THE STUDY ON DEVELOPMENTAL PROCESS OF
COMMUNICATIVE ENGLISH COURSES IN
ONE WORLD-CLASS STANDARD SCHOOL

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THE STUDY ON DEVELOPMENTAL PROCESS OF COMMUNICATIVE ENGLISH COURSES IN ONE WORLD-CLASS STANDARD SCHOOL

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ABSTRACT

The purposes of this study were to explore how communicative English courses were developed, and to find out the teachers' and students' roles in communicative English classes in one world-class standard school. Graves' (1996) course development framework of components was employed as the conceptual framework to guide the study, which was conducted in one of the largest world-class standard schools in the Secondary Education Service Area Office 9 in Nakhon Pathom province. This study was conducted by using qualitative case study method through semi-structured and focus-group interviews and classroom observations. The participants were 4 teachers of English: one Thai and 3 non-Thai, and 16 students: 6 Matthayom 1, 4 Matthayom 2 and 6 Matthayom 5. The findings were as follows: (1) non-Thai teachers of English did not analyze students' needs before the courses were initially taught; (2) non-Thai teachers of English did not know about the information regarding Thailand's world-class standard school project in order to determine goals and objectives; (3) non-Thai teachers of English conceptualized course content according to the title of the course; (4) non-Thai teachers of English developed learning materials by themselves without using any commercial textbooks; (5) non-Thai teachers of English organized activities according to the course content and students' intelligibility; (6) students were mostly evaluated through multiple-choice testing; courses were evaluated when there was a school audit; and non-Thai teachers of English were evaluated by the department head and students using questionnaires; and (7) the challenge for non-Thai teachers of English was students regarding their English background, a large number of them in a classroom and their opportunities to use English in educational context around the school. Non-Thai teachers of English had roles as a facilitator, a role model, a motivator, a disciplinarian, and a consultant while students were considered both active and passive learners in communicative English classes. Active learners wanted to have more content while passive learners did not want to learn. Students liked their teachers' sense of humor, realized that studying English was important, wanted more study time of these communicative English courses and they wanted their teachers to use more classrooms' facilities. The findings of the study provide some deep insights into the development of improved communicative English courses, inform teachers of English in terms of course development in world-class standard schools, and offer some practical suggestions to policy developers regarding the establishment of world-class standard schools.

KEY WORDS: COMMUNICATIVE ENGLISH/ DEVELOPMENTAL PROCESS/ WORLD-CLASS STANDARD SCHOOL/ TEACHERS' ROLES/ STUDENTS' ROLES

101 pages

การศึกษากระบวนการพัฒนารายวิชาภาษาอังกฤษเพื่อการสื่อสารในโรงเรียนมาตรฐานสากล
THE STUDY ON DEVELOPMENTAL PROCESS OF COMMUNICATIVE ENGLISH COURSES IN ONE
WORLD-CLASS STANDARD SCHOOL

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บทคัดย่อ
งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการพัฒนารายวิชาภาษาอังกฤษเพื่อการสื่อสาร และศึกษา
บทบาทครูและบทบาทนักเรียนในชั้นเรียนรายวิชาภาษาอังกฤษเพื่อการสื่อสารในโรงเรียนมาตรฐานสากล
งานวิจัยนี้ใช้กรอบแนวคิดเรื่อง Course development framework of components ของ Graves (1996) เป็นแนวทาง
ในการวิจัยในโรงเรียนขนาดใหญ่พิเศษสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 9 จังหวัดนครปฐม
งานวิจัยนี้เป็นงานวิจัยเชิงคุณภาพแบบกรณีศึกษา โดยใช้เครื่องมือในการวิจัยคือการสัมภาษณ์กึ่งโครงสร้าง การ
สนทนากลุ่ม และการสังเกตการณ์ในห้องเรียน ผู้เข้าร่วมวิจัยได้แก่ครูสอนภาษาอังกฤษ 4 คน กล่าวคือครูสอน
ภาษาอังกฤษชาวไทย 1 คน และครูสอนภาษาอังกฤษที่ไม่ใช่ชาวไทย 3 คน นักเรียน 16 คน ประกอบด้วยนักเรียน
ชั้นมัธยมศึกษาปีที่ 1 จำนวน 6 คน นักเรียนชั้นมัธยมศึกษาปีที่ 2 จำนวน 4 คน และนักเรียนชั้นมัธยมศึกษาปีที่ 5
จำนวน 6 คน ผลการวิจัยมีดังต่อไปนี้ (1) ครูผู้สอนภาษาอังกฤษที่ไม่ใช่ชาวไทยไม่ได้ทำการวิเคราะห์ความ
ต้องการจำเป็นของนักเรียนตั้งแต่ต้น (2) ครูสอนภาษาอังกฤษที่ไม่ใช่ชาวไทยไม่ทราบข้อมูลเกี่ยวกับโครงการ
โรงเรียนมาตรฐานสากล เพื่อที่จะนำไปกำหนดเป้าหมายและวัตถุประสงค์ (3) ครูสอนภาษาอังกฤษที่ไม่ใช่ชาว
ไทยสร้างกรอบเนื้อหาจากชื่อรายวิชา (4) ครูสอนภาษาอังกฤษที่ไม่ใช่ชาวไทยพัฒนาสื่อการเรียนการสอนขึ้นมา
เอง ไม่ได้ใช้แบบเรียนที่มีขายทั่วไป (5) ครูสอนภาษาอังกฤษที่ไม่ใช่ชาวไทยจัดกิจกรรมตามเนื้อหาของรายวิชา
และความสามารถในการเรียนรู้ของนักเรียน (6) นักเรียนได้รับการประเมินผลการเรียนจากการทำทดสอบแบบ
ปรนัย รายวิชาภาษาอังกฤษเพื่อการสื่อสารได้รับการประเมินเมื่อมีการตรวจสอบโรงเรียน และครูผู้สอนได้รับการ
ประเมินการสอนจากหัวหน้าแผนกภาษาต่างประเทศและจากนักเรียนโดยการตอบแบบสอบถาม (7) สิ่งที่เป็น
ปัญหาที่ครูสอนภาษาอังกฤษพบคือตัวนักเรียน กล่าวคือด้านพื้นความรู้ภาษาอังกฤษของนักเรียน จำนวนนักเรียนที่
มีจำนวนมาก และโอกาสที่นักเรียนจะได้ใช้ภาษาอังกฤษ ครูสอนภาษาอังกฤษที่ไม่ใช่ชาวไทยมีบทบาทเป็น
ผู้อำนวยการเรียนรู้ ผู้เป็นแบบอย่าง ผู้เป็นแรงจูงใจ ผู้เคร่งครัดระเบียบวินัย และผู้ให้คำปรึกษา ส่วนนักเรียนมี
บทบาทเป็นทั้งผู้ที่ใส่ใจเรียนและผู้ที่ไม่ใส่ใจเรียน นักเรียนที่ใส่ใจเรียนอยากเรียนเนื้อหาต่างๆเพิ่มขึ้น ส่วน
นักเรียนที่ไม่ใส่ใจเรียนไม่อยากเรียนรายวิชานี้ นักเรียนยังชอบอารมณ์ขันของครู ตระหนักว่าการเรียน
ภาษาอังกฤษนั้นสำคัญ อยากให้มีชั่วโมงเรียนรายวิชาภาษาอังกฤษเพื่อการสื่อสารเพิ่มขึ้น และอยากให้ครูได้ใช้สื่อ
การเรียนการสอนที่มีอยู่ในห้องเรียน ผลจากการศึกษาครั้งนี้ช่วยให้ความเข้าใจเรื่องการพัฒนารายวิชาภาษาอังกฤษ
เพื่อการสื่อสาร ให้ความรู้แก่ครูผู้สอนภาษาอังกฤษเรื่องการพัฒนารายวิชาภาษาอังกฤษในโรงเรียนมาตรฐานสากล
และให้ข้อมูลที่เป็นจริงแก่ผู้พัฒนานโยบายเกี่ยวกับการจัดตั้งโรงเรียนมาตรฐานสากล

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CHAPTER I

INTRODUCTION

This chapter contains six sections. Firstly, the rationale of the study offers a background of the present study, and the problem statement is presented to emphasize the importance of the study. Secondly, the objectives of the study are highlighted. Thirdly, the two research questions are provided. Fourthly, the contributions of the study are presented. Fifthly, the scope of the study is included. Finally, the chapter ends with the definitions of key terms.

1.1 Rationale of the study

Globalization, the changing context of learning in the 21st century, and the changing climate of technology, society and economy around the world have pushed several countries including Thailand towards the education reform in order to prepare and develop their new generation students to survive among complicated worldwide flow of information, and to be critical thinkers according to Office of the Basic Education Commission (OBEC, hereafter) (2011a). According to OBEC (2011b), the world-class standard school project, therefore, has been established by OBEC since 2010 to enhance Thailand's education quality, and prepare Thai students for international standards, which are conformed to the declaration of UNESCO (1997), which are "learning to know, learning to be, learning to do and learning to live with the others (p.9)." The objective of the world-class standard school project not only provides the curriculum aiming students to achieve students' profiles of world-class standards, but also develops students to become world citizens. The characteristics of world citizens are achieving academic excellence; being a bilingual communicator; a critical thinker; and an innovator; and possessing a global awareness (OBEC, 2011a).

According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), English is the only foreign language that is prescribed to be learned by grade 1

to grade 12 students in regular schools. However, additional English courses such as Communicative English, English for Guides, English for Critical Reading and Vocabulary in Use, are required to help develop students' English competence in world-class standard schools as additional world-class standard subjects (OBEC, 2010a). English for communication or English for communicative purposes is defined by the Ministry of Education (2008) as

> use of foreign languages in listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately (p.267).

English for communication is important for students as it aims to achieve the following criteria: (1) understanding and abilities in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons; (2) possessing language communication skills for effective exchange of information, efficient expression of feelings and opinions; and (3) being able to speak and write about information, concepts, and views on various matters (Ministry of Education, 2008). Yet, due to the follow-up supervision from 2010 to 2011, OBEC (2012) finds that teaching and learning process in world-class standard schools cannot develop students' English skills including listening, speaking, reading, writing and communicating according to the Basic Educational Core Curriculum B.E. 2551.

Communicative English courses have become important because these courses aim to enhance Thai students' English communicative competence and prepare them towards English instruction of mathematics and sciences in a world-class standard school (OBEC, 2011). Previous studies, however, are conducted with a particular focus on the implementation of communicative English language teaching exercises to develop students' listening ability (Ongsaranacomkul, 2003), speaking ability (Jaihaan, 2003), reading ability (Chaisiripanit, 2002; Kunglee, 2001; Sirirat 2006; Soothdhiwannarak, 2005), and writing ability (Chaisiripanit, 2002; Sirirat 2006) in Thai regular schools. Yet, how and the extent to which communicative English courses are developed in a world-class standard school are under-explored. This study, thus, strives for narrowing down this gap by exploring the

developmental process of communicative English courses in one world-class standard school. In addition, teachers and students play major roles in the course development. Therefore, this study finds out how and the extent to which the teachers' and students' roles in communicative English classes in one world-class standard school have an impact on the development of communicative English courses.

1.2 Objectives of the study

The main objectives of this study are:

- To explore how communicative English courses in one world-class standard school are developed.

- To find out the teachers' and students' roles in communicative English classes in one world-class standard school.

1.3 Research questions

This section presents two research questions, which guide the study.

1. How are communicative English courses in one world-class standard school developed?

2. What are the teachers' and students' roles in communicative English classes in one world-class standard school?

1.4 Contributions of the study

According to the objectives of the study in the previous section, the findings of this study aim to achieve the following:

- To provide some deep insights into the development of improved communicative English courses for other world-class standard schools.

- To inform teachers of English in terms of course development in world-class standard schools.

- To offer some practical suggestions to policy developers regarding the establishment of world-class standard schools.

1.5 Scope of the study

This study focuses on the developmental process of communicative English courses in one world-class standard school of the Secondary Education Service Area Office 9 in Nakhon Pathom province during the 2012 – 2013 academic year.

1.6 Definitions of key terms

Communicative English courses refer to an additional English course that has been developed in one world-class standard school of the Secondary Education Service Area Office 9 in Nakhon Pathom province.

World-class standard school refers to one world-class standard school that is purposively selected as one of the 500 potential schools for piloting world-class standard school project initiated by the Office of Basic Education Commission in 2010 in the Secondary Education Service Area Office 9 in Nakhon Pathom province.

1.7 Chapter summary

This present study aims to explore how communicative English courses are developed and to find out how and the extent to which the teachers' and students' roles in communicative English classes in one world-class standard school have an impact on the development of communicative English courses. This study is beneficial for the development of improved communicative English courses for other world-class standard schools. The findings of this study will help to inform teachers of English in terms of course development, and provide some practical suggestions to policy developers regarding the establishment of world-class standard schools. In the next chapter, the literature review relevant to the study will be presented.

CHAPTER II
LITERATURE REVIEW

This study aims to explore the developmental process of communicative English courses and to find out the teachers' and students' roles in communicative English classes in one world-class standard school. This chapter provides relevant literature regarding the world-class standard school project, communicative language teaching, course design, course development framework of components, and related research.

2.1 The world-class standard school project

This section discusses the definitions of world-class standards, the Program for International Student Assessment (PISA), and Thailand's world class standard school project.

Valverde & Schmidt (2000) define the terms "world-class" as best in the world and "world-class standards" as the standards shared by countries in which their students exhibit the highest levels of achievement (p.655). According to Schleicher & Stewart (2008) and Stewart (2007), countries all over the world develop their education policies to enhance the performance of their education systems and prepare their students for a rapid change of global environment in order to become world citizens.

What constitutes high levels of education achievement is measured by the use of PISA, which is conducted every 3 years by the Organization for Economic Cooperation and Development (OECD) (Schleicher & Stewart, 2008). The PISA tests a sample of 15-year-old students, whose countries are members of OECD in the areas of reading, mathematics, science and ability to apply this knowledge to real-life situations. Thus, the PISA acts as a global education report card, which presents an average score of students in each member country and identifies the top and the poor

performers. Figure 2.1 below illustrates scores of member countries, which are ranked in descending order of the percentage of top performers.
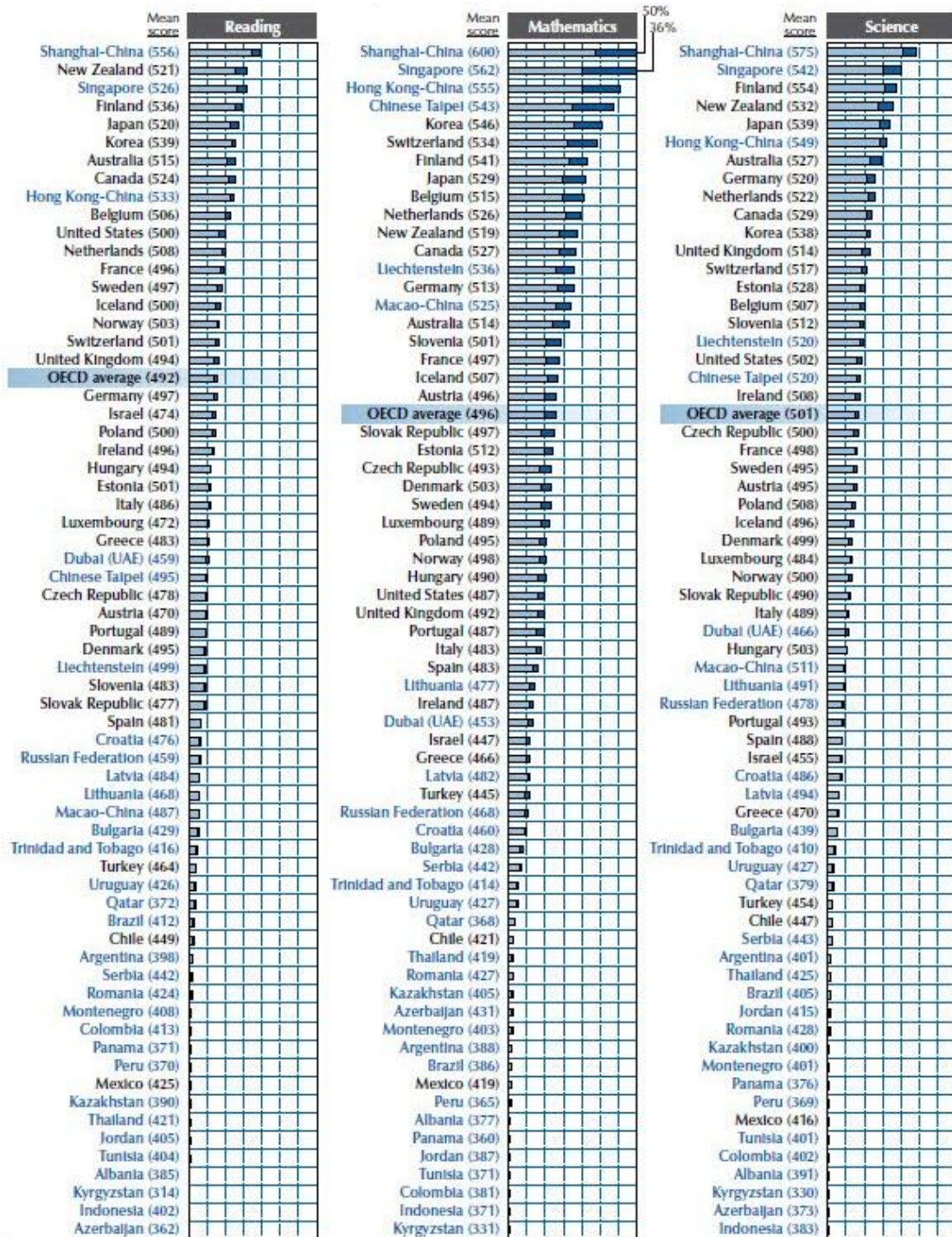

Figure 2.1 PISA 2009 results (OECD, 2010, p. 155)

According to OBEC (2012), Thailand is also a member of OECD. However, Thai students' scores of the PISA in 2009 are statistically below the OECD average. This information shows that Thailand's education quality is low compared with other countries. To some extent, OBEC (2012) has established the world-class standard school project since 2010 in the hope to improve Thailand's education quality.

Five hundred potential schools throughout the nation are selected to take part in the world-class standard school project from the period of 2010 to 2012 including 381 secondary schools and 119 primary schools. These selected 500 world-class standard schools have received funding from the Thai government's second stimulus package and guidelines with visions, goals and characteristics of world-class standard school project from OBEC in order to reach the world-class standard (Chaengchenwet, 2010). According to the Basic Education Core Curriculum B.E. 2551, both regular and world-class standard schools are required to implement their educational institutions' curriculums including eight learning areas i.e. Thai language; mathematics; science; social studies, religion and culture; health and physical education; art; occupations and technology; and foreign languages, develop local learning content i.e. local wisdom; cultural heritage, and learner development activities i.e. boy scouts; girl guides; junior red cross; social service; and territorial defense to achieve national grade level indicators based on the Basic Education Core Curriculum B.E. 2551. Initially, world-class schools were additionally required to develop international content such as theory of knowledge, global education, extended essay, and creativity action and service subjects to promote their students during the first piloting year. In addition, two subjects, which are mathematics and science, will be taught in English (OBEC, 2010b). Students need to develop their skills in order to communicate in English, face with changes, and gain global competency.

The objective of a world-class standard school develops students to become world citizens, improves education qualities to meet world-class standards, and enhances quality system management of the school administration (OBEC, 2011). Since education reform in 1999, teacher development was continuously been emphasized (Wiriyachitra, 2002). The quality system management of the school administration in the world-class standard school project similarly emphasizes

teachers' qualities that their knowledge and academic skills should have been certified by the national standard assessment. Teachers are, therefore, expected to be able to communicate in English or other foreign languages, use English or foreign language teaching materials, use Information and Communication Technology (ICT), present their academic achievements, exchange their teaching experience internationally, apply research, materials and innovations to help develop students (OBEC, 2010b, p.13).

Due to the follow-up supervision from 2010 to 2011, there have been changes of world-class standard school content (OBEC, 2012, p.9). Theory of knowledge, global education, extended essay, and creativity action and service subjects are replaced by independent study or IS subjects. IS subjects are introduced differently according to student's levels. For example, IS 1 (Research and Knowledge Formation) and IS 2 (Communication and Presentation) are integrated into the main eight learning subjects, which are Thai, mathematics, science, social studies, religion and culture, health and physical education, art, occupations and technology and foreign languages while IS 3 (Global Education and Social Service Activity) is integrated into the students' development and activities for lower primary school students. OBEC (2012), however, notes that in so doing, world-class standard schools are able to develop courses, consider content and provide activities appropriately for students, which depend on the readiness of the school. Therefore, in world-class standard schools, teachers of English who teach additional English courses including communicative English courses are required to develop the courses by themselves because there is no scheme or guideline from the world-class standard school project for all participating world-class standard schools.

During the first year (2010 – 2011) of world-class standard school project, Nilsalai's (2012) study of problems, needs and wants of English in Buengkan Secondary School, for example, suggests that both teaching and learning stakeholders such as teachers and students are not well analyzed. Furthermore, teaching and learning factors such as teaching materials and techniques are not well prepared. There are, additionally, no teaching materials of any subjects provided to teachers in any world-class standard school as Chaengchenwet (2010) notes that the subjects of world-class standard are considered to be content in the published handbooks that teachers

have to integrate into their teaching by themselves. Those handbooks are, for instance, world-class standard school instruction guidelines, which provide definitions of world-class standard subjects, provide some examples of what to teach, and the details of teachers' responsibilities.

The following section discusses the teachers' and students' roles in world-class standard schools according to OBEC (2012).

2.1.1 Roles of teachers in world-class standard schools

OBEC (2012, p.65) determines roles of teachers in world-class standard schools that it is important for them to help develop their students' skills for conducting independent study and help facilitate their learning by: (1) allowing students to interact with social issues and problems in order that students can understand contexts of the problems and achieve problem solving skills; (2) interacting with students and giving advice in order that students can achieve self cognition; (3) motivating students to achieve team-working skills; (4) encouraging students to develop their own thinking skills rather than rote learning; and (5) assessing students and building an educational environment suitable for students to achieve reflective thinking so that they can conduct their own studies. In other words, teachers are expected to have different roles, which are a mentor, a facilitator, a classroom manager, a motivator, and an evaluator.

2.1.2 Roles of students in world-class standard schools

OBEC (2012, p.66) also determines roles of students in world-class standard schools that it is important for them to achieve necessary skills for conducting an independent study that enables them to think, practice, present and apply knowledge for further studies. Then, world-class standard students should be able to (1) set learning goals and plans, (2) practice conducting independent study, (3) be enthusiastic in learning, (4) interact well with other students and teachers, (5) possess social awareness, (6) develop their skills in group work, (7) have positive attitudes towards reading and asking questions, and (8) record what they have learned systematically and apply their knowledge to real-life situations. Based on these

qualifications, it can be concluded that students are expected to be an interactive learner, an independent thinker, and a problem solver.

To conclude, this study focuses on roles of teachers and students in communicative English courses. The following section presents communicative language teaching.

2.2 Communicative language teaching

There are a number of methods in English language teaching. However, this study explores how communicative English courses in one world-class standard school are developed. Thus, communicative language teaching is reviewed. Since the goal of communicative language teaching is communicative competence, one of the earliest notions of communicative competence is presented by Hymes (1972). According to Hymes (1972), one's competence is not only one's ability to use grammar, but also one's ability to use language in contexts. In other words, communicative competence consists of both grammatical and sociolinguistic competence. The former is knowledge of the rules of grammar, and the latter is knowledge of the rules of language use (Canale & Swain, 1980). In the context of second language teaching, Canale & Swain (1980) later define communicative competence as

> a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse (p.20).

Communicative competence is thus classified into four components i.e. grammatical, sociolinguistic, discourse, and strategic competence (Canale & Swain, 1980). In addition, Richards & Schmidt (2010) define "communicative language teaching" as

an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of classroom activities (p.99).

Also, Richards & Rodgers (1986) note that the major principles of communicative language teaching can be concluded into five aspects: firstly, students learn the target language through communicating in it; secondly, the goal of classroom activities is authentic communication; thirdly, students' fluency in communication and accuracy in structures are essential goals; fourthly, communication entails integration of four language skills; and finally, learning is a process of productive construction and includes trials and errors. Furthermore, Richards (2006) states that a goal of communicative language teaching is that a learner is able to use the language for meaningful communication. Thus, according to Richards & Schmidt (2010, p.99), communicative competence includes: grammatical competence, i.e., students are knowledgeable in phonology, vocabulary, grammar and semantics of a language; sociolinguistic competence, i.e., students know how to use the language with regard to the setting and interlocutors; discourse competence, i.e., students know how to start and end the conversations; and strategic competence, i.e., students are able to maintain the conversations in spite of having weakness in their language knowledge.

Richards (2006, p.23-24) summarizes ten variants that underlie communicative language teaching as follows: (1) students engage in interaction and use the language for meaningful communication; (2) meaningful communication is provided through effective classroom activities and exercises; (3) communicative language teaching content is relevant, purposeful and interesting to students so that students can engage in for meaningful communication; (4) students' four language skills are integrated as a holistic process for communication; (5) both inductive and deductive learning is facilitated through classroom activities; (6) language learning is facilitated through a gradual process that includes trials and errors; (7) each learner develops one's language learning at one's own pace, has different progress and motivation; (8) effective language learning depends upon students' communication strategies; (9) the teacher's role in communicative language teaching classroom is like

a facilitator who provides opportunities, and reflects on how students use and practice the language; (10) and communicative language teaching classroom is like a community where students learn the language through collaboration.

According to Darasawang (2007), in Thailand, methods in English language teaching have been based on rote memorization, grammar translation, and audio-lingual since English language teaching was first introduced. Communicative language teaching has later been introduced and widely employed in Thailand since 1970 (Wiriyachitra, 2012). According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), it has been a clear origin that one of the main goals of English language teaching is to develop students' communicative competence. Additionally, Wiriyachitra (2012) proposes three basic components of communicative English language teaching courses, which include teaching and learning objectives and content; teaching and learning process; and evaluation. Firstly, to figure out the objectives of communicative language courses, teachers or course developers should analyze stakeholders' needs by interviews, questionnaires or observations. This information will help to find out the course objectives. Then, course content is conceptualized according to the needs analysis. Secondly, communicative language teaching and learning process involves classroom activities for individual work, pair work and group work; teaching techniques, which aim for students' communicative competence; and teachers and students' roles, which avoid teachers' centeredness and encourage students' use of the language to achieve communicative competence.

It can be concluded that the goal of communicative language teaching is students' communicative competence (Richards, 2006). Wiriyachitra (2012) notes that communicative language teaching strengthens students' roles as students participate in classroom activities, do pair work and group work and weakens teachers' roles as teachers become classroom facilitators, who facilitate language learning in the classrooms. However, teachers are still resources for students when students need help with the language used in the classrooms (Wiriyachitra, 2012).

The following section discusses course design.

2.3 Course design

Hutchinson & Waters (1987) define "a course" as "an integrated series of teaching-learning experiences, whose ultimate aim is to lead the students to a particular state of knowledge" (p.65). Hutchinson & Waters (1987) point out that there are three types of course design approaches, which are language-centered, skills-centered and learning-centered. These three course design approaches are discussed below.

A) A language-centered course design

Drawing upon a language-centered course design, Hutchinson & Waters (1987) state that the procedure of this course design is static because the course designers only identify students' target situation at the surface level and ignore students' needs at every stage of the process.

B) A skills-centered course design

According to Hutchinson & Waters (1987), a skills-centered course design involves theoretical and pragmatic principles. The former underlies language skills and strategies, which enable students to use their skills and strategies to have language competence. The latter links between goal and process to help students develop their language skills. Although the skills-centered course design considers students as being people, it still aims students as users of a language.

C) A learning-centered course design

Hutchinson & Waters (1987) provide an essential notion of a learning-centered approach that students' competence should be looked beyond because how they acquire that competence must be discovered. Since course design is a dynamic process, this approach considers students at every stage.

Richards & Schmidt (2010) define "course design" as "the development of a language program or set of teaching materials. Whereas syllabus design generally refers to procedures for deciding what will be taught in a language program, course design includes how a syllabus will be carried out" (p.141). Also, course design is a part of curriculum development process (Richards & Schmidt, 2010). Thus, syllabus is defined narrower than a course (Graves, 1996).

In this study, course design is important because it enables teachers of English to fulfill their process of course development. The following section discusses the conceptual framework of this study.

2.4 The conceptual framework: course development framework of components

The purposes of this study are to explore how communicative English courses are developed and to find out the teachers' and students' roles in communicative English classes in one world-class standard school. OBEC (2012) notes that world-class standard schools are able to develop courses, consider content and provide activities appropriately for students, which depend on the readiness of the school. Therefore, in world-class standard schools, teachers of English who teach additional English courses including communicative English courses are required to develop the courses by themselves. In order to explore how communicative English courses in a world-class standard school are developed, Graves' (1996) course development framework of components is employed as the conceptual framework to guide the study. According to Graves (1996), planning a course; teaching it; modifying it; and an experience that teachers have during the course is in progress or after the course is finished are included in course development. Seven components including needs analysis, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organization of content and activities, evaluation, and consideration of resources and constraints are shown in the figure to provide a systematized way of understanding processes.
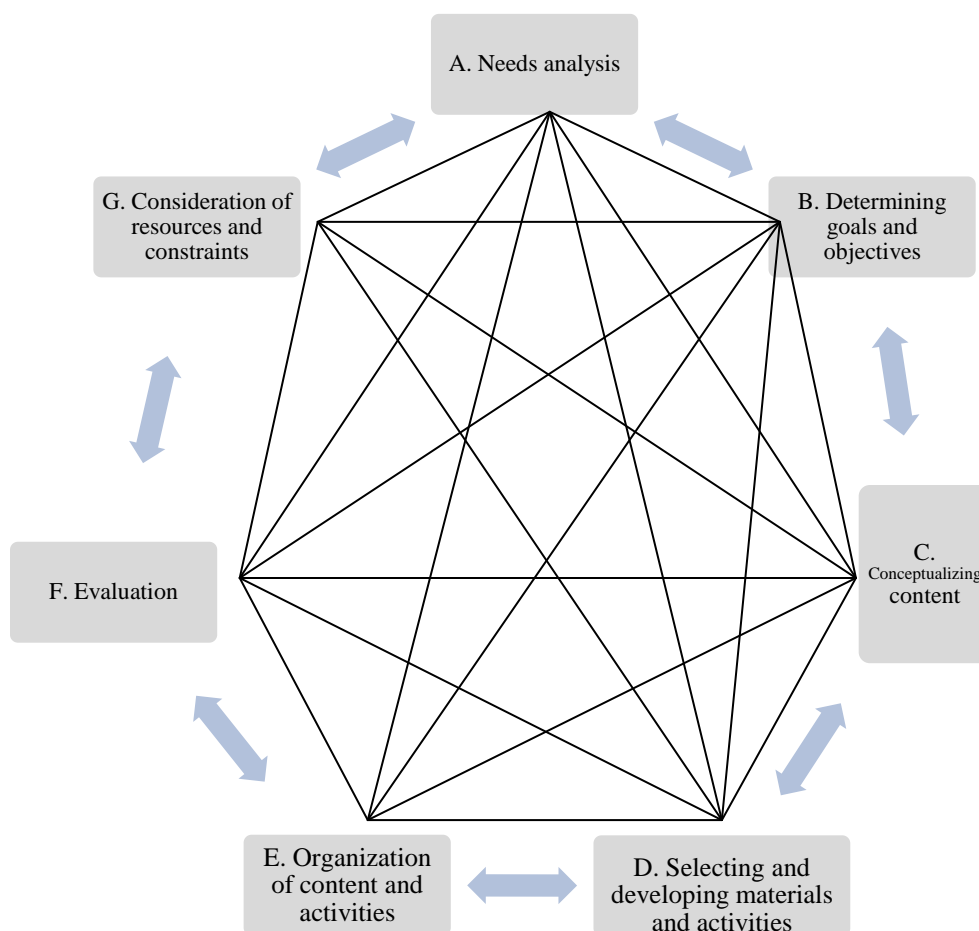
Figure 2.2 Course development framework of components adapted from Graves (1996, p.13)

Drawing upon this framework, Graves (1996) suggests that each component is not sequential as it depends on each teacher's context whether which component needs more time or attention. This conceptual framework is, therefore, employed to guide this study. The following sections will discuss each component. Seven components are reviewed because each one is relevant for the present study.

A. Needs analysis

Graves (1996) points out that needs analysis involves discovering what students know and what they need to learn in order that the course can fill parts or some parts of the gap. Needs analysis is a starting point for any language program development (Finney, 2005; Hutchinson & Waters, 1987). Richards & Schmidt (2010) define needs analysis as the process of finding out the needs that students in a

particular group require a language so that teachers can prioritize and arrange the needs accordingly. Hutchinson & Waters (1987) provide procedures of needs analysis that involve: (1) target needs or target situation which is the setting that students will have to use the target language including necessities (what students have to know about a language to function effectively), lacks (the gaps between what students already know and the target situation that teachers want them to achieve) and wants (what each learner feels one needs according to one's own motivation); (2) gathering information about target needs including several ways to gather needs information, i.e. questionnaires, interviews, observations, data collection and informal consultations with students; (3) learning needs such as a textbook, a workbook, a cassette, a CD-ROM, a video, a photograph, a photocopied handout, a newspaper, and an instruction given by a teacher and a paragraph written on a whiteboard; and (4) analyzing learning needs or a checklist for target situational analysis.

Tomlinson (1998) notes that teachers should understand their students' needs and learning styles. In order to find information of students' needs, Sysoyev (2000) points out that needs analysis can be done by surveys, questionnaires, group discussions or individual talks. Nunez & Tellez (2009) assert that meaningful, dynamic, enjoyable, effective and challenging learning settings can be implemented by needs analysis process.

Taeporamaysamai (2008) has looked into EFL teachers' problems and needs in ELT materials production and use in the lower secondary schools in Khon Kaen, which reveal that EFL teachers need funds, materials, equipments, materials production skill and experienced personnel to support.

Nilsalai (2012) examines the needs, problems, and wants of students in a world-class standard school at Buengkan Secondary School and finds that students need all four language skills for English communication at the highest level; speaking; writing; listening; and reading respectively.

In sum, needs analysis is an underlying component of course development. It is important for teachers or course developers to assess students' needs before they design or start a course in order to instruct students effectively. The next component is determining goals and objectives.

B. Determining goals and objectives

Graves (1996) gives definition of goals as overall and long-term purposes of a course or the destination and objectives as specific and various points of the ways in which goals will be accomplished. Dubin & Olshtain (1986) believe that it is necessary to determine proper goals and objectives according to school or institution contexts. Hutchinson & Waters (1987) suggest that teachers should be able to write materials because they are the ones who are aware of what is involved in teaching and learning as goals and objectives.

Davies & Pearse (2000) explain that obvious definition of appropriate goals is essential to successful English language teaching and learning. Richards (2001) characterizes objectives as follows; firstly, they describe what goals seek to accomplish in smaller learning units; secondly, they give the organizational basis of teaching activities; and finally, students' behavioral outcomes can be described through objectives.

Graves (1996) concludes that determining goals and objectives may not be a starting point of the course development process since most teachers cannot clearly set their goals and objectives until they teach the course at least once.

In summary, determining goals and objectives is another essential component of course development as the well-developed objectives can guide students to the course goals. The next component discusses conceptualizing content.

C. Conceptualizing content

Drawing upon the traditional way of conceptualizing content, Richards & Rodgers (1986) suggest one-size-fits-all approach to content and methods, which means an English language teacher uses the same textbooks, drills and exercises to all kinds of students such as high school students, factory workers and adult students. Its content is stressed only on grammatical structures and vocabulary. Hutchinson & Waters (1987) argue that content should be focused as one of the four elements including input, content, language and task of a materials design model.

Conceptualizing content depends on the context or involves factors such as who the students are, what students' goals in English learning are, teachers' ideas, and what students' needs will meet, as described by Graves (1996). A syllabus design can

be of various approaches, as Graves (1996) points out that (1) the communicative approach is based on language used in a context that calls on students' attention to the content of the language and appropriateness; (2) four-skills-based approach emphasizes the combination of listening, speaking, reading and writing skills in classrooms; (3) task-based approach is based on tasks that students require to complete as an outcome; (4) the competency-based approach is language learning as a life skill in order to live in the country or maintain jobs; and (5) content-based approach is the integration of particular content with language teaching aims.

In conclusion, content is what teachers include in their syllabus. To some extent, if the teachers find any content unrealistic, they can adapt certain ones or emphasize certain skills appropriate for students. The next component discusses selecting and developing materials and activities.

D. Selecting and developing materials and activities

Graves (1996) states that teachers should choose, adapt, and develop materials to meet students' needs and achieve the course purposes. In the notion of materials selection, Cunningsworth (1995) suggests that teachers should carefully make decisions which materials are the most appropriate to be used in their classrooms. In order to select the appropriate and sufficient materials, Cunningsworth (1995) points out that there are some practical factors to consider as criteria for materials selection such as price, availability, and length of a course. Students' needs and backgrounds such as age, linguistic levels, and learning purpose will also be considered for materials selection, and there are a number of factors that should be taken into account to select the most suitable materials that will be best beneficial in their classrooms. Teachers thus require more accurate criteria for the final selection of the materials (Cunningsworth, 1995). Harmer (1998) provides useful notions of teachers and teaching materials that, at certain stages of teachers' professional lives, they will be involved in materials selection for their students. Teachers will generally find new materials when they are dissatisfied with what is being used or want to have a comparison of different alternatives.

Ponasa's (1993) study reveals that the materials selection, modification, and design of EFL secondary school teachers in educational region 10 are not

significantly different. Although these EFL secondary teachers have different teaching experiences, and work at different-sized schools in educational region 10, their plans for materials use are similar: firstly, they determine objectives; secondly, they analyze their students' needs; and thirdly, they determine learners' response.

Kitao & Kitao's (1997) study reveals that appropriate materials need to have an underlying instructional philosophy, approach, method, and technique that suit both students' and teachers' needs. Thus, teachers should consistently search for both commercial and non-commercial materials. They should also be aware of plagiarism of materials selection. Harmer (1998) argues that when there is a wide selection of materials, teachers need to plan for variety and flexibility. Davies & Pearse (2000) note that authentic materials such as films, and documentaries should meet teachers' purposes and objectives.

Ministry of Education (2008) suggests that in selecting the quality of learning materials, teachers should ensure that the materials are associated with the curriculum, the learning objectives and activities, students' experiences; materials contents are not harmful to national security and morality; their use of language is proper; and the presentation models are easy to understand and interesting.

To conclude, teachers are the key people, who select and develop course materials and activities. Systematic planning and suitable materials use are always challenges to teachers who need to recognize relevant factors in materials selection and development. Organization of content and activities is the next component to be discussed.

E. Organization of content and activities

Drawing upon course development, content and activities are needed to be sequenced. Graves (1996) notes that these two principles are materials building and recycling; the former is needed to be built from the simple to the complex; for example, students learn food item vocabulary before doing a restaurant role play. The latter is a new way for students to encounter the previously learned materials; for instance, students encounter a reading practice the previous week, the following week that practice may be repeated in a role play with other students.

Graves (1996) proposes the cyclical and matrix approaches for the course organization. On the one hand, the cyclical approach is a regular cycle of activities that reflects the steps of the language learning process. On the other hand, the matrix approach is what teachers decide for possibly listed activities and materials, which will be used regarding students' interests and materials' availability.

In summary, it is important for teachers to instruct students from the simple to the complex topics. Depending on teachers' situation, they employ either cyclical or matrix approaches or use both. Evaluation is discussed as the next component.

F. Evaluation

Graves (1996) proposes that course evaluation can be done by teachers' self reflection and by asking students through informal chats or formal questionnaires in order to detect flaws and promote the course effectiveness. In addition, any part of the course or each framework component can be evaluated to promote its effectiveness. Graves (1996) also points out that tests are not the only way to assess students' proficiency.

Tomlinson (1998) and Richards & Schmidt (2010) note that materials evaluation is the systematic appraisal of the materials values related to their effectiveness, objectives and students' objectives to use them. McDonough & Shaw (1993) examine materials as an external and internal evaluation; the former is an overview of cover, introduction and table of contents while the latter is more detailed to the skills being taught in the materials. They note that the overall evaluation includes these factors: usability, generalizability, adaptability, and flexibility.

Richards (1995) provides a distinction between summative and formative evaluation; the former is fulfilled when the course is completed in order to measure how effective the course is, the latter is carried out when the course is in progress in order to implement and modify any aspects to ensure the course efficiency.

Ministry of Education (2008) views evaluation as a part of students' learning process. A number of assessment techniques such as asking questions, examining homework, and assessing assignments are introduced. Evaluation helps to determine whether and to what extent the course should be improved or highlighted.

OBEC (2012) states that learning assessment as prescribed by the Basic Education Core Curriculum B.E. 2551 should be employed by world-class standard schools.

In conclusion, teachers' evaluation of their materials is beneficial and necessary because it is considered as an ongoing part of course development and may occur at any stage of course development. The last component is the consideration of resources and constraints.

G. Consideration of resources and constraints

Graves (1996) states that resources and constraints play important roles in the course development from the outset of this process so that teachers may use resources that are available in creative ways when they lack some physical resources such as textbooks and technology. School or institution philosophy and policy, kinds of activities, time, technology availability and clerical support are all concerned as essential givens for course development (Graves, 1996).

Graves (1996) also points out the importance of teachers as resources in the course development. According to Wiriyachitra (2012), in order to enable students to have communicative competence, student-centered learning is encouraged while teachers facilitate classroom activities, discussions, and interactions. Thus, teachers are considered to be resources when students need assistance in learning.

However, materials can be viewed as constraints in one way or another (Maley, 1998). For example, teachers use commercial materials to instruct, but teachers' language proficiency is uncertain. Additionally, Lewis (2005) points out a number of constraints related to teachers' classroom management. For example, unmotivated students are learning English because it is required by the national curriculum, and students are at different levels.

To sum up, the course development is not an orderly organized process. On the contrary, teachers of the courses usually face a number of factors affecting their process of course development. It is, thus, important for teachers to be aware of various stages of the course development and prioritize this process that is suitable for their own contexts. The following section presents related studies regarding the development of communicative English courses.

2.5 Related research

To explore how communicative English courses are developed and to find out the teachers' and students' roles in communicative English classes in one world-class standard school, related studies are reviewed to support and prove Graves' (1996) conceptual framework of this study as follows.

Lauersdorf (2000) employs Graves' (1996) course development framework to investigate teacher trainers of Slavic program, who provide graduate student-teachers with essential skills in course development at the early stages of their careers in order that their graduate student-teachers can prepare themselves adequately for their teaching tasks.

Sysoyev (2000) employs Graves' (1996) course development framework for an English for Specific Purposes (ESP) course based on a learner-centered approach in Russia in order to help teachers who have problems in designing a new ESP course. Sysoyev's (2000) study suggests that course development should be considered as an ongoing process that teachers make essential changes to suit their students' interests and needs. Sysoyev (2000) also notes that an ESP course development framework helps teachers who have difficulties in developing a new ESP course to overcome those difficulties.

Graves' (1996) course development framework of components is also employed in Nunez & Tellez's (2009) study, which encourages teachers to engage in materials development and sets needs analysis as its starting point. The study also points out that although materials development is a complex process, all teachers are potential to be materials developers because there are no complete textbooks or materials that fulfill students' and teachers' needs and expectations. Teachers can adapt or develop materials to foster effective teaching and learning. Their materials development also contributes to their professional development.

All of these studies suggest that Graves' (1996) course development framework of components is so important and credible that teachers or course developers should take into account when they are developing courses.

2.6 Chapter summary

This chapter presents a review of literature related to the significant areas of this study in terms of the world-class standard school project, communicative language teaching, course design, course development framework of components, and related research. The conceptual framework of this study draws upon Graves' (1996) course development framework of components. Those components are analyzing needs, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organization of content and activities, evaluation, and considering resources and constraints. This framework is helpful in this study because it is served to guide the study. This study is important because it not only explores how communicative English courses are developed, but also finds out the teachers' and students' roles in communicative English classes in one world-class standard school. The next chapter will explain the research methodology of this study.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology of the study. It comprises four main parts. Firstly, the research setting is explained. Secondly, the participants are described in details. Then, the research instruments are discussed. Finally, the data analysis is explained.

3.1 Research setting

3.1.1 Research method

Qualitative case study research method is employed in this study because this study aims to explore how communicative English courses are developed and to find out the teachers' and students' roles in communicative English classes in one world-class standard school. Case study is appropriate for this study as Merriam (1991) views case study research as a research design for interpreting and understanding observations of an educational phenomenon. Merriam (1991) also points out that case study method has various advantages because it presents data of real-life situations and provides better insights into the detailed behaviors.

3.1.2 Location

This study took place in one world-class standard school of the Secondary Education Service Area Office 9 in Nakhon Pathom province. This school was considered to be a case study of this research. This school was selected by purposive sampling. The selection criteria were: (1) this world-class standard school is one of the largest world-class standard schools (extra large school size, with more than 2,500 students) in the Secondary Education Service Area Office 9 in Nakhon Pathom province, and (2) the researcher could gain access to this school by the permission of

the school principal and the department head of foreign languages because the researcher had a chance to visit this world-class standard school in September 2012. The researcher had an opportunity to talk with the department head of foreign languages, informing him about the researcher's objectives in exploring how English courses were developed in one world-class standard school. The department head of foreign languages agreed that the researcher would be allowed to conduct the research. A formal letter was later sent to obtain a formal approval.

This school was selected as one of the 500 potential schools for piloting world-class standard school project by OBEC in 2010. According to the selection of five hundred schools as world-class standard schools, Chaengchenwet (2010) states that they are selected because of their effective academic performance in the previous years and points out that some of these schools are able to offer an English program or a science-intensive program to students more than the basic curriculum. The education instruction of world-class standard schools, therefore, consists of the Basic Education Core Curriculum B.E. 2551, local content and world-class standard content.

In the department of foreign languages at this school, there were 30 teachers including 21 teachers who taught English and 9 teachers who taught Chinese. The latter consisted of 3 Thai teachers of Chinese and 6 Mainland Chinese teachers, who were excluded from this study because they were not responsible for developing and designing any English courses. Of those 21 teachers of English were 15 Thai, 2 British, 2 Filipino, 1 Australian and 1 Nigerian.

In this school, there were about 3,050 students including approximately 1,930 lower and 1,120 upper secondary school students. This world-class standard school was located near the temple that supported funds for school. The department of foreign languages is located in a three-storey building of sixteen classrooms and a sound laboratory, which is purposively built for teaching English.

Communicative English courses were developed according to the readiness of this world-class standard school. Communicative English courses at this world-class standard school were actually replaced the Extended Essay course, which was taught to all students in the academic year 2011 in both first and second semesters. The Extended Essay course was cancelled because it was considered a failure. Lower secondary school students could not write up to 3,500 words nor could

higher secondary school students write up to 5,000 words in academic writing. OBEC (2012) finds that world-class standard school content duplicated international curricula in terms of misinterpretation and confusion. Thus, there have been changes of world-class standard school content. The Extended Essay course was one of the content that was replaced. In this academic year, however, communicative English courses were taught by non-Thai teachers of English in order to gear the students towards communicative English competence. Communicative English courses were firstly taught in May 2012 (the first semester of academic year 2012) as elective courses for Matthayom 1, 2, 4 and 5 students. Communicative English courses were taught the following semester of the academic year 2012 to the same students, which was the period that the researcher conducted the study.

The next section will discuss the research participants in this study.

3.2 Research participants

3.2.1 Teacher participants

Research participants in this study were divided into two groups: teachers of English and students. Teachers of English, who developed and were responsible for new English courses in this world-class standard school, were the participants of this study. There were 4 non-Thai teachers of English and the department head of foreign languages, but only 3 non-Thai teachers of English and the department head of foreign languages were willing to participate in the study. According to the research ethics, the informed consent form and the participant information sheet were signed by all participants. At the end, there were 4 teacher participants in the study. Pseudonyms were used for all participants' names to replace their real names to keep the participants' data confidential. Research participants are presented in Table 3.1.

Table 3.1 Summary of the participants

	Peter	**Jack**	**Chester**	**Roger**
Age	58	33	38	58
Gender	Male	Male	Male	Male
Highest Education	B.Ed. (English and Linguistics)	G.C.S.E. (Arts) TEFL Certificate	B.Sc. (Computer Engineering)	Diploma in Teaching
Nationality	Thai	British	Nigerian	Australian
Position	Department head	Contract teacher	Contract teacher	Contract teacher
Years of teaching experience	34	11	6	23
Years of teaching at this school	34	6	0.5	8
Courses taught this semester	Reading& Writing Listening & Speaking	Communicative English Reading & Writing	Communicative English Reading & Writing	Communicative English General English
Communicative English courses for	-	Matthayom 1 students	Matthayom 2 students	Matthayom 5 students
Interviews	✓	✓	✓	✓
Observations	-	✓	✓	✓

The following section will report on each teacher who participated in this study.

3.2.1.1 Peter

Peter was the department head of foreign languages. He earned a Bachelor Degree in English and Linguistics from a university in Bangkok He taught listening and speaking skills to Matthayom 4 students, and reading and writing skills

to Matthayom 6 students when the study was conducted. As the department head of foreign languages, Peter was the person who worked closely with each teacher of English in developing Communicative English courses. These courses were taught only by native speakers of English because Peter was aware that Thai teachers of English had problems with their pronunciation and they were not confident in speaking English.

3.2.1.2 Jack

Jack came from England. He was a contract teacher. He finished a General Certificate of Secondary Education (G.C.S.E) and a Teaching English as a Foreign Language (TEFL) course from England. He had been teaching at this school for 6 years. He taught Communicative English to Matthayom 1 students and reading and writing skills to Matthayom 3 students. Before teaching at this school, he taught kindergarten and elementary students at other schools in Nakhon Pathom for 5 years. Jack preferred teaching younger students, so he was assigned to teach Communicative English for all Matthayom 1 students; 600 students in total.

3.2.1.3 Chester

Chester came from Nigeria. He was a contract teacher. He received a Bachelor of Computer Engineering from Nigeria. He had been teaching at this school for 6 months. He taught Communicative English to Matthayom 2 students and reading and writing skills to Matthayom 2 students. He started teaching English in China and worked there for 5.5 years. Chester was a new teacher who started teaching in November 2012 at this school. He was responsible for teaching Communicative English to all Matthayom 2 students; 560 students in total.

3.2.1.4 Roger

Roger came from Australia. He was a contract teacher. He had a diploma in teaching infants and a certificate in teaching adults. He had been teaching at this school for 8 years. He taught Communicative English to Matthayom 5 students and General English to Matthayom 6 students. Before teaching at this school, he taught English to primary school students for 4 years and to high school students for 10 years in Australia. Roger preferred teaching adults, so he was assigned to teach Communicative English for all Matthayom 5 students; 400 students in total.

3.2.2 Student participants

Another group of participants in this study was students because they participated in classroom activities, did pair work and group work. In order to gain in-depth information with regard to developing communicative English courses and finding out teachers' and students' roles in communicative English classes in one world-class standard school, focus-group interviews were employed with 18 selected student leaders, who studied communicative English courses. The selection criteria were: (1) student leaders were important people who knew everyone in the class well, and (2) teachers of English agreed that the researcher should interview student leaders of each class. The students who participated in this study were divided into 3 groups: 6 students per group were from Matthayom 1, 2 and 5. All of them were studying Communicative English courses during academic year 2012 at this world-class standard school. How the researcher approached the students was explained as follows. Once the researcher was granted the permission from the teacher, who was responsible for teaching the class, the researcher sit at the back of the classroom, observed, and took notes. Towards the end of the classroom period, the researcher talked to the student leader of each class, and informed of the research project's origin and purposes. The first six student leaders of each level, who agreed to participate in the study, were selected.

On the days of the focus-group interviews, all six student leaders of Matthayom 1 students and Matthayom 5 students came for the interviews. Although two student leaders of Matthayom 2 students did not attend the interview because of their absence from the school on the appointment day, the number of participants was sufficient to furnish reliable research findings. According to the research ethics, once again, all student participants agreed with the research project, all Matthayom 1 and 2 student participants signed the assent form while all Matthayom 5 student participants signed the participation information sheet and informed consent form with their parents' permission.

The student leader participants of Matthayom 1 students were from M.1/1, 1/2, 1/3, 1/7, 1/9 and 1/13. The student leader participants of Matthayom 2 students were from M.2/1, 2/2, 2/9 and 2/11. The student leader participants of Matthayom 5 students were from M.5/1, 5/4, 5/7, 5/8, 5/9 and 5/10. In total, 16 students were

participants of the study. Towards the end of the second semester (March 2013), three focus-group interviews were completely conducted in a designated classroom. The following section will discuss how the data were collected.

3.3 Research instruments

In this study, interviews and classroom observations were employed to collect data in order to check validity and reliability, and improve data quality for interpretation (Fraenkul & Wallen, 2006). The researcher was aware of limitations of interviews since interviews may seem intrusive to the interviewees (Marshall & Rossman, 2011); and of classroom observations since classroom observations are susceptible to observers' subjectivity (Merriam, 1991). Thus, according to Merriam (1991), methodological triangulation or the use of multiple research tools was employed to confirm the emerging findings of the study. Marshall & Rossman (2011) also view data triangulation as a strategy to bring data from different sources in order to help ensure that the researcher's data interpretations are credible. In this study, data collection tools including interviews (i.e. semi-structured and focus-group) and classroom observations were employed. After the researcher interviewed the participants, classroom observations could help the researcher to validate interview answers obtained from the participants since each research tool complements one another. These research tools will be discussed in turn.

3.3.1 Interviews

Merriam (1991) notes that interviews are significant when researchers cannot observe behaviors, feelings and past events. According to Gall et al. (2007), interviews are forms of data collection, which the interviewer asks the research participants oral questions. Creswell (2008) also states that interviews can help researchers understand a phenomenon and answer the questions in their studies because interviews are a process of data collection in which researchers ask questions and record answers for the study. In this study, semi-structured interviews and focus-group interviews were employed. They are discussed as follows.

1) Semi-structured interview

According to Fraenkul & Wallen (2006), a semi-structured interview is a type of interviews apart from structured, informal and retrospective. A semi-structured interview is designed to elicit specific participants' answers by a series of questions and are used to gain information that can be compared and contrasted (Fraenkul & Wallen, 2006, p.455). Moreover, additional information can be obtained by probing more deeply with open-form questions apart from the main questions (Gall et al., 2007). In this study, semi-structured interview with teachers of English was employed because it enabled the researcher to pursue asking a series of questions, which were adapted from Graves' (1996, p. 13) course development framework of components, and probed by asking questions based on participants' responses.

Four teachers of English were interviewed three times in order to trace their developmental process of communicative English courses and find out their roles in communicative English classes. In order to ensure the appropriateness and the comprehensibility of the interview questions, this study was approved and certified by The Committee for Research Ethics (Social Sciences) COA.No. 2013/015.1501 (See Appendix B). A series of semi-structured interviews was conducted as follows:

Table 3.2 Interview appointment (January – March 2013)

Time	Duration	Aims
First	January (beginning of the semester)	To gain the participants' background information and to know how they began developing the course.
Second	February (during the semester)	To gain the participants' perceptions of an on-going process of course development.
Third	March (the end of the semester)	To gain the participants' perceptions regarding their overall course development.

First set of semi-structured interview schedule:

(1) Could you please tell me about yourself?

(2) Could you explain your educational background?

(3) How long have you been teaching in this school?

(4) Which English subjects are you teaching this semester?

(5) How long have you been teaching communicative English?

(6) What is this communicative English course about?

(7) Please let me know your plan to develop this course.

(8) What are your students' needs in English language learning for this communicative English course?

(9) How did you assess your students' needs in English language learning?

(10) What are the purposes and intended outcomes of this communicative English course?

(11) What do your students need to do or learn to achieve the goals of this communicative English course?

The first set of interview aims to gain the participants' background information, to know how they begin developing communicative English courses, and to elicit how they analyze their students' needs, determine their goals and objectives with regard to the course development.

Second set of semi-structured interview schedule:

(1) How is your communicative English course?

(2) What is the most important thing of this course?

(3) What do you include in your syllabus for this course?

(4) Which teaching method do you prefer for teaching this course?

(5) How do you select and develop the teaching materials for this course?

(6) What are your roles in the classroom?

(7) What are your students' roles in the classroom?

(8) How do you organize the content and activities in this English course?

(9) What classroom activities do you employ?

(10) How do you organize the classroom activities?

(11) How do your students like or dislike the classroom activities?

(12) What systems do you develop for communicative English courses?

The second set of interview aims to gain the participants' perceptions of an on-going process of the course development, and to elicit how they conceptualize content, select and develop materials and activities, and organize content and activities with regard to developing communicative English courses.

Third set of semi-structured interview schedule:

(1) How is your communicative English course?

(2) How do your students develop their communicative competent?

(3) How will you assess what students have learned from this course?

(4) How will you assess the effectiveness of the course?

(5) How do you evaluate your students?

(6) Who evaluates your teaching performance of this course?

(7) Please identify the challenges and solutions with regard to developing this communicative English course.

The third set of interview aims to gain the participants' perceptions regarding their overall course development, and to elicit their course evaluation and consideration of resources and constraints.

These open-ended questions were adapted from Graves' (1996) course development framework of components. The participants were individually interviewed. When the researcher conducted an interview, the researcher employed these main questions to suit participants. The interviews were conducted in English with 3 non-Thai teachers of English and a Thai department head of foreign languages. The interviews were recorded with a digital recorder. The semi-structured interviews provided opportunities for participants to tell how they develop their communicative English courses. Each interview took approximately 30 to 40 minutes in a designated classroom.

2) Focus-group interview

According to Marshall & Rossman (2011), a focus-group interview is generally composed of as small as 4 to as large as 12 people, whose characteristics are shared. Unlike group interview, which intends to find out fact or consensus about the topics that a researcher studies, Podhisita (2011) notes that focus-group interview focuses on group dynamics and intends to find out participants' opinions and experiences, which can be various. Cohen et al. (2000) assert that the data emerge

from the interaction of the group. In order to find out the students' roles in communicative English classes in this world-class standard school, focus-group interviews were also employed with students in this study. Sixteen selected students, who were student leaders of each class and were studying communicative English courses during academic year 2012 to 2013 at this world-class standard school, were interviewed. The interviews were conducted in Thai. In order to ensure the appropriateness and the comprehensibility of the interview questions, once again, this study was approved and certified by The Committee for Research Ethics (Social Sciences) COA.No. 2013/015.1501 (See Appendix B). The first group of the focus-group interviews was six Matthayom 1 students; the second group was four Matthayom 2 students; and the third group was six Matthayom 5 students. The main questions with a Thai translation are as follows.

(1) How do you like communicative English courses?

น้องรู้สึกอย่างไรกับรายวิชาภาษาอังกฤษเพื่อการสื่อสาร

(2) Which activities do you like in communicative English courses?

กิจกรรมใดที่น้องชอบในรายวิชาภาษาอังกฤษเพื่อการสื่อสาร

(3) Which teaching materials do you like in communicative English courses?

สื่อการเรียนการสอนอะไรที่น้องชอบในรายวิชาภาษาอังกฤษเพื่อการสื่อสาร

(4) What do you like about the course?

น้องชอบอะไรเกี่ยวกับรายวิชานี้

(5) What do you not like about the course?

น้องไม่ชอบอะไรเกี่ยวกับรายวิชานี้

(6) Which difficulties do you have?

น้องพบปัญหาอะไรบ้าง

(7) How do you deal with the difficulties?

น้องจัดการกับปัญหาความยากลำบากอย่างไร

(8) Can you tell me about your teachers?

ช่วยเล่าให้ฟังเกี่ยวกับคุณครูที่สอนรายวิชานี้ของน้อง

(9) How do you see yourself in the classroom when you study this communicative English course?

น้องมองตัวเองเวลาอยู่ในห้องเรียนเป็นอย่างไร   เมื่อน้องเรียนรายวิชาภาษาอังกฤษเพื่อ
การสื่อสาร

(10) How does the course develop your communicative English skills?

รายวิชานี้ช่วยน้องด้านทักษะการสื่อสารภาษาอังกฤษอย่างไร

The interviews were conducted in a designated classroom during the students' lunch break at the end of the semester. The interviews were recorded with a digital recorder. It took approximately an hour for each group.

3.3.2 Classroom observations

According to Nunan (1992), classroom observations are conducted to collect data about learning as a means of adding to knowledge of language learning. Cohen et al. (2000) view an observation as a way that the researcher can probe deeply into manifold phenomena. Creswell (2008) states that observation is a process of gathering first-hand account by observing people and places at a research site. Merriam (1991) suggests that classroom observation is a technique to elicit data from original sources when participants may not feel free to discuss the topic under study. Then, classroom observation was useful in the present study because it enabled the researcher to record and note actions and interactions among participants: teachers of English and students in a given classroom.

Table 3.3 Classroom observation schedule of participants (November 2012 - March 2013)

Dates and time of observation	Teachers	Students
22/11/2012, 09:25 AM - 10:20 AM	Jack	M. 1/13
22/11/2012, 14:00 PM - 14:55 PM	Chester	M. 2/8
17/12/2012, 09:25 AM - 10:20 AM	Chester	M. 2/11
17/12/2012, 10:20 AM - 11:15 AM	Roger	M. 5/4
18/12/2012, 09:25 AM - 10:20 AM	Chester	M. 2/14
19/12/2012, 14:00 PM - 14:55 PM	Jack	M. 1/14
22/12/2012, 09:25 AM - 10:20 AM	Jack	M. 1/13
24/12/2012, 09:25 AM - 10:20 AM	Chester	M. 2/11
24/12/2012, 10:20 AM - 11:15 AM	Roger	M. 5/4
24/01/2013, 11:15 AM - 12:10 PM	Jack	M. 1/2
25/01/2013, 13:05 PM - 14:00 PM	Chester	M. 2/1
25/01/2013, 14:00 PM -14:55 PM	Jack	M. 1/1
30/01/2013, 11:15 AM -12:10 PM	Roger	M. 5/7
30/01/2013, 13:05 AM -14:00 PM	Chester	M. 2/2

Table 3.3 Classroom observation schedule of participants (November 2012 - March 2013) (cont.)

Dates and time of observation	Teachers	Students
30/01/2013, 14:00 PM -14:55 PM	Jack	M. 1/14
31/01/2013, 09:25 AM -10:20 PM	Jack	M. 1/13
01/02/2013, 10:20AM -11:15 AM	Roger	M. 5/1
06/02/2013, 11:15 AM -12:10 PM	Roger	M. 5/7
06/02/2013, 13:05 PM -14:00 PM	Chester	M. 2/2
06/02/2013, 14:00 PM - 14:55 PM	Jack	M. 1/14
07/02/2013, 08:30 AM - 09:25 AM	Chester	M. 2/5
07/02/2013, 09:25 AM - 10:20 AM	Jack	M. 1/13
11/02/2013, 09:25 AM -10:20 PM	Chester	M. 2/11
12/02/2013, 10:20 AM - 11:15 AM	Chester	M. 2/6
13/02/2013, 11:15 AM -12:10 PM	Roger	M. 5/7
18/02/2013, 10:20 AM -11:15 AM	Roger	M. 5/4
18/02/2013, 12:10 PM - 13:05 PM	Jack	M. 1/7
21/02/2013, 09:25 AM - 10:20 AM	Roger	M. 5/10

Communicative English courses for Matthayom 1, 2, and 5 students were taught by these non-Thai teachers of English in this world-class standard school. Each class was taught one period (55 minutes) per week. The researcher observed different classes through arrangements with teachers of English. Students were also informed that the researcher would observe the class firstly by the department head of foreign languages and once again by their teachers of English. The researcher allocated the classroom observation schedule from Mondays to Fridays; and thus, Jack and Chester were observed 10 times while Roger was observed 8 times during the second semester from November 2012 to March 2013. Since the researcher was aware of her own judgments in classroom observations, triangulation of data collection tools was employed to ensure the study's reliability.

A one-way mirror observation technique (Cohen et al., 2000) enabled the researcher not to participate in any classroom activities. When the researcher conducted classroom observations, the researcher was a complete observer in the class, sat at the back of the class, and took notes regarding the developmental process of communicative English courses and the roles of both teachers and students in communicative English classes. According to Marshall & Rossman (2011), the record of classroom observations, which describes what has been observed, is referred to as field notes. Field notes are words recorded during classroom observations (Creswell, 2008), so the researcher used the classroom observation field notes (See Appendix D) to develop interview questions. Additionally, the researcher read these field notes several times and then analyzed.

3.4 Data analysis

The interview data were transcribed verbatim for all participants. The transcripts were returned to the participants for verification. Once the interview transcripts had been verified, the verified transcripts were then color coded and categorized based on Graves' (1996) course development framework of components. Along with classroom observation field notes, the researcher later developed categories for content analysis applying the data analytic procedures of Taylor-Powell & Renner (2003), which will be discussed in turn. According to Merriam (1991,

p.116), content analysis is a systematic procedure for describing the content of communications. Moreover, Richards & Schmidt (2010, p. 124) define content analysis as a method used for analyzing and tabulating the frequency of occurrence of topics, ideas, opinions and other aspects of the content of written and spoken communication. Thus, in this study, content analysis enabled the researcher to analyze transcripts and classroom observation field notes systematically.

The researcher was aware of a mass data collection during the study. Consequently, the data analytic procedures of Taylor-Powell & Renner (2003) were employed in this study. According to Taylor-Powell & Renner (2003), the data analytic procedures involve five phases: (1) understanding the data, (2) focusing on the analysis, (3) categorizing information, (4) identifying patterns and connections within and between categories, and (5) interpreting the data for presenting the study. However, in this study, generating categories have been pre-identified based on Graves' (1996) course development of components. These five phases helped the researcher to manage these data.

3.5 Chapter summary

Qualitative case study method employing semi-structured interviews, focus-group interviews, and classroom observations was used to gather the data in order to explore how communicative English courses were developed and to find out the teachers' and students' roles in communicative English classes in one world-class standard school. The participants included 4 teachers of English and 16 students. The transcripts of the digital recording from both semi-structured and focus-group interviews, and field notes from the classroom observations were analyzed and identified based on Graves' (1996) course development framework of components. The results of this study will be presented in the next chapter.

CHAPTER IV
FINDINGS

This chapter presents the findings of the study. The findings from the qualitative data of interviews from 4 teachers of English and 16 students, and classroom observation field notes are provided. It is organized to answer the two main research questions: (1) *How are communicative English courses in a world-class standard school developed?* and (2) *What are the teachers' and students' roles in communicative English classes?*

4.1 Developmental process of communicative English courses

Each non-Thai teacher of English had various steps and different perceptions in developing communicative English courses. Jack, Chester, and Roger taught Matthayom 1, 2, and 5 students respectively. The findings of the first research question will be presented based on Graves' (1996) course development framework of components. Needs analysis will be reported first.

4.1.1 Needs analysis

According to Graves' (1996) course development framework of components on which this study was based, it illustrated that all 3 non-Thai teachers of English did not emphasize this component. These extracts reveal that students' needs could not be carried out as Roger found it hard to analyze his students' needs because he and his students could not communicate with one another in English.

Extract 1

It's difficult to analyze the students. That's very difficult. It's a bit difficult to do that because they can't speak English. Before, I tried different things.

(Roger, 09/01/13)

Roger revealed that he could not analyze his students' needs before he started the course. He also stated that he had tried different ways to teach his students. Once he taught the students by speaking English without Thai translation, but they did not pay attention. Therefore, he changed and found that it would be better to keep them learn when he taught in English and told them Thai translation of the key words and taught something that the students knew or experienced before such as superstition and palm reading. However, it took time until he realized that.

Similarly, Jack expressed difficulties in analyzing his students' needs, and it took him 3 months to analyze his students. He became aware of his students' needs when he taught them for 3 months.

Extract 2

Well, that's difficult. It's difficult to analyze….That takes time. Over the year, I get to know them. We start in May, maybe by about July or August, I have an idea about their level.

(Jack, 17/01/13)

Chester also encountered difficulties in analyzing his student's needs. He expressed that he asked from the former teacher who had taught the class. Moreover, the evidence from classroom observations suggested that Chester did not know his students' needs in terms of students' background and classroom instruction. For example, when he asked the class to read a dialogue and repeated after him, they repeated after him even his question after the dialogue was over, which implied that basic classroom language was not presented. Additionally, Chester commented that the students did not pay attention to his instructions. According to him, students did not want to learn.

Extract 3

I did ask from the previous teacher. I also talked to some of the students here and to be honest I have to tell you most of the time, a lot of these kids are not really doing well.

(Chester, 09/01/13)

To sum up, these non-Thai teachers of English did not analyze their students' needs before the courses were initially taught. However, it took some teachers a while to understand and recognize their students' needs. Determining goals and objectives is the next component of course development to be reported.

4.1.2 Determining goals and objectives

All 3 non-Thai teachers of English did not know about the information regarding the world-class standard school project. They openly admitted that they did not know much about the world-class standard school project, as Jack said.

Extract 4

I know about this and it's a certain number of schools. I've never been explained to by what the action means. I know it's an issue to do something. It's going to help the students towards ASEAN that they will have more and more subjects taught in English.

(Jack, 17/01/13)

This extract reveals that Jack did not have enough information of world-class standard school project and misunderstood the concept of world-class standard school project since he thought that world-class standard school project was set up to enhance students towards ASEAN integration. Moreover, Roger explained.

Extract 5

I know that they don't tell us much about this as we are foreigners. What's the word, we're just like mushroom, you know, kept in the dark. The great deal of world-class standard, all I know is a lot of money improving the school, a lot of money. They've got a lot of, a lot of more electronic facilities, computers, screens, whiteboards, electronic whiteboards, and projectors. We have to learn all that. To me, it means improve facilities.

(Roger, 09/01/13)

Similarly, Roger did not know the objectives of world-class standard school project, so he could not apply the world-class standard school project philosophy towards the goals and objectives of the course that he was developing. This extract suggested "teacher's identity" as Roger viewed himself and other non-Thai teachers of English as "mushroom kept in the dark". In the notion of identity, Richards & Schmidt (2010, p. 268) point out that people's sense of identity influences how they view themselves both as an individual and in relation to other people. Being a foreigner, Roger believed that he was not informed about world-class standard project and information of world-class standard school project was limited since documents were published in Thai. However, he thought that the world-class standard school project was about improving school facilities. These similar characteristics of being unaware of the information regarding world-class standard school project were shared by Chester as he revealed.

> *Extract 6*
>
> *I don't know anything about it. Like I said, I'm new here. I don't really know much about that.*
>
> *(Chester, 09/01/13)*

This extract also illustrated that Chester did not know anything about world-class standard school project, so he could not add any philosophy of world-class standard school project towards the course he taught.

Five characteristics of world citizens that students in world-class standard schools are developed to become include achieving academic excellence, being a bilingual communicator, a critical thinker, an innovator, and possessing global awareness (OBEC, 2010a). One of the characteristics of world citizens is being a bilingual communicator, which stresses the communicative use of both Thai and English. However, Peter, who was the department head of foreign languages, commented that the students at this world-class standard school did not have a good background in English, so the objectives of communicative English courses were to teach them listening and speaking skills, provide them sufficient vocabulary and grammatical patterns for them to follow and then they practiced. Towards the end of

the semester, students should achieve their English communicative competence, which served as the goals of communicative English courses.

> ### Extract 7
>
> *Actually, students should be able to listen and speak well enough. But they don't have a good background, so I have to give them enough vocabulary and the grammar pattern for them to follow and they have to practice from that.*
>
> *(Peter, 14/02/13)*

Although non-Thai teachers of English did not know the information regarding the world-class standard school project, the steps to determine the goals of communicative English courses at this world-class standard school were done as follows. Peter firstly brainstormed with each teacher of English who was responsible for Matthayom 1, 2, and 5 classes, and then each teacher wrote the lesson plan for the topics to be taught. Secondly, they determined objectives of the courses in which students would be accomplished as Jack said.

> ### Extract 8
>
> *I think they just need to practice as much as possible in class. It's difficult because we have 45 students in each class and they have 1 hour with me per week. So I think the main thing they need to achieve is just to focus on the target language. And usually 5 minutes towards the end of the class, I get them to write it down, maybe do an activity. So, it's difficult to say what their achievements are and what they need to achieve because they have different levels. Matthayom 1, the highest class, they will be able to achieve a lot. I can set homework, and I can do everything. But with the lower classes, their achievements will be or may be to enhance their reading skill because some of them couldn't read like two-letter words like 'by.'*
>
> *(Jack, 17/01/13)*

Jack would like students to practice English in the classroom as much as possible. He found that a large number of students in a classroom and time constraint of teaching Communicative English for Matthayom 1 students a period per week were difficult for the students to achieve the goals. Moreover, Jack discussed about the difference in the levels of students' intelligibility; as a consequence, Matthayom 1 students' achievements of each class were different. Differences of students' levels were linked with classroom observations that Matthayom 1/1 and 1/2 students actively learned and responded to Jack's questions while Matthayom 1/14 and 1/15 students did not. Therefore, Matthayom 1 students' achievements of each class were different.

While Jack emphasized students' achievements in class as the goals of the course, Roger determined the goals of communicative English for Matthayom 5 students that this course could help generating students' interest in learning English and improving their pronunciation. As a result, his objectives were to have students use English outside the classroom and immerse in the language as much as possible as Roger said.

Extract 9

To generate interest in learning English language and also to improve pronunciation. Thai language and English language have a lot of sounds that they're not the same. I found that the last syllable is neglected. 'First' becomes 'firs.' and pronunciation of "l" becomes "n" like "Centran Plaza" instead of "Central Plaza" "Untraman"instead of "Ultraman" That's the thing I try to get them to sight words properly. They need to use the language outside the classroom. They need to be immersed in the language more.

(Roger, 09/01/13)

In summary, non-Thai teachers of English did not know about any information regarding Thailand's world-class standard school project in order to determine goals and objectives according to the world-class standard school project. However, they determined goals and objectives for communicative English courses differently. Jack focused on in-class students' achievement while Roger emphasized

students' achievement outside the classroom in order to enable their students towards the goals and objectives of communicative English courses. Conceptualizing content will be reported as the next component.

4.1.3 Conceptualizing content

Since Chester was a new teacher at this school, he was inherited the lesson plan and the worksheet from the former teacher of English who came from the Philippines, so the content in the worksheet was not his own as he said.

Extract 10

I came in right at the middle of the term so I'm still using, whatever I'm using right now actually came from the previous teacher. I haven't done anything on my own. I'm hoping to do that if I stay here next year.

(Chester, 09/01/13)

From classroom observations of communicative English classes for Matthayom 2 students, the content in the student worksheet was about basic dialogues consisting of 8 lessons. Each lesson started with a conversation, then vocabulary found in each lesson's conversation between interlocutors, next were the useful expressions and usual responses, lastly each lesson ended with some exercises such as filling in the gaps and making own dialogues. Chester noted that he did not like the content in the worksheet because it was not his own, but he tried his best to teach the students.

From classroom observations of communicative English classes for Matthayom 1 students, Jack included everyday dialogues such as food ordering in the restaurant and making plans for the weekend as content of the course. From an interview with Roger, he included something that caught students' interests such as palm reading, wedding, superstition, traffic rules, table manners, and cultural differences as content of the course. Moreover, both Jack and Roger did not allow students to know the topics of each class instruction. From classroom observation, Jack and Roger told students their topics on the day that they instructed.

Furthermore, it was obvious that all non-Thai teachers of English's course content was included according to the title of the course as Peter said.

> **Extract 11**
>
> *For communicative English, it's obvious, it's clear by its name. Students should be able to communicate after they finish the course, so that means that they need to learn more about listening and speaking.*
>
> *(Peter, 14/02/13)*

To conclude, non-Thai teachers of English who were developing Communicative English courses included the content of the courses according to the title of the course, which was Communicative English. Students were informed of the topics only when teachers started teaching each day. The following section will be reported on how teachers of English selected and developed course materials and activities.

4.1.4 Selecting and developing materials and activities

There were no commercial textbooks used in teaching Communicative English courses for Matthayom 1, 2 and 5 students at this world-class standard school. Each teacher developed learning materials by themselves. Jack made his own visual aids to catch students' interest. For example, when he taught about food ordering in a restaurant, he prepared a big restaurant menu made from a paperboard, and then he hung it on the board to have students look at each section of the menu.

Chester was inherited in-house worksheets made on mimeograph paper from the former Filipino teacher of English. When he taught, he followed lesson by lesson. However, he gave different homework to each class as he revealed that students liked to copy one another.

Extract 12

Well, because of the things is this they are good at copying, very good at copying, so that's one of the reasons why I decide ok fine this class will have this set of homework, this class will have another set of homework.

<div align="right">

(Chester, 09/01/13)

</div>

Roger expressed that communicative English was a new course for him to develop, and he did it through his experience. Roger usually drew pictures on the board to convey meanings or on the sheets of paper and put them on the projector for his students to see as he said.

Extract 13

To develop the teaching materials, it is an on-going thing because I've never done this before. I'm learning through experience. I try different things. If they work, I keep them. If they don't, I modify them and try them again. Every class is different. Something might work with one class and might not work with another class. It depends on their intellectual development, attitude to learning, attitude to foreign teachers.

<div align="right">

(Roger, 09/01/13)

</div>

This extract implies that Roger realized that selecting and developing learning materials for students was an ongoing process. Once he tried out the learning material with one class, and if it worked, he would keep it. When the learning materials did not gear towards students' achievement, he modified and tried them again. However, he mentioned that the learning materials might work with one class but not with another class as it depended on students' attitudes to learn English.

To sum up, non-Thai teachers of English developed learning materials by themselves without using any commercial textbooks. Jack and Roger selected and developed learning materials that they taught would catch students' interests while Chester was inherited in-house materials from the former teacher of English. Organization of content and activities will be reported in the following section.

4.1.5 Organization of content and activities

From classroom observations and an interview with Jack, he employed Total Physical Response (TPR) approach with his students. TPR approach is a language teaching method in which items are presented as instructions requiring a physical response from the students (Richards & Schmidt, 2010). Employing TPR approach, for example, when Jack taught his students how to make plans for the weekend, he modeled an action of playing tennis, repeated the action a few times, and told students that "play tennis" is one of the activities that students could do at the weekend. Jack believed that TPR approach would lead his students to improve their listening and speaking skills, and more effective learning. He usually taught the language for 20 minutes by showing the visual aids, had them practice for 10 minutes, and then they acted in a role play for 20 minutes. He taught the same content to all 15 classes, but he made it simpler for lower levels, i.e., Matthayom 1/10 to 1/15 classes. Besides activities in the classroom apart from the role play, Jack created a board game using the core language and made it into a team game with male and female students competing and getting points on the board in order to have students enjoy learning this English course.

Extract 14

I think with Matthayom 1, I try to have activities in the classroom, Communicative English activities and using materials, visual aids. I just try to have fun giving them a positive experience for their future in Matthayom 2, 3, 4. Because, if they don't like English in Matthayom 1, it might give them a bad experience; and they will not look forward to Matthayom 2. With Matthayom 1 higher levels, I tend to do role plays and sometimes if they're good, the game. With 1/14, 1/15, that's difficult to do it.

(Jack, 17/01/13)

However, Jack found it difficult to organize the same activities with each class because of time constraints and students' intelligibility. The issue of students' intelligibility was interesting because there were levels of students at this world-class

standard school. Matthayom 1/1 class was considered as a gifted class which emphasized teaching intensive science and math, so Jack considered that Matthayom 1/1 students were more intelligent than students in other classes. Jack commented about time constraints as he revealed that he could not organize the course properly because there were a lot of official holidays during the second semester, and he did not have time to prepare any worksheets for Matthayom 1 students.

According to Extract 10, Chester usually taught communicative English according to the in-house worksheet he had. He sometimes showed pictures of the vocabulary that the students did not understand on his own tablet computer or on the projector from the Internet. He strictly followed the lessons in the worksheet.

From an interview with Roger, he pointed out that he employed whole language approach by engaging students to the language. Characteristics of whole language approach are defined by Richards & Schmidt (2010, p. 635) as (1) language is presented as a whole, (2) learning activities moved from whole to part, for example, students read a whole article rather than a part of it, (3) listening, speaking, reading and writing skills are used rather than a single one, and (4) language is learned through social interactions with others. He always involved the students with the language. When the students came to class late, it meant that he had less time to teach them, so he solved the problem by putting what he would teach on that day on the board or on the projector. When most or all students came, he taught and explained. He encouraged his students to take notes because he believed that when students wrote what he instructed in their notebooks, they could remember it.

> *Extract 15*
>
> *The structure of the course, usually I keep it the same. Sometimes, they are 20 minutes late, so I usually put the topic on the board, so they know what they're going to do. I'm writing and discussing, I ask them to write this down. I walk up and down and ask students questions. I try to involve students, ask them the questions, get them involve.*
>
> *(Roger, 04/03/13)*

Similar to Jack and Chester, from classroom observations, Roger started the course with an easy topic that students could easily understand, i.e., food ordering in the restaurants, and then he gradually added more difficult topics, i.e., superstition and maths in English.

Extract 16

I start with something easy and when I see the response. I add a little bit more and I also lower my expectations for everybody because, in Thailand, not many people can speak English. If I speak in English at the front, I can see that all eyes can shut. You lost them, so I keep their knowledge going.

(Roger, 09/01/13)

In sum, although non-Thai teachers of English had different teaching methods in teaching students English, they started the course with easy content, added more difficulties step by step, and organized activities according to the course content and students' intelligibility. The next component to be reported is the evaluation.

4.1.6 Evaluation

According to Graves' (1996) course development framework of components, evaluation is divided into 3 sections: students' evaluation, course evaluation, and teachers' evaluation.

For students' evaluation, all 3 non-Thai teachers of English assessed their students with the mid-term and final examination, and mostly collected marks from the examination. Additionally, from classroom observations, Jack and Chester assessed their students in class by giving some marks. The following extract reveals how Jack evaluated his students. He assessed his students both from speaking in a role play in front of the classroom and from the mid-term and the final examination.

Extract 17

We have to assess them, we have summative and formative and we have paper tests. And we also have to assess them in the classroom on their speaking, their willingness to speak, their behavior. Usually, I can't do everybody. It's not enough time but once I get students out, I will get their numbers and then roughly make an assessment. And then, by the end of the term, I should have enough marks.

(Jack, 17/01/13)

This extract illustrates that Jack considered evaluation as an ongoing part of course development, and it occurred at any stage of communicative English course development. Apart from the examination, while Jack and Chester assessed their students in class by giving some marks, Roger also marked students' notebooks.

Extract 18

The only way I can assess them is my exam. I do collect marks from their notebooks as well. If they show me that they are actively learning, then I give them an extra extra mark. If they don't give me any notebooks, I assume that they're not learning anything, they're not interested. People that give me their notebooks, I inspect them. I give them marks. I give them encouragement.

(Roger, 04/03/13)

Roger usually focused on tests. Although he did not like multiple-choice testing, he could not assess them individually due to a large number of students. He admitted that he could not assess students on their speaking skill, so the only evaluation method was multiple-choice testing.

For course evaluation, Peter, the department head of foreign languages, admitted that although communicate English courses focused on students' listening and speaking skills, paper test or multiple-choice testing was important because it served as a learning evidence when there was a school audit. Moreover, it was practical with a large number of the students in the classroom.

Extract 19

Teachers evaluate students both ways. They have to do it orally and they have to do the paper work in order to have evidence. If the school wants evidence, for example, how do you evaluate the students, here's the paper work that we have done. You don't do it orally only.

(Peter, 14/02/13)

For teachers' evaluation, Chester commented that the person who evaluated his teaching performance was Peter because Peter sometimes came into his class and observed the class while he was teaching. Additionally, Peter noted that the questionnaires were made to evaluate teachers' teaching performance. The questionnaires were filled in by the students.

Extract 20

We ask the staff and students because we prepared the questionnaires for students to fill in at the end of the course. We've done that. Some of them were very happy with some of the teachers, some of them still struggled with their English, but for overall, they preferred to study with native speakers of English.

(Peter, 14/02/13)

This extract reveals that teachers' teaching performance of communicative English courses was evaluated at the end of the first semester. Most students liked to learn with non-Thai teachers of English. Peter noted that this feedback would be brought to the teachers to improve their performance in the following year.

To conclude, students were evaluated based on multiple-choice testing. Communicative English courses were evaluated when there was the school audit. Teachers of English were evaluated by the department head and students' questionnaires. Lastly, the consideration of resources and constraints will be reported in the following section.

4.1.7 Consideration of resources and constraints

All 3 non-Thai teachers of English agreed that the most important challenge for them was the students.

Extract 21

The students, getting them to speak English. That's the main thing, getting the students to improve their English. The challenge is getting the students in the classroom on time.

(Jack, 06/03/13)

Extract 21 illustrates that Jack found it hard for him to have students speak English because they did not want to speak English. He noted that if students did not want to speak and practice English, they would never improve their English skills. In addition, the students came to his class late and that made it hard for him to instruct them within limited time.

Extract 22

Most of these kids are starting from the scratch. So, when you try to teach a language to beginners, it's quite a challenge.

(Chester, 04/03/13)

Similarly, Chester found that students did not have a good background in English, and most of them did not want to learn. The data were linked to classroom observations as when Chester was teaching, some students did not bring their worksheets to the classroom. Chester realized that a challenge for him was teaching English to the low-level students.

Extract 23

The challenge is the lack of feedback, lack of practice that students get. Challenge is actually getting the meaning across because I can't speak Thai and the majority of them can't speak English, so I have to do lots of

drawings and the repetition. But most of them are not interested, so the challenge is getting the interest happening.

(Roger, 04/03/13)

Extract 23 also reveals that Roger found it difficult for him to teach the students. Roger could not speak Thai and his students could not speak English. So they could not communicate with one another well in English. The data were linked to classroom observations as when Roger was teaching, most of the students could not answer his questions. Then, Roger solved this problem by drawing pictures to convey meanings with his students. However, in his opinion, most of the students did not want to learn. This was, once again, linked to the classroom observations as when Roger was instructing, students talked with their friends, and some played their mobile phones.

In addition, two teachers of English, Jack and Roger, agreed on a problem of a large number of students in a classroom, which were 45 for a Matthayom 1 class and 40 for a Matthayom 5 class as they said.

Extract 24

Smaller classes, but I know it's not gonna happen, but 20 max is the optimum.

(Jack, 06/03/13)

Extract 25

I have around 400 students. I see them once a week and less than an hour. It's very difficult to teach anything in that time, so I have to compartmentalize it.

(Roger, 09/01/13)

According to non-Thai teachers of English, these extracts illustrate that there were too many students for a teacher in a classroom. Jack had overall 650 Matthyom 1 students in 15 classes while Roger had overall 400 Matthyom 5 students

in 10 classes. Jack proposed that a number of students in a classroom should not be more than 20, but he knew it was impossible to have that number.

Moreover, all 3 non-Thai teachers of English also stated that the educational context around the school did not provide any opportunities for students to speak English.

Extract 26

I think here's a little bit countryside. In Bangkok, it's more foreigners, more tourists.

(Jack, 06/03/13)

Extract 27

Yes, and also the whole mindset of the community. The community doesn't value English, in general. It's no need. This is the problem. It's the use of the language.

(Roger, 04/03/13)

Extract 28

Most of these kids after having English classes, they don't want to speak English. When they communicate with friends in school, they only speak Thai, which is not a good thing. When you learn a new language, you're supposed to try and speak that language as much and as often as you can, so that will enable you to learn faster, but it's not a case here. The case here is different because the kids after classes, they just want to talk to their friends in Thai language.

(Chester, 04/03/13)

These extracts suggest that the students used English only when they learned English courses in class with non-Thai teachers of English. The students did not have any opportunities to practice their English both outside the classroom and inside the school. Not only did they not speak English with their friends, but also the people around the school did not use English at all.

To conclude, the challenge for non-Thai teachers of English was students regarding their English background, their large number in a classroom, and their opportunities to use English in educational context around the school.

The findings of the first research question were reported as follows: (1) non-Thai teachers of English did not analyze students' needs before the courses were initially taught; (2) non-Thai teachers of English did not know about the information regarding Thailand's world-class standard school project in order to determine goals and objectives; (3) non-Thai teachers of English conceptualized course content according to the title of the course; (4) non-Thai teachers of English developed learning materials by themselves without using any commercial textbooks; (5) non-Thai teachers of English organized activities according to the course content and students' intelligibility; (6) students were mostly evaluated through multiple-choice testing; courses were evaluated when there was the school audit; and non-Thai teachers of English were evaluated by the department head and students' questionnaires; and (7) the challenge for non-Thai teachers of English was students regarding their English background, their large number in a classroom, and their opportunities to use English in educational context around the school.

The next part, teachers' and students' roles in communicative English classes, will be reported in details as follows.

4.2 Teachers' roles in communicative English classes

Data analysis from the interviews and classroom observation field notes revealed that non-Thai teachers of English had roles of (1) a facilitator, (2) a role model, (3) a motivator, (4) a disciplinarian, and (5) a consultant in communicative English classes in this world-class standard school. Based on teachers' reflection, these non-Thai teachers of English enjoyed teaching when the students paid attention, took part in classroom activities, gave feedback, and answered their questions.

Extract 29

My role is a facilitator. I try to introduce them to the language, and I model it, how to say it by model it. If they start to remember, that's up to them, I can't make them learn but I can give them an enthusiasm.

(Roger, 09/01/13)

According to Extract 29, Roger viewed his role as a facilitator and a role model in communicative English classes. With the data analysis from classroom observation field notes, he always encouraged his students to learn English, when they did well, he complimented them. Additionally, when he introduced a new dialogue, he modeled it first, and had the students repeat after him. When some students mispronounced some words, he modeled it again and had students try to pronounce those words again.

As mentioned earlier, Jack employed Total Physical Response approach. While he was acting and modeling in a role-play, students saw what he did, comprehended the explanation at that moment and acted as he had done. Then, he was viewed as a role model. It was linked with the focus-group interview of Matthayom 1 students as she said.

Extract 30

Communicative English is an English course that we learn in order to be able to communicate in English and to have similar accents to foreign teachers.

(Matthayom 1 student A, 26/02/13)

A Matthayom 1 student viewed Jack as a role model when she tried to pronounce words and copied the accents from Jack. Based on the focus-group interview, this Matthayom 1 student said that she believed that when she copied Jack's accents, not only did she enjoy studying English in order to be able to communicative with him and other foreigners, but also she believed that she could show her friends that she was good at English.

Extract 31

I'm trying to develop to make it easy for the students to understand because Matthayom 1 students are still very young. They need to have a little bit of fun still because if I'm serious and if they don't enjoy, Matthayom 1 students, they will be afraid through Matthayom 2, 3, 4.

(Jack, 17/01/13)

As a motivator, Jack also noted that while he was developing the course, he started with an easy topic and gradually added more difficulties step by step. Since Jack taught Matthayom 1 students, he wanted his students to have a positive attitude towards learning English in the future as well.

Extract 32

My role, I have a lot of roles, not just a teacher but as a disciplinarian as well. I try as much as possible as to discipline them. They are rudely and at the same time, they use rude words, bad words.

(Chester, 09/01/13)

According to Extract 32, Chester commented that he had a lot of roles in the classroom. From classroom observation field notes, while Chester was teaching communicative English course during the first few weeks, most students talked about other things with their friends in the classroom. Thus, Chester focused on disciplining them and punished them including standing at the back of the classroom for 15 minutes. For classroom management, he acted as a disciplinarian.

Extract 33

My role is to teach them, to listen to them, to understand them, to help them if they have a problem, not only with English but if they have a problem, to notify a Thai teacher, to control their behavior, to highlight issues with Ajarn Peter. If they are very good, I can tell Peter and they will be in a competition or something. If I notice that they can't read, I can tell Peter, and he will maybe solve the problem.

(Jack, 17/01/13)

Based on the classroom observations, Jack also viewed his role as a consultant. He used to spend more time after school hour during the first semester organizing an English club and helping students with reading and other skills. However, the club was later canceled because of the students' transportation problem after school hour. The second semester Jack still tried to help students who had difficulties in learning English. When he noticed that students paid attention when he instructed, he told Peter to organize a challenging English competition or an activity for Matthayom 1 classes. On the other hand, if he noticed that students had difficulties in reading, he would solve that problem with Peter.

Additionally, these non-native teachers of English enjoyed when the students paid attention, took part in classroom activities, gave feedback, and answered their questions, as Jack said.

Extract 34

If the students are listening, if the students are understanding, I enjoy it.

(Jack, 17/01/13)

This extract along with classroom observation field notes illustrate that not only did Jack enjoy teaching students when they paid attention, the classroom atmosphere was pleasant. Students also enjoyed his instruction.

To sum up, non-Thai teachers of English had roles of a facilitator, a role model, a motivator, a disciplinarian, and a consultant in communicative English classes in this world-class standard school. These non-Thai teachers of English preferred their students to pay attention.

Teachers' roles in communicative English classes were reported in details. Students' roles in communicative English classes will be reported in the next section.

4.3 Students' roles in communicative English classes

Data analysis from the focus-group interviews of 16 students, classroom observation field notes revealed that students' roles included active learners and passive learners in communicative English classes in this world-class standard school.

Students liked their non-Thai teachers of English's sense of humor, classroom activities, and realized that English was an important language. However, most of the students did not like their friends who talked and did not pay attention to the teachers' instruction, and wanted their teachers of English to use more classroom's facilities. The findings are presented as follows.

Extract 35

I always pay attention when the teacher instructs.

(M.5 Student C, 01/03/13)

Extract 36

I usually listen to what the teacher says and I'm interested in new topics that the teacher instructs.

(M.5 Student E, 01/03/13)

Data analysis from the focus-group interviews and classroom observation field notes reveal that most of these students had roles of active learners. As active learners, these Matthayom 5 students reflected themselves that they paid attention when Teacher Roger instructed. They revealed that some new content, for example, proposing and western superstitions were interesting.

Extract 37

I'm not good at vocabulary, but I like asking questions. When I don't know, I ask the teacher, so I get more vocabulary.

(M.2 Student B, 27/02/13)

Extract 38

When the teacher talks about something and no one knows, most of my friends will ask me.

(M.2 student A, 27/02/13)

Extracts 37 and 38 reveal that these Matthayom 2 students paid attention when their teachers instructed, and they liked to ask the teacher questions and talked with the teacher. Additionally, a student who was considered one of the best students in a Matthayom 2 class also had a role as an active contributor. She helped both Teacher Chester and her friends when they could not understand one another. This was linked with the classroom observations as when some other students had difficulties in understanding Teacher Chester's instruction, he gave an opportunity for those students to ask M.2 student A because this student understood Teacher Chester's instruction.

Extract 39

I want the content to be more difficult. Some content is too easy. I want the teacher to bring in some O-NET tests, so we can prepare ourselves in advance.

(M.5 student A, 01/03/13)

As an active learner, this extract illustrates that this Matthayom 5 student found that some content of communicative English course for Matthayom 5 students was too easy. It was linked with the classroom observation field notes as the teacher taught 'verb-to-be' forms in present, past, and future tenses. This student would like to have more difficult content or Ordinary National Entrance Test (O-NET) tests for preparation to university admission.

Extract 40

I want some new activities and more interesting content.

(M.5 Student B, 01/03/13)

Extract 41

To be like this semester is okay but the content should be added in order to speed up our communicative English skills.

(M.5 Student C, 01/03/13)

These two Matthayom 5 students also agreed that the content of communicative English course for Matthayom 5 students should be added. While most

Matthayom 5 students found that their course content was not challenging, Matthayom 2 students found that their course content was too difficult for them.

> ### Extract 42
> *Some vocabulary in the worksheet is hard. We don't know the meaning. And when the teacher talks about any one of that vocabulary, we don't know what it means.*
>
> *(M.2 student B, 27/02/13)*

Data analysis from classroom observation field notes reveals that Matthayom 2 students had difficulties in acquiring the vocabulary presented in the worksheets such as "white-water rafting," "canoeing" and "snowboarding". The students did not know what the meanings of those words were. Once they knew, they thought that those activities were far from their living contexts.

> ### Extract 43
> *Our basic English background is little.*
>
> *(M.2 student B, 27/02/13)*

The above extract, once again, suggests that needs assessment has not been done, so the students were not ready for some difficult content. Moreover, Matthayom 2 students had difficulties in understanding and listening to their teacher because Teacher Chester talked fast. It was linked with the semi-structured interview that Teacher Chester openly admitted that he sometimes talked too fast, so the students did not understand his instruction.

However, the data analysis from the interviews and the classroom observation field notes suggested that when the teachers were instructing, there were a lot of students in the classrooms who did not pay attention to the lessons. They were considered as passive learners as these three following extracts reveal that Matthayom 1, 2, and 5 students admitted that their friends in classes did not pay attention to their teachers' instruction.

Extract 44

…my friends in class are stubborn and they don't pay attention to the teacher. When the teacher is teaching, they run inside the class, talk loudly, or annoy the teacher, so I can't concentrate on the lesson. I actually like the teacher, but I don't like my friends. They never pay attention.

(M.1 student F, 26/02/13)

Extract 45

I want them to pay attention… I've told them, but they don't listen to me.

(M.2 student D, 27/02/13)

Extract 46

My friends in the class don't pay attention when Roger instructs. Roger asks them to learn, to listen to him.

(M.5 student C, 01/03/13)

These students found that their friends did not want to learn and did not pay attention. This was linked to the classroom observations as students talked to one another or used their telephones during the teachers' instruction. They were passive learners as when the teachers assigned some in-class assignments, they ignored and did not bring out any paper or pens to do the assignments.

Student participants also revealed that they liked their non-Thai teachers' sense of humor, as they said.

Extract 47

The teacher teaches in a fun way. He can speak Thai, so we can communicate with one another more easily.

(M.1 Student A, 26/02/13)

Extract 48

He makes something crazy, for example, he screams, shouts, acts. I have fun. He acts a lot.

(M.1 Student C, 26/02/13)

Extracts 47 and 48 reveal that Matthayom 1 student enjoyed studying with Jack. When he was teaching new English vocabulary, he translated it to Thai, which made students understand. He also had a sense of humor. When he instructed, he always employed TPR approach, which encouraged his students to pay attention to his instruction.

Extract 49

He has his own style and sense of humor. He has some funny jokes, for example, he talks in a woman's voice. When he wants to ask someone a question, he doesn't call his or her name but calls, "Hamburger."

(M.2 Student B, 27/02/13)

Extract 50

He copies what we say. When we mispronounce some words, he repeats what we say and tells us how to pronounce correctly. We're not shy.

(M.2 Student C, 27/02/13)

Extract 51

He also calls lady boys in my class "Lady Gaga."

(M.2 Student A, 27/02/13)

Extracts 49, 50 and 51 reveal that Matthayom 2 students also enjoyed studying with Chester. They admitted that when Chester talked in a woman's voice, copied students' voice, named students in a fun way, the classroom atmosphere was not stressful and everyone laughed.

Extract 52

The projector, because there's a camera on the projector. When Roger finishes teaching, he turns the camera to students, then we are on the screen. We have fun. We laugh.

(M.5 Student D, 01/03/13)

Extract 53

I like his acting. He has a good sense of humor. He gets along well with students.

(M.5 Student B, 01/03/13)

Extract 54

My friends at the back of the classroom like to play the guitar. Roger doesn't complain. Instead, he sings along and teaches us some musical vocabulary. For example, the word "guitar" as my friends pronounce it like Thai English, but Roger tells us how to pronounce the word correctly.

(M.5 Student E, 01/03/13)

Extracts 52, 53 and 54 reveal that Matthayom 5 students liked to study with Roger since he was funny. This was linked with the classroom observations as upon the class finished, Roger turned the camera of the projector towards the students. Students laughed and he laughed with them. Moreover, he got along well with students as he sang songs with students who brought their guitars to school and taught them some vocabulary such as strings and chords.

Additionally, student participants realized that studying English was important as they said.

Extract 55

I think English is a universal language that we as Thai people should be able to speak this language including people all over the world.

(M.1 Student B, 26/02/13)

Extract 56

English is an international language that people around the world use to communicate with one another. English is also important when we go abroad, we communicate in English, so this Communicative English course is very important.

(M.5 Student D, 01/03/13)

Extract 57

English is an important subject. English is the most useful language to communicate in ASEAN in order to communicate with people in ASEAN countries.

(M.5 Student C, 01/03/13)

Extracts 55, 56 and 57 suggest that these students considered English such an important and useful language that they should learn to communicate with people from all over the world. Moreover, Matthayom 5 students pointed out that they should learn English in order to prepare themselves towards ASEAN integration as the working language of ASEAN Community is English. Consequently, student participants viewed that one teaching period of communicative English courses was considered not enough.

Extract 58

I want to have more study time on this course, maybe 2 periods a week. From 3 periods of English 22102 to 2 periods. Two periods of English 22202 are fine, and Communicative English from 1 period to 2 periods.

(M.2 student A, 27/02/13)

Extract 58 reveals that Matthayom 2 participant recommended changing of English periods among 3 English subjects; English Grammar, Reading & Writing, and Communicative English. She suggested that two periods a week of each English subject would be better.

Extract 59

I think a period of study is not enough. We learn this course only 1 period a week. One period is less than an hour, too.

(M.5 student B, 01/03/13)

Additionally, Extract 59 illustrates that Matthayom 5 participant noted that he wanted to have more study time for communicative English course.

Lastly, most of the students wanted their teachers of English to use more classroom facilities.

Extract 60

I want the teacher to use the projector and computer when he instructs. I think he never uses teaching facilities provided in the classroom.

(M.1 Student C, 26/02/13)

Extract 61

I like his visual aids but if he can use and show the photos from the computer, it will be nice. I want him to try.

(M.1 Student E, 26/02/13)

Although Matthayom 1 students liked Jack's visual aids, they would like him to use more classroom facilities such as computers, projectors, and the Internet provided in the classrooms.

Extract 62

My class is taught in a non-equipped classroom. He only draws pictures on the blackboard.

(M.5 Student C, 01/03/13)

For Matthayom 5 students, most classrooms were equipped with air conditioners, computers, projectors and the Internet. Although these students revealed

that they were satisfied with the instruction only from the blackboard, they wanted to be taught in equipped classrooms as well.

4.4 Chapter summary

    This chapter presents the qualitative findings of the first research question in the study, which has been divided into 7 sections: needs analysis, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organization of content and activities, evaluation and consideration of resources and constraints. The findings of the second questions have been divided into 2 sections, which are teachers' and students' roles in communicative English classes. Non-Thai teachers of English played roles as a facilitator, a role model, a motivator, a disciplinarian, and a consultant in communicative English classes in this world-class standard school. Students had roles as both active and passive learners in communicative English classes. Active learners wanted to have more content while passive learners did not want to learn. Most of the student participants liked their teachers' sense of humor, realized that English was important, wanted more study time of these courses and they wanted their teachers to use more classroom facilities. The following chapter draws together the findings of both first and second research questions by discussing issues arising of this study.

CHAPTER V
DISCUSSIONS

The previous chapter demonstrates the findings of this study. In this study, it is evident that some components of the course development are overlapped and some components are more highlighted since they are more emphasized by teachers of English. This chapter presents the discussions of the findings obtained from the present study and provides pedagogical implications. It is divided into two sections: teacher development and teacher orientation. Issues are discussed and possible pedagogical implications corresponding to each issue are respectively presented as useful suggestions for further development and improvement regarding the developmental process of communicative English courses in one world-class standard school.

The findings suggest that non-Thai teachers of English developed communicative English courses according to their experiences. While they were developing communicative English courses, they had their lesson plans and followed them. However, when they realized that a component of the course development needed changing, they revisited that component, and modified it through their experiences. Yet, there are rooms for teachers of English to improve the course development of communicative English courses at this world-class standard school. The following sections discuss teacher development and teacher orientation.

5.1 Teacher development

Teacher development is relevant for discussions in this study because development draws upon teachers' inner resources for change (Head & Taylor, 1997). According to Head & Taylor (1997, p.1), development means change and growth and teacher development takes place when teachers acknowledge that it is possible to change the way they teach and also the preconceptions that they have about teaching

and learning. Teacher development looks beyond initial training and associates with the on-going professional development of teachers (Richards & Schmidt (2010). Wiriyachitra (2002) states that teacher development is a main concept in the education reform. Analyzing needs and developing learning materials are discussed as follows.

According to Finney (2005) and Hutchinson & Waters (1987), needs analysis is a starting point for any language program development. However, non-Thai teachers of English, who developed communicative English courses at this world-class standard school, did not emphasize this component (see Extracts 1-3). As a result, Matthayom 2 students found that some content in the worksheets was so difficult for them that they hardly understood their teacher's instruction (see Extract 42). This finding is consistent with Nilsalai's (2012) study that examines the needs, problems, and wants of students in a world-class standard school known as Buengkan Secondary School and finds that students need all four language skills for English communication at the highest level; speaking; writing; listening; and reading respectively. Then, the information collected on needs analysis can help teachers of English make choices as to what to teach and how to teach.

Consequently, it is advisable for non-Thai teachers of English to find out students' needs of what their students know, can do, and what they need to learn to achieve the goal of this course, which is communicative English competence.

Furthermore, in this world-class standard school, there appeared to be a lack of teachers' collaboration in developing learning materials. In the notion of "materials development," Graves (1996) states that teachers should choose, adapt, and develop materials to meet students' needs and achieve the course purposes. In this study, since students' needs were not initially analyzed, teachers of English did not know any background knowledge of the students, namely, linguistic levels and learning purposes in order to select appropriate materials. Among non-Thai teachers of English who developed communicative English courses, there was no collaboration. Some course content, such as food ordering, was duplicated in all Matthayom 1, 2 and 5 classes and the extent of difficulty is quite similar according to classroom observations.

Thus, it is important to provide materials development training to non-Thai teachers of English as their professional development, and encourage them to use most of the classroom facilities available in the classroom.

5.2 Teacher orientation

Since world-class standard school project was set up, orientation should be provided to teachers in world-class standard schools as a whole. Orientation enables teachers to develop understanding and prepare themselves to the tasks of teaching. Thus, teacher orientation is also relevant for discussions in this study since the researcher found three issues, which play important roles towards the course development of communicative English courses at this world-class standard school as follows.

Firstly, the findings suggest that non-Thai teachers of English did not know any information regarding world-class standard school project (see Extracts 4-6). Although there are a number of documents, handbooks (e.g., world-class standard school instruction guidelines and curriculum and teaching development handbook) regarding world-class standard school project, all of them are published only in Thai. As a result, non-Thai teachers of English cannot access this information in order to implement the courses according to world-class standard school philosophy.

Thus, it is also important to acknowledge non-Thai teachers of English the aims of world-class standard school project in order that they can develop communicative English courses according to world-class standard school philosophy.

Secondly, non-Thai teachers of English considered that the main challenge in developing communicative English courses was students (see Extracts 21- 23). In order to enable non-Thai teachers of English to consider students in a more positive way, it is beneficial for them to take their Thai students' cultures of learning into consideration. The term "culture of learning" is defined, according to Cortazzi & Jin (1996, p.169), as behaviors in language classrooms set within taken-for-granted frameworks of expectations, attitudes, values and beliefs about what constitutes good learning. In this school context, there were a lot of students in each class i.e. 40-45 students. Consequently, students' behaviors, attitudes, values and beliefs towards good

learning were varied. Some students paid attention to their teachers' instruction while some did not. Some of them respected their teachers while some did not. Moreover, Cortazzi & Jin (1996) claim that it must be recognized that students' behaviors are influenced by other social factors and constraints including age, ability, gender, the language syllabus, examination, learning materials, the immediate classroom context (pp.169-170). Consequently, what students bring into the classroom regarding their expectations, classroom behaviors and learning attitudes are issues that teachers are unaware. Then, teachers need to employ appropriate teaching methods to teach students.

It is advisable to acknowledge non-Thai teachers of English Thai students' "cultures of learning," in order that non-Thai teachers of English employ appropriate teaching methods to teach them, to acknowledge Thai students their attitudes towards non-Thai teachers of English that they should pay attention during teachers' instruction.

Lastly, teachers of English at this world-class standard school had desirable roles, i.e., a facilitator (see Extract 29), a role model (see Extract 30), a motivator (see Extract 31), a disciplinarian (see Extract 32), and a consultant (see Extract 33) in communicative English classes. However, the roles of the teachers in world-class standard schools, according to OBEC (2012), do not only facilitate teaching and learning in class, but also develop students' skills, attitudes and awareness towards their learning. Although students at this world-class standard school had roles as both active contributors (see Extracts 35-39) and passive receivers (see Extracts 44-46), OBEC (2012) determines students' roles in world-class standard schools that they should be developed to be able to think, conduct independent studies, and apply knowledge for further studies.

Consequently, it is important to acknowledge both teachers of English and students their expected roles as prescribed by OBEC (2012) in world-class standard schools.

5.3 Chapter summary

This chapter discusses the pedagogical implications from the findings of the present study, which aim to improve the developmental process of communicative English courses and teachers' and students' roles in one world-class standard school. In the next chapter, conclusion and recommendations will be presented.

CHAPTER VI
CONCLUSION AND RECOMMENDATIONS

The final chapter draws together the relations between different chapters of this present study and comprises three sections. Section one presents the summary of this study. Section two highlights the limitations of this study. Section three provides recommendations for future studies.

6.1 Summary of the study

This study explores how communicative English courses are developed in one world-class standard school and what the teachers' and students' roles in communicative English courses are. This study was conducted in one world-class standard school of the Secondary Education Service Area Office 9 in Nakhon Pathom province between the 2012 – 2013 academic year. The conceptual framework of Graves' (1996) course development framework of components was employed to guide the study. This study was conducted by using qualitative case study method through semi-structured interviews and classroom observations. The participants were 4 teachers of English; 1 Thai, 1 English, 1 Nigerian and 1 Australian; and 16 students; 6 Matthayom 1 students, 4 Matthayom 2 students, and 6 Matthayom 5 students.

Drawing upon semi-structured interviews and classroom observation field notes, the findings of the first research question '*How are communicative English courses in a world-class standard school developed?*' revealed that (1) non-Thai teachers of English did not analyze students' needs before the courses were initially taught; (2) non-Thai teachers of English did not know about the information regarding Thailand's world-class standard school project in order to determine goals and objectives; (3) non-Thai teachers of English conceptualized course content according to the title of the course; (4) non-Thai teachers of English developed learning materials by themselves without using any commercial textbooks; (5) non-Thai teachers of

English organized activities according to the course content and students' intelligibility; (6) students were mostly evaluated through multiple-choice testing while non-Thai teachers of English were evaluated by the department head and students using questionnaires; and (7) the challenges for non-Thai teachers of English were learners regarding their English background, their large number in a classroom and their opportunities to use English in educational context around the school.

The findings for the second research question '*What are the teachers' and students' roles in communicative English classes?*' suggested that non-Thai teachers of English had roles as a facilitator, a role model, a motivator, a disciplinarian, and a consultant in communicative English classes in this world-class standard school while students were considered as both active and passive learners in communicative English classes.

Teacher development and teacher orientation are discussed in Chapter 5. Possible pedagogical implications, which aim to improve the developmental process of communicative English courses in this world-class standard school, are suggested.

There are three key contributions of this study. Firstly, this study is beneficial for consideration of improved communicative English course development for world-class standard schools. Secondly, the findings of the study will help to inform teachers of English in terms of course development. Finally, the findings of the study will provide suggestions to policy developers regarding establishment of world-class standard schools.

Previous studies have been conducted with a particular focus on the implementation of communicative English language teaching exercises to develop students' listening ability in Thai regular schools. This present study explores how communicative English courses are developed in a world-class standard school. This study, thus, narrows down this gap and informs teachers of English in terms of course development in other world-class standard schools.

Since the Ministry of Education has expanded world-class standard school project and more schools have been chosen to participate in the project, this study provides suggestions to policy developers regarding establishment of world-class standard schools.

6.2 Limitations of the study

The possible limitations of this study included the teacher and the student participants. Firstly, the teacher participants, who were responsible for teaching communicate English courses at this selected world-class standard school, were non-Thai. In other world-class standard schools, however, there may be both Thai and non-Thai teachers of English or only Thai teachers of English, who develop English courses towards world-class standard school project. In addition, student participants of this study consisted of only student leaders of each class. Consequently, it can be generalized only to the same context.

6.3 Recommendations for future research

Since the world-class standard school project has been established to enhance Thailand's education quality, prepare Thai students for international standards, and become world citizens, it is advisable for future research to explore how Communicative English courses or any other English courses that are developed towards the world-class standard school project of extra large-, large-, medium-, or small-sized world-class standard schools in different areas nationwide.

In addition, the second recommendation relates to participants of the study. Although this study finds out the teachers' and students' roles in communicative English classes, the roles of school administration could be reflected.

Finally, future research could be conducted by thoroughly researching into each component of course development framework such as determining goals and objectives, and selecting and developing materials and activities of any English courses, which are developed towards the world-class standard school project. This may contribute to the developmental process of English courses in world-class standard schools.

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APPENDICES

APPENDIX A
CERTIFICATE OF ENROLLMENT FOR THE ETHICS
IN HUMAN RESEARCH PROGRAM

มหาวิทยาลัยมหิดล
Mahidol University

Faculty of Graduate Studies, Mahidol University

It is hereby certified that

Miss Kanyaporn Leesamphandh

has attended the required classes on GRID 521 RESEARCH ETHICS
1st Semester, Academic Year 2012
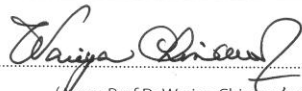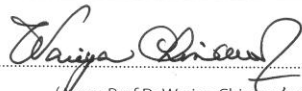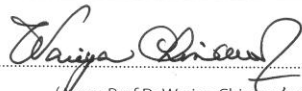at The Faculty of Graduate Studies Building, Mahidol University (Salaya)

(Assoc. Prof. Dr. Sukumal Chongthammakun)
Deputy Dean for Research
Faculty of Graduate Studies

(Prof. Banchong Mahaisavariya)
Dean
Faculty of Graduate Studies

APPENDIX B

	COA.No.	2013/015.1501

Documentary Proof of The Committee for Research Ethics (Social Sciences)

Title of Project:	The Study on Developmental Process of Communicative English Courses in a World-Class Standard School
Principal Investigator:	Miss Kanyaporn Leesamphandh
Name of Institution:	Research Institute for Languages and Cultures of Asia, Mahidol University
Approval includes:	1) MU-SSIRB Submission form version received date 11 January 2013
	2) Assent form version 11 January 2013
	3) Participant Information sheet for student version 11 January 2013
	4) Participant Information sheet for teacher version 11 January 2013
	5) Informed Consent form for Thai version date 11 January 2013
	6) Informed Consent form for English version date 11 January 2013
	7) Interview Guideline received date 15 November 2012
	8) Classroom Observations and Field Notes received date 15 November 2012

The Committee for Research Ethics (Social Sciences) is in full compliance with International Guidelines of Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

Date of Approval:	15 January 2013
Date of Expiration:	14 January 2014

Signature of Chairman:...

(Assoc. Prof. Pichet Kalamkasait)

Signature of Head of the Institute:...

(Assoc.Prof.Dr.Wariya Chinwanno)

Dean of Faculty of Social Sciences and Humanities

Office of The Committee for Research Ethics (Social Sciences), Faculty of Social Sciences and Humanities, Mahidol University Phuttamonthon 4 Rd., Salaya, Phuttamonthon District, Nakhon Pathom 73170. Tel.(662) 441 9080 Fax.(662) 441 9081

APPENDIX C
A SAMPLE TRANSCRIPT

Chester's 1st interview: Wednesday 9 January 2013

Time: 11:00-11:35 AM

Interviewer = I   Chester = C

I: Could you please tell me about yourself and your educational background?

C: My dad is British and my mom is African from Nigeria basically, so I studied in these two countries. I spent my primary school and secondary school in Nigeria, went to England and did a course in Computer Engineering, then came back to Nigeria and went to university as well, finished from that, a Bachelor Degree in Computer Engineering. I started working for a shipping company for a while and after that I decided to travel. So, I went over to China and started teaching in China. I taught in China roughly for about five and a half years.

I: Why did you decide to come to Thailand?

C: Honestly, I didn't plan to come to Thailand, it happened by accident. My dream was to remain in China for the rest of my life, but as you can see that was not meant to be, at least for now. I met a young lady in China who I fell in love with. She happens to work here in Thailand, so she encouraged me to come over so that we can be together. Right now we're planning to get married. That's the reason why I'm here.

I: How did you become a teacher at this school?

C: Naturally when I came here, I decided to look for a job. I applied for jobs in so many places. I ended up securing some of the jobs, but I decided not to take them because I just didn't like the environment and nature of the job. A friend introduced me to this school. After looking at my credentials, I was given a class to teach and the school decided to employ me. Then, I signed the contract and that was the middle of the term. My contract ends in March this year. So, if they want me to stay on, they will have to sign a new contract with me for one year, so far so good.

I: Ok, which English courses are you teaching this semester?

C: I'm handling 2 courses this semester; communicative English and I teach Explorer, that's Reading & Writing.

I: Are these courses for Matthayom 2 students?

C: Yes, they are.

I: So, you started teaching communicative English this semester.

C: Yes. That's right.

I: What is this communicative English about?

C: Communicative English, it's all about giving students the opportunity to communicate with each other, to speak English, to be able to express their feelings. But, one of the things I don't actually do presently, I don't want to teach them about grammar for now because their levels are quite low. This is challenge, I'm a new teacher here and this is my first time in Thailand. The environment is different and everything is different and these students are quite different. I have to tell you the truth, most of them are really stubborn compared to students in China.

I: I see. Please let me know your plan to develop this course.

C: My plan, well, when I came in here; for example, I inherited the lesson plan from a teacher. That's one of the reasons why so far I can tell you I'm just trying to do my best. If I stay here next year, I want to bring in another phase. Not only talking to the students because I believe interaction is very important for the teacher and the students. So, I want to have a session where we can, not really look at the texts or anything but sit down and I write a few topics and say let's talk about this and give them a chance to speak because one of the things I notice about the students here is that they find it very difficult to express themselves. It's very important that I give them an opportunity to express themselves even if they make mistakes. Once they make mistakes, I have to correct them. I can say no this is what you supposed to do and how you supposed to say. I also plan to bring in and pass on some educational movies that they can watch and they can tell me what the movie is all about. You know, things like that.

I: What are your students' needs in English language learning?

C: Wow, a lot. I want to tell you first and foremost, they have to be patient. They want to go in the classroom and get out of the classroom and play. That's why they need to

be patient, they need to be serious and understand that they are here to learn. Most of them need to learn how to read. Some do but I also notice one thing here that some of the students can read but the basic issue that I understand the problem here is the way they speak English, their pronunciation. I call it Thai English, that's not the real pronunciation. I put it that way. The way they pronounce, read and write is very very important. I'm not able to do anything on the writing aspects that much because of the short of time, time constraints. If I'm allowed to stay here for another one year, I want to like I told you, I want them to watch a clip of a movie and then write and tell me what you think about this movie, what you think is happening, what the story is like. Educational movies, I think they can handle that. It's not gonna be something long, it has to be may be 10 minutes 20 minutes. I'll ask them tell me what this movie is about.

I: Before you started teaching the students, what did you do to analyze them? Did you interview them or ask from the previous teacher?

C: I did ask from the previous teacher. I also talked to some of the students here and to be honest I have to tell you most of the time a lot of these kids are not really doing well. But another people think OK, fine may be it is the fault of the teacher. Absolutely not, because I think and I know so far that they have very good teachers here especially, Roger, Jack and 3 others. These people are very good but the issue is just the kids themselves. A lot of the time when I go to the classroom and teach, they want to make noise and they want to play. They don't want to actually listen and they don't really want to listen whatever the teacher says. I think the only people that they respect are the Thai teachers. Yeah, they fear the Thai teachers more. They respect the Thai teachers more than the foreign teachers. They fear the Thai teachers more than us especially my boss.

I: Why? Because of what?

C: Because of punishment. If they misbehave, the Thai teachers will discipline them but we, the foreign teachers, are not allowed to. We're not allowed to touch them or discipline them. When I came here because I have never been in this environment, the students are so stubborn and are not really willing to learn. In China, the students are well-behaved and even when sometimes when, you know, they know that I'm serious and they listen to me. Here, even sometimes you show them that you are really serious, they don't want to listen, they don't care.

I: Why do you think like that? Or because they don't understand you?

C: Sometimes because they don't understand. OK, that is true and sometimes I believe perhaps I talk too fast, sometimes or perhaps they just don't want to listen, they want to play around. That's the fact here.

I: Well, can you tell me the purposes of this course?

C: To give them the opportunity to learn how to express themselves in English. That's very important. Communication is very important. When you need something from someone, you can say, "Please, I want this." English is a universal language now. I think the government of Thailand has realized that and that's why they allow foreigners to come to stay and to teach the kids English.

I: What do your students need to do or learn to achieve what you said?

C: One of the most important things is that should be serious in class. Now, coming here, I realize that it's different here especially when you look at the educational system in many other countries. It's different here. Here, you have to promote everyone to the next class, it shouldn't be. It should be the best students, who do well, should move to the next class, and the students who don't do well, have to repeat their class. The students here know they'll go to the next class even they don't do well. It doesn't make sense. They don't really pay attention.

Matthayom 5 students' interview: Friday 1 March 2013

Time: 12:10-13:05

English Translation

Interviewer = I

M.5/1 student leader = M.5 Student A   M.5/7 student leader = M.5 Student B

M.5/8 student leader = M.5 Student C   M.5/4 student leader = M.5 Student D

M.5/10 student leader = M.5 Student E   M.5/9 student leader = M.5 Student F

I: How do you like communicative English course?

M5 Student A: It's like a basic English, starting with some basic English for students who are not good at English.

M.5 Student B: We are pretty close to AEC, English is used for communication, teaching and learning. This course is good in order to prepare us for AEC.

M.5 Student C: English is an important subject. English is the most useful language to communicate in ASEAN in order to communicate with people in ASEAN countries.

M.5 Student D: English is an international language that people around the world use to communicate with each other. English is also important when we go abroad, we communicate in English, so this communicative English course is very important.

M.5 Student E: This course is taught by a native speaker of English. I'm not that fluent, so sometimes I use body language, too. I enjoy this course. I like to learn something new. I have an opportunity to talk to a native speaker of English.

M.5 Student F: I'm happy to learn this course. It's fun and it satisfies me a lot.

I: In your opinion, what is the goal of this course?

M.5 Student A: To learn to be able to communicate with foreigners, answer and ask something with foreigners and people all over the world.

I: Which skills do you learn from this course?

M.5 Student A: Basic conversation of English. It's about things around us, day-to-day situation, things that usually happen to us every day. The content is appropriate.

M.5 Student B: We learn in order to speak the language, to communicate with others. The teacher not only teaches us ordering food in the restaurant in English, but also he teaches us manners in the restaurant. We learn the difference between Thai superstitions and western superstitions. Thai people are superstitious.

M.5 Student C: This course focuses on speaking English and communicating in English for everyday use. The teacher teaches us ordering food in the restaurant, which I think it's quite a good content.

M.5 Student E: This course is about things that happen to us every day. Another English subject is about English grammar but communicative English is about things that happen to us regularly.

M.5 Student F: What the teacher teaches can be applied to our day-to-day lives.

I: Do you have any opportunities to speak English?

M.5 Student D: When I add some numbers, I think of English that Roger teaches. I also understand mathematical problems in English.

I: Do you study any subjects in English?

M.5 Student D: Only the gifted class that he (M.5 Student A) is in.

I: M.5 Student A, would you please tell me about it?

M.5 Student A: I studied Physics in English and I found that Physics questions in English were easier than in Thai. For math in English, I learned with Roger.

I: How about science, is it in English, too? Peter told me that English books in science were used.

M.5 Student A: We used to have those English books, but not anymore since the content of the books was not complete compared to Thai books. The content was not quite complete. It's not good when I have to take a test.

I: Please tell me about communicative English course when you're learning. What's it like?

M.5 Student B: The teacher teaches very well. I and my friends have a lot of fun.

I: Do you understand what the teacher tells you?

All: Yes.

M.5 Student D: Although we have different languages, Roger is able to make us understand what he tries to tell us.

I: It seems like you understand what he talks about, can you respond to his questions?

M.5 Student F: Yes, we can.

M.5 Student B: My friends and I love to answer when he asks questions.

I: Which activities do you like in communicative English courses?

M.5 Student D: When Roger taught us proposing, he called a male student and a female student. He asked a boy to propose a girl.

I: So, this is a role-play activity.

M.5 Student B: I like dancing Teapot and I am a representative of my team when we lose in the game. Roger divides us into 2 teams. He has us compete in a game; answering questions from what we learn that day.

I: That means you like to participate in the game and although your team lose, you are willing to dance Teapot in front of the classroom.

M.5 Student E: My friends at the back of the classroom like to play the guitar, Roger doesn't complain, instead he sings along and teaches us some musical vocabulary; for example, the word "guitar" as my friends pronounce it like Thai English, but Roger tells us how to pronounce the word correctly.

I: Which teaching materials do you like in communicative English?

M.5 Student A: When Roger taught us ordering food in the restaurant and table manners, he used real dishes, knives and forks. It's good. He also taught us how to place forks and knives on the placemats. We don't have to imagine.

M.5 Student D: Roger's drawing on the board makes us understand what he's instructing. His drawing gets the meaning across.

M.5 Student B: He acts in the role-play by himself

I: Most classrooms are equipped with computers and projectors, does Roger use them?

M.5 Student C: My class is taught in a non-equipped classroom, he only draws pictures on the blackboard.

M.5 Student D: He always uses a projector with my class. When he teaches us, he has already drawn pictures in several pieces of paper, put them on the projector, and teach.

M.5 Student B: Similar to M.5 Student C, there is only a blackboard in the classroom when we study Communicative English.

I: Which teaching materials do you like in this course?

M.5 Student D: The projector, because there's a camera on the projector. When Roger finishes teaching, he moves the camera to students. Then, we are on the screen. We have fun. We laugh.

M.5 Student B: I like his acting. He has strong sense of humor. He gets along well with students.

M.5 Student C: I like his drawing.

I: Does the teacher give you any worksheets or books?

M.5 Student A: Not very often.

M.5 Student B: Last semester I had 2-3 pieces of paper. This semester, I don't have any. We usually take notes.

I: What do you like about the course?

M.5 Student C: I like the teacher. We get what he teaches easily. He can lead everyone in my class to pay attention to what he instructs, and we can follow.

M.5 Student B: I like the content he teaches, but I still want more content about travelling; how to buy air tickets in English, what to do at the airport and content about everyday conversation.

M.5 Student D: I like his teaching method. We can understand what he teaches easily. He uses materials and his own acting in order to have us understand more clearly.

M.5 Student A: I like his drawing since he can't speak Thai. His drawing benefits a lot on our understanding.

M.5 Student E: I like Roger's sociability.

M.5 Student F: He's a good entertainer too.

I: What do you not like about the course?

M.5 Student B: I think a period of study is not enough. We learn this course only 1 period a week. One period is less than an hour, too.

M.5 Student E: When he teaches, he has some Thai words written in English over some English words, but he can't pronounce those words in Thai correctly. That makes us confused.

I: Can you give me any examples?

M.5 Student E: Yes. "On", which means "bon" but he said "bone" and "plus" he said "bueak." He pronounces not quite right.

M.5 Student F: I and M.5 Student E are taught in the same class, so we find the same thing.

M.5 Student C: My friends in the class don't pay attention when Roger instructs. Roger asks them to learn, to listen to him.

I: What difficulties do you have?

M.5 Student B: Pronunciation, I can't pronounce correctly; for example, two similar words in writing, but they have different sounds when we pronounce. What do we call those words?

I: Those are homographs. How do you deal with the difficulties?

M.5 Student B: Roger repeats what we mispronounce and ask us to repeat after him.

M.5 Student D: One difficulty is that we have to memorize all content that he has taught in order to take and pass the exam. We have to memorize a lot.

M.5 Student A: I think vocabulary, some is easy but some is not.

I: Can you give me an example?

M.5 Student A: Some words; bride and groom; are easy but the words; bridesmaid, best man; are not easy.

I: How do you deal with the difficulties?

M.5 Student A: I write the words down, try to memorize, and I find the meaning in the dictionary or ask my friends.

M.5 Student E: I think how to speak grammatically correct is difficult. Sometimes when I speak English, I think I don't speak grammatically correct.

I: How do you deal with it?

M.5 Student E: I think I have to be brave enough to speak English. Roger often helps me through the conversation and he corrects me as well.

I: What difficulties do you have?

M.5 Student C: I don't know how to express myself how to talk with Roger or how to ask Roger some questions. I'm not sure with the vocabulary and I'm not sure with the sentences that I want to say. I think it's difficult.

I: Can you give me an example of that?

M.5 Student C: Yes, when I worked on a music project, I wanted to make a short clip of a movie and I would like to ask Roger to be in a scene. I didn't know how to talk with him. He hardly understood me. Then, I said camera, there, teacher, write, blackboard and my body language, finally he understood me, but it took long time.

I: If next time you want to ask him to do something, how do you deal with this difficulty?

M.5 Student C: I should find out how to say properly and correctly. I should know some key words and put them in the sentences correctly.

I: Can you tell me about your teachers?

M.5 Student A: He is hilarious, gets along well with everyone in my class.

M.5 Student D: I think he tries to get along well with students.

I: How about the role-play, does Roger collect marks?

All: No.

M.5 Student B: Mostly he checks attendance and tests us with the mid-term and the final exam.

M.5 Student D: He also collects marks when he asks to see our notebooks.

M.5 Student B: We hand in our notebooks and he returns us the following week.

I: What do you think about your friends who talk in the class?

M.5 Student C: I try to talk with them, sometimes I shout at them. They shout back at me how dare you talk to me like this, you're just a student leader.

M.5 Student B: I think everyone has different attitude in learning English. Everyone is like an adult now. Everyone should think towards the future.

M.5 Student A: I think that they should be punished by Roger in order that they pay more attention.

I: What do you think about your school as your school is a world-class standard school?

M.5 Student B: I'm proud to learn here because we have more courses on languages.

M.5 Student E: We have a lot of foreign teachers, teachers from China, England, Australia and the Philippines. We can broaden our knowledge, exchange some cultural aspects, and learn how to live with other people from other countries happily.

I: As this school is a world-class standard school, do you have more subjects to study?

M.5 Student B: Just for some subjects, for example, Chinese and English for my class, which all students major in Arts and Languages.

I: How do you see yourself in the classroom when you study this communicative English course?

M.5 Student C: I always pay attention when the teacher instructs.

M.5 Student D: I know that I'm not that smart. When I learn, I can have more knowledge on things the teacher instructs.

M.5 Student A: My problem is that sometimes I feel sleepy because I study in a gifted class, all students in my class read a lot, and do a lot of homework. I usually sleep late at night. Anyway, I pay attention.

M.5 Student E: I usually listen to what the teacher says and I'm interested in new topics that he instructs.

M.5 Student F: I always pay attention.

M.5 Student C: I admit that I sometimes don't pay attention. Anyway, I like to learn English. I think English is a language that is easy to learn if I really pay attention.

I: How does the course develop your communicative English skills?

M.5 Student E: My speaking skill is better. I'm not shy anymore. I'm brave enough to talk to a foreigner.

M.5 Student F: I feel a lot more confident in speaking English than before.

M.5 Student B: My knowledge progresses.

M.5 Student D: Me too, something that I don't know before, now I know.

M.5 Student A: My communicative English skill is better and I think it's like emphasizing something that I've already known.

I: Please give me your opinion on this course for next semester, how do you want this course to be like?

M.5 Student B: I want some new activities and more interesting content.

M.5 Student C: To be like this semester is okay but the content should be added in order to speed up our communicative English skills.

M.5 Student F: I also want more content.

M.5 Student E: I want more variety on teaching materials; for example, watching some VDO cM.5 Student Bs.

M.5 Student A: I want the content to be more difficult. Some content is too easy. I want the teacher to bring in some O-NET tests, so we can prepare ourselves in advance.

APPENDIX D
CLASSROOM OBSERVATIONS AND FIELD NOTES

Classroom Observations and Field Notes

Class: M. 1 /14   Room 332

Teacher: Jack

Number of students: 40

Date: 30 January 2013 (Wednesday)

Time: 14:00 - 14:55

Notes to self	Observation
M.1/14 students, T has to write everything on the board, SS hardly answer what T asks. (For M.1/1, T just omit the key words, SS can remember.)	Teacher checks attendance. Topic: Asking and giving directions. Teacher uses chalk and blackboard B: You go up/down Petchkasem Road. Turn right / Turn right The conversation is for A and B. SS read the conversation from the board. SS can't read at all, T has to help. When T helps, other SS talk a lot. SS talk with low voice. "You go up/down." = T tells; "you choose 1 choice."
||| 11 pairs = 7 pairs/1period ∗The class goes on slowly because SS can't read. They don't listen, too. SS have nothing in their mind. Most of the students don't pay attention. SS are very naughty. They don't listen but want to play with friends. SS talk a lot. T looks unhappy.	A student can't read, T asks him to point at each word on the board. (point and read.) SS don't understand, he erases 'go down', use only 'go up' for clearer understanding. T reads every word again and again for SS. T. writes everything down for SS to do roleplay in front of the classroom. T helps SS in reading the conversation a lot.

Ask Jack; How do you deal with this?
M. 1/1   = 14 pairs / 1 period
M. 1/14 = 7 pairs / 1 period

Classroom Observations and Field Notes

Class: M.2/2   Room 336

Teacher: Chester

Number of students: 45 ✓

Date: 30 January 2013 (Wednesday)

Time: 13:05 - 14:00

Notes to self	Observation
Page 15 in the worksheet. Materials: worksheet only. He doesn't write on the board. * SS read after him even * his questions.	"How many of you would like to water-ski?" Tasks students to answer. SS couldn't answer. Teacher reads the conversation and students read after him. Then, all students read together.
(|||| = 3 pairs)	Next, he picks 2 students to be A; and B;
Teacher's feedback: good. I like that. Very good.	Teacher corrects students' pronunciation. He asks students to speak louder. Then, ⚡ row 1 = A , row 2 = B " 3 = A , row 4 = B
T asks students to think of other words. SS don't pronounce "s".	Make a sentence with a word "swimming." T gives an example: I like swimming. ; My father likes swimming. Students ; My father likes swimming. Use the word "swimming" to make a sentence. Students: My friend will go swimming next week. Use the word "water-skiing"
Students have to start thinking ask students to prepare themselves. They don't understand (Most) SS can't do this assignment	Teacher asks ss to explain what "rock climbing" is in English. Teacher asks ss to read the word "ice-skating" Have students explain. Bring out notebooks, make sentences from 4 words. (1 word for 2 sentences) Students do the task quietly.
Students don't have notebooks, they write on the paper. (They said the ex-teacher never asked for notebooks.)	After the class, teacher checks attendance. for each student don't read Ask teacher questions (prepare 3 questions for him)

He wants SS to talk ← Next week   (give marks, part of assessment test) to him.

Classroom Observations and Field Notes

Class: M. 5/7   Room 311 → (no computer, no projector, only blackboard)

Teacher: Roger

Number of students: 40

Date: 13 February 2013 (Wednesday)

Time: 11:15 - 12:10

Notes to self	Observation
Teacher is not well today.	Topic; Exam revision Materials: SS notebooks, bb, Chalk Teacher checks attendance first.
Outside the classroom is too noisy, SS close the door. (there's a gecko)	Teacher draws pictures on the board and ask SS to answer about topics; superstition, where are you?, what are they eating?, a toilet.
Some SS don't pay attention. Teacher tell them not to ← turn their back and talk. They refuse, then teacher continues teaching.	He divides SS into 2 groups; Mangsaab and Keyma. SS try to answer and compete each other. SS open their notebooks and answer the questions. SS raise their hands and answer.
	Vocabulary : podium, pier, ordinal number Teacher says smart students will take notes because everything will be in their final examination.
	The winner team members choose another 2 team members to dance the teapot, but SS won't want to go out. Then, teacher chooses by himself.

BIOGRAPHY

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