

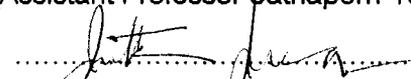
THESIS TITLE : A STUDY OF TEACHING BEHAVIOR OF ENGLISH LANGUAGE
TEACHERS IN PRIMARY SCHOOLS UNDER THE
JURISDICTION OF AMPHOE MUANG KHON KAEN
PRIMARY EDUCATION OFFICE, CHANGWAT KHON KAEN.

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ABSTRACT

The purpose of this research was to study teaching behavior of English language teachers in primary schools under the jurisdiction of Amphoe Muang Khon Kaen Primary Education office, Changwat Khon Kaen.

The sample group consisted of 35 primary school teachers which were selected through multi-stage sampling method from 118 Prathom Suksa 6 (Grade 6) teacher in 118 schools, one from each school. The tools used in the study consisted of checklists and observation forms. The study was conducted during the second semester of the 1996 school year. Frequency and percentage were applied for the analysis of the data collected.

The findings :

On the aspect of general status, it was found that the majority of the teachers were female, aged between 31-50, and held a bachelor's degree in areas other than English language teaching.

On the aspect of classroom arrangement, it was found that the classrooms were clean with sufficient light. Students' desks and chairs were arranged in such a way as to let them face the blackboard, There were book corners, arranged according to

experience groups. However, there were very few facilities, There were exhibitions of the students works, but the students had insufficient learning materials.

On the aspect of teaching behavior, it was found that most of the teachers prepared their lesson plans well in advance. There were introduction parts in their teaching. However, their teaching style was still very much teacher-centered, comprising mostly lectures and conversations. The teachers did not like to use instructional media, but preferred to rely on texts and exercise books instead, They did very little pre-instruction evaluation of their students, It was concluded that the teachers' teaching behavior was not in accordance with the requirements of the English Language Curriculum of B.E. 2539 (1986) in the Primary Education Curriculum of B.E. 2521 (revised B.E. 2533 or 1978).