



## Training course development of using English for classroom instruction of English teachers in primary school

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### Abstract

**Aim:** The goals of this study were twofold: (1) to create and analyze a high-quality training course for English teachers in primary schools and (2) to test the efficacy of such a course in a real-world setting.

**Method:** R&D used this research methodology in their efforts. The 28 primary school English teachers who participated in the training and analyzed the experiment's results in using English in the classroom represented the research population. Frequencies, percentages, means, standard deviations, and the *t*-test were used to analyze the data.

**Findings:** The findings of the research showed that: 1. the development and evaluation of the quality of the training course for using English to teach in a classroom was comprised of seven different components: 1) the curriculum's theory and rationale, 2) the curriculum's intended purpose, 3) the structure of the curriculum, 4) training units, 5) training approach, 6) training materials, and 7) assessment and assessment. While developing a leading training course for expert assessment, it was discovered that it was ideal and capable of leading for training purposes.

**Implications/Novel Contribution:** The study's goal is to create a curriculum for training English teachers in elementary schools to effectively use the language in the classroom, which will knock on students' linguistic and cognitive development.

*Keywords:* Course development, Training course, Primary school, English teachers

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### INTRODUCTION

Since English is widely recognized as the international language of business and diplomacy, and since ASEAN Law No.34 mandates that "The working language of ASEAN shall be English," speakers from all ten member states must become fluent in the language to participate in official ASEAN business. For this reason, we can conclude that "English is the main tool for ASEAN citizens in communicating and creating a relationship to worldwide in ASEAN regions, and the English language will be the second language of ASEAN citizens together with the national language of each country" (Kirkpatrick, 2012; Taher, Shrestha, Rahman, & Khalid, 2016). As a result, the educational establishments of various countries have taken notice and are prepared to join the ASEAN community, with English development for the youth and people of the country; particularly in Thailand, preparations have been made by stressing the importance of the people of the country using English in communication. But everyone in the country, especially young people and college and university students, will learn to communicate effectively in English. The role of the English teacher, and especially the English teachers in primary education, is crucial. Having a competent instructor lays the groundwork for a solid English education.

According to previous reports, it has been determined that the current system for teaching English (Hilao, 2016; Kasama, 2009) to Thai elementary school students is ineffective. According to a study cited in Academic Commission (1997), 65 percent of primary school English teachers lacked a bachelor's degree in the subject. This was mainly because many of these teachers had only minored in English or taught it as a foreign language. The stated issue resulted in the teacher's lack of understanding and confidence in teaching English, which hindered the student's English use.

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As a solution to the abovementioned issue, the Thai government instituted a policy to train more primary school teachers to use English in their lessons. This policy, which has evolved through several iterations (including training, seminars, and student-teacher exchanges), aims to ensure that Thai English teachers are well-equipped to teach in the language (Junnak & Veerachaisantikul, 2016; Watanaporn, 2007). According to Noom-Ura (2013), teachers wanted a high level of short training; thus, a chance encounter with a short training course was an exemplary method for teacher's development and consequent to teacher's needs. As a result, teachers could put their newly acquired skills to use in their classrooms in a way that would directly impact their students' growth as learners (Sukhothai, 2004).

Given the preceding, the researcher has a vested interest in creating a training course for English teachers in primary schools that focuses on the effective use of the English language in the classroom. Such a course would have a positive impact on the student's acquisition of linguistic and content knowledge.

### **The Purpose of the Research**

1. To develop and study the quality of training courses in using English for instruction in the classroom of English teachers in primary school.
2. To experiment with training courses in English for instruction in the classroom of English teachers in primary school.

### **LITERATURE REVIEW**

The proposed instructor preparing is to be at first led in the north east of Thailand, with the expectation of further extension sometime in the not too distant future. This region is transcendently an agrarian area comprising of elementary teachers who have not been managed the essential preparing so as to finish the undertaking of English language instructing as per government strategy.

Most of grade teachers who train English are qualified in different controls and once in a while hold an English language degree or showing degree, an issue featured by Pitiyanuwat (2007). Preparing has comprised of serious courses intended to advise existing instructors regarding new strategies with a view to them being received in the study hall. Issues have emerged because of the two educators and understudies not being certain with the idea of student focused training, which has been advanced by late government enactment as the path forward for Thailand. Escalated courses have been led for instructors to help with this progress; in any case, there appears to be little proof that they have worked viably. Aggravated by enormous class sizes and constrained assets, elementary school English language instruction has deteriorated while the remainder of the world is advancing by a wide margin.

All together for student focused instructing to occur, instructors need to surrender a level of intensity (Bynom, 2003) and while they may wish to show up in concurrence with most recent philosophies, as a general rule there is a hesitance to complete these procedures in the homeroom. Rinvoluceri (2007) states that there are different channels that block instructors evaluating new strategies in the study hall. These comprise of individual preferences, the impression of the understudies, the educators' expert convictions and social channels. These will be analyzed in the Thai setting to show the issues confronting English language educating at the essential level.

The Language Center at Udon Thani Rajabhat University, one of the most seasoned instruction organizations in north eastern Thailand has applied for financing to deliver preparing for about 4000 elementary teachers of English over the time of roughly a year. A financial limit of 4 million baht has been mentioned to fund the task, permitting this network college, one of more than forty scattered around the nation prompted by the King of Thailand, the chance to come back to its center obligation from days passed by as an instructor preparing foundation.

As in any administration circumstance, individuals need to have an away from of precisely what sort of development is expected to push ahead and similarly as significant; the vitality should be produced to get changes going (Lucas, 2007). On the off chance that effective, it is trusted that this model can be received by the other Rajabhat colleges to prepare educators in their own territories lastly dispersing the speculation that in Thailand ".instructing is something that individuals go into on the off chance that they can't do whatever else." (Mackenzie, 2002).

## METHODOLOGY

1. Population: The used research population were 28 English teachers in Primary school in Nakhon Pathom Province, who were not graduated from English major and wanted to apply for training voluntarily.
2. Research instruments were a training course in using English to teach in classroom, congruency evaluation form, course of suitability form, testing knowledge and skill in using English form, and a satisfactory questionnaire. The inspection of the instrument quality was done by giving the questionnaire to the three experts, inspected the content validity and reliability by computing, the Item Objective Congruence (IOC). Then we have brought the questionnaire after correction, searching reliability of the questionnaire, was equal to 0.81.
3. Data collection by distributing a testing knowledge and skill in using classroom English before and after training and a training satisfactory after training.
4. Data analysis by using frequencies, percentage, mean, standard deviation and *t*-test.

## RESULTS AND DISCUSSION

1. General information of trainee teachers: The English trainee teachers mostly were 24 females, then 4 males, estimating 85.70 and 14.30 percent respectively. They had teaching experience mostly less than 5 years, 16 persons, estimating 57.10 percent, and teaching in the middle school size 18 persons, estimating 64.30 percent, as the details in Table 1:

Table 1: General information of the English trainee teachers *N* = 28

General Information of English Trainee Teachers	Amount	Percent
1. Gender:		
Male	4	14.30
Female	24	85.70
2. Teaching experience:		
Less than 5 yrs.	16	57.10
5-10 yrs.	7	25.00
More than 10 yrs.	5	17.90
3. School size:		
Small	7	25.00
Middle	18	64.30
Large	3	10.70

2. The development and studying the quality of training course:
  - 2.1 The development of training course was composed of 7 components:
    - 2.1.1. principle and reason
    - 2.1.2. the purpose of curriculum
    - 2.1.3. curriculum structure
    - 2.1.4. units of training
    - 2.1.5. training approach
    - 2.1.6. training materials
    - 2.1.7. measurement and evaluation
  - 2.2 The studying the quality of training course was found that the developed curriculum was appropriate in the high level, capable of application for training course.
3. Experiment of using training course in using English for instruction in classroom of English teachers in primary school.
  - 3.1 On the comprehension in using English for classroom instruction of English teachers who were participated, was found that the English teachers had the knowledge of comprehension in using English for classroom instruction, after the training was higher than before training significantly at the level of .05, the details in Table 2.

Table 2: The result of knowledge testing in using English before and after the training of English teachers

Knowledge about using English in Classroom	$\bar{X}$	S.D	d	S.D. <sub>d</sub>	t	Sig
Before training	20.32	3.52	6.60	2.12	15.556	0.00*
After training	26.92	2.14				

\*Significant at level 0.05

3.2 Using English skill for classroom instruction of English teachers was found that they were accurately and fluently in classroom instruction, but still need to correct the pronunciation, especially stressing and pronouncing some alphabets.

3.3 Satisfaction towards classroom language training course: Satisfaction towards classroom language training course of English teachers in Primary School, Nakhon Pathom Province in five areas: courses content, training instructor, training method, training facilities and training knowledge perception, were found that English teachers in Primary School, Nakhon Pathom Province, had satisfied in classroom language training course overall in the high level. When we considered in each area was found that they were satisfied in the high level four aspects and one aspect in middle level, as the details in Table 3:

Table 3: Satisfaction in classroom language training course

Classroom Language Training Course	$\bar{X}$	S.D	Level of Satisfaction
1. Courses content	4.09	0.51	High
2. Training instructor	4.13	0.45	High
3. Training method	3.95	0.31	High
4. Training facilities	3.27	0.33	Moderate
5. Training knowledge perception	3.96	0.33	High
Total	3.88	0.25	High

## Discussion

From the result of research under the title Training Course Development of Using English for Classroom Instruction of English Teachers in Primary School we can describe as follows:

1. The result of studying was found that: the development of training course was composed of 7 components: 1) principle and reason, 2) the purpose of curriculum, 3) curriculum structure, 4) units of training, 5) training approach, 6) training materials, and 7) measurement and evaluation. Then we proposed to the experts of curriculum and instruction, and teaching English language, to inspect the quality of the training course. It was found that the developed training course was appropriate in the high level, and capable of application in training course. It might be because the researcher had performed the curriculum development according to the process of Tabas course development (Taba, 1962), which emerged from the problem study and need of English teachers to bring the results as a data base in curriculum development for training course. It would be the cause for the training course suitably and consequently to the needs of the English teachers as well.

2. To experiment of using training course in using English for instruction in classroom of English teachers in primary school:

2.1 The result of knowledge testing in using English before and after the training of English teachers was found that the English teacher who participated in the training, having knowledge in using English in classroom after the training higher than before the training significantly at the level of .05, hence, it might be this training course was a kind of workshop in training, cause the participated teacher perceived directly knowledge from the speaker and having chance to practice, possessing the content knowledge of truly using English in classroom. As Bunyatharo (2002) had stated, Training performance and workshops, the trainees, will perceive experiences and stressing on application, which will be more useful than conference or seminar or description. Therefore, after training, the English teachers who are participated, would understand the subject matter in using English higher than before.

2.2 Using English skill in classroom for English teachers who participated in training, was found that they were accurately and fluently in using English in classroom, but still need to improve on the pronunciation, especially, stressing and pronouncing some alphabets. Hence, it might be, the English teachers who participated

in this training, did not graduate from the English major, it might cause the inaccuracy on the subject matter and pronunciation (Sithichai, 2004).

2.3 Satisfaction towards classroom language training course was found that English trainee teachers had satisfied in classroom language training course overall in the high level. When we considered in each area was found that they were satisfied in the high level four aspects and one aspect in middle level. It might be the trainees applied for this training course by themselves and the contents of this training course was concordant to their problems and needs, which was consequent to the adult education management of (Wijit, 1997) who stated that the adults would occur the intention of learning and satisfying to learning, consequent to the learners needs, so the results were satisfied from this training.

## CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

1. The recommendations and implications from the research results for further training in the future:

1.1 It should increase time duration of training; such as, increasing the number of dates, so that the trainees will have more chance in gaining knowledge and some useful suggestions more.

1.2 It should research on materials in multimedia; such as CD, DVD, video clips, etc., accompany the training in using English for classroom, so that the trainees will be able to review the contents after the trainings.

2. Recommendations for further research:

2.1 It should have the curriculum development for training English teachers, to develop other teachers competencies; such as, learning management, classroom management etc.

2.2 It should study the stakeholders opinions in application of training curriculum; such as, school administrators, students etc.

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