่ 4: คำถามปลายเปิด

Part I: Demographic Data ตอนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

Instructions: Please answer all questions below by marking a check (✓) for your answer or writing your answers in the space provided.

คำชี้แจง: กรุณาตอบคำถามทุกข้อต่อไปนี้โดยทำเครื่องหมายถูก (✓) หน้าคำตอบหรือเขียนคำตอบลงในพื้นที่ที่จัดเตรียมไว้ให้

Primary Educational Service Areas:

สำนักงานเขตพื้นที่การศึกษาประถมศึกษา :

1. Please indicate your gender กรุณาระบุเพศของท่าน

☐ male ชาย

☐ female หญิง

2. What is your degree obtained of education? วุฒิการศึกษาของคุณคือ

☐ Bachelor degree (BA) Major (ปริญญาตรี สาขาวิชา) : _____

☐ Master degree (MA) Major (ปริญญาโท สาขาวิชา): _____

☐ Doctoral Degree (Ph.D.) Major (ปริญญาเอก สาขาวิชา): _____

☐ Other (อื่นๆ) _____

3. How long have you been teaching English in extended lower secondary school?

คุณทำการสอนในโรงเรียนขยายโอกาสทางการศึกษามาเป็นระยะเวลากี่ปี

☐ 1-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ over 20 years

4. What grade or grades are you teaching in? You can tick (✓) more than one choice.

คุณสอนระดับชั้นใดบ้าง คุณสามารถทำเครื่องหมายถูกได้มากกว่า 1 ตัวเลือก

☐ Grade 1 (ป.1)

☐ Grade 2 (ป.2)

☐ Grade 3 (ป.3)

☐ Grade 4 (ป.4)

☐ Grade 5 (ป.5)

☐ Grade 6 (ป.6)

☐ Grade 7 (ม.1)

☐ Grade 8 (ม.2)

☐ Grade 9 (ม.3)

Total _____ periods per week.

รวม _____ คาบต่อสัปดาห์

5. What are your responsible subjects?

☐ Thai ภาษาไทย

☐ Mathematics คณิตศาสตร์

☐ Science วิทยาศาสตร์

☐ Art ศิลปะ

☐ Health Studies สุขศึกษา

☐ English ภาษาอังกฤษ

☐ Physical Education พลศึกษา

☐ Nursery Education ปฐมวัย

☐ Sociology and Culture สังคมวิทยาและวัฒนธรรม

☐ Occupation and Technology การงานอาชีพและเทคโนโลยี

☐ All subjects ทุกวิชา

☐ Others, please specify

อื่น ๆ โปรดระบุ _____

6. How many students do you teach totally? คุณสอนนักเรียนทั้งหมดจำนวนกี่คน

☐ less than 20 students (น้อยกว่า 20 คน) ☐ 20-40 students (20-40 คน)

☐ 41-50 students (41-50 คน) ☐ more than 50 students (มากกว่า 50 คน)

7. What CEFR level have you got? ผลสอบ CEFR ของคุณอยู่ระดับใด

CEFR Level ระดับ CEFR	Listening Scores คะแนนการฟัง	Reading Scores คะแนนการอ่าน
C2		
C1		
B2		
B1		
A2		
A1		
Below A1		

☐ I have never taken CEFR test ฉันไม่เคยเข้ารับการทดสอบ CEFR

Part II: Teaching Problems and Attitudes of Teachers Teaching English in Extended
Lower Secondary Schools in Thailand

ตอนที่ 2: ปัญหาการสอนและทัศนคติของครูผู้สอนภาษาอังกฤษในโรงเรียนขยายโอกาสทางการศึกษาใน
ประเทศไทย

Instructions: Please answer all questions below by marking a check (✓) for each statement that most accurately reflects the level of your agreement with each of the following problems and in teaching English and attitudes towards English.

คำชี้แจง: กรุณาตอบคำถามดังต่อไปนี้โดยการทำเครื่องหมายถูก (✓) หน้าข้อความเพื่อแสดงระดับ

ความเห็นด้วยของแต่ละปัญหาการสอนและทัศนคติที่มีต่อภาษาอังกฤษ

Statement	Level of Agreement				
	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
Lesson planning แผนการสอน (7 items)					
1. I make well-organized lesson plans for teaching English. ฉันเขียนแผนการสอนอย่างดีสำหรับการสอนภาษาอังกฤษ					
2. I implement my lesson plans effectively. ฉันจัดการเรียนรู้ตามแผนการสอนอย่างมีประสิทธิภาพ					
3. I analyze my students' background knowledge as a whole and individually before writing lesson plans. ฉันวิเคราะห์ความรู้เดิมทางภาษาอังกฤษของผู้เรียนเป็นรายบุคคลก่อนจะทำแผนการสอน					
4. I always revise the lesson plans for the next classes. ฉันแก้ไขปรับปรุงแผนการสอนสำหรับการสอนในครั้งต่อไปเสมอ					
5. I understand the learning outcomes and the English indicators of English subject very well. ฉันเข้าใจเกี่ยวกับจุดประสงค์การเรียนรู้และตัวชี้วัดในรายวิชาภาษาอังกฤษเป็นอย่างดี					
6. I can design interesting and fun activities in my English classes. ฉันสามารถออกแบบกิจกรรมในการสอนภาษาอังกฤษอย่างสนุกสนานและน่าสนใจ					

Statement	Level of Agreement				
	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
7. I can use English activities suitable for the developmental stages of students. ฉันสามารถใช้กิจกรรมภาษาอังกฤษอย่างเหมาะสมกับระดับพัฒนาการของนักเรียน					
English proficiency ความสามารถทางภาษาอังกฤษ (6 items)					
8. I understand all English spoken language. ฉันเข้าใจทุกสิ่งที่พูดเป็นภาษาอังกฤษ					
9. I am confident in my ability when having a conversation with foreigners. ฉันมั่นใจในการพูดภาษาอังกฤษกับชาวต่างชาติ					
10. I can identify and understand the sentences I have read. ฉันสามารถจำแนกและเข้าใจประโยคที่ได้อ่าน					
11. I can write English correctly. ฉันสามารถเขียนภาษาอังกฤษได้อย่างถูกต้อง					
12. My grammatical competence is at high level. ฉันมีความรู้ความเข้าใจโครงสร้างทางไวยากรณ์เป็นอย่างดี					
13. I can correct my students' mistakes effectively. ฉันสามารถแก้ไขข้อผิดพลาดของนักเรียนได้อย่างมีประสิทธิภาพ					
Teaching materials and sources สื่อการสอนและแหล่งข้อมูล (6 items)					
14. I use innovations to improve my students' English proficiency. ฉันใช้นวัตกรรมในการพัฒนาความสามารถทางภาษาอังกฤษของนักเรียน					
15. I prepare my own teaching materials correspondingly with my students' proficiency. ฉันเตรียมสื่อการสอนด้วยตัวเองโดยยึดความสามารถของผู้เรียน					
16. I can use IT such as internet, overhead projector, MP3 players to support my English class fluently. ฉันสามารถใช้อินเทอร์เน็ต เครื่องฉายข้ามศีรษะ เครื่องเล่นเอ็มพี 3 เพื่อช่วยในการจัดการเรียนการสอนภาษาอังกฤษอย่างคล่องแคล่ว					
17. I have various sources of information for my students to search or practice English outside the classroom such as books, textbooks, multimedia, applications etc. ฉันมีแหล่งข้อมูลอย่างหลากหลายสำหรับให้นักเรียนค้นคว้าและฝึกฝนนอกห้องเรียน เช่นหนังสือ หนังสือเรียน สื่อมัลติมีเดีย แอปพลิเคชัน เป็นต้น					
18. The school where I teach lacks native English teachers. โรงเรียนที่ฉันสอนอยู่ขาดแคลนครูผู้สอนภาษาอังกฤษที่เป็นเจ้าของภาษา					

Statement	Level of Agreement				
	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
19. The school where I teach has adequate teaching and learning materials for English class. โรงเรียนที่ฉันสอนอยู่มีสื่ออุปกรณ์การเรียนการสอนภาษาอังกฤษอย่างเพียงพอ					
Teaching methodologies วิธีการสอน (6 items)					
20. I use a grammar translation method in teaching English. ฉันใช้วิธีการอธิบายไวยากรณ์และแปลในการสอนภาษาอังกฤษ					
21. I have knowledge, and understanding of teaching methodology effectively. ฉันมีความรู้และความเข้าใจเกี่ยวกับวิธีการสอนอย่างมีประสิทธิภาพ					
22. I use Communicative Language Teaching (CLT) in my English class. ฉันใช้วิธีการสอนแบบภาษาเพื่อการสื่อสารในรายวิชาภาษาอังกฤษเสมอ					
23. I use integrated teaching methodologies. ฉันใช้วิธีการสอนแบบบูรณาการ					
24. I use a learner-centered approach of teaching. วิธีการสอนของฉันส่วนใหญ่เน้นผู้เรียนเป็นศูนย์กลาง					
25. I use teaching, and learning materials including CD, DVD, CAI, VDO clip, Echo English, Eng24 etc. ฉันใช้สื่อในการเรียนการสอนประกอบด้วยซีดี ดีวีดี ซีเอไอ วิดีโอคลิป เอกซ์ไอลิงอิช อินเทอร์เน็ตฟอร์เป็นต้น					
Attitudes towards teaching English (10 items)					
26. I like to speak English. ฉันชอบพูดภาษาอังกฤษ					
27. English is a universal language for communication. ภาษาอังกฤษเป็นภาษาสากลสำหรับใช้ในการสื่อสาร					
28. A good command of English is beneficial to find a good job. การรู้ภาษาอังกฤษมีประโยชน์ในการหางานที่ดี					
29. I expect my students to learn English more attentively. ฉันคาดหวังว่านักเรียนของฉันจะเรียนภาษาอังกฤษอย่างตั้งใจมากกว่านี้					
30. The extended lower-secondary schools levels should not define English as a compulsory subject in their program curriculum.* โรงเรียนขยายโอกาสทางการศึกษาไม่ควรกำหนดภาษาอังกฤษเป็นวิชาบังคับในหลักสูตร					

Statement	Level of Agreement				
	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
31. The extended lower-secondary schools levels should not define English as a medium for communication.* โรงเรียนขยายโอกาสไม่ควรกำหนดภาษาอังกฤษเป็นภาษาที่ใช้ในการสื่อสาร					
32. I think my students can still find jobs without knowing English.* ฉันคิดว่านักเรียนของฉันสามารถหางานได้โดยไม่ต้องมีความรู้ภาษาอังกฤษ					
33. I will never able to learn English because I do not understand grammar.* ฉันจะไม่สามารถเรียนภาษาอังกฤษได้เพราะว่าฉันไม่เข้าใจหลักไวยากรณ์					
34. I think teaching English is boring.* ฉันคิดว่าการสอนภาษาอังกฤษน่าเบื่อ					
35. I do not want people speaking English to me.* ฉันไม่ต้องการให้ใครพูดภาษาอังกฤษกับฉัน					

* 30, 31, 32, 33, 34, 35 เป็น negative statements

Part III: Needs for improving English teaching

ตอนที่ 3: ความต้องการในการพัฒนาการสอนภาษาอังกฤษ

Statement	Level of Agreement				
	Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
1. I want to take a listening training course. ฉันต้องการเข้ารับการฝึกอบรมทักษะการฟัง					
2. I want to take a speaking training course. ฉันต้องการเข้ารับการฝึกอบรมทักษะการพูด					
3. I want to take a reading training course. ฉันต้องการเข้ารับการฝึกอบรมทักษะการอ่าน					
4. I want to take a writing training course. ฉันต้องการเข้ารับการฝึกอบรมทักษะการเขียน					
5. I want to take a training course of making lesson plans. ฉันต้องการเข้ารับการอบรมในการเขียนแผนการสอน					
6. I want to take a training course of designing teaching materials. ฉันต้องการเข้ารับการอบรมในการสร้างสื่อการสอน					
7. I want to take a training course of using IT in teaching English. ฉันต้องการเข้ารับการอบรมการใช้ไอทีในการสอนภาษาอังกฤษ					
8. I want to take a training course of communicative language teaching. ฉันต้องการเข้ารับการอบรมการสอนภาษาอังกฤษเพื่อการสื่อสาร					
9. I want to take a training course of assessment and evaluation. ฉันต้องการเข้ารับการอบรมด้านการวัดและประเมินผล					

Part IV: Open-ended questions

ตอนที่ 4: คำถามปลายเปิด

1. What other problems do you encounter in your teaching?

ปัญหาอื่น ๆ ที่ท่านพบในการสอนของท่านได้แก่อะไรบ้าง

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2. What aspects of professional development do you want to be trained?

ท่านต้องการได้รับการอบรมในการพัฒนาวิชาชีพด้านใดบ้าง

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APPENDIX C

A Letter Asking for Participation from the Dean of the Graduate School,
Srinakharinwirot University

ที่ ศธ 6918/1416



บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

15 เมษายน 2560

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาฉะเชิงเทรา เขต 2

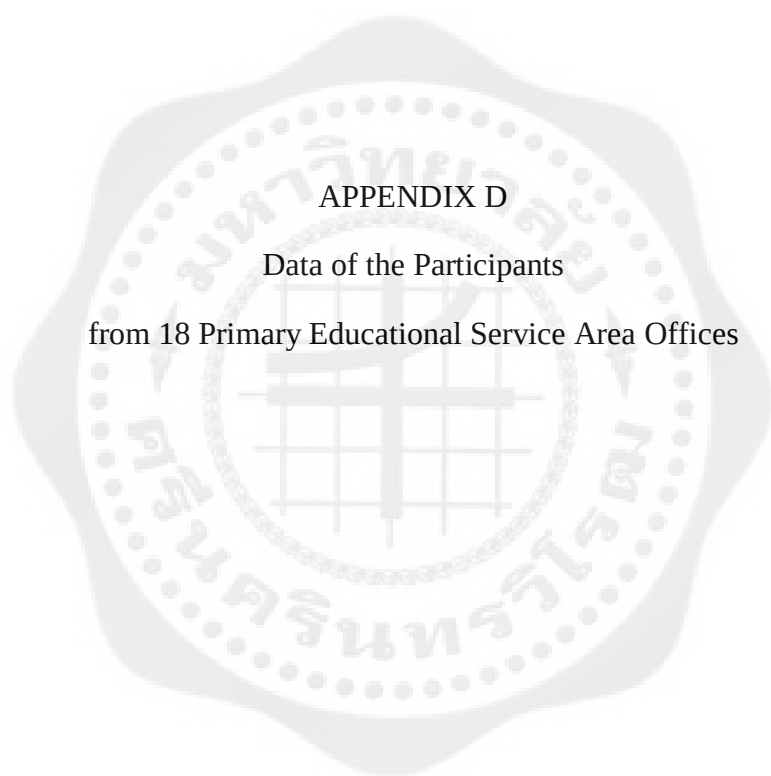
เนื่องด้วย นางสาวนวกรณ์ ชนะประโคน นิสิตระดับปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ ในฐานะภาษาต่างประเทศ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "การศึกษา ปัญหาการสอนและทัศนคติในการสอนภาษาอังกฤษของครูในโรงเรียนขยายโอกาสทางการศึกษาในประเทศไทย" โดยมี ผู้ช่วยศาสตราจารย์ ดร.สายวรุณ จำปาวัลย์ และ อาจารย์ ดร.วไลพร ฉายา เป็นอาจารย์ที่ปรึกษา ปริญญานิพนธ์

ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย โดยขอให้ครูผู้สอนรายวิชา ภาษาอังกฤษในโรงเรียนขยายโอกาสทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาฯ ตอบแบบสอบถามออนไลน์ (google form) เรื่อง ปัญหาการสอนและทัศนคติในการสอนภาษาอังกฤษ ของครูในโรงเรียนขยายโอกาสทางการศึกษาในประเทศไทย" เพื่อเป็นข้อมูลในการวิจัย ระหว่างเดือน เมษายน 2560 ถึงเดือนพฤษภาคม 2560 ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าว

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ และขอขอบพระคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
คณบดีบัณฑิตวิทยาลัย



APPENDIX D

Data of the Participants

from 18 Primary Educational Service Area Offices

Data of Participants from 18 Primary Educational Service Area Offices in Thailand

	Primary Educational Service Area Office (PESAO)	Number (n)
1	Amnat Charoen Primary Educational Service Area Office	15
2	Chachoengsao Primary Educational Service Area Office 1	14
3	Chiang Rai Primary Educational Service Area Office 1	15
4	Kamphaeng Phet Primary Educational Service Area Office 1	13
5	Loei Primary Educational Service Area Office 1	14
6	Nakhon Ratchasima Educational Service Area Office 1	14
7	Nakhon Si Thammarat Educational Service Area Office 4	12
8	Nan Educational Service Area Office 2	15
9	Phatthalung Primary Educational Service Area Office 2	12
10	Phetchabun Primary Educational Service Area Office 3	14
11	Prachinburi Primary Educational Service Area Office 2	13
12	Rayong Primary Educational Service Area Office 2	14
13	Saraburi Primary Educational Service Area Office 1	12
14	Songkhla Primary Educational Service Area Office 1	12
15	Suratthani Primary Educational Service Area Office 3	13
16	Trang Primary Educational Service Area Office 1	12
17	Udonthani Primary Educational Service Area Office 4	13
18	Yasothon Primary Educational Service Area Office 1	14
	Total	241

VITAE

Name: Nawaporn Chanaprakhon

Date of Birth: 21 January, 1980

Place of Birth: Buriram

Address: 120 Moo 2, Prakhonchai, Buriram 31140

Educational Background:

2001	Bachelor of Arts degree (English) From Mahasarakham University
2016	Master of Arts degree (Teaching English as a Foreign Language) From Srinakharinwirot University

