CHAPTER FOUR

RESULTS

The previous chapter explained the methodology of the study. This chapter reports the results and is divided into four parts: (1) General Information; (2) Knowledge of English Teachers about Backward Design; (3) English teachers' behavior in obtaining supplementary knowledge about Backward Design and (4) Suggestions about Backward Design regulations and conditions.

4.1 GENERAL BACKGROUND INFORMATION

The first part of the questionnaire contained seven closed-ended questions about the respondents' general background information. In this part, all the respondents answered this part. The questionnaire was interpreted through descriptive statistics such as tables of frequency and percentage as follows:

For the gender of the respondents, 94 respondents (87%) of 108 respondents were female, while fourteen respondents (13%) were male.

Table 2. Gender of the Respondents

Gender	Frequency	Percent
Male	14	13.0
Female	94	87.0
Total	**108**	**100**

For the age of the respondents, 76 respondents of 108 respondents were in the age range of 51-60 years. Only four respondents were in the 31-40 age range. More details are shown below:

Table 3. Age of the Respondents

Age	Frequency	Percent
21-30	5	4.6
31-40	4	3.7
41-50	23	21.3
51-60	76	70.4
Total	**108**	**100**

As for educational levels of the respondents, 76 respondents (70.4%) of 108 respondents graduated from a Bachelor's Degree, while 31 respondents (28.7%) held from higher than a Bachelor's Degree. More details are shown below:

Table 4. Educational Levels of the Respondents

Educational Levels	Frequency	Percent
Lower than Bachelor's Degree	0	0
Bachelor's Degree	76	70.4
Higher than Bachelor's Degree	31	28.7
No opinion	1	0.9
Total	**108**	**100**

For marital status of the respondents, 56 respondents (51.9%) were married, while only one respondent (0.9%) was a widow. Forty-seven respondents (43.5%) were single. More details are shown below:

Table 5. Marital Status of the Respondents

Status	Frequency	Percent
Single	47	43.5
Married	56	51.9
Divorced/Separated	3	2.9
Others (Widow)	1	0.9
No answer	1	0.9
Total	**108**	**100**

Regarding to occupation of the respondents, 23.9% of respondents were tenth-grade teachers (Matthayom 4 teachers), while 10.4% of respondents were eighth-grade teachers (Matthayom 2 teachers). More details are shown below:

Table 6. Occupation of the Respondents

Occupation	Frequency	Percent
Grade 7 (Matthayom 1) teacher	22	13.5
Grade 8 (Matthayom 2) teacher	17	10.4
Grade 9 (Matthayom 3) teacher	23	14.1
Grade 10(Matthayom 4) teacher	39	23.9
Grade 11(Matthayom 5) teacher	34	20.9
Grade 12(Matthayom 6) teacher	28	17.2
Total	**163**	**100**

Additionally, twelve questionnaires (11.1%) were received from these schools: Satriwithaya School (zone 1), Samsen Wittayalai School (zone 1), Triamudomsuksapattanakarn School (zone 2), Rattanakosinsompot Bangkhuntien School (zone 3), and Matayom Watsing School (zone 3), while seven questionnaires

(6.5) questionnaires were received from Bodindacha (Sing Singhaseni School) (zone 2). More details are shown below:

Table 7. School Names of the Respondents

School Names	Frequency	Percent
1. Surasukmontri School (zone 1)	11	10.2
2. Satriwithaya School (zone 1)	12	11.1
3. Samsen Wittayalai School (zone 1)	12	11.1
4. Bodindacha (Sing Singhaseni School) (zone 2)	7	6.5
5. Triamudomsuksapattanakarn School (zone 2)	12	11.1
6. Horwang School (zone 2)	11	10.2
7. Suksanari School (zone 3)	8	7.4
8. Rattanakosinsompot Bangkhuntien School (zone 3)	12	11.1
9. Matayom Watsing School (zone 3)	12	11.1
10. Taweethapisek School (zone 3)	11	10.2
Total	**108**	**100**

Lastly, regarding teaching experience of the respondents, forty eight respondents (44.4%) had teaching experience of more than 30 years which was the highest number of year of teaching experience, while only seven respondents (6.5%) had 0-10 years of teaching experience. More details are shown below:

Table 8. Teaching Experience of the Respondents

Experience	Frequency	Percent
0-10 years	7	6.5
11-20 years	12	11.1
21-30 years	39	36.1
More than 30 years	48	44.4
No answer	2	1.9
Total	**108**	**100**

4.2 ENGLISH TEACHERS' KNOWLEDGE OF BACKWARD DESIGN

The second part of the questionnaire contained 11 questions about the respondents' knowledge of Backward Design. This part was designed to identify the proportion of English teachers in Bangkok who knew about Backward Design, to identify which ways the respondents learned about Backward Design, to investigate whether and why respondents thought Backward Design theory was good (or not good) for their teaching, to investigate whether the respondents received enough knowledge of Backward Design from the Ministry of Education or other sources, to prove whether the respondents were ready for Backward Design, and to find out ways to improve the Backward Design knowledge of the respondents. The respondents were asked to answer ten closed-ended questions and one open-ended question about their understanding or perception of Backward Design. Only the respondents who knew about Backward Design answered this part. The questionnaire was interpreted through descriptive statistics such as tables of frequency and percentages as follows:

According to Table 9 below, eighty-nine respondents (82.4%) knew about the Backward Design, and they were the respondents who continued answering all the questions in the questionnaire, while nineteen respondents (17.6%) did not know about Backward Design, so the respondents continued answering only part 3-4 or questions 19-26 in the same questionnaire. More details are shown below:

Table 9. The Proportion of the Respondents Who Knew or Did not Know about Backward Design

8. Do you have knowledge of Backward Design?	**Frequency**	**Percent**
Yes	89	82.4
No	19	17.6
Total	**108**	**100**

According to Table 10 below, there were many sources respondents used in obtaining knowledge about Backward Design, so the respondents could choose more than one answer. Forty respondents obtained the information from training courses of the Ministry of Education. Also, thirty seven respondents obtained the information from other teachers who had knowledge about Backward Design. Besides, twenty-seven respondents obtained information from educational reformers or supervisors in the area that their schools were situated. More details are shown below:

Table 10. How Respondents Obtained Knowledge about Backward Design

9. Which kinds of learning do you use for finding your knowledge about Backward Design theory?	**Frequency**	**Percent**
From training courses of the Ministry of Education	40	28.4
From other teachers	37	26.2
From educational reformers or supervisors	27	19.1
From training in your own school	13	9.2
From books	13	9.2
From the internet	9	6.4
From other sources of information	2	1.4
Total	**141**	**100**

According to Table 11 below, eighty-eight respondents (81.5%) thought that they had the knowledge of Backward Design, while only one (0.9%) respondent was uncertain whether she had real knowledge about Backward Design. More details are shown below:

Table 11. Respondents' Knowledge about Backward Design

10. Do you think you have knowledge about Backward Design?	**Frequency**	**Percent**
Yes	88	81.5
No	0	0
Others (Uncertain)	1	0.9
Respondents skip to do part 3	19	17.6
Total	**108**	**100**

According to Table 12 below, there were various levels of knowledge about Backward Design. Thirty-nine respondents (36.1%) thought that they had an average level of Backward Design knowledge which was the maximum, while only two respondents (1.9%) thought that they had very good knowledge about Backward Design. More details are shown below:

Table 12. Knowledge Levels of the Respondents about Backward Design

11. What is your knowledge level about Backward Design?	**Frequency**	**Percent**
Very Good	2	1.9
Good	5	4.6
Average	39	36.1
Fair	19	17.6
Little	24	22.2
Respondents going on to part 3	19	17.6
Total	**108**	**100**

According to Table 13 below, nineteen respondents (17.6%) could not explain their understanding or perception of Backward Design. However, fifteen respondents (13.9%) wrote that “Backward Design uses the expected learning results as the goal in teaching, or uses from results assessment as learning management.” Furthermore, fourteen respondents (13.0%) wrote that “Backward Design was learning from the goal back to the beginning.” More details are shown as follows:

Table 13. Respondents’ Understanding or Perception of Backward Design

12. What is Backward Design in your understanding or perception?	**Frequency**	**Percent**
Respondents skip to part 3	27	25.0
Respondents could not explain their understanding or perception.	19	17.6
Backward Design uses the expected learning results as the goal in teaching, or uses from results assessment as learning management.	15	13.9
Learning from the goal back to the beginning	14	13.0
It is a learning design by considering learning standard. There are three processes mentioned: 1. Identify desired results 2. Determine acceptable evidence of learning 3. Plan learning experiences and instruction	9	8.3
It will make the teaching plan achieve the desired goal.	5	4.6
Setting the learning goal, finding the way to achieve the goal, and finally achieving the goal.	3	2.8
Learning Management by paying attention to learning standard	3	2.8

(Table continues)

Table 13. (continued)

12. What is Backward Design in your understanding or perception?	**Frequency**	**Percent**
The method of learning from building knowledge from practicing skills to the learning objectives	2	1.9
Managing suitable learning with the students' attention	2	1.9
When teaching, you should do a plan for evaluating the knowledge of your students.	2	1.9
Enduring learning	2	1.9
A new method for writing a learning management plan which is different from the former learning management plan.	2	1.9
Teaching by repeating the teaching plan several times in order to emphasize the real understanding of the students	1	0.9
Designing learning by doing research together with teaching the students.	1	0.9
Bringing prior knowledge to extend the effectiveness with new knowledge	1	0.9
Total	**108**	**100**

According to Table 14 below, fifty-three respondents (49.1%) were not ready for Backward Design, while thirty-four respondents (31.5%) were ready for Backward Design. More details are shown as follows:

Table 14. The Respondents' Readiness for Backward Design

13. Are you ready for Backward Design?	Frequency	Percent
Yes	34	31.5
No	53	49.1
Others (Uncertain)	2	1.9
Respondents skipping to part 3	19	17.6
Total	**108**	**100**

According to Table 15 below, forty-six respondents (42.6%) used or applied Backward Design knowledge in their teaching, while forty-three respondents (39.8%) did not use or apply Backward Design knowledge in their teaching. More details are shown as follows:

Table 15. The Respondents' Application of Backward Design

14. Have you ever used or applied Backward Design knowledge in your teaching?	Frequency	Percent
Yes	46	42.6
No	43	39.8
Respondents skipping to part 3	19	17.6
Total	**108**	**100**

According to table 16 below, forty-four respondents (40.7%) thought that Backward Design theory was not good for their teaching, while thirty-eight respondents (35.2%) felt it was good for their teaching. More details are shown as follows:

Table 16. Quality of Backward Design in the Respondents' Viewpoints

15. Do you think Backward Design theory is good for your teaching?	**Frequency**	**Percent**
Yes	38	35.2
No	44	40.7
Others (Uncertain)	7	6.5
Respondents skipping to part 3	19	17.6
Total	**108**	**100**

According to Table 17 below, the respondents thought Backward Design was good for them for several reasons, so the respondents could choose more than one answer. Thirteen respondents who knew about Backward Design answered that they have already used this design and thought that it was an effective method. Moreover, twelve respondents answered that they wanted to apply this new approach in their instruction, and also twelve respondents answered that they have already had training, and thought if they applied this new approach to use, it might be effective. More details are presented below:

Table 17. Why Respondents Think Backward Design is Good for Teaching

16. Why do you think Backward Design theory <u>is good</u> for your teaching?	**Frequency**	**Percent**
1. I have already used this design and think that this is an effective method.	13	30.2
2. I want to apply this new approach in my instruction.	12	27.9
3. I have already had training, and think if I apply this new approach to use, it may be effective.	12	27.9

(Table continues)

Table 17. (continued)

16. Why do you think Backward Design theory <u>is good</u> for your teaching?	**Frequency**	**Percent**
4. I think this is an effective approach because developed countries have tried using this approach and reported that it was good.	1	2.3
5. I think this is an effective approach because it is recommended by well-known experts.	2	4.7
<u>Others:</u>		
6. I have used this design and done the research about this design.	1	2.3
<u>Others:</u>		
7. Integrated learning and teaching are used in this design.	1	2.3
<u>Others:</u>		
8. I think most of my teaching methods already use this design because this design is applied in higher educational curriculum at the universities and the educational training in most foreign countries.	1	2.3
Total	**43**	**100**

According to the Table 18 below, the respondents thought Backward Design was not good for them for several reasons, so the respondents could choose more than one answer. Twenty-two respondents answered that they have already had training, but they could not apply Backward Design method in their real teaching. Besides, sixteen respondents answered that they thought they still did not have information from related organizations such as the Ministry of Education or other sources to apply Backward Design in their teaching. More details are presented below:

Table 18. Why Respondents Think Backward Design is Not Good for Teaching

17. Why do you think Backward Design theory <u>is not good</u> for your teaching?	**Frequency**	**Percent**
1. I have already used this design and think that this is not an effective method.	1	2.0
2. I think the current design or teaching method is adequate.	6	12.0
3. I have already had training, but I can not apply Backward Design method in my real teaching.	22	44.0
4. I think this design is too difficult and complex to understand.	2	4.0
5. I think I still do not have information from related organizations such as the Ministry of Education or other sources to apply Backward Design in my teaching.	16	32.0
<u>Others:</u>		
6. I think I have very little time to teach, so I can not cover all aspects of the content,	2	4.0
<u>Others:</u>		
7. I think I need more training in order to apply this design in my teaching.	1	2.0
Total	**50**	**100**

According to Table 19 below, there are many ways to improve the Backward Design knowledge of the respondents, so the respondents could choose more than one answer. Forty-nine respondents answered that they would seek the information and knowledge about Backward Design from specialists or experts in this field. Besides, forty-eight respondents answered that they would participate in training from the educational organizations such as the Ministry of Education. Moreover, twenty-five respondents answered that they would study this design through books, websites or other media by themselves. More details are presented below:

Table 19. Ways to Improve Backward Design Knowledge

18. How do you think you can find ways to improve your knowledge of Backward Design?	**Frequency**	**Percent**
1. I will seek the information and knowledge about Backward Design from specialists or experts in this field.	49	38.3
2. I will participate in training from the educational organizations such as the Ministry of Education.	48	37.5
3. I will study this design through books, websites or other media by myself.	25	19.5
4. Others: I will practice my skills, and limit other work which is not concerned with my teaching,	3	2.3
5. Others: I will look for demonstrations and explanations from experts at each institution.	3	2.3
Total	**128**	**100**

4.3 ENGLISH TEACHERS' BEHAVIOR IN OBTAINING SUPPLEMENTARY KNOWLEDGE ABOUT BACKWARD DESIGN

The third part of the questionnaire contained six questions about English teachers' behavior in obtaining supplementary knowledge about Backward Design. This part was designed to assess English teachers' behavior in obtaining knowledge about Backward Design. The respondents were asked to answer five closed-ended questions in a Likert Scale format and one open-ended question about other methods that the respondents used in obtaining supplementary knowledge about Backward Design. In this part, both the respondents who knew about Backward Design and the respondents who did not know about Backward Design answered this part. The questionnaires were interpreted through descriptive statistics such as tables of frequency and percentages as follows:

As shown in Table 20 below, sixty-seven respondents (62%) strongly agreed or agreed that they tried to obtain information about Backward Design before they applied it, while nine (8.3%) respondents strongly disagreed or disagreed that they

tried to obtain information about Backward Design before they applied it. However, thirty-two respondents (29.6%) were uncertain whether they would try to obtain information about Backward Design before they applied it.

As shown in Table 20 below, seventy-four respondents (68.6%) strongly agreed or agreed that they studied Backward Design before they started to use this theory, while eight (7.4%) respondents disagreed that they studied Backward Design regulations and conditions before they started to use this theory. However, twenty-six respondents (24.1%) were uncertain whether they would study Backward Design regulations and conditions before they started to use this theory.

As shown in Table 20 below, fifty-three respondents (49.1%) strongly agreed or agreed that they asked for clarification from the Ministry of Education or other sources if they did not understand Backward Design, while sixteen respondents (14.8%) disagreed that they asked for clarification from the Ministry of Education or other sources if they did not understand the Backward Design. However, thirty-nine (36.1%) respondents were uncertain whether they would ask for clarification from the Ministry of Education or other sources if they did not understand Backward Design.

As shown in Table 20 below, seventy respondents (64.8%) strongly agreed or agreed that they tried to learn more about Backward Design through other sources, e.g. books, the Internet, other people, etc, while eleven respondents (10.2%) disagreed that they tried to learn more about Backward Design through other sources, e.g. books, the Internet, other people, etc. However, twenty-seven respondents (25%) were uncertain whether they would try to learn more about Backward Design through other sources, e.g. books, the Internet, other people, etc.

As shown in Table 20 below, fifty-eight respondents (53.7%) strongly agreed or agreed that they always tried to keep up to date on information about Backward Design, while nine (8.3%) respondents disagreed that they always tried to keep up to date on information about Backward Design. However, forty-one respondents (38%) were uncertain whether they would try to keep up to date on information about Backward Design.

Table 20. The Respondents' Behavior in Obtaining Supplementary Knowledge about Backward Design

English teachers' behavior	**Strongly agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**	**Total**
19. You try to find the information about Backward Design before applying it	9 (8.3%)	58 (53.7%)	32 (29.6%)	8 (7.4%)	1 (0.9%)	108 (100%)
20. You study Backward Design before starting to use this theory.	6 (5.6%)	68 (63%)	26 (24.1%)	8 (7.4%)	-	108 (100%)
21. You ask for clarification from the Ministry of Education or other sources if you don't understand Backward Design.	4 (3.7%)	49 (45.4%)	39 (36.1%)	16 (14.8%)	-	108 (100%)
22. You try to learn more about Backward Design through other sources, e.g. books, the Internet, other people, etc.	7 (6.5%)	63 (58.3%)	27 (25%)	11 (10.2%)	-	108 (100%)
23. You always try to keep up to date on information about Backward Design.	6 (5.6%)	52 (48.1%)	41 (38%)	9 (8.3%)	-	108 (100%)

As shown in Table 21 below, seventy-eight respondents (72.2%) did not have any opinions about this question. Ten respondents (9.3%) wrote that they studied this design only from the internet. Seven (6.5%) respondents wrote that they participated in training courses. More details are presented below:

Table 21. Other Methods or Behaviors the Respondents Used in Obtaining Supplementary Knowledge about Backward Design

24. Please specify other methods that you use to obtain supplementary knowledge about Backward Design.	**Frequency**	**Percent**
1. No opinion	78	72.2
2. Studying from the internet	10	9.3
3. Training courses	7	6.5
4. Asking other teachers in my own school	6	5.6
5. Studying together with other teachers who have similar interest about this design	6	5.6
6. Looking for the examples of other people using this design.	1	0.9
Total	108	100

4.4 SUGGESTIONS ABOUT BACKWARD DESIGN

The fourth or last part of the questionnaire contained two questions about suggestions about Backward Design. This part was designed to assess English teachers' behavior in obtaining knowledge about Backward Design by looking at the methods, materials or instruments the respondents used to assess the effectiveness in obtaining knowledge about Backward Design and to investigate whether English teachers received enough knowledge of Backward Design from the Ministry of Education or other sources. The respondents were asked to answer one closed-ended question in ranking format and one open-ended question. In this part, both the respondents who knew about Backward Design and the respondents who did not know about Backward Design answered. The questionnaire was interpreted through descriptive statistics such as tables of frequency and percentages as follows:

As shown in Table 22, there were many methods, materials or instruments which were the most, moderately or not very effective in obtaining information or learning about Backward Design. From the survey, studying this design in the real classroom or being trained by experts were the most effective methods, materials or

instruments, while learning from websites of the Ministry of Education or others sources, or seeking information from educational reformers, supervisors or issuers was moderately effective in the respondents' viewpoint. More details are presented below:

Table 22. The Methods, Materials or Instruments of Learning Backward Design

25. Please assess the effectiveness in obtaining knowledge about Backward Design by using these methods, materials or instruments below. Please specify the level of effectiveness in front of every number.	**Levels of Effectiveness**	**Frequency**	**Percent**	**Total**
1. Reading books	Moderate	52	48.1	108 (100%)
2. Listening to tapes or CDs from experts	Moderate	56	51.9	108 (100%)
3. Watching VCDs or DVDs	Moderate	58	53.7	108 (100%)
4. Learning from websites of the Ministry of Education or other sources	Moderate	55	50.9	108 (100%)
5. Asking the information from the educational reformers, supervisors or issuers	Moderate	45	41.7	108 (100%)
6. Studying this design in the real classroom.	The most	51	47.2	108 (100%)
7. Being trained by experts.	The most	82	75.9	108 (100%)
8. Others: Learning from teacher's manuals which were written in the Backward Design style.	The most	2	1.9	108 (100%)
9. Others: Learning from tried and tested methods by myself	The most	1	0.9	108 (100%)

As shown in Table 23, ninety-eight respondents (90.7%) answered that they did not have any suggestions to improve informational service about Backward Design of the Ministry of Education or other sources, while ten respondents (9.3%) answered that they had suggestions to improve informational services about

Backward Design of the Ministry of Education or other sources. The ten suggestions are grouped into four categories:

1. The respondents wrote that the Ministry of Education should study whether Backward Design is good or not, and should have a clear training or teaching methods that teachers can apply in their real teaching. Changing the method of teaching to follow the foreign style or interpreting the foreign style for Thai teachers in order to create a new style of teaching sometimes does not make sense, and it uses a lot of government money. Therefore, teachers should use the style of teaching that he or she is good at, but it will be better if it bring the maximum benefit to students.

2. The respondents wrote that they wanted the ready-made teacher manuals for each subject.

3. The respondents wrote that learning management requires several styles of teaching method which depend on the situation, environment and other factors. It is not necessary to emphasize only Backward Design.

4. The respondents wrote that each style of learning management has both good and bad points, so the style which is most appreciate for the situation should be applied.

Table 23. Suggestions to Improve Informational Services about Backward Design from the Ministry of Education or other Sources

26. Are there any suggestions for improvement of informational services about Backward Design for the Ministry of Education or other sources?	**Frequency**	**Percent**
Yes	10	9.3
No	98	90.7
Total	**108**	**100**

In summary, this chapter has shown the research results. In the next chapter, the conclusions, discussions and recommendations will be presented.