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

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Abstract

The purposes of this research were: 1. to develop and study the quality of training course in using English for instruction in classroom of English teachers in primary school, 2. to experiment of using training course in using English for instruction in classroom of English teachers in primary school. The research methodology was employed by research and development. The used research population were the 28 English teachers who taught in primary school, attended the training, studied the result of the experiment of training course in using English to teach in classroom. The tools in the research 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 collecting data were distributed: a satisfactory questionnaire and a testing knowledge and skill in using English for English teachers who attended the training course before and after the training. The statistical data analysis were frequencies, percentage, mean, standard deviation and t-test. The research result was found that: 1. the development and studying the quality of training course of using English to teach in classroom was composed of seven 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. When leading training course drafting that developed for the experts evaluation was found that it was suitable and capable of leading to use for training; 2. the result of the experiment in using training course by studying the result of knowledge and skill testing in using English before and after the training of English teachers who attended the training, were found that English teachers who attended training had knowledge scores in using English after the training, was higher than before significantly at the level of 0.05, and having skill in using English in classroom correctly and fluently; nevertheless, the satisfaction of the participants in training were found that they were satisfied in the high level.

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

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INTRODUCTION

English language is the important language in the world, because of, it is the language of international or mainly use for communication as the core, especially, when we are going to enter the ASEAN community, English language is more significant, according to the ASEAN law no.34 has stated, The working language of ASEAN shall be English, which means that the citizens of 10 ASEAN countries have to use English for communication, besides the national language. So we can say, English is the main tool for ASEAN citizens in communicating and creating relationship to worldwide in ASEAN regions, and 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). Hence, the educational concerns in different countries, are alerted and ready to be a member of ASEAN community, with English development for the youth and people of the country; especially in Thailand, has prepared by emphasizing the people in the country must use English in communication qualitatively. However, the people of every age, especially, the youth, students, higher students of the country, will be a capable person in using English. The essential role is the English instructor, particularly, the English teachers in primary education, which is the beginning of learning. If we have the quality teacher, it means that it is the settlement of the base or foundation of good learning English for the students.

From the past report, it was found that the arrangement of English learning in primary education in Thailand...
was not success in the proper manner. It was mainly because of the instructors who did not graduate major or minor in English (Hilao, 2016; Kasama, 2009), which was consequent to the study of Academic Commission (1997), was found that the English instructor in primary school was mainly not graduated in English major 65 percent. The stated problem caused the teacher lacking of comprehension and self-confidence in teaching English, which would affect to the using English development for the students.

From the stated problem above, the educational ministry of Thailand emerged the policy in developing the English teachers in primary school, were capable of knowledge sufficiently to manage learning and using English in instructing efficiently, which had various patterns in developing English teacher, such as, training, seminar, exchanging learning stage (Junnak & Veerachaisantikul, 2016; Watanaporn, 2007). Hence, a good method for teachers development and consequent to teachers need was a chance to encounter with a short training course, which was concerned to Noom-Ura (2013) research finding the teachers wanted highly level in short training. Hence, the teachers were capable of leading knowledge from the training to use in instructing arrangement, which would affect directly to student quality development (Sukhothai, 2004).

From the stated data above, we can see that the training course is a good method to develop English teacher, because of this, the researcher is interested to develop training course of using English for classroom instruction of English teacher in primary school, which will lead to knowledge and capacity in using English for classroom instruction efficiently and affect to knowledge development and language capacity for students further.

The Purpose of the Research
1. To develop and study the quality of training course in using English for instruction in classroom of English teachers in primary school.
2. To experiment of using training course in using English for instruction in 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 transcendentally 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 resistance to complete these procedures in the homeroom. Rinvolucri (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).

RESEARCH 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.

THE RESEARCH RESULT

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

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
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

<table>
<thead>
<tr>
<th>Knowledge about using English in Classroom</th>
<th>X</th>
<th>S.D</th>
<th>d</th>
<th>S.D</th>
<th>d</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before training</td>
<td>20.32</td>
<td>3.52</td>
<td>6.60</td>
<td>2.12</td>
<td>15.556</td>
<td>0.00*</td>
<td></td>
</tr>
<tr>
<td>After training</td>
<td>26.92</td>
<td>2.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Classroom Language Training Course</th>
<th>X</th>
<th>S.D</th>
<th>Level of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courses content</td>
<td>4.09</td>
<td>0.51</td>
<td>High</td>
</tr>
<tr>
<td>2. Training instructor</td>
<td>4.13</td>
<td>0.45</td>
<td>High</td>
</tr>
<tr>
<td>3. Training method</td>
<td>3.95</td>
<td>0.31</td>
<td>High</td>
</tr>
<tr>
<td>4. Training facilities</td>
<td>3.27</td>
<td>0.33</td>
<td>Moderate</td>
</tr>
<tr>
<td>5. Training knowledge perception</td>
<td>3.96</td>
<td>0.33</td>
<td>High</td>
</tr>
<tr>
<td>Total</td>
<td>3.88</td>
<td>0.25</td>
<td>High</td>
</tr>
</tbody>
</table>

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 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 discordant 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 AND RECOMMENDATIONS

1. The recommendations 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.

REFERENCES


