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A SURVEY OF THE ENGLISH LANGUAGE LISTENING AND SPEAKING NEEDS
OF THAI TEACHER ASSISTANTS
AT ST. ANDREWS INTERNATIONAL SCHOOLS IN BANGKOK

A MASTER'S PROJECT
BY
PIYASUDA SINGHARACHAI

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Presented in Partial Fulfillment of the Requirements for the Master of Arts Degree in
Business English for International Communication
at Srinakharinwirot University

August 2006

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AN ABSTRACT
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Project Advisor: Mr. Leory A. Quick

This research project was undertaken to survey the English language listening and speaking skill needs of Thai teacher assistants at St. Andrews International Schools in Bangkok. The purpose was to identify the teacher assistants' job specific English listening and speaking skill needs in each of their areas of professional responsibility and to establish the priorities for training to insure that the teacher assistants could perform their jobs effectively.

Data in the research was obtained from two sets of questionnaires, one for the 18 Thai teacher assistants and the other for the 30 English native speaking teachers from the three campuses of St. Andrews International Schools in Bangkok.

The findings showed that the Thai teacher assistants at St. Andrews International Schools most needed to improve their listening and speaking skills in the professional areas of classroom instruction and working with English native speaking teachers. Administrative areas of responsibility were shown to require no job specific training.

การสำรวจความต้องการการใช้ภาษาอังกฤษ ในการฟังและพูดของครูผู้ช่วยไทย
ในโรงเรียนนานาชาติเซนต์แอนดรูว์สในกรุงเทพ

บทคัดย่อ

ของ

นางสาวปิยะสุดา สิงห์ราไชย

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตาม
หลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ

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ไทยในโรงเรียนนานาชาติเซนต์แอนดรูว์สในกรุงเทพ

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เอ ควิก

งานวิจัยฉบับนี้ เป็นการสำรวจความต้องการการใช้ภาษาอังกฤษ ในการฟังและการพูด
ภาษาอังกฤษ ของครูผู้ช่วยไทยในโรงเรียนนานาชาติ เซนต์แอนดรูว์สในกรุงเทพ

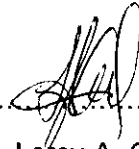
วัตถุประสงค์ของงานวิจัยฉบับนี้ มุ่งศึกษาความต้องการในการฟังและพูดภาษาอังกฤษในงานที่
รับผิดชอบด้านต่างๆของครูผู้ช่วย และจัดลำดับความต้องการก่อนหลังในการอบรมเพื่อให้เกิดความ
มั่นใจว่า ผู้ช่วยครูสามารถทำงานได้อย่างมีประสิทธิภาพ

ข้อมูลของงานวิจัยนี้ได้มาจากแบบสอบถาม 2 ชุด ชุดหนึ่งสำหรับครูผู้ช่วยไทย 18 คน และครู
ชาวต่างชาติ 30 คน ที่ใช้ภาษาอังกฤษเป็นภาษาหลัก ทั้งหมดมาจากโรงเรียนเซนต์แอนดรูว์ส 3 โรง ใน
กรุงเทพ

ผลการวิจัยพบว่า ครูผู้ช่วยไทยในโรงเรียนนานาชาติเซนต์แอนดรูว์ ต้องการพัฒนาทักษะการฟัง
และการพูด ในงานอาชีพด้านต่างๆ ที่เกี่ยวข้องกับ การสอนนักเรียน และการทำงานร่วมกับครู
ชาวต่างชาติ ส่วนงานรับผิดชอบด้านธุรการไม่ต้องการจัดอบรมเฉพาะงาน

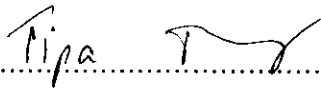
The Master's Project Advisor, Chair of the Business English for International Communication Program and the Oral Defense Committee have approved this Master's Project as partial fulfillment of the requirements for the Master of Arts Degree in Business English for International Communication of Srinakarinwirot University.

Project Advisor



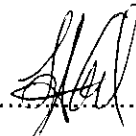
(Mr. Leroy A. Quick)

Chair of Business English for International Communication Program



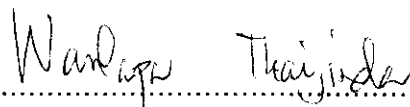
(Assistant Professor Dr. Thipa Tep-akrapong)

Oral Defense Committee



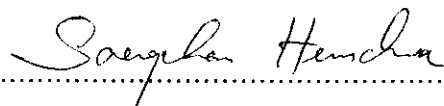
(Mr. Leroy A. Quick)

Chair



(Dr. Wanlapa Thaijinda)

Committee



(Dr. Saengchan Hemchua)

Committee

This Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts Degree in Business English for International Communication at Srinakarinwirot University



(Assistant Professor Chaleosri Pibulchol)

Dean of the Faculty of Humanities

August 4, 2006

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Piyasuda Singharachai

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CHAPTER 1

INTRODUCTION

Background

English is an important language used throughout the world. In Thailand, Thai parents send their children to international schools where they can be assured that English will be learned and used daily. Foreign parents in Thailand send their children to international schools, because they want their children to be educated in the same way they were in their home countries. Teacher assistants are important faculty members and play important roles in the education process in most western countries, especially English speaking countries as they do in international school here in Thailand.

This chapter will briefly review definitions of the international role of English, the importance of English in Thailand, the establishment and growth of international schools in Thailand and finally, focus on the important role played by Thai Teacher Assistants (TAs) in these schools in general and at St. Andrews International Schools in specific.

Seely (1988 : 6) defines English as an international language, which is widely used throughout the world in business, diplomacy, science, culture and education. It is used as a second language in many African and Asian countries, which enables people with different mother tongues to communicate with each other.

Fisher (1987 : 13) defines English as the international language of science and technology, the language of access to modern life. Today English has become the basic international language for technology, commerce, finance, science and travel.

Robinson (1983 : 1) defines English as a world language. It is the native language of the populations not only of Britain but also of the USA, Australia and New Zealand. Many other countries use English as a second or additional language, for purposes such as government, education and external trade. Elsewhere English is often taught as the first foreign language.

Power (2005 : 41) defines English as the language of business, technology and, increasingly, empowerment. She underlines the international importance of English by stating that millions of people are learning English. Within a decade, 2 billion people will be studying English and about half of the world, some 3 billion people, will speak it. Non-native speakers of English now outnumber native speakers 3 to 1. In Asia alone, the number of English users has topped 350 million, roughly equal to the combined populations of the United States, Britain and Canada. Technology also plays a huge role in English's global triumph. Eighty percent of the electronically stored information in the world is in English.

In Thailand, the English language plays an important role for both educational and professional purposes. It is a compulsory subject in both the elementary and secondary curricula. It is one of the main subjects in the entrance examination to a university and also one of the required subjects in universities and higher educational institutions (Toongtip. 1996 : 2).

The role of English has been increasing together with the growth of the Thai economy, which is supported by government policy on foreign investment. The outcome of this policy has led to more foreign investors in Thailand (Prasithrasint. 1996 : 1). One example of this policy is the Foreign Business Act of 1999 which was passed in order to

bring more foreign investment to Thailand. Nine hundred forty three companies registered under this act between 2000-2005 (Department of Business Development. 2005 : Online).

Foreign investors are attracted to Thailand because of both progressive investment promotion policies and sufficient infrastructure. The Thai Board of Investment (BOI) has developed policies to meet the needs of investors and the government has continuously improved the nation's infrastructure, both in Bangkok and the provinces. The government has also recognized the need to promote the development of international schools, most of which use English as the medium of instruction, both to permit the offspring of foreign residents to obtain an international standard education and the need to facilitate the preparation of Thai students for tertiary education abroad (Thailand Board of Investment. 2005 : Online).

The increase in the number of foreign investments brings more expatriate families to Thailand. These families need to find schools for their children. This is one of the reasons why international schools have been established.

The development of International Schools in Thailand is outlined by Suchada Pliansupap (2003 : 117) below.

In 1957, the first international school was established thus providing an education for foreign children who lived in Thailand. The government also granted permission for Thai children, who had resided overseas for more than three years, to enroll in international schools in 1963.

In 1991, the government recognized that there were two additional diverse groups of Thai children seeking entrance into international schools. The first group consisted of Thai children who had resided overseas for periods of less than three years. The second

group was composed of Thai children who wanted to benefit from the international school experience at an early age in order to prepare for overseas studies.

Finally, in 1995 the Ministry of Education recognized these two groups and responded to Thai parental demands for international education as found in the international schools. This was accomplished by granting permission to all international schools to begin accepting Thai students into their programs. However, this new admission policy required that the ratio of Thai children enrolled in each international school must not exceed 50% of the total student population.

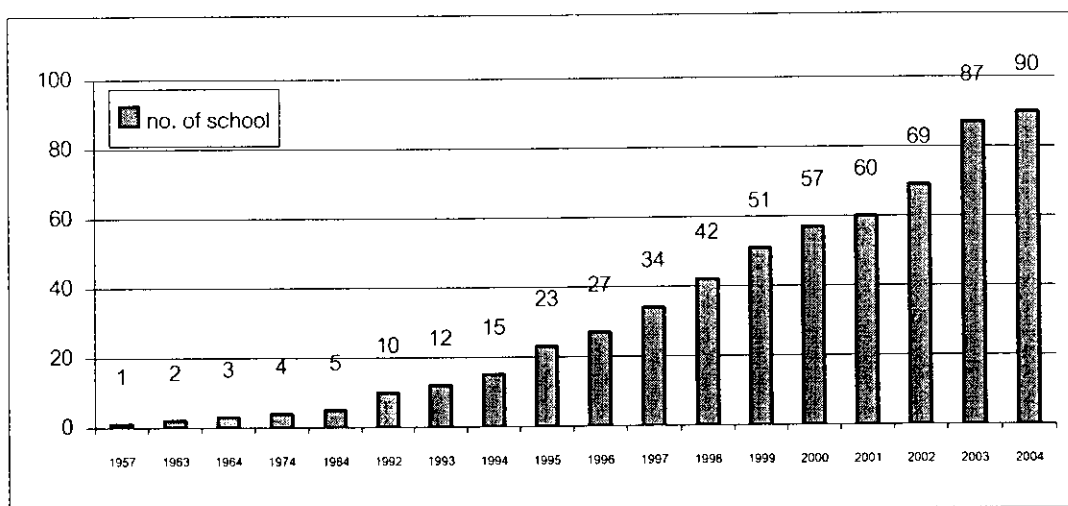


FIGURE 1 THE GROWTH OF INTERNATIONAL SCHOOLS

Figure 1 shows the growth in the number of international schools in Thailand from 1957 to 2004 (Private Education: 2005). As of 2005, there are more than 20,000 students in these schools and 10,000 of these are Thais (Sangthongkam. 2005 : online).

With the rapid increase in the number of international schools in Thailand, 500% in the 10 years between 1994 and 2004, this service business has become highly competitive. For international schools to survive and grow in the market, they must provide an acceptable level of quality service at a competitive price. To achieve this, the direct service

providers, teachers and teacher assistants, and the support staff, such as administrative, maintenance and security staff, must work together effectively and efficiently. Further, international school staff must communicate clearly and appropriately with their clients, i.e. the students and their parents who pay the tuition and other fees of the schools.

International schools in Thailand are classified into three main educational systems: American, British and the International Baccalaureate. Other national systems are also represented to a lesser degree, e.g. Swiss, Japanese, French, German, Korean and Chinese. Courses offered lead to internationally recognized certificates/diplomas such as the International General Certificate of Secondary Education (IGCSE), the International Baccalaureate (IB), the General Certificate of Education at Advanced Level (A Level) and the American Programme (AP) enabling students to enter higher education programs in Thailand or overseas (International School Association of Thailand. 2005 : Online).

St. Andrews International Schools are one of the growing number of international schools in Thailand. St. Andrews International Schools opened in 1996 and follow the British educational system. The following information is from the *Staff Handbook 2005-2006* of St Andrews International Schools in Thailand (Staff Handbook. 2005-2006 : 1).

Today, St. Andrews International Schools have 5 campuses in Thailand. Three of them are located in Bangkok (Bangna, Sukumvit and Sathorn). The other two campuses are in Nontaburi and Rayong. This study will focus on the 3 campuses in Bangkok.

St. Andrews International School, Bangna Campus, the first St. Andrews School in Thailand, was opened in January 1996. It is located in an eastern suburb of Bangkok. In 2005, it served 85 students: 40% Thai and 60% international. Seven native speaking teachers and 5 Thai teacher assistants are employed.

St. Andrews International School, Sukumvit Campus, opened in January 1997 and is situated in a main residential district of Bangkok. This campus serves 300 students; 35% Thai and 65% International. Twenty-nine English native speaking teachers and 15 TAs are employed.

St. Andrews International School, Sathorn Campus, is the most recent member of the St. Andrews group and was opened in January 2003. This campus caters to 160 students: 40% Thai and 60% International. Thirteen English native speaking teachers and 10 Thai TAs are employed.

TABLE 1 THE NUMBER OF STUDENTS, TEACHERS AND TEACHER ASSISTANTS

No.	Name of School	Students	Teachers	Teacher Assistants
1.	St. Andrews Bangna	85	7	5
2.	St. Andrews Sukumvit	300	29	15
3.	St. Andrews Sathorn	160	13	10
	Totals	545	49	30

Table 1 shows the numbers of students, teachers and teacher assistants at the 3 campuses of St. Andrews International Schools in Bangkok.

All teachers are English native speakers and all teacher assistants are Thai. All TAs are qualified with at least bachelor's degrees. The TAs assist the teachers in the classrooms and assume many other important responsibilities. They are important staff members of St. Andrews International Schools (Staff Handbook. 2005-2006).

At St. Andrews International Schools, the curriculum is based on the British system and the language of instruction and administration is in English. To be successful, the direct service providers and certain of the support staff must have high levels of fluency in the English language. The teachers are all English native speakers, but the teacher assistants are all Thai native speakers who are required to speak only English at work. As the Thai TAs are important staff members, it is important that their English language skills are at sufficiently high levels to insure communication with both colleagues and clients.

Job descriptions for TAs are included in the Staff Handbook for the various campuses (Staff Handbook. 2005-2006 : 20-26). A review of the TAs job descriptions shows that their professional responsibilities require primarily oral English language skills. Reading and writing skills are necessary, but of secondary importance. This is detailed in the following chapter.

In order to assure the continued success of St. Andrews International Schools, it is important to verify that the Thai TAs possess the necessary oral English language skills required to perform their specific jobs. Language needs analysis is an important first step toward determining any appropriate action that may be required to improve the oral English language skills of these vital members of the St. Andrews International Schools staff.

Purpose of the Study

The purpose of this study was to determine which of the job specific English language listening and speaking skills of the teacher assistants at the three St. Andrews International Schools in Bangkok need to be improved in order to perform their jobs more effectively.

Research Questions

1. Which job specific English language listening and speaking skills of the teacher assistants at St. Andrews International Schools in Bangkok need to be improved in order to perform their jobs more effectively?
2. What is the hierarchy of the identified oral skill needs, i.e. which needs are more important than others and should be addressed with priority?

Significance of the Study

The findings obtained from this study can be used to design job specific English language courses to improve the English language listening and speaking skills of the teacher assistants at St. Andrews International Schools. Listening and speaking needs defined in this study may be useful to course designers and instructors in achieving the most satisfactory training results.

Scope of the Study

This research investigated the English language listening and speaking needs of the thirty teacher assistants at the three St. Andrews International Schools in Bangkok (Bangna, Sukumvit and Sathorn). All thirty Thai teacher assistants and forty-nine English native speaking teachers were included in this study. They were employed at the above mentioned campuses. Since the study population was small and experiences vary, all TAs and teachers were asked to participate in the study.

Methodology of Study

Separate questionnaires were prepared for teacher assistants and teachers. The two questionnaires were substantially the same. (See Appendix A and Appendix B.) The TA's questionnaire aimed to investigate their own perceptions of their English language listening and speaking needs. The teacher's questionnaire aimed to investigate their perceptions of the TA's English language listening and speaking needs. The data from the questionnaires were integrated to reveal the TA's needs. The questionnaires were distributed to and collected from the Thai teacher assistants and English native speaking teachers at the three St. Andrews campuses in October 2005. The data collected from the questionnaires were analysed by descriptive statistics (means and percentages).

Definition of Terms

The following terms are specifically defined in this study:

Teachers	- English native speaking teachers at St. Andrews International Schools in Bangkok
Teacher assistants (TAs)	- Thai assistant teachers at St. Andrews International Schools in Bangkok
English language needs	- The job specific English language listening and speaking skills required by the thirty TAs at St. Andrews International Schools in Bangkok to perform their jobs more effectively

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter presents an overview of related literature including: 1. Role of International Schools in Thailand, 2. Teacher Assistants, 3. Language Needs Analysis and 4. Related Research.

1. Role of International Schools in Thailand

This section discusses the definition and role of International Schools in Thailand. The Thai Ministry of Education (2005 : Online) defines 'international school' as an educational institution providing an international curriculum. The curriculum is different from that of the Thai Ministry of Education. A foreign language is used as the medium of teaching and learning, and students are enrolled without any restriction or limitation on foreign nationality or government regime, and the institution is not against the morality or stability of Thailand.

Cabrera (2003 : 23 cited in Pliansupap : 2003) states that international schools have students from different nations and they use foreign curricula. The teaching staff has international experience; they appreciate diversity as well as value differences. This is completely different from Thai schools. These schools are set up to serve expatriate families. The curricula follow the educational systems of the countries from which the users come. International schools in Thailand are private, some are non-profit, with boards of directors and parent-teacher organizations. The 1974 Private School Act of the Royal Thai Government requires each school to be officially registered.

Pliansupap (2003 : 17) observes that in Thailand, an increasingly popular choice by Thai parents are schools that offer an international type of education or schools where English is the classroom medium. One reason to explain this growing popularity is that most Thai parents seek to provide their children with an education that allows their child to develop their competence in the English language while acquiring additional subject-based knowledge from foreign textbooks. It is a commonly held belief that the advantages gained from these types of programs will be beneficial throughout the child's future career.

In brief, according to the Thai Ministry of Education, Cabrera and Suchada, international schools in Thailand provide an international curriculum, taught in a foreign language and serve the needs of both Thai and foreign students.

2. Teacher Assistants

This section discusses TA's work in general and the specific work of TAs at St. Andrews International Schools including their job description.

2.1 Teacher Assistants' Work

In general, teacher assistants help classroom teachers, allowing teachers more time for lesson planning and teaching. According to the U.S. Department of Labour (2005 : Online) teacher assistants provide instructional and clerical support.

2.1.1 Instructional support. Teacher assistants tutor and assist children in the classroom and provide students with individualized attention. Some assistants help students in using computers. At the secondary level, the TAs often specialize in certain subjects, such as math and science.

2.1.2 Clerical support. They supervise students in the cafeteria, schoolyard, and hallways, or on field trips. They record grades, set up equipment, and help prepare materials for instruction. They often take charge of special projects and prepare equipment or exhibits. They also check homework, keep attendance records, do typing and filing, and duplicate materials. They also stock supplies, operate audiovisual equipment, and keep classroom equipment in order.

2.2 Job description of TAs at St. Andrews International Schools

The responsibilities of teacher assistants at St. Andrews International Schools are very similar to those stated above. According to *St. Andrews International Schools Staff Handbook 2005-2006* (Staff Handbook. 2005-2006 : 20-26), no single job description exists for all TAs. Most TAs have a specific job description. These are included in the Staff Handbooks for each of the St. Andrews International School campuses.

On July 6, 2005, two English native speaking St. Andrews International School teachers were interviewed at the Bangna Campus and a global list of TA responsibilities was compiled. (Karen Burr and Victoria Sparrow. Interview. 2005)

The individual job descriptions and the global list of TA responsibilities have been combined to serve as a unified job description for all TAs at St. Andrews International Schools. The unified job description of TAs at St. Andrews International Schools is presented below.

TAs are required to:

1. Discuss assigned teaching materials with classroom teachers in order to coordinate instructional efforts,
2. Present subject matter to students under the direction and guidance of teachers,
3. Discuss or supervise role-playing in class,
4. Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers,
5. Supervise students in classrooms, halls, cafeterias, schoolyards, and on field trips,
6. Conduct demonstrations to teach such skills as sports, dancing and handicrafts,
7. Enforce administration policies and rules governing students,
8. Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage,
9. Supervise games and other recreational activities to promote physical, mental and social development,
10. Provide extra assistance to students with special needs, such as non-English speaking students or those with physical or mental disabilities,
11. Attend staff meetings,
12. Assist students with computer hardware and software use,
13. Prepare lesson materials, bulletin board displays, exhibits, equipment and demonstrations,
14. Distribute materials such as textbooks, workbooks, paper and pencils to students,

- 15. Organise and label materials, and display student's work,
- 16. Laminate teaching materials to increase their durability,
- 17. Attend in-service training sessions,
- 18. Teach subjects such as Thai language and culture to foreign students,
- 19. Teach and lead afternoon special class activities such as Art or English as a Second Language courses.

An examination of the responsibilities of the TAs listed above revealed that the great majority required only, or primarily, oral English language skills which are the focus of this study.

TAs at the three St. Andrews International Schools must have broad and specific English skills to perform their jobs effectively. Determining the oral English language listening and speaking needs of the TAs at the three St. Andrews schools is an important first step toward taking action to equate their English language skills to their job requirements.

3. Language Needs Analysis

This section explores the definitions of language needs analysis and types of needs.

3.1 Definitions of Language Needs Analysis

Many practitioners define language needs analysis in various ways and from different viewpoints. The following are important examples:

Nunan (1988 : 149) says that language needs analysis is a set of tools, techniques and procedures for determining the language content and learning processes as necessary for a specified group of learners.

Backman and Palmer (1992) note that language needs analysis involves the systematic gathering of specific information about the language needs of learners and the analysis of this information for purposes of language syllabus design.

Brown (1995 : 35) describes needs analysis as the activities involved in gathering information to serve as the basis for curriculum development that will meet the learning needs of a particular group of learners. In the case of language programs, those needs will be language related. When needs are identified, they can be stated in term of goals and objectives, which can serve as the basis for developing tests, materials, teaching activities and evaluation strategies.

The needs of a specific group of learners must be satisfied by suitable teaching methods based on curriculum and context. In brief, needs analysis is a way to find the learners' needs in order to improve their English language skills. The next section will discuss the types of needs related to the specific group of learners in this study.

3.2 Types of needs

The types of learner needs have also been defined variously by researchers. The following are some examples of the types of needs.

Mackey (1978 : 28) divides the needs of students into two types. (1) Academic needs, where English is required for further academic study, e.g. medical students requiring

English in order to understand lectures and read medical textbooks in English. (2) Job needs, where English is required in order to perform particular practical jobs, e.g. technicians requiring English in order to work on projects for which English is used.

Brindley (1989 : 64) divides needs into objective and subjective needs. (1) Objective needs refer to the needs, which are derivable from different kinds of factual information about learners, e.g. their use of language in real-life communication situations as well as their current language proficiency and language difficulties. (2) Subjective needs refer to cognitive and affective needs of learners in the learning situation, which are derivable from information about effective and cognitive factors such as personality, confidence, learners' wants and expectations with regard to the learning of English and their individual cognitive styles and learning strategies.

Hutchinson & Waters (1987 : 55-56) divide needs into two types, which are target needs and learning needs. They make a basic distinction between them.

'Target needs' mean what the learner needs to do in the target situation.

This can be considered in terms of necessities, lacks and wants. Necessities are what the learner has to know in order to function effectively in a particular situation. Thus, it is a matter of observing what situations the learner will need to function in and then analysing the existing proficiency of the learners. Lacks are the gaps between the target proficiency and the existing proficiency of the learners. Wants can be referred to as the perception of the needs of the learners, that is, what the learners want or feel they need. To achieve the destination (necessities), what should be concerned is how to get from the starting point to the destination, which refers to learning needs.

Richterich, cited in Hutchinson & Waters (1987 : 56) states that "A need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment." It is quite possible that the learners' views may conflict with the perceptions of other interested parties: course designers, sponsors, and teachers. To investigate the English language needs in depth, not only the learner's views but also others' perceptions are essential. It is for this reason that English native speaking teachers will also be asked for their comments on the English language skill needs of the TAs by use of a questionnaire. (See Appendix B.)

'Learning needs' mean what the learner needs to do in order to learn. The learner needs to know the knowledge and abilities such as terms for language items, skills, strategies and subject knowledge in order to function effectively in the target situation.

Based on target needs and learning needs, Huchinson & Waters (1987 : 55-56) suggest that a course design should be based on the analysis of the target situation which is a need to communicate in English that distinguishes the target learner from the learner of general English and other specific groups. This is because the target need and learning need influence the nature of the syllabus, materials, methodology and evaluation procedures.

The concept of TA needs, as used in this study, has been adapted from the job needs of Mackey, the objective needs of Brindley, and the necessities and the lacks of target proficiency of Huchinson & Waters. This framework is essential in the establishment of the questionnaire for TAs. (See Appendix A.)

4. Related Research

The analysis of English language needs has been conducted on various groups of people in Thailand, but no research could be found on the English language listening and speaking needs of Teacher Assists either at international or domestic schools in Thailand. However, much related research is relevant to the study of language needs analysis in Thailand. The following are some examples of studies on English language needs in different fields.

Savangvarorose (1983) conducted a survey entitled, "A Survey of Relevancy of Business English Courses Taught at Thai Universities to the Needs of the Thai Business Community" to determine whether or not the English communication skills taught at Thai universities met the needs of the Thai Business Community. The results were that business English was important to business careers. Writing was used to a moderate degree and translation was used to a limited degree. Businesspersons had to listen to and speak about general topics to a moderate degree, and listen and speak on business topics to a considerable degree. As for the curriculum, skills taught at private universities were more relevant to the needs of the Thai business community than those taught at state universities. Further, the private universities had a more direct contact with business people.

Polward (1993) surveyed the English language skills most needed by computing professionals in a Thai context. Structured interviews with the use of a questionnaire prepared for the study were conducted with 22 subjects from 22 firms in Bangkok. Data obtained showed that speaking was of greatest importance in almost all cases followed by

reading and writing. According to the respondents, the speaking skills they needed most in their work were contacting customers, suppliers and specialists from their headquarters, communicating in meetings and general conversation.

Anekjumnongporn (1993) analyzed the business English language needs of graduates from the School of Business Administration, Bangkok University in order to use this analysis as a basis for establishing an appropriate business English curriculum for future students. The findings indicated that all four English skills were important in the professional business world but students did not have sufficient opportunity to practice these skills in classrooms.

Thananart (1996) reported on a study focusing on the needs of Chulalongkorn University students and their use of the English language. The majority of student responded that they needed more practice in listening and speaking, those being the most important skills. Most students also stated that they used English in their everyday lives to look up information and check up on local entertainment and to listen for information they required, including news. Moreover, they expected to use English in their future careers and when studying abroad.

Khemateerakul (1996) investigated student English language needs in the International Program of Bangkok University. This study was conducted by means of questionnaires which were administered to three group of subjects; first, second and third year students plus instructors of the International Program of Bangkok University. All respondents perceived all skills as important, of which listening was the most needed. Listening to lectures was rated highest by all respondents. The reason may be that this activity was specifically required for study in the International Program.

Suthathothon (1998) surveyed the English needs of Payap University nursing students and McComic hospital nurses. The subjects of the study were divided into three groups: second year nursing students, third year nursing students and McComic hospital nurses who had graduated from Payap University. The findings showed that the second year nursing students most needed to listen to nursing terms and practice conversational dialogues using nursing terms; read in order to find main ideas; and write nursing notes. Listening to, speaking, reading and writing nursing terms were all needed by the third year nursing students. The McComic hospital nurses most needed to listen to doctors speaking about patient symptoms, use technical terms, and read and write nursing notes. All of the three groups of respondents ranked speaking as the skill that should be the most emphasized in the nursing English curriculum.

Sucompa (1998) surveyed the need for the use of specific English for tourism for tourism professionals seeking a higher-level certificate of the Rajamangala Institute of Technology (RIT). The findings showed that tourism workers regard listening, speaking and reading as more important than writing and translation. In the same way, employers and owners of travel agencies require tourism workers to listen, speak and read efficiently more than translate and write.

The related research demonstrates that the English language skills needed by various groups of Thai English users vary based on the circumstances in which the users find themselves. This is also the case of the Thai TAs at St. Andrews International Schools.

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Given the important role of Thai TAs at St. Andrews International Schools and based on their unified job description, their job specific English language listening and speaking skills will be determined by use of the method described in the following chapter.

CHAPTER 3

METHODOLOGY

This chapter explains the methodology and the procedures used in this study, and is divided into four sections: 1. Population, 2. Research Instrument, 3. Data Collection and 4. Data Analysis.

1. Population

The target population of this study consisted of the thirty Thai teacher assistants and the forty-nine English native speaking teachers at the three St. Andrews International Schools in Bangkok: Bangna Campus, Sukhumvit Campus and Sathorn Campus. All respondents were working for St. Andrews Schools in Bangkok in the academic year 2005-2006 (September 2005 to July 2006).

All Thai teacher assistants were female, between 23-44 years of age, had graduated with at least a bachelor's degree, two had master's degrees and one had another educational certificate. They had 1-15 years teaching experience.

The English native speaking teachers were both male and female, between 25-46 years of age and had graduated with at least bachelor's degrees. Five teachers had master's degrees and three had other educational certificates. All had 2-15 years teaching experience.

2. Research Instrument

The instruments used in this study were two sets of questionnaires. (See Appendix A for the teacher assistant's questionnaire and Appendix B for the teacher's questionnaire.)

Each set consisted of three parts.

Part I: Personal Information

This part collected demographic data on both groups of respondents. It consisted of information about the respondents' gender, age, education and teaching experience. This data was used to trace the profile of the two groups of respondents.

Part II: Questions about the present English language listening and speaking needs of Teacher Assistants

All respondents were asked to identify the present job specific English language listening and speaking needs of the teacher assistants. The importance of the needs was arranged from the most important and urgent needs (5) to the least important and urgent needs (1). Teacher assistants responded about themselves. Teachers responded about the TAs.

Part III: Additional Comments

In this part, both groups of respondents were asked to offer additional comments regarding the English language listening and speaking skill needs of the teacher assistants.

3. Data Collection

Copies of the questionnaires were given to the thirty Thai teacher assistants and forty-nine English native speaking teachers at the three campuses of St. Andrews International Schools in Bangkok and collected during October 2005.

4. Data Analysis

The questionnaires were analyzed by descriptive statistics (means and percentages.) The findings, followed by conclusions and discussion, are presented in the following chapters 4 and 5.

CHAPTER 4

FINDINGS

This study investigates English Language listening and speaking needs of Thai teacher assistants at St. Andrews International Schools in Bangkok. Questionnaires were used to survey teacher assistants' needs by making 2 sets of questionnaires; one for teachers and one for teacher assistants. The findings of the study are present in this chapter. Details of the data obtained from the completed questionnaires are divided into the 3 parts of the questionnaire.

Part I: Personal Information of the Respondents

Part II: Present English Language Listening and Speaking Skill Needs of Teacher Assistants

Part III: Additional Comments

Summaries and interpretations are presented and discussed in the order of the questions in the questionnaire. Tables are drawn to display the findings in percentages and a brief discussion is presented below each table.

Part I: Personal information

TA and teacher personal information is shown in Tables 1-5, including the number sampled and the number of respondents, their gender, age, educational background and their teaching experience.

TABLE 2 NUMBER SAMPLED AND NUMBER OF RESPONDENTS

	Number sampled	Number of respondents
Teacher Assistants	30	18
Teachers	49	30
Total	79	48

Table 2 shows the total number of persons sampled and the total number of respondents. Questionnaires were sent to 30 TAs of which 18 (60%) responded and questionnaire were sent to 49 teachers of which 30 (69%) responded.

TABLE 3 GENDER OF THE RESPONDENTS

Gender		Number	Percentage
Male	TA	0	0.00
	Teacher	7	14.58
Female	TA	18	37.50
	Teacher	23	47.92
Total		48	100.00

Table 3 shows that all 18 TA respondents were female and 7 of the teacher respondents were male and 23 were female.

TABLE 4 AGE OF THE RESPONDENTS

Age		Number	Percentage
Less than 26 years	TA	7	14.58
	Teacher	0	0.00
26-30	TA	8	16.67
	Teacher	9	18.75
31-35	TA	2	4.17
	Teacher	11	22.92
36-40	TA	1	2.08
	Teacher	6	12.50
41 and over	TA	0	0.00
	Teacher	4	8.33
Total		48	100.00

Table 4 presents the ages of 18 TAs and 30 teachers who participated in the study.

62.51% of TAs and teachers were between 26-35 years of age, 22.91% were more than 36 years old, and only 14.5% were less than 26 years old.

TABLE 5 EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Education		Number	Percentage
Bachelor's Degrees	TA	15	31.25
	Teacher	22	45.83
Master's Degrees	TA	2	4.17
	Teacher	5	10.42
Other Certificates	TA	1	2.08
	Teacher	3	6.25
Total		48	100.00

Table 5 shows that 77.08% of TAs and teachers graduated with Bachelor's degrees, 14.59% had obtained Master's degrees and 8.33% had obtained other certificates without specification.

TABLE 6 TEACHING EXPERIENCE OF THE RESPONDENTS

Teaching experience		Number	Percentage
Less than 1 year	TA	1	2.08
	Teacher	0	0.00
2-5 years	TA	12	25.00
	Teacher	12	25.00
6-10 years	TA	5	10.42
	Teacher	13	27.08
11-15 years	TA	0	0.00
	Teacher	3	6.25
More than 15 years	TA	0	0.00
	Teacher	2	4.17
Total		48	100.00

Table 6 shows that 50% of TAs and teachers had worked between 2-5 years, 37.50% worked between 6-10 years, 10.67% worked more than 10 years, and only 2.08% had worked less than one year.

In summary, the total number of respondents was 48, 85.42% of them were female, 62.51% had obtained Bachelors Degrees, and 87.50% had worked between 2-10 years.

Part II: Present English language listening and speaking skills needs of teacher

assistants

Part II of the questionnaire sought to answer the two research questions:

1. Which job specific English language listening and speaking skills of the teacher assistants at St. Andrews International Schools in Bangkok need to be improved in order to perform their jobs more effectively?
2. What is the hierarchy of the identified oral skill needs, i.e. which needs are more important than others and should be addressed with priority?

Both groups of respondents (TAs and teachers) answered 19 questions, regarding the listening skills of the TAs and were asked to rank the importance of the needs according to the following scale:

5 = very important and urgent needs

4 = important and urgent needs

3 = moderately important needs

2 = somewhat important needs

1 = no need or only minor needs

Both groups of respondents were then asked to do the same with regard the speaking skills of the TAs.

In the following tables, the number of responses of the TAs and teachers are listed below the ranking they respectively gave to the professional responsibility. These are then combined to give a weighted average for the professional responsibility for each group. This weighted average indicates the relative importance placed on each professional responsibility by each group. The group weighted averages are then merged to form the

combined weighted average which shows the overall importance placed on the professional responsibility by both groups.

To describe the findings, the following weighted average ranges are used:

4.50 – 5.00 = very important and urgent needs

3.50 – 4.49 = important and urgent needs

2.50 – 3.49 = moderately important needs

1.50 – 2.49 = somewhat important needs

1.00 – 1.49 = no need or only minor needs

The level of listening skill needs of TAs in each area of professional responsibility is presented below in Tables 7–25.

TABLE 7 DISCUSSING ASSIGNED TEACHING MATERIALS WITH TEACHERS

	Very Important And Urgent Need	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
TA	3	6	4	4	1	3.33	3.60
Teacher	5	18	5	2	0	3.87	

Table 7 shows the listening skill needs of TAs in terms of discussing assigned teaching materials with teachers. The findings indicate that the weighted average for TAs is 3.33 and for teachers is 3.87, i.e. the TAs found this skill to be moderately important and the teachers found it to be an important and urgent need. The combined weighted average of both groups is 3.60; it is an important and urgent need.

TABLE 8 PRESENTING SUBJECT MATTER TO STUDENTS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	3	5	4	6	0	3.27	3.24
Teacher	3	7	15	3	2	3.20	

Table 8 shows the listening skill needs of TAs in terms of presenting subject matter to students. The findings indicate that the weighted average for TAs is 3.27 and for teachers is 3.20. Both groups found it to be a moderately important need.

TABLE 9 DISCUSSING AND SUPERVISING ROLE-PLAYING

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	6	3	4	5	0	3.56	3.49
Teacher	6	10	5	9	0	3.43	

Table 9 shows the listening skill needs of TAs in terms of discussing and supervising role-playing. The findings demonstrate that the weighted average for TAs is 3.56, a slightly important and urgent need. The teachers found this skill to be a rather moderately important need with a weighted average of 3.43. The combined weighted average of both groups is 3.49.

TABLE 10 TUTORING AND ASSISTING STUDENTS INDIVIDUALLY OR IN SMALL GROUPS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	3	5	4	5	1	3.22	3.53
Teacher	10	9	8	2	1	3.83	

Table 10 shows the listening skill needs of TAs in terms of tutoring and assisting students individually or in small groups. The findings indicate that the weighted average for TAs is 3.22 and for teachers is 3.83, i.e. the TAs found the need to be only moderately important, but the teachers found it to be an important and urgent need. The combined weighted average of both groups is 3.53; an important and urgent need.

TABLE 11 SUPERVISING STUDENTS IN CLASSROOMS, ON CAMPUS AND ON FIELD TRIPS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	1	7	4	5	1	3.11	3.24
Teacher	7	6	10	5	2	3.37	

Table 11 shows the listening skill needs of TAs in terms of supervising students in classrooms, on campus and on field trips. The findings indicate that the weighted average for TAs is 3.11 and for teachers is 3.37. The combined weighted average of both groups is 3.24; it is a moderately important need.

TABLE 12 CONDUCTING DEMONSTRATIONS TO TEACH SUCH SKILLS AS SPORTS, DANCING AND HANDICRAFTS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	2	6	7	3	0	3.39	3.14
Teacher	3	6	8	11	2	2.90	

Table 12 shows the listening skill needs of TAs in terms of conducting demonstrations to teach such skills as sports, dancing and handicrafts. The findings show that the weighted average for TAs is 3.39 and for teachers it is 2.90. The TAs found this to be a somewhat more important need than the teachers. The combined weighted average is 3.14; a moderately important need.

TABLE 13 ENFORCING ADMINISTRATION POLICIES AND RULES GOVERNING STUDENTS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	2	8	5	3	0	3.50	3.22
Teacher	1	9	9	9	2	2.93	

Table 13 shows the listening skill needs of TAs in terms of enforcing administration policies and rules governing students. The findings show that the weighted average for TAs is 3.50 and for teacher it is 2.93. The TAs found this skill to be important and urgent

but the teachers found it to be only a moderately important need. The combined weighted average of both groups is 3.22; a moderately important need.

TABLE 14 INSTRUCTING AND MONITORING STUDENTS IN THE USE AND CARE OF EQUIPMENT AND MATERIALS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	3	1	9	5	0	3.11	3.17
Teacher	3	9	12	4	2	3.23	

Table 14 shows the listening skill needs of TAs in terms of instructing and monitoring students in the use and care of equipment and materials. The findings reveal that the weighted average for TAs is 3.11 and for teachers is 3.23. Both groups found it to be a moderately important need.

TABLE 15 SUPERVISING GAMES AND OTHER RECREATIONAL ACTIVITIES...

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	1	4	10	3	0	3.17	3.05
Teacher	2	8	8	10	2	2.93	

Table 15 shows the listening skill needs of TAs in terms of supervising games and other recreational activities. The findings show that the weighted average for TAs is 3.17 and for teachers is 2.93. Both groups found it to be a moderately important need.

TABLE 16 PROVIDING EXTRA ASSISTANCE TO STUDENTS WITH SPECIAL NEEDS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	2	6	5	4	1	3.22	3.08
Teacher	2	8	8	10	2	2.93	

Table 16 shows the listening skill needs of TAs in terms of providing extra assistance to students with special needs. The findings indicate that the weighted average for TAs is 3.22 and for teachers is 2.93. Both groups found it to be a moderately important need.

TABLE 17 ATTENDING STAFF MEETINGS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	4	6	5	3	0	3.61	3.41
Teacher	8	5	8	3	6	3.20	

Table 17 shows the listening skill needs of TAs in terms of attending staff meetings. The findings demonstrate that the weighted average for TAs is 3.61, an important and urgent need. The teachers found this skill to be a moderately important need with a weighted average 3.20. The combined weighted average of both groups is 3.41.

TABLE 18 ASSISTING STUDENTS WITH COMPUTER HARDWARE AND SOFTWARE USE

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	1	8	7	2	0	3.44	3.21
Teacher	2	7	11	8	2	2.97	

Table 18 shows the listening skill needs of TAs in terms of assisting students with computer hardware and software use. The findings indicate that the weighted average for TAs is 3.44 and for teachers is 2.97, i.e. TAs found this to be slightly more important than the teachers. The combined weighted average of both groups is 3.21; a moderately important need.

TABLE 19 PREPARING LESSON MATERIALS, BULLETIN BOARD DISPLAYS...

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	1	3	8	4	2	2.83	2.72
Teacher	0	7	10	7	6	2.60	

Table 19 shows the listening skill needs of TAs in terms of preparing lesson materials, bulletin board displays.... The findings show that the weighted average for TAs is 2.83 and for teachers is 2.60. Both groups found it to be a moderately important need.

TABLE 20 DISTRIBUTING MATERIALS SUCH AS TEXTBOOKS...

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	0	3	7	3	5	2.44	2.31
Teacher	0	5	4	12	9	2.17	

Table 20 shows the listening skill needs of TAs in terms of distributing materials such as textbooks.... The findings reveal that the weighted average for TAs is 2.44 and for teachers is 2.17. Both groups found it to be a somewhat important need.

TABLE 21 ORGANIZING AND LABELING MATERIALS...

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	0	2	8	3	5	2.39	2.24
Teacher	0	3	6	12	9	2.10	

Table 21 shows the listening skill needs of TAs in terms of organizing and labeling materials.... The findings indicate that the weighted average for TAs is 2.39 and for teachers is 2.10. Both group found it to be a somewhat important need.

TABLE 22 LAMINATING TEACHING MATERIALS

	Very Important And urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	0	0	3	7	8	1.72	1.71
Teacher	1	1	3	8	17	1.70	

Table 22 shows the listening skill needs of TAs in terms of laminating teaching materials. The findings demonstrate that the weighted average for TAs is 1.72 and for teachers is 1.70. Both groups found it to be a somewhat important need.

TABLE 23 ATTENDING IN-SERVICE TRAINING SESSIONS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	2	10	4	2	0	3.67	3.43
Teacher	4	6	14	4	2	3.20	

Table 23 shows the listening skill needs of TAs in terms of attending in-service training sessions. The findings reveal that the weighted average for TAs is 3.67, a somewhat important and urgent need. The teachers found this skill to be a moderately important need with a weighted average of 3.20. The combined weighted average of both groups is 3.43.

TABLE 24 TEACHING SUBJECTS SUCH AS THAI LANGUAGE AND CULTURE TO FOREIGN STUDENTS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	3	7	5	2	1	3.50	3.40
Teacher	4	6	15	5	0	3.30	

Table 24 shows the listening skill needs of TAs in terms of teaching subjects such as Thai language and culture to foreign students. The findings show that the weighted average for TAs is 3.50 and for teachers is 3.30, i.e. the TAs found this skill to be a more important need than the teachers. The combined weighted average of both groups is 3.40; a moderately important need.

TABLE 25 TEACHING AND LEADING AFTERNOON ACTIVITIES SUCH AS ART, ESL...

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	3	8	6	1	0	3.72	3.54
Teacher	1	11	16	2	0	3.37	

Table 25 shows the listening skill needs of TAs in terms of teaching and leading afternoon activities such as Art, ESL.... The findings demonstrate that the weighted average for TAs is 3.72, an important and urgent need. The teachers found this skill to be a rather moderately important need with a weighted average of 3.37. The combined weighted average of groups is 3.54.

In summary, the TAs believed that their most important listening skill need was in 'teaching and leading afternoon activities such as Art, ESL...' (Table 25). The weighted average was 3.72, an important and urgent need. The teachers believed that the most important listening skill of TAs was in 'discussing assigned teaching material with teachers' (Table 7). The weighed average was 3.87, an important and urgent need. The highest score of combined weighted averages of both groups was 3.60; in 'discussing assigned teaching material with teachers' (Table 7).

The least important listening skill need of TAs from both the TAs' and teachers' points of view was the same: 'laminating teaching materials' (Table 22); a somewhat important need.

The level of speaking skill needs of TAs in each area of professional responsibility is presented below in Tables 26–44.

TABLE 26 DISCUSSING ASSIGNED TEACHING MATERIALS WITH TEACHERS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	5	4	4	4	1	3.44	3.54
Teacher	5	11	12	2	0	3.63	

Table 26 shows the speaking skill needs of TAs in terms of discussing assigned teaching materials with teachers. The findings indicate that the weighted average for TAs is 3.44 and for teachers is 3.63, i.e. the TAs found this skill to be moderately important and the teachers found it to be an important and urgent need. The combined weighted average of both groups is 3.54.

TABLE 27 PRESENTING SUBJECT MATTER TO STUDENTS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	5	6	5	2	0	3.78	3.89
Teacher	11	8	11	0	0	4.00	

Table 27 shows the speaking skill needs of TAs in terms of presenting subject matter to students. The findings demonstrate that the weighted average for TAs is 3.78 and for teachers is 4.00. Both groups found it to be an important and urgent need.

TABLE 28 DISCUSSING AND SUPERVISING ROLE-PLAYING

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	5	5	6	2	0	3.72	3.74
Teacher	9	9	8	4	0	3.77	

Table 28 shows the speaking skill needs of TAs in terms of discussing and supervising role-playing. The findings show that the weighted average for TAs is 3.72 and for teachers is 3.77. The combined weighted average of both groups is 3.74; an important and urgent need.

TABLE 29 TUTORING AND ASSISTING STUDENTS INDIVIDUALLY OR IN SMALL GROUPS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	4	6	4	3	1	3.50	3.75
Teacher	13	8	5	4	0	4.00	

Table 29 shows the speaking skill needs of TAs in terms of tutoring and assisting students individually or in small groups. The findings demonstrate that the weighted average for TAs is 3.50 and for teachers is 4.00, i.e. Both groups found it to be an important and urgent need, even though the teachers felt it to be more important than the TAs.

TABLE 30 SUPERVISING STUDENTS IN CLASSROOMS, ON CAMPUS AND ON FIELD TRIPS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	3	6	6	2	1	3.44	3.46
Teacher	8	7	8	5	2	3.47	

Table 30 shows the speaking skill needs of TAs in terms of supervising students in classrooms, on campus and on field trips. The findings indicate that the weighted average for TAs is 3.44 and for teachers is 3.47. The combined weighted average of both groups is 3.46; a moderately important need.

TABLE 31 CONDUCTING DEMONSTRATIONS TO TEACH SUCH SKILLS AS SPORTS, DANCING AND HANDICRAFTS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs	Weighted Average	Combined Weighted Average
	5	4	3	2	1		
TA	1	5	12	0	0	3.39	3.41
Teacher	10	4	6	9	1	3.43	

Table 31 shows the speaking skill needs of TAs in terms of conducting demonstrations to teach such skills as sports, dancing and handicrafts. The findings show that the weighted average for TAs is 3.39 and for teachers is 3.43. Both groups found it to be a moderately and important need.

TABLE 32 ENFORCING ADMINISTRATION POLICIES AND RULES GOVERNING STUDENTS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	2	7	6	3	0	3.44	3.42
Teacher	10	4	6	8	2	3.40	

Table 32 shows the speaking skill needs of TAs in terms of enforcing administration policies and rules governing students. The findings reveal that the weighted average for TAs is 3.44 and for teachers is 3.40. The combined weighted average is 3.42; a moderately important need.

TABLE 33 INSTRUCTING AND MONITORING STUDENTS IN THE USE AND CARE OF EQUIPMENT AND MATERIALS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	3	4	8	3	0	3.39	3.31
Teacher	4	10	8	5	3	3.23	

Table 33 shows the speaking skill needs of TAs in terms of instructing and monitoring students in the use of care of equipment and materials. The findings demonstrate that the weighted average for TAs is 3.39 and for teachers is 3.23. Both groups found it to be a moderately important need.

TABLE 34 SUPERVISING GAMES AND OTHER RECREATIONAL ACTIVITIES

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	2	6	7	3	0	3.39	3.31
Teacher	6	6	9	7	2	3.23	

Table 34 shows the speaking skill needs of TAs in terms of supervising games and other recreational activities. The findings show that the weighted average for TAs is 3.39 and for teachers is 3.23. Both group found it to be a moderately important need.

TABLE 35 PROVIDING EXTRA ASSISTANCE TO STUDENTS WITH SPECIAL NEEDS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	3	6	7	1	1	3.50	3.42
Teacher	6	5	13	5	1	3.33	

Table 35 shows the speaking skill needs of TAs in terms of providing extra assistance to student with special needs. The findings indicate that the weighted average for TAs is 3.50, a slightly important and urgent need. The teachers found this skill to be a rather moderately important need with a weighted average of 3.33. The combined weighted average of both groups is 3.42.

TABLE 36 ATTENDING STAFF MEETINGS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	5	5	4	4	0	3.61	3.44
Teacher	7	5	10	5	3	3.27	

Table 36 shows the speaking skill needs of TAs in terms of attending staff meetings.

The findings reveal that the weighted average for TAs is 3.61, an important and urgent need. The teachers found this skill to be a moderately important need with a weighted average of 3.27. The combined weighted average of both groups is 3.44.

TABLE 37 ASSISTING STUDENTS WITH COMPUTER HARDWARE AND SOFTWARE USE

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	2	5	7	4	0	3.28	3.21
Teacher	2	9	11	7	1	3.13	

Table 37 shows the speaking skill needs of TAs in terms of assisting students with computer hardware and software use. The findings show that the weighted average for TAs is 3.28 and for teachers is 3.13. Both groups found it to be a moderately important need.

TABLE 38 PREPARING LESSON MATERIALS, BULLETIN BOARD DISPLAYS...

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	1	5	3	7	2	2.78	2.39
Teacher	0	4	2	14	10	2.00	

Table 38 shows the speaking skill needs of TAs in terms of preparing lesson materials, bulletin board displays.... The findings demonstrate that the weighted average for TAs is 2.78 and for teachers is 2.00, i.e. the TAs found this skill to be moderately important but the teachers found it to be a somewhat important need. The combined weighted average of both groups is 2.39.

TABLE 39 DISTRIBUTING MATERIALS SUCH AS TEXTBOOKS...

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	0	2	6	5	5	2.28	2.01
Teacher	0	2	2	12	14	1.72	

Table 39 shows the speaking skill needs of TAs in terms of distributing materials such as textbooks.... The findings indicate that the weighted average for TAs is 2.28 and for teachers is 1.72. Both groups found it to be a somewhat important need.

TABLE 40 ORGANIZING AND LABELING MATERIALS...

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	0	0	7	5	6	2.06	1.86
Teacher	0	1	4	9	16	1.67	

Table 40 shows the speaking skill needs in terms of organizing and labeling materials.... The findings demonstrate that the weighted average for TAs is 2.06 and for teachers is 1.67. The TAs found this to be somewhat more important need than the teachers. The combined weighted average is 1.86; a somewhat important need.

TABLE 41 LAMINATING TEACHING MATERIALS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	0	0	6	4	8	1.89	1.79
Teacher	0	2	4	7	17	1.70	

Table 41 shows the speaking skill needs of TAs in terms of laminating teaching materials. The findings indicate that the weighted average for TAs is 1.89 and for teachers is 1.70. Both groups found it to be a somewhat important need.

TABLE 42 ATTENDING IN-SERVICE TRAINING SESSIONS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	3	9	4	2	0	3.72	3.74
Teacher	8	12	6	3	1	3.77	

Table 42 shows the speaking skill needs of TAs in terms of attending in-service training sessions. The findings reveal that the weighted average for TAs is 3.72 and for teachers is 3.77. Both groups found it to be an important and urgent need.

TABLE 43 TEACHING SUBJECTS SUCH AS THAI LANGUAGE AND CULTURE TO FOREIGN STUDENTS

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	6	9	2	1	0	4.11	3.82
Teacher	5	10	12	2	1	3.53	

Table 43 shows the speaking skill needs of TAs in terms of teaching subjects such as Thai language and culture to foreign students. The findings show that the weighted average for TAs is 4.11 and for teachers is 3.53. The TAs found this skill to be somewhat more important than the teachers. The combined weighted average is 3.82; an important and urgent need.

TABLE 44 TEACHING AND LEADING AFTERNOON ACTIVITIES SUCH AS ART, ESL...

	Very Important And Urgent Needs	Important And Urgent Needs	Moderately Important Needs	Somewhat Important Needs	No Need Or Only Minor Needs		
	5	4	3	2	1	Weighted Average	Combined Weighted Average
TA	6	9	2	1	0	4.11	3.99
Teacher	11	8	7	4	0	3.87	

Table 44 shows the speaking skill needs of TAs in terms of teaching and leading afternoon activities such as Art, ESL.... The findings show that the weighted average for TAs is 4.11 and for teachers is 3.87. Both groups found it to be an important and urgent need.

In summary, the TAs believed that the most important speaking skill needs were in 'Teaching subjects such as Thai language and culture to foreign students' (Table 43) and 'Teaching and leading afternoon activities such as Art, ESL...' (Table 44). The weighted average of both areas of professional responsibility was the same score of 4.11, important and urgent. The teachers believed that the most important speaking skill needs of TAs were in 'Presenting subject matter to students' (Table 27) and 'Tutoring and assisting students individually or in small groups' (Table 29). The weighted average of both areas of professional responsibility was the same score of 4.00, important and urgent. The combined weighted average of both groups was 3.99, in 'Teaching and leading afternoon activities such as Art, ESL...' (Table 44), an important and urgent need.

TAs believed that the least important speaking skill need was in 'Laminating teaching materials' (Table 41). The weighted average was 1.89, a somewhat important need. The teachers believed that the least important speaking skill need of TAs was in

'organizing and labeling materials...' (Table 40). The weighted average was 1.67, a somewhat important need. The combined weighted average of both groups was 1.79, in 'Laminating and teaching materials' (Table 41).

A summary of the average mean scores of listening skill needs of TAs for each of the areas of professional responsibility is shown in Table 47 below. To describe the findings, the following weighted average ranges are used:

Level 5	4.50 – 5.00 = very important and urgent needs
Level 4	3.50 – 4.49 = important and urgent needs
Level 3	2.50 – 3.49 = moderately important needs
Level 2	1.50 – 2.49 = somewhat important needs
Level 1	1.00 – 1.49 = no need or only minor needs

TABLE 45 THE AVERAGE MEAN SCORES OF LISTENING SKILL NEEDS OF TAS FROM
TABLES 7-25

Areas of professional responsibility	TAs		Teachers		Combined	
	Weighted Average	Level of Need	Weighted Average	Level of Need	Weighted Average	Level of Need
Discussing assigned teaching materials with teachers	3.33	3	3.87	4	3.60	4
Presenting subject matter to students	3.28	3	3.20	3	3.24	3
Discussing or supervising role playing	3.56	4	3.43	3	3.49	3
Tutoring and assisting students individually or in small groups	3.22	3	3.83	4	3.53	4
Supervising students in classrooms, on campus and on field trips	3.11	3	3.37	3	3.24	3
Conducting demonstrations to teach such skills as sports, dancing and handicrafts	3.39	3	2.90	3	3.14	3
Enforcing administration policies and rules governing students	3.50	4	2.93	3	3.22	3
Instructing and monitoring students in the use and care of equipment and materials	3.11	3	3.23	3	3.17	3
Supervising games and other recreational activities...	3.17	3	2.93	3	3.05	3
Providing extra assistance to students with special needs	3.22	3	2.93	3	3.08	3
Attending staff meetings	3.61	4	3.20	3	3.41	3
Assisting students with computer hardware and software use	3.44	3	2.97	3	3.21	3
Preparing lesson materials, bulletin board displays...	2.83	3	2.60	3	2.72	3
Distributing materials such as textbooks...	2.44	2	2.17	2	2.31	2
Organizing and labeling materials...	2.39	2	2.10	2	2.24	2
Laminating teaching materials	1.72	2	1.70	2	1.71	2
Attending in-service training sessions	3.67	4	3.20	3	3.43	3
Teaching subjects such as Thai language and culture to foreign students	3.50	4	3.30	3	3.40	3
Teaching and leading afternoon activities such as Art, ESL...	3.72	4	3.37	3	3.54	4

The three areas of professional responsibility in which the TAs felt they had the greatest need for improvement in their English language listening skills were: Teaching and

leading afternoon activities such as Art, ESL...', 'Attending in-service training sessions', and 'Attending staff meetings' with weighted average scores of 3.72, 3.67 and 3.61 respectively.

The TAs believed their needs in these areas to be important and urgent.

The three areas of professional responsibility in which the teachers felt the TAs had the greatest need for improvement in their English language listening skills were: most importantly, 'Discussing assigned teaching materials with teachers', with a weighted average of 3.87, very important and urgent; secondly, 'Tutoring and assisting students individually or in small groups', with a weighted average of 3.83, also a very important and urgent need; and finally, 'Discussing or supervising role playing', with a weighted average of 3.43, a moderately important need. The TAs and the teachers did not agree on any of the three most important listening skill need areas.

On the other hand, the TAs and the teachers agreed completely on the three least important listening skill need areas: least important, 'Laminating teaching materials', with TA and teacher weighted averages of 1.72 and 1.70 respectively; second least important, 'Organizing and labeling material...', with TA and teacher weighted averages of 2.39 and 2.10 respectively; third, 'Distributing materials such as textbooks...', with TA and teacher weighted averages of 2.44 and 2.17 respectively. Both TAs and teachers ranked these listening skill needs as somewhat important.

The three greatest areas of difference in the view of the TAs and teachers as to the importance of listening skill needs of TAs were: 'Tutoring and assisting students individually or in small groups', 'Enforcing administration policies and rules governing students', and

'Discussing assigned teaching materials with teachers' with differences of 0.61, 0.57 and 0.54 respectively.

The three greatest agreements regarding the importance of listening skill needs of TAs were: 'Laminating teaching materials', 'Presenting subject matter to students' and 'Instructing and monitoring students in the use and care of equipment and materials' with differences of 0.02, 0.08 and 0.12 respectively.

A summary of the average mean scores of speaking skill needs of TAs for each of the areas of professional responsibility is shown in Table 46 below. To describe the findings, the following weighted average ranges are used:

Level 5	4.50 – 5.00 = very important and urgent needs
Level 4	3.50 – 4.49 = important and urgent needs
Level 3	2.50 – 3.49 = moderately important needs
Level 2	1.50 – 2.49 = somewhat important needs
Level 1	1.00 – 1.49 = no need or only minor needs

TABLE 46 THE AVERAGE MEAN SCORES OF SPEAKING SKILL NEEDS OF TAS FROM
TABLES 26-44

Area of professional responsibility	TAs		Teachers		Combined	
	Weighted Average	Level of Need	Weighted Average	Level of Need	Weighted Average	Level of Need
Discussing assigned teaching materials with teachers	3.44	4	3.63	4	3.54	4
Presenting subject matter to students	3.78	4	4.00	4	3.89	4
Discussing or supervising role playing	3.72	4	3.77	4	3.74	4
Tutoring and assisting students individually or in small groups	3.50	4	4.00	4	3.75	4
Supervising students in classrooms, on campus and on field trips	3.44	3	3.47	3	3.46	3
Conducting demonstrations to teach such skills as sports, dancing and handicrafts	3.39	3	3.43	3	3.41	3
Enforcing administration policies and rules governing students	3.44	3	3.40	3	3.42	3
Instructing and monitoring students in the use and care of equipment and materials	3.39	3	3.23	3	3.31	3
Supervising games and other recreational activities...	3.39	3	3.23	3	3.31	3
Providing extra assistance to students with special needs	3.50	4	3.33	3	3.42	3
Attending staff meetings	3.61	4	3.27	3	3.44	3
Assisting students with computer hardware and software use	3.28	3	3.13	3	3.21	3
Preparing lesson materials, bulletin board displays...	2.78	3	2.00	2	2.39	2
Distributing materials such as textbooks...	2.28	2	1.73	2	2.01	2
Organizing and labeling materials...	2.06	2	1.67	2	1.86	2
Laminating teaching materials	1.89	2	1.70	2	1.79	2
Attending in-service training sessions	3.72	4	3.77	4	3.74	4
Teaching subjects such as Thai language and culture to foreign students	4.11	4	3.53	4	3.82	4
Teaching and leading afternoon activities such as Art, ESL...	4.11	4	3.87	4	3.99	4

The three areas of professional responsibility in which the TAs felt they had the greatest need for improvement in their English language speaking skills were: 'Teaching subjects such as Thai language and culture to foreign students' and 'Teaching and leading

afternoon activities such as Art, ESL...' with the same weighted average of 4.11, very important and urgent; the third area was 'Presenting subject matter to students' with a weighted average of 3.78, also a very important and urgent need. The TAs believed their needs in these areas to be important and urgent.

The three areas of professional responsibility in which the teachers felt the TAs had the greatest need for improvement in their English language speaking skills were:

'Presenting subject matter to students' and 'Tutoring and assisting students individually or in small groups', with the same weighted average of 4.00, very important and urgent, the third was 'Teaching and leading afternoon activities such as Art, ESL...' with a weighted average of 3.87, also very important and urgent.

The TAs and the teachers agreed on the two most important speaking skill need areas which were: 'Teaching and leading afternoon activities such as Art, ESL...' and 'Presenting subject matter to students'.

On the other hand, the TAs and the teachers agreed completely on the three least important speaking skill need areas: the least important being, 'Laminating teaching materials', with TA and teacher weighted averages of 1.89 and 1.70 respectively; the second least important being, 'Organizing and labeling materials...', with TA and teacher weighted averages of 2.06 and 1.67 respectively; and finally, 'Distributing material materials such as textbooks...', with TA and teacher weighted averages of 2.28 and 1.73 respectively. Both TAs and teachers ranked these speaking skill needs as somewhat important.

The three areas of greatest difference in the views of TAs and teachers with regard to speaking skill needs of TAs were: 'Preparing lesson materials, bulletin board displays...', 'Teaching subjects such as Thai language and culture to foreign students' and 'Distributing materials such as textbooks...' with differences of 0.78, 0.58 and 0.55 respectively.

The three greatest agreement areas regarding speaking skill needs of TAs were: 'Supervising students in classrooms, on campus and on field trips', with a difference of 0.03, 'Conducting demonstrations to teach such skills as sports, dancing and handicrafts' and 'Enforcing administration policies and rules governing students' having the same difference of 0.04.

Table 47 shows that listening skill need areas can be classified into three priorities based on TA and teacher combined weighted average scores. The first column presents the TAs professional responsibilities, which are divided into 3 priorities. The second column presents the combined weighted average scores of TAs and teachers. Priority 1 includes important and urgent needs with scores above 3.50, priority 2 needs are moderately important needs with scores between 2.50 and 3.49; and priority 3 includes only somewhat important needs with scores from 1.50 to 2.49. All weighted average scores can be seen in Tables 7 – 25.

TABLE 47 THE THREE PRIORITIES IN LISTENING SKILL NEEDS OF TAS

Priority 1	Combined Weighed Average of TAs and Teachers
1. Discussing assigned teaching materials with teachers	3.60
2. Teaching and leading afternoon activities such as Art, ESL...	3.54
3. Tutoring and assisting students individually or in small groups	3.53
Priority 2	
1. Discussing or supervising role playing	3.49
2. Attending in-service training sessions	3.43
3. Attending staff meetings	3.41
4. Teaching subjects such as Thai language and culture to foreign students	3.40
5. Presenting subject matter to students	3.24
6. Supervising students in classrooms, on campus and on field trips	3.24
7. Enforcing administration policies and rules governing students	3.22
8. Assisting students with computer hardware and software use	3.21
9. Instructing and monitoring students in the use and care of equipment and materials	3.17
10. Conducting demonstrations to teach such skills as sports, dancing and handicrafts	3.14
11. Providing extra assistance to students with special needs	3.08
12. Supervising games and other recreational activities...	3.05
13. Preparing lesson materials, bulletin board displays...	2.72
Priority 3	
1. Distributing materials such as textbooks...	2.31
2. Organizing and labeling materials...	2.24
3. Laminating teaching materials	1.71

Table 47 shows the scores prioritized from the highest to the lowest TA listening skill needs.

Three job specific listening skill needs were identified as priority 1 needs which required urgent attention. Thirteen job specific listening skill needs were identified as priority 2 needs requiring only moderately urgent attention. Three job specific listening skill needs were identified as priority 3. The three job specific listening skill needs in priority 1

were related to teaching students and working with teachers. Both TAs and teachers felt that these skills should be dealt with first in any future training courses. Ten job specific skill needs in priority 2 were related to teaching students, two were related to professional development and the other was related to administrative work. These listening skill needs should be included in any future training. All the job specific listening skill needs in priority 3 were only related to administrative work. These might be ignored in any future training.

Table 48 shows that speaking skill need areas also can be classified into three priorities based on TA and teacher combined weighted average scores. The first column presents the TAs professional responsibilities, which are divided into 3 priorities. The second column presents the combined weighted average scores of TAs and teachers. Priority 1 includes important and urgent needs with scores above 3.50, priority 2 needs are moderately important needs with scores between 2.50 and 3.49; and priority 3 includes only somewhat important needs with scores from 1.50 to 2.49. All weighted average scores can be seen in Tables 26 – 44.

TABLE 48 THE THREE PRIORITIES IN SPEAKING SKILL NEEDS OF TAS

Priority 1	Combined Weighed Average of TAs and teachers
1. Teaching and leading afternoon activities such as Art, ESL...	3.99
2. Teaching subjects such as Thai language and culture to foreign students	3.82
3. Presenting subject matter to students	3.89
4. Tutoring and assisting students individually or in small groups	3.75
5. Discussing or supervising role playing	3.74
6. Attending in-service training sessions	3.74
7. Discussing assigned teaching materials with teachers	3.54
Priority 2	
1. Supervising students in classrooms, on campus and on field trips	3.46
2. Attending staff meetings	3.44
3. Enforcing administration policies and rules governing students	3.42
4. Providing extra assistance to students with special needs	3.42
5. Conducting demonstrations to teach such skills as sports, dancing and handicrafts	3.41
6. Instructing and monitoring students in the use and care of equipment and materials	3.31
7. Supervising games and other recreational activities...	3.31
8. Assisting students with computer hardware and software use	3.21
Priority 3	
1. Preparing lesson materials, bulletin board displays...	2.39
2. Distributing materials such as textbooks...	2.01
3. Organizing and labeling materials...	1.86
4. Laminating teaching materials	1.79

Table 48 shows the scores prioritized from the highest to the lowest TA speaking skill needs.

Seven job specific speaking skill needs were identified as priority 1 needs which required urgent attention. Eight job specific speaking skill needs were identified as priority 2 needs requiring only moderate attention. Four job specific listening skill needs were identified as priority 3. Five job specific speaking skill needs in priority 1 were related to

teaching students, one was related to working with teachers and the other was related to professional development. Both TAs and teachers felt that these needs should be dealt with first in any future training course. Seven job specific speaking skill needs in priority 2 were also related to teaching students and one was related to professional development. These speaking skill needs should be included in any future training. The job specific speaking skill needs in priority 3 were only related to administrative work. These might be ignored in any future training.

Separate listening and speaking skill need lists will be of little value to any curriculum or course designers. As a foundation for curriculum and course design, a unified list of listening and speaking skill needs must be established. Table 49 provides the unified list of listening and speaking skill need areas. The first column presents the TAs professional responsibilities, which are divided into 3 priorities. The second column presents the combined weighed averages of TAs and teachers for listening skill needs (see in Table 45), the third column presents the combined weighted averages of TAs and teachers for speaking skill needs (see in Table 46) and the fourth column presents the average scores from the second and third columns. Priority 1 includes important and urgent needs with scores above 3.50, priority 2 needs are moderately important needs with scores between 2.50 and 3.49; and priority 3 includes only somewhat important needs with scores from 1.50 to 2.49.

TABLE 49 THE UNIFIED LIST OF PRIORITIZED LISTENING AND SPEAKING SKILL
NEEDS OF TAS

	Combined Weighted Average in listening skill needs of TAs and teachers	Combined Weighted Average in speaking skill needs of TAs and teachers	Average of listening and speaking needs of both groups
Priority 1			
1. Teaching and leading afternoon activities such as Art, ESL...	3.54	3.99	3.76
2. Tutoring and assisting students individually or in small groups	3.53	3.75	3.64
3. Discussing or supervising role playing	3.49	3.74	3.61
4. Teaching subjects such as Thai language and culture to foreign students	3.40	3.82	3.61
5. Attending in-service training sessions	3.43	3.74	3.58
6. Discussing assigned teaching materials with teachers	3.60	3.54	3.57
7. Presenting subject matter to students	3.24	3.89	3.56
Priority 2			
1. Attending staff meetings	3.41	3.44	3.42
2. Supervising students in classrooms, on campus and on field trips	3.24	3.46	3.35
3. Enforcing administration policies and rules governing students	3.22	3.42	3.32
4. Providing extra assistance to students with special needs	3.08	3.42	3.25
5. Conducting demonstrations to teach such skills as sports, dancing and handicrafts	3.14	3.41	3.27
6. Instructing and monitoring students in the use and care of equipment and materials	3.17	3.31	3.24
7. Supervising games and other recreational activities...	3.05	3.31	3.18
8. Assisting students with computer hardware and software use	3.21	3.21	3.21
9. Preparing lesson materials, bulletin board displays...	2.72	2.39	2.55
Priority 3			
1. Distributing materials such as textbooks...	2.31	2.01	2.16
2. Organizing and labeling materials...	2.24	1.86	2.05
3. Laminating teaching materials	1.71	1.79	1.75

Table 49 shows the scores prioritized from the highest to the lowest TA listening and speaking skill needs.

Seven job specific listening and speaking skill needs were identified as priority 1 needs. Five were related to teaching students, one was related to professional development and the other was related to working with teachers. These skill needs should be dealt with first in any future training courses. Nine job specific listening and speaking skill needs were identified as priority 2 needs. Seven were related to teaching students, one was related to working with teachers and the other was related to administrative work. These skills should be included in any future training. Three job specific listening and speaking skill needs were identified as priority 3. All the job specific listening and speaking skill needs in priority 3 were only related to administrative work. These might be ignored in any future training.

Part III: Additional comments

The last section of the questionnaires asked for comments from both TAs and teachers, on the present English language skill needs of TAs. The findings are presented below.

Listening skills needs

The teacher assistants offered additional comments on their present English language listening skill needs. The TAs felt that greater listening skills were needed in order to:

- deal with special needs of children, ESL children, or very little children
- understand professional development technical vocabulary
- translate between parents and teachers
- work with the classroom teachers
- communicate with the classroom teachers on assignments and progress on long term assignments
- avoid misunderstandings with classroom teachers
- work with students especially to understand their questions

The teachers also gave comments on the present English language listening skill needs of TAs with whom they worked. The teachers felt that greater listening skill was needed to:

- understand social behavior, culture or beliefs
- understand different accents
- understand instructions given by the teachers
- fully understand instructions for activities

Speaking skill needs

The teacher assistants added additional comments on their present English language speaking skill needs. TAs felt that greater speaking skills were needed to:

- translate in parent consultations, to discuss children's progress in Thai subjects
- speak formally in English
- sing songs, speak rhymes, do phonics
- communicate with teachers, students and parents on a daily, informal basis
- communicate with students while teaching or directing them

The teachers expressed comments on the present English language speaking skill needs of TAs with whom they worked. The teachers felt that greater speaking skills were needed to:

- do not be afraid to say, "Please, repeat I don't understand." TA shouldn't be afraid to speak up and say what they want.

- express their knowledge and opinions more often and become more verbal in the classroom to stimulate discussion with students
- speak in complete sentences using correct grammar in order to act as a model for the children
- communicate well with students and teachers and as a good model to students
- change their voices/tones to discipline students

Other Comments

The TAs expressed general comments not specifically related to listening and speaking skill needs.

- Better writing skills are needed for writing reports with good academic vocabulary.
- We have problems with grammar for both speaking and writing.
- The more you work, the more you know and understand, so the less you need improvement, but you still need to learn new things each day for professional progress.

The teachers offered their ideas and general comments.

- English grammar and sentence structure is an area of difficulty in group activities.
- TAs are very motivated and keen to learn in both areas.
- Writing must be correct and in full sentences.

- TAs need to have a good understanding to be able to help effectively.
- Communication skills are very important.
- Disciplinary techniques need to be improved to show students you mean what you say; to deserve 'respect'.
- TAs need to learn more teaching techniques.
- TAs should learn new vocabulary.

In summary from both the TAs' and teachers' points of view, TAs need to improve both listening and speaking skills and also to develop writings skill because all communication skills are important in their work.

The findings will be analyzed and discussed, and recommendation for further study will be made in Chapter 5.

CHAPTER 5

CONCLUSIONS AND DISCUSSION

This chapter presents the answers to the 2 research questions. A discussion of the results, comments on limitations of the study and recommendations and suggestions for further study follow.

Research Question 1

Which job specific English language listening and speaking skills of the teacher assistants at St. Andrews International Schools in Bangkok need to be improved in order to perform their jobs more effectively?

Listening skills

TAs and teachers had different points of view on listening skill needs. TAs thought that the three most important areas of listening skill needs requiring improvement were: 'Teaching and leading afternoon activities such as Art, ESL...' (3.72), 'Attending in-service training sessions' (3.67) and 'Attending staff meetings' (3.36). However, the teachers thought that the most three important listening skill needs were: 'Discussing assigned teaching materials with teachers' (3.87), 'Tutoring and assisting students individually or in small groups' (3.83) and 'Discussing or supervising role playing' (3.43).

TAs and teachers disagreed on the three most important listening skill need areas. The TAs' views of their listening needs were most related to their professional development, i.e. for listening in meetings and training sessions. The TAs thought they should focus on

listening rather than speaking in meetings. Thais have been taught since they were young that it is not polite to speak while listening, especially when those speaking have higher rank or position or are older. However, the teachers felt that the TAs needed to pay more attention to what they (the teachers) said while working together. Native English speaking teachers also believed that the TAs should talk and give their own ideas more often in meetings. This cultural difference may lead to communication difficulties when Thai TAs work with native English speaking teachers and should be dealt with in any eventual training course.

In conclusion, six important job specific English language listening skill need areas of the TAs were identified by the TAs and teachers. The most important need was 'Discussing assigned teaching materials with teachers' (the highest score of 3.87 by teachers) the second, 'Tutoring and assisting students individually or in small groups' (the second highest score of 3.83 by teachers), third, 'Teaching and leading afternoon activities such as Art, ESL...' (the highest score of 3.72 by TAs), fourth, 'Attending in-service training sessions' (the second highest score of 3.67 by TAs), fifth, 'Discussing or supervising role playing' (the third highest score of 3.43 by teachers) and the last, 'Attending staff meetings' (the third highest score of 3.61 by TAs).

Speaking skills

TAs thought that the three most important job specific speaking skill needs were: 'Teaching subjects such as Thai language and culture to foreign students' and 'Teaching and leading afternoon activities such as Art, ESL...' with the same scores of 4.11, and,

'Presenting subject matter to students' with a score of 3.78. Teachers thought that the three most important job specific speaking skill need areas of TAs were: 'Presenting subject matter to students' and 'Tutoring and assisting individually or in small groups' with the same score of 4.00, and, 'Teaching and leading afternoon activities such as Art, ESL...' with a score of 3.87. TAs and teachers agreed on two areas of professional responsibility needing speaking skill development.

Both the TAs and teachers agreed that the speaking skill development needs were all related to teaching activities. TAs must work directly with students. Consequently, they needed to improve their speaking skills.

In conclusion, four important job specific English language speaking skill need areas of the TAs were identified by the TAs and teachers. The most important need was 'Teaching and leading afternoon activities such as Art, ESL...' (4.11 by TAs and 3.87 by teachers), second 'Teaching subjects such as Thai language and culture to foreign students' (4.11 by TAs), third, 'Presenting subject matter to students' (4.00 by teachers and 3.78 by TAs), and finally, 'Tutoring and assisting students individually or in small groups' (4.00 by TAs).

Research Question 2

The answer to the second research question, 'What is the hierarchy of the identified oral skill needs, i.e. which needs are more important than others and should be addressed with priority?', was illustrated in Tables 47 - 49.

Three job specific English language listening and speaking skill need areas of TAs were identified as priority 1 in each of the Tables 47, 48 and 49 presented in Chapter 4.

These were clearly seen as the most important need areas by both TAs and teachers at St. Andrews International Schools and should be given the most emphasis in any future training courses for the TAs. These three need areas were:

1. Teaching and leading afternoon activities such as Art, ESL...
2. Tutoring and assisting students individually or in small groups
3. Discussing assigned teaching materials with teachers

While these three need areas should be emphasized, the four other need areas identified as priority 1 in Table 49 (Discussing or supervising role playing, Teaching subjects such as Thai language and culture to foreign students, Attending in-service training sessions and Presenting subject matter to students) should also be treated as important and urgent needs. All of these job specific skill needs related to teaching students, working with teachers and professional development.

The job specific skill needs identified as priority 2 in Table 49 related primarily to teaching students and working with teachers. These need areas should also be treated in any future training courses as moderately important, receiving somewhat less training attention than priority 1 needs. The job specific skill needs identified as priority 3 in Table 49 all related to administrative work and can be ignored in any future training courses. All priority 1 and 2 needs are related to academic activities and career advancement of the TAs and are therefore of importance not only to the TAs, but also to students, teachers and St. Andrews International Schools alike. Priority 3 needs are administrative in nature, and should be dealt with at an administrative level, requiring only regular administrative control.

The findings from this study will provide useful input for curriculum and course designers and instructors who may be called upon to treat the listening and speaking needs

of the TAs at St. Andrews International Schools. As was seen in Chapter 4, the TAs and teachers at St. Andrews International Schools often disagreed on which job specific English language listening and speaking skill needs were of the highest priority, and disagreements were often the result of cultural differences. Therefore, a series of meetings between TAs, teachers, administrators and designers and eventual teachers of the English language courses for the TAs should be held in the curriculum design phase to agree on specific teaching/ learning content and the sequence of the future training events for TAs. Various combinations of off-the-job and on-the-job training, as well as tutoring and mentoring, may be employed to achieve the most satisfactory training results for the TAs who are vital members of the educational team at St. Andrews International Schools.

Limitations of the Study

This study had the following limitations:

1. The number of participants in the sample group was small; it was limited to only 18 teacher assistants and 30 teachers in the academic year 2005. Therefore the results obtained were limited. English language skill needs analysis should be conducted again from time to time.
2. The data came from only three of the five St. Andrews International School Campuses. The findings may not be transferable to other campuses.

Recommendations for Further Study

The following recommendations derive from this study:

1. Further study of the English language skill needs of TAs should be conducted in other international schools in order to better understand the needs of these valuable contributors to education in Thailand.

2. The study of English language skill needs should also be expanded to sub skills such as vocabulary, grammar and pronunciation which may cause difficulties for TAs in their work.

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APPENDIXES

APPENDIX A

Teacher Assistant's Questionnaire

Questionnaire for Teacher Assistants

This questionnaire is designed for a graduate research project in the Business English for International Communication Program at Srinakarinwirot University. Your cooperation in providing useful information is greatly appreciated. The information you provide will be kept strictly confidential.

Part I: Personal Information

Instruction: Please put "X" in the brackets you chose and provide further information as required.

1. Age :
☐ Less than 26 ☐ 36 – 40
☐ 26 – 30 ☐ 41 and over
☐ 31 – 35

2. Your highest level of education:
☐ Bachelor's degree.
☐ Master's degree.
☐ Other. Please specify.....

3. Teaching experience:
☐ less than 1 year ☐ 11 - 15 years
☐ 2 - 5 years ☐ more than 15 years
☐ 6 - 10 years

Part II: Your Present English Language Listening and Speaking Skill Needs

Please put "X" in the box which most closely corresponds to your opinion about your present English language listening and speaking skill needs for improvement in terms of the areas of professional responsibility listed below. The numbers are arranged from very important and urgent needs (5) to no need or only minor needs (1).

5 = very important and urgent needs

4 = important and urgent needs

3 = moderately important needs

2 = somewhat important needs

1 = no need or only minor needs

1. In which areas of professional responsibility do you have the greatest listening skill needs?

	5	4	3	2	1
Discussing assigned teaching materials with teachers					
Presenting subject matter to students					
Discussing or supervising role playing					
Tutoring and assisting students individually or in small groups					
Supervising students in classrooms, on campus and on field trips					
Conducting demonstrations to teach such skills as sports, dancing and handicrafts					
Enforcing administration policies and rules governing students					
Instructing and monitoring students in the use and care of equipment and materials					
Supervising games and other recreational activities...					
Providing extra assistance to students with special needs					
Attending staff meetings					
Assisting students with computer hardware and software use					
Preparing lesson materials, bulletin board displays...					
Distributing materials such as textbooks...					
Organizing and labeling materials...					
Laminating teaching materials					
Attending in-service training sessions					

Teaching subjects such as Thai language and culture to foreign students					
Teaching and leading afternoon activities such as Art, ESL...					

2. In which areas of professional responsibility do you have the greatest speaking skill needs ?

	5	4	3	2	1
Discussing assigned teaching materials with teachers					
Presenting subject matter to students					
Discussing or supervising role playing					
Tutoring and assisting students individually or in small groups					
Supervising students in classrooms, on campus and on field trips					
Conducting demonstrations to teach such skills as sports, dancing and handicrafts					
Enforcing administration policies and rules governing students					
Instructing and monitoring students in the use and care of equipment and materials					
Supervising games and other recreational activities...					
Providing extra assistance to students with special needs					
Attending staff meetings					
Assisting students with computer hardware and software use					
Preparing lesson materials, bulletin board displays...					
Distributing materials such as textbooks...					
Organizing and labeling materials...					
Laminating teaching materials					
Attending in-service training sessions					
Teaching subjects such as Thai language and culture to foreign students					
Teaching and leading afternoon activities such as Art, ESL...					

Part III: Additional Comments

What additional comments do you have with regard to your present English language skills needs?

Listening.. ..

.....

.....

Speaking.....

.....

.....

Other.....

.....

APPENDIX B

Teacher's Questionnaire

Questionnaire for Teachers

This questionnaire is designed for a graduate research project in the Business English for International Communication Program at Srinakarinwirot University. Your cooperation in providing useful information is greatly appreciated. The information you provide will be kept strictly confidential.

Part I: Personal information

Instruction: Please put "X" in the brackets you chose and provide further information as required.

1. Gender: ☐ male ☐ female

2. Age : ☐ Less than 26 ☐ 36 - 40
 ☐ 26 – 30 ☐ 41 and over
 ☐ 31 – 35

3. Your highest level of education:
 ☐ Bachelor's degree.
 ☐ Master's degree.
 ☐ Other. Please specify.....

4. Teaching experience:
 ☐ less than 1 year ☐ 11 - 15 years
 ☐ 2 - 5 years ☐ more than 15 years
 ☐ 6 - 10 years

Part II: Present English Language Listening and Speaking Skill Needs of Teacher

Assistants

Please put "X" in the box which most closely corresponds to your opinion about the present English language listening and speaking skill needs for improvement in terms of the areas of professional responsibility listed below for TAs with whom you work. The numbers are arranged from very important and urgent needs (5) to no needs or only minor needs (1).

5 = very important and urgent needs

4 = important and urgent needs

3 = moderately important needs

2 = somewhat important needs

1 = no needs or only minor needs

1. In which areas of professional responsibility do you think the TAs have the greatest listening skill needs?

	5	4	3	2	1
Discussing assigned teaching materials with teachers					
Presenting subject matter to students					
Discussing or supervising role playing					
Tutoring and assisting students individually or in small groups					
Supervising students in classrooms, on campus and on field trips					
Conducting demonstrations to teach such skills as sports, dancing and handicrafts					
Enforcing administration policies and rules governing students					
Instructing and monitoring students in the use and care of equipment and materials					
Supervising games and other recreational activities...					
Providing extra assistance to students with special needs					
Attending staff meetings					
Assisting students with computer hardware and software use					
Preparing lesson materials, bulletin board displays...					
Distributing materials such as textbooks...					
Organizing and labeling materials...					
Laminating teaching materials					

Attending in-service training sessions					
Teaching subjects such as Thai language and culture to foreign students					
Teaching and leading afternoon activities such as Art, ESL...					

2. In which areas of professional responsibility do you think the TAs have the greatest speaking skill needs?

	5	4	3	2	1
Discussing assigned teaching materials with teachers					
Presenting subject matter to students					
Discussing or supervising role playing					
Tutoring and assisting students individually or in small groups					
Supervising students in classrooms, on campus and on field trips					
Conducting demonstrations to teach such skills as sports, dancing and handicrafts					
Enforcing administration policies and rules governing students					
Instructing and monitoring students in the use and care of equipment and materials					
Supervising games and other recreational activities...					
Providing extra assistance to students with special needs					
Attending staff meetings					
Assisting students with computer hardware and software use					
Preparing lesson materials, bulletin board displays...					
Distributing materials such as textbooks...					
Organizing and labeling materials...					
Laminating teaching materials					
Attending in-service training sessions					
Teaching subjects such as Thai language and culture to foreign students					
Teaching and leading afternoon activities such as Art, ESL...					

Part III: Additional Comments

What additional comments do you have regarding the present English language skill needs of TAs with whom you work?

Listening.....

.....

.....

Speaking.....

.....

.....

Other.....

.....

VITAE

VITAE

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