

TRAINING COURSE DEVELOPMENT OF USING ENGLISH FOR CLASSROOM INSTRUCTION OF TEACHERS IN PRIMARY SCHOOL

Wanee Niamhom

Department of Human and Community Resource Development, Faculty of Education and Development Sciences, Kasetsart University, NakhonPathom, Thailand

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

Key Words: Course Development, Training Course, Primary School, English Teachers.

1. 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 (SomkietOonwimol, 2011). 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 (KasamaWorawan, 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 (Watanaporn Ra-ngabtuk, 2007). Hence, a good method for teacher’s development and consequent to teacher’s need was a chance to encounter with a short training course, which was concerned to DuangpornNupong’s (n.p.p.) 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 (SukhothaiThammathirat, 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.

2. THE PURPOSE OF THE RESEARCH

To develop and study the quality of training course in using English for instruction in classroom of English teachers in primary school.

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

3. RESEARCH METHODOLOGY

Population: The used research population were 28 English teachers in Primary school in NakhonPathom Province, who were not graduated from English major and wanted to apply for training voluntarily.

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.

Data collection by distributing a testing knowledge and skill in using classroom English before and after training and a training satisfactory after training.

Data analysis by using frequencies, percentage, mean, standard deviation and t-test.

4. THE RESEARCH RESULT

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:

Table1. 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

The development and studying the quality of training course:

The development of training course was composed of 7 components:

Principle and reason

The purpose of curriculum

Curriculum structure
Units of training
Training approach
Training materials
Measurement and evaluation

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. Experiment of using training course in using English for instruction in classroom of English teachers in primary school.

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.

Table2. 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. _d	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

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.

Satisfaction towards classroom language training course: Satisfaction towards classroom language training course of English teachers in Primary School, NakhonPathom Province in five areas: courses content, training instructor, training method, training facilities and training knowledge perception, were found that English teachers in Primary School, NakhonPathom 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:

Table3. 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

5. 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 Taba’s 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.

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

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 ofworkshop 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 Wiboon 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.

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(SithichaiThadaniti, 2004).

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 WijitAwakul(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.

6. RECOMMENDATIONS

The recommendations from the research results for further training in the future:

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.

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.

Recommendations for further research:

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

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

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