A STUDY OF PROBLEMS, NEEDS, AND WANTS OF A PRACTICUM COURSE PROVIDED FOR EFL STUDENT TEACHERS AT NAKHONSAWAN RAJABHAT UNIVERSITY

NERANCHALA JARUJIT

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ABSTRACT

The purposes of the study were to investigate the problems, needs, and wants of a practicum course of the fifth year EFL student teachers at the Faculty of Education in Nakhonsawan Rajabhat University. This study also examined student teachers' opinions regarding teaching practice to be emphasized in the practicum course. The sample of this study included two groups.

The first group included 78 fifth year EFL student teachers who completed all courseworks and enrolled their practicum course in the first semester of the 2013 Academic Year. The second group included six EFL student teachers, two university teachers who had different years of experiences, and two teachers from a secondary school and an elementary school. The participants were selected by simple random sampling and purposive sampling. Two research instruments were used in this study: questionnaires and semi-structure interview. The questionnaires included four sections: demographic data, problems, needs, and wants during students' teaching practice. Quantitative data were analyzed by descriptive statistics (frequency, mean, and standard deviation); whereas, qualitative data were analyzed by content analysis.

The findings were as follows. EFL teacher students at Nakhonsawan Rajabhat University stated that English classroom action research was their main problem. The study also found that English classroom action research was most necessary in teaching practice. Moreover, EFL student teachers wanted English knowledge regarding listening and speaking strategies.

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การวิเคราะห์ปัญหา ความจำเป็น และความต้องการ ในการฝึกประสบการณ์วิชาชีพครู ของนักศึกษาวิชาชีพครู สาขาวิชาภาษาอังกฤษ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครสวรรค์
A STUDY OF PROBLEMS, NEEDS, AND WANTS OF A PRACTICUM COURSE PROVIDED FOR EFL STUDENT TEACHERS AT NAKHONSAWAN RAJABHAT UNIVERSITY

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บทคัดย่อ

            การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัญหา ความจำเป็น และความต้องการ ในการฝึกประสบการณ์วิชาชีพครู ของนักศึกษาวิชาชีพครู สาขาวิชาภาษาอังกฤษ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครสวรรค์ กลุ่มตัวอย่าง แบ่งออกเป็นสองกลุ่มดังนี้ กลุ่มที่ 1 คือนักศึกษาฝึกประสบการณ์วิชาชีพครูชั้นปีที่ 5 สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยราชภัฏนครสวรรค์ จำนวน 78 คน และกลุ่มที่ 2 คือ นักศึกษาฝึกประสบการณ์วิชาชีพครู จำนวน 6 คน อาจารย์มหาวิทยาลัยที่มีประสบการณ์ในการสอนแตกต่างกัน จำนวน 2 ท่าน และครูผู้สอนในระดับประถมศึกษาและมัธยมศึกษา จำนวน 2 ท่าน กลุ่มตัวอย่างได้มาโดยการสุ่มอย่างง่ายและการสุ่มแบบเฉพาะเจาะจง เครื่องมือที่ใช้ในการวิจัยมี 2 แบบ ได้แก่ แบบสอบถามและแบบสัมภาษณ์กึ่งโครงสร้าง แบบสอบถามปัญหาในการฝึกประสบการณ์วิชาชีพครูแบ่งออกเป็นสองตอนได้แก่ ตอนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลส่วนตัว และตอนที่ 2 แบบสอบถามเกี่ยวกับปัญหา ความจำเป็น และความต้องการในการฝึกประสบการณ์วิชาชีพครู และแบบสัมภาษณ์ปัญหาในการฝึกประสบการณ์วิชาชีพครู   สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงปริมาณคือ   ค่าความถี่ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน และการวิเคราะห์ข้อมูลเชิงคุณภาพคือ การวิเคราะห์เนื้อหา (Content Analysis)

            ผลการวิจัยพบว่า ปัญหาที่นักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยราชภัฏนครสวรรค์ ประสบในการฝึกประสบการณ์วิชาชีพครูคือ   นักศึกษามีปัญหาในการจัดทำวิจัยในชั้นเรียนภาษาอังกฤษ อีกทั้งนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาภาษาอังกฤษ ยังมีความคิดเห็นว่า การจัดทำวิจัยในชั้นเรียนภาษาอังกฤษมีความจำเป็นอย่างยิ่งในการฝึกประสบการณ์วิชาชีพครู   นอกจากนั้น   นักศึกษาฝึกประสบการณ์วิชาชีพครูยังต้องการความรู้เพิ่มเติมเกี่ยวกับภาษาอังกฤษ ซึ่งเน้นกลวิธีที่ใช้ในการฟังและการพูด

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CHAPTER I
INTRODUCTION

Quality and achievement in education are a reflection of the teachers' quality and achievement (Basturk, 2009). The teacher factor is one of the most influential in the success of any educational institution. This is because the quality of instruction depends on the quality of the teacher instructional processes and has a direct impact on students' learning and achievement in the classroom (Jusoh, 2013). Teacher quality involves the inputs that teachers bring to the school, including their demographics, aptitude, professional preparation, and prior professional work experiences (Kaplan & Owings, 2001). Teaching quality also includes creating a positive learning environment, selecting appropriate instructional goals and assessment, using the curriculum effectively, and employing varied instructional behaviors that help the students learn at the higher levels (Tok, 2010). These qualifications are acquired by the perspective teachers at the university level, in what is called a teacher education program.

This study aims to survey the current problems, needs, and wants of the practicum course, an important part of the Education Program provided for EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University. This chapter presents the background to the study, the rationale for the study, the problem statement, the objectives, the research questions, the significance of the study, the limitations, the conceptual framework, and a definition of terms.

1.1 Background of the study

"…[T]teaching is both an art and science"; it can be inferred that teaching is basically activities carried out in an organized way (Cuban, 1990). Many educators (Sinlarat, 1995; Klibngern, 2012) believe that teaching lacks a unified or commonly

shared set of rules, and as such cannot even be considered a discipline. Freeman (1998) point out that,

> *"When we speak of people 'teaching a discipline' such as math or biology, we are separating the knowledge or content from activity or the teaching. These traces of activity that teachers accumulate through the doing of teaching are not seen as knowledge; they are referred to as experience. Experience is the only real reference point teacher share: experiences as students that influence their views of teaching experiences in professional preparation, experience as members of society. This motley and diverse base of experience unites people who teach, but it does not constitute a disciplinary community."* (Freeman, 1998:10)

It is this motley and divers base of experience that makes teaching challenging as well as engaging, fulfilling as well as frustrating.

Engagement: In general, any teacher education program provides teaching experience for student teachers to explore concepts and practice techniques learned in coursework. Teaching experience or teaching practice plays an important role in student teachers' acquisition of teaching skills (Tok, 2010). Teaching practice serves as a culmination of the teacher education process. Teaching practice provides a time for individual student teachers to prepare for a career in education and to apply the theories and methods that they have studied during their teacher preparation program (Norris, Larke, & Briers, 1990). Teaching practice is an initial opportunity for student teachers to take part in activities involved in teaching in actual situations (Tok, 2010). Huling-Austin (1990) reported that although teacher education programs have ways of providing support, such as seminars by supervising teachers and cooperating teachers, most of the interventions failed to help student teachers to develop knowledge and skills to solve problems effectively. It is also recognized as an experience in guided teaching in which the student teachers assume increasing responsibility for directing the learning of a group of students over a specific period of time (Tok, 2010). Teaching practice is designed to provide opportunities and guidance in a school setting for student teachers to develop their professional competencies, personal characteristics, understanding, knowledge, and the skills of a teacher (Olaitan & Agusiobo, 1981).

Fulfillment: According to Schon (1987), the practicum course plays a crucial role in supporting student teachers in many ways, especially developing themselves as reflective practitioners parallel with their intellectual and professional development. The practicum course gives student teachers the opportunity to gain real teaching experiences and the chance to experience the classroom atmosphere (Armutcu & Yaman, 2010). For a long period (almost two semesters), student teachers receive insights into how to deal with unexpected situations, puzzling, or problematic situations; student teachers are teaching learners who can do anything at anytime. Valencia, Martin, Place, and Grossman (2009) say that, during student teaching, interns must pull together all they have learned in their coursework and teaching practice (i.e., classroom management, subject matter knowledge, effective instructional strategies, or pacing and curriculum selection), and then they must learn to attend simultaneously to these multiple facets of teaching, carry out instruction, and, hopefully learn from the experience. One important facet is knowledge of how to teach particular subjects, including subject matter knowledge and pedagogical knowledge. The practicum can open the door to real-life like teaching experiences with up and down feelings that foster inwards and outwards thinking (Armutcu & Yaman, 2010).

Frustration: When considering teaching practice, some of researchers (Calderhead & Shorrock, 1997; Hascher & Moser, 2004; Karamustafaoglo & Akdeniz, 2002; Austin-Martin, Bull, & Molrine, 1981; Ozkilic, Bilgin,& Kartal, 2008) conducted research about the evaluation of student teachers through their teaching practice. The researchers found both positive and negative aspects to the practicum course. Austin-Martin, Bull, and Molrine (1981) found that student teachers get positive results from teaching practice and that "a student teacher participating in a pre-teaching course is better equipped to establish a more effective relationship with administrators, teachers and pupils than her counterpart who did not participate in such a course". Hascher and Moser (2004) asked student teachers and cooperating teachers to evaluate student teachers' professional development in teaching practice. Their evaluation shows that student teachers' learning increases and improves in practice classes. In addition, when student teachers' attitudes toward students before and after the teaching practice were measured, it was observed that they appeared to have a more positive attitude after the practicum course.

However, according to Calderhead and Shorrock (1997), student teachers seemed dissatisfied with the gap between theory and practice. Some research was conducted in this area examining the problems that the student teachers faced in relating theory and practice. MacDonald (1993) states that student teachers felt that they were not prepared to deal with the problems involved in real teaching. Karamustafaoglo and Akdeniz (2002) studied the degree to which physics student teachers were able to transfer the behaviors that they were required to acquire in the practice school. The results indicate that physics student teachers failed to find the opportunity to transfer certain behaviors, such as using metaphors, making use of the laboratory, developing simple tools and equipment, and selecting and evaluating an instructional document to the teaching situation (cited in Ozkilic, Bilgin, Kartal, 2008). In their study, Ozkilic, Bilgin, and Kartal (2008) found that student teachers, who participated in the practicum viewed themselves as ineffective in dealing with individual differences among students. Maynard and Furlong (1995) report that student teachers need a lot of support in the practicum or they will not be able to develop further as a result of possible burnout.

In a teacher education program, teacher educators have to make sure the teachers produced are professional and of high quality (Yunnus, Hashim, Mahamod & Ishak, 2010). During training, the teaching practicum is an essential component for the preparation of beginner teachers. The roles of the teaching practicum in preparing these teachers are numerous. Nevertheless, there are still a lot of beginner teachers who are not ready to face the challenges of the classroom.

1.2 Rationale of the study

In Thailand, three bodies--the Ministry of Education, the Office of Higher Education, and public universities—are given the responsibility of training student teachers to become prospective teachers. The Faculty of Education is responsible in handling the program for the Ministry of Education and the Office of Higher Education while in universities, it is offered by the Faculty of Education.

In general, teacher education in Thailand consists of five years, divided into two phases of learning, both at the university and in a real school setting. The two phases make up the process which helps the student teachers to prepare themselves for their future career. It exposes student teachers to new perspectives as well as prepares them in the knowledge and skills of teaching (Wilke, 2004).

The first phase of the program includes four years of coursework at the university level. The purpose of coursework is to prepare these student teachers for their future career. For coursework, student teachers have to learn both pedagogical knowledge and content knowledge. Pedagogical knowledge refers to educational policy, psychology, classroom management, the nature of the learner, theories of learning and development, critical use of technology it interacts with all other content areas. Pedagogical knowledge is linked closely to teachers' beliefs in that there are factors that influence teacher attitudes and beliefs toward the implementation of a variety of instructional strategies. Content knowledge for English majors includes the skills of English teaching, linguistics, culture, and literature. All knowledge at this stage is useful and can be challenging to adapt or employ in their teaching practice in the second phase. Student teachers have to pass all pedagogical and content subjects before moving on to the second phase, the practicum.

The second phase consists of one year of teaching practice in a real school setting, which is called the practicum course; it provides practical work experience in areal classroom. Practicum courses or field experiences provide a time for student teachers to explore concepts and practice teaching techniques which they have learned in their education courses. This is a time for them to express themselves as teachers in real situations at schools (Armutcu & Yaman, 2010; Norrish et al., 1990; Olaitan & Agusiobo, 1981; Schon, 1987; Valencia at al., 2009). At this stage, student teachers have the opportunity to combine both pedagogical knowledge and content knowledge in a real classroom environment. This is quite important for providing student teachers with this artistry to open them to the ways of critical thinking, problem-solving, and applying knowledge and theories in action on their way to becoming professional teachers (Armutcu & Yaman, 2010).

Focusing on the present situation, teachers and students face many problems in English teaching practice or the practicum just as others do (Applegate &

Lasley, 1985; Calderhead & Shorrock, 1997; Saricoban, 2010; Wright, 1988). For example, Saricoban (2010) conducted a study regarding the problems encountered by student teachers during the practicum course. The student teachers reported five problems in the practicum course, which included a lack of materials and equipment, the course books, differences among learners, the curriculum, and the classroom environment.   Therefore, problems which EFL student teachers encountered concerning teaching practice have been explored. In the 1960s, researchers in applied linguistics began to employ needs analysis procedures in language teaching and learning with the purpose of improving the educational program. As a result, the rate of the curriculum was developed increasingly (Stufflebeam, Brinkerhoff, McCormick, Nelson, 1985). At this point, the needs and wants of EFL student teachers for their practicum courses need to be investigated.

The new curriculum for English education which is offered by Nakhonsawan Rajabhat University will be accredited in two years (2015) and the curriculum needs to be revised and evaluated. This revision and evaluation must be done systematically and scientifically, so a needs analysis, which in the first step in curriculum development, must be conducted. Therefore, the results of this study of the problems, needs, and wants of EFL student teachers during their teaching practice will a useful source of information for curriculum development.

Needs analysis in language teaching may be used for many purposes (Richards, 2001). Need analysis of EFL student teachers is used to find out what language teaching skills, language teaching methods, and language skills that EFL student teachers need in order to perform a their role of teacher in the real practice classroom.   Kusumoto (2008) suggested that the first step in developing teacher training is to do a needs analysis (NA) of the students. Similarly, Grier (2005) reported that a needs analysis enables the practitioners and educators to shape curriculum development. The content of a language course is based on the wants, needs, and interests of the learners. The study of student teachers' problems, needs, and wants in the practicum course will help the directors of the English education program at the Faculty of Education, Nakhonsawan Rajabhat University to be aware of the causes of unexpected situations in the real practice classroom as a result of this analysis of the student teachers.

1.3 Statement of the problem

Teacher educators have indicated that teacher education programs have not been designed to educate student teachers appropriately to be teachers for the future generation (Lee, 2005). Valencia et al. (2009) report that teacher educators often criticize education programs as problematic and cooperating teachers regret that student teachers are not prepared well for the real settings of the school and classroom. The main problems are that student teachers cannot teach effectively, so the   the education program does not achieve its objectives (Applegate & Lasley, 1985; Calderhead & Shorrock, 1997; Saricoban, 2010).

Student teachers have to work in the real world which is a complex setting where everything seems to be new and unfamiliar for them. The complex setting involveds an array of people with varied histories, understandings of the students, perspectives on instruction and curriculum (Valencia et al., 2009). Evan and Tribble (1986) found that student teachers expressed concerns about the practicum regarding tasks and impact (e.g., motivation, the problems of individual learners, and subject matter knowledge). The same problems are also found in Thailand.

In Thailand, the teacher education program is expected to be the place that produces and student teachers and transforms them into quality teachers (Klibngern, 2012). Prof. Paitoon Sinlarat (1995), a prominent Thai educator, said that the Thai teacher education program lacks a concern for the ethics of the perspective teachers. Moreover, content knowledge and teaching skills are taught separately and it is expected that student teachers will be able to combine these two things by themselves after graduation. Charearnwongsak (1996) stated that Thai teachers cannot teach effectively and their students cannot develop their abilities as well as they should. Moreover, Dr. Direk Pornsima (1999), the former Chief of the Thai Teacher Council, found three problems in teacher preparation programs and teacher professional development, as follows:

1) Education programs seem to be the last program selected by students. Some students in the program do not want to be teachers. Thus, poor or low ability students are the input into the program.

2) Teaching practice: Teachers do not receive on-going training while they are teaching (Klibngern, 2012). They do not have the opportunity to develop

themselves professionally. Thus, their teaching methods, materials, teaching skills, and subject matter knowledge are not up to date.

3) Management of teacher education program: Teacher education programs are the major factor influencing the characteristics of the future teacher. The failures of the programs include curriculum design, instructional design, and practicum design; these directly affect the teachers and their students and the whole education system (Klibngern, 2012).

The practicum is a core course in the TESOL teacher education program (Crookes, 2003). As many have suggested (Armutcu & Yaman, 2010; Olaitan & Agusiobo, 1981; Schon, 1987; Norrish et al., 1990; Valencia et al., 2009), the practicum is the most worrying component for majority of student teachers, it is their first teaching experience. It gives them experience in teaching in a classroom of language learners, and receiving reaction through the feedback provided by the practicum. The student teacher has a chance to apply knowledge and teaching skills or to develop teaching strategies for use in the different dimensions of a language lesson (Richards and Nunan, 1990). It is also one of the biggest influences of the teacher education program in terms of teacher development (Farrell, 2008). The appropriate management of the education program also helps to create an effective teacher (Klibngern, 2012).

At a time student teachers continue their teaching to be a mainstay of teacher education programs, administrators and faculty members need to better understand the complex interactions (problems, needs, and wants) of the practicum setting as well as other forces that interact to create or limit opportunities for student teachers to learn. The information is important for the English majors, the Faculty of Education, Nakhonsawan Rajabhat University because universities may be not aware of what is happening in a real school setting. Therefore, this study should be done to understand the teaching experience of these the EFL student teachers. Thus, the present study was undertaken to investigate the problems, needs, and wants encountered during the practicum in order to provide better support for English majors and for the curriculum for the teacher education program during the next two years.

1.4 Objectives of the study

The study has three main objectives:

1. To identify the problems in the practicum course faced by EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University.

2. To explore the needs for the practicum course felt by EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University.

3. To examine the extent of wants for the practicum course expressed by EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University.

1.5 Research Questions

There are three research questions that help to frame this study:

1. To what extent do EFL student teachers have problems in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

2. To what extent do EFL student teachers have needs in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

3. To what extent do EFL student teachers have wants for the practicum course concerning the teaching of English and classroom management skills, evaluation, and knowledge of English?

1.6 Conceptual Framework of the Study

Fifth year EFL
Teacher Students

Practicum
Course

Academic
year 1/2013

Problems

Needs

Wants

Practicum
Course

Academic
year 1/2013

University Teacher
Supervisors and
Cooperating teachers
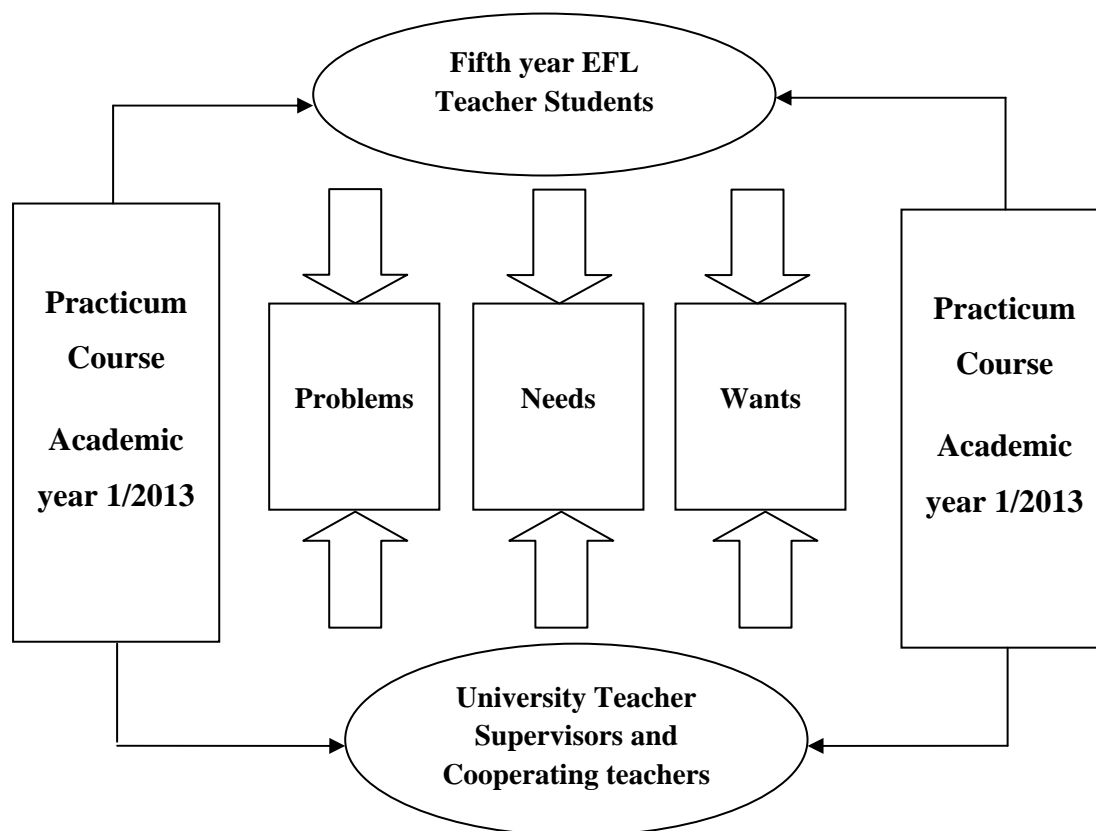
Figure 1.1: Diagram of the Conceptual Framework

The model (Figure 1) shows the Conceptual Framework for this study. The problems, needs, and wants of fifth year EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University during their teaching practice were investigated. This study was based on a needs analysis developed by Hutchinson and Waters (1987). Needs analysis is considered as a strategy for evaluating and revising a curriculum. The result of this needs analysis will be an informative source of data. The problems, needs, and wants of the fifth year EFL student teachers in the practicum course in the Teacher Education Program at the Faculty of Education in Nakhonsawan Rajabhat University will be investigated.

1.7 Significance of the Study

The results of the present study can offer helpful information in the following ways:

1. The study will reveal the problems, needs, and wants for the practicum course provided for EFL student teachers. This data will be beneficial for teacher educators or administrators in the Teacher Education Program, for English majors at the Faculty of Education, Nakhonsawan Rajabhat University in helping to shape the curriculum for English majors in next two years.

2. The results will point out the existence of problems, needs, and wants, for the practicum course and be helpful in providing information to find possible solutions for those problems and the possible support for meeting the needs and wants of EFL student teachers in this context.

3. The results of this study will provide useful recommendations for future study, such as other major planners, instructors, and administrators can apply need analysis to develop their curriculum in future situations.

1.8 Limitations of the study

The present study aimed to investigate the problems, needs, and wants for the practicum course provided for EFL student teachers at Nakhonsawan Rajabhat University during the academic year of 2013. The study was limited to EFL student teachers in their fifth year. The target population was selected because they have completed all coursework and were practicing their teaching in a real school setting. The present study was conducted with English student teachers. Thus, in a future study, an investigation into other majors might be interesting. In addition, a study similar to the present one should be conducted for other EFL student teachers at the same level and sharing a similar academic background.

1.9 Definitions of terms

Coursework is four years of study in the teacher education program at the university. It involves both pedagogical knowledge and content knowledge.

The Practicum Course is the period of time provided for student teachers to apply all knowledge and skills from their coursework in a real school or classroom.

Needs Analysis or Needs Assessment (NA) is a set of procedures for specifying the parameters of a course of study.

Problems refer to the difficulties caused by the gap between the EFL student teachers' teaching competency and the level required in the academic target situation.

Needs refers to what the EFL student teachers need to know, learn, and master in order to work effectively in a real school setting.

Wants refers to the preferences of EFL student teachers concerning the practicum course.

An EFL student teacher is a fifth year EFL student teacher who is now enrolled in the practicum in a real school setting in the academic year 2013.

CHAPTER II
LITERATURE REVIEW

This study investigates the problems, needs, and wants of the practicum provided for EFL student teachers at Nakhonsawan Rajabhat University. It is necessary, then, to consider information relevant to practicums in Thailand so as to provide the readers with the related background information. This review is divided into four parts:

1. Background to the practicum of the Faculty of Education Nakhonsawan Rajabhat University
2. The Practicum
3. Needs analysis
4. Previous studies regarding the problems, needs, and wants for practicum.

2.1 Background to the practicum at the Faculty of Education, Nakhonsawan Rajabhat University

The Center for Student Teacher Professional Development of Nakhonsawan Rajabhat University provides instructional books for the practicum to school administrators, cooperating teachers, university teacher supervisors, and EFL student teachers. The objectives of the practicum, the role of student teachers, the role of cooperating teachers, the role of university teacher supervisors, and the qualifications for EFL student teachers are stated in these books. The precise roles of the three people involved in the practicum are defined explicitly. The objectives and the roles for this trio involved in the practicum are presented below.

2.1.1 Objectives of the practicum

Actually, the goal of this practicum is to provide the opportunity for EFL student teachers to practice teaching based on the theories which they have studied. The major aim can be divided into three objectives which pertain to practice. The three objectives of the practicum are set as follows:

1) To gain knowledge, experience, and skills from teaching practice to develop students' ability to teach in the future

2) To learn extensively by working as a teacher in a school using the curriculum in their field

3) To develop a positive attitude toward the teacher profession and become aware of the value of the teaching profession.

These objectives guide the people involved in the practicum (EFL student teachers, cooperating teachers, and university teacher supervisors) to perform their functions to the best of their ability. These three related individuals will work together in order to achieve the goals of the course. To meet the objectives, the course roles of each individual must be carried out.

2.1.2 The role of EFL student teachers

The practicum provides the opportunity for EFL student teachers to work as teachers in a real school setting. Their work in the school covers four areas as follows.

1) The teaching area

During teaching practice EFL student teachers have the opportunity to perform as teachers by teaching in a real classroom. They have to teach at least 10 hours a week in the classroom. The maximum for teaching hours is not more than 12 hours per week. One teaching hour is equal to 50 minutes and is counted as one operational hour. EFL student teachers have to practice teach for at least 16 weeks or 450 hours per semester. The subjects which they usually teach are related to their major such as English, Thai, science, or physical education. On the other hand, if they do not have enough teaching hours in their own field of study, EFL student teachers can teach other subjects which the cooperating teachers considers appropriate.

Moreover, EFL student teachers have to do other jobs such as producing a knowledge board and developing teaching materials. These are required in the practicum.

2) Producing a knowledge board and developing teaching materials

In the school context, EFL student teachers have to do three jobs apart from teaching. They have to produce a knowledge board and develop teaching materials during their practicum.

EFL student teachers have to create at least two knowledge boards per semester which are useful and up to date for primary or secondary students (Picture 2.1). EFL student teachers also have to produce teaching materials or teaching aids which support learning activities and are suitable for use in class. Moreover, teaching materials and teaching aids should be strong and durable, so they can be kept and used the next semester. At least three sets of teaching materials or teaching aids must be produced per semester (Picture 2.2). Teaching materials must be useful and serve to stimulate the students' interest in the lesson. The next paragraph describes the other jobs EFL student teachers must carry out in order to encourage the students to learn outside the classroom.

Picture 2.1: Knowledge Board

Picture 2.2: Teaching Materials

3) Student development activities

Student development activities are activities which are conducted for a group of primary or secondary students who have the same interests. EFL student teachers have to select or design activities which match students' interest and skills, especially English skills, and help improve these skills. These activities help students to learn outside the classroom. Examples include English clubs, English camps, or special day celebrations (Picture 2.3).

Picture 2.3: Other special day celebrations (Christmas day)

Three activities support the teaching and learning of EFL student teachers. The next paragraph describes other jobs of EFL student teachers in their roles as supporters of learning.

4) Other jobs

Apart from teaching in the classroom, EFL student teachers have the opportunity to do other teaching tasks. Other jobs are the school tasks such as serving as homeroom teachers, nursing teachers, or academic teachers. Actually, one teacher has two or more jobs. These jobs are assigned to each EFL teacher student teacher, and are traded among the student teachers on a weekly or monthly basis, depending on the school's requirement. The evaluation of the practicum course involves the performance of EFL student teachers, which is evaluated by two people (cooperating teacher and supervisor). The next paragraphs describe the roles of these two people who play important roles in teaching practice in order to evaluate EFL student teachers' performance. They are the cooperating teacher and university teacher supervisors.

2.1.3 The role of cooperating teachers

In a real school, cooperating teachers are people who are very close to EFL student teachers. The Center for Student teachers Professional Development of the Faculty of Education has assigned the following role to cooperating teachers.

Cooperating teachers serve as consultants for the EFL student teachers during their teaching practice. The role of cooperating teachers is divided into three periods: before teaching, during teaching, and after teaching. These three periods cover the whole semester or the entire practicum.

The first period is called before teaching practice. Cooperating teachers have to introduce important people in the school to the EFL student teachers such as school administrators, the head teachers in each department in the school, and other teachers in the school. Moreover, other issues such as the history of the school, the school community, and the important people in the community (if any) are presented by cooperating teachers. Then, the existing policies, rules, teacher responsibilities, and other regulations of the school are presented. Finally, EFL student teachers are introduced to the real classroom before their teaching begins.

The second period is called during teaching practice. The cooperating teachers have to schedule a week before teaching practice starts for EFL student teachers to observe teaching and learning in the classroom. This is a chance for EFL

student teachers to form a relationship with the students in the classroom. This is a useful way for EFL student teachers to plan their own teaching for the whole semester. After that, the cooperating teachers have to consider which subject is appropriate for each EFL student teacher and assign the subject to that teacher.

The third period is called teaching evaluation. During this period, the cooperating teachers have to evaluate the EFL student teachers' work and teaching performance. Cooperating teachers evaluate EFL student teachers' performance in three areas: teaching ability, planning the lesson, and teacher professional development and teaching responsibilities. However, the cooperating teachers have to give feedback, suggestions, encourage a positive attitude to the teaching profession, and train the student teachers to be good teachers. Moreover, the cooperating teachers have to report the results of the EFL student teachers' work and teaching performance to the university teacher supervisors in order for the student teachers' teaching practice to be evaluated correctly. Finally, the cooperating teachers have to cooperate with the university teacher supervisors in order to solve problems in the teaching practice of EFL student teachers.

2.1.4 The role of university teacher supervisors

The university teacher supervisor is one of three important people (EFL student teachers, cooperating teachers, and university teacher supervisors) in teaching practice. The practicum instruction book defines the roles of university teacher supervisors in the practicum as can be seen in the following paragraph.

University teacher supervisors play an important role in the evaluation of EFL student teachers' teaching performance. The university teacher supervisors play two major roles in the practicum. The first role of the university teacher supervisors is to supervise the EFL student teachers both in their teaching performance and in their other jobs as teachers in the school. The criteria are based on the policies of the Faculty of Education. University teacher supervisors have to observe EFL student teachers' performance at least three times per semester. Supervising teaching performance covers checking lesson plans, observing teaching practice in the classroom, giving feedback and suggestions, and consulting with the cooperating teaching about EFL student teacher's problems in teaching practice. The second of the

university teacher supervisors is to monitor other EFL student teachers' tasks such as serving as academic teachers or nursing teachers in order to see how responsible the student teachers are in carrying out their duties.

These two major roles of university teacher supervisors play a part in evaluating the teaching performance of the EFL student teachers in teaching practice. However, the Faculty of Education has specific criteria to identify which EFL student teachers are qualified qualify to take the practicum.

2.1.5 Qualification of EFL student teachers

The Faculty of Education, Nakhonsawan Rajabhat University has listed in the practicum course instruction bookin the practicum course instruction book the qualifications EFL student teachers need to have to enroll in the practicum. The qualifications for EFL student teachers involve their pedagogical knowledge, content knowledge, and their personal characteristics. Eight things are needed to qualify for the practicum.

First, EFL student teachers have to be education majors in the Faculty of Education. Second, EFL student teachers have to have completed all pedagogical and language coursework. Third, EFL student teachers must not be subject to disciplinary measures or suspension. Fourth, EFL student teachers must be in good health. Fifth, EFL student teachers must have the characteristics of teacher, for example, having good morals and a good personality, and being neat and responsible. Sixth, EFL student teachers have to submit an application for the practicum by the date indicated. Seventh, EFL student teachers have to attend all activities which the Faculty of Education provides before enrolling in the practicum. In case of the EFL student teachers cannot participate in any activity, they should inform the Center for Student Teachers Professional Development a week before the activity starts. Finally, EFL student teachers must select the school where they will do teaching practice and level of the students by themselves.

All EFL student teachers who have these qualifications are be able to enroll in the practicum. These qualifications are necessary if the EFL student teachers are to work appropriately in the schools.

2.2 The practicum

The practicum is central to any teacher education program. The practicum provides the opportunity for EFL student teachers to try out in a real situation what they have learned from the theories they have studied. EFL student teachers have to apply both pedagogical knowledge and content knowledge in the classroom situation (Valencia et al., 2009). The practicum is a place for student teachers to demonstrate how the theories can be applied to the target situation.

The teacher education program must ensure that the student teachers are well prepared both physically and mentally. After four years of core coursework for student teachers, these student teachers must select a school where they can practice their teaching for one year. Their sense of identity as teachers will increase or decrease depending on how they perform at this stage. That means the student teachers will fail to develop as teachers because of the problems during teaching practice or become full-fledged members of the teaching profession. The teacher education program must be structured to provide opportunities to develop skills which encourage socialization during the initial year of teaching (Gratch, 2001).

The practicum is useful for the professional development of student teachers. Student teachers gain considerable experience through this course in order to develop as teachers. Willard-Holt (2001) investigated elementary school student teachers' perceptions of one week of teaching experience. The student teachers in the program felt that they gained an understanding of other people, had personal growth, gained substantial knowledge of other cultures, and made interpersonal connections (Ozek, 2009). The practicum enables student teachers to get a clear idea of the education system, and be well-prepared before the start of their teaching career. Armutcu and Yamen (2010) concluded that the practicum can open the doors to real-life good and bad experiences and that teaching practice fosters insides and outsides thinking.

The practicum is also known as clinical training, internship, or practical experience, depending on the discipline (Azeem, 2011). The most common objectives use of the practicum are for student teachers to use, adapt, create, or employ their knowledge and their teaching skills in a real classroom (Azeem, 2011). Khan (1993) said that an internship is the time when a teaching institution provides a learning

experience for student teachers so that they may be able to identify, select, innovate and organize activities to develop their teaching competence. The internship is a new experience in which student teachers are able to observe activities in the classroom and participate actively in the role of a teacher inside and outside of the classroom.

According to Dreeben (1970) this phase of training contributes not only to the development of occupational norms but also to reducing anxiety about teaching and to leads to learning classroom techniques. It also seems to contribute most of discover workable conduct, where workable becomes characteristically is defined as classroom management, following fixed schedules of instruction, simplifying lesson plans, getting through the material and cutting back on the breadth and richness of the material presented. Cohen and Manion (1983) described the need of teaching practice in these words. The theory and training in college prior to first practice cannot possibly provide answers for all the problems and unforeseen events student teachers are likely to encounter in the school and the classroom. Student teachers not only teach in the classroom during the practicum, they also do other jobs as do other teachers in the school.

Student teachers experience the role of a teacher in the practicum. Practice training provides an opportunity to gain confidence in teaching and have the opportunity to put theories into practice. Moreover, student teachers have the opportunity to learn the skills and attitudes of a competent and affective teacher. In real schools, student teachers have a chance to learn about children in real life and the opportunity for self-evaluation and to discover the strengths and weaknesses in their teaching (Brown and Brown as cited in Azeem, 2011). In the practicum, student teachers develop the skills for teaching and undergo teacher professional development. Farrell (2003) found that teacher education courses could help out by providing examples of various different contexts in which beginning teachers may find themselves.

The practicum plays important and a half role in teacher education program. One important point in the practicum is that it is hard for inexperienced teachers to capture the concept of teaching alone. The next paragraph aims to identify the challenges of the practicum.

2.2.1 Challenges of the practicum

The practicum is the time for student teachers to practice and have the opportunity to try out their knowledge in a real situation. The first time someone teaches, he or she faces a lot of challenges (Jusoh, 2013). This is because learning to teach is a complex activity as there are so many unknown and unexpected things.

In general, the objective of a teacher education program is for the student teachers to become good teachers. Dochy, Gielen, Janssens, Schelfhout, and Struyven (2006) listed five learning goals for teacher training. Firstly, student teachers have to master all content knowledge in the course which they wish to teach. Secondly, student teachers need to have skills and knowledge about learning and teaching in order to teach appropriately. Thirdly, student teachers have to work in a school setting; this is important for developing teaching skills. Fourthly, student teachers must become aware of their experiences and their decision making through teaching practice to improve their future performance. Finally, the teacher training program must also prepare students for taking on wide pedagogical and moral responsibilities. These common goals of teacher training are challenges for student teachers in teaching practice.

Student teachers have many concerns when they take practicum (Yunnus, Hashim, Mahamod, & Ishak, 2010). They fear what will happen to them during the practicum. The student teachers encounter problems in their new environment. This new environment consists of school administrators, the cooperating teacher, other teachers in the school, and the students. Student teachers are also concerned about their own content knowledge and the teaching knowledge, and how to combine those two bodies of knowledge. Novice teachers face these challenges because they are entering a new profession and have no experience. These challenges and concerns cause them problems during their teaching practice.

2.2.2 Problems of the teacher education program affecting the practicum

A number of factors, including teaching methodology, are involved in teacher education programs. The structure and content of the teacher education program itself may contribute to student teachers' unrealistic expectations about the

difficulties of teaching in general and their own immediate effectiveness in particular (Sinlarat 1995). Those factors are given below:

First, teacher education programs generally do not provide everything tht is need for professional preparation: precise admissions criteria, a complete general education program, an academic major, graduate training, a well-supervised introduction period, and a performance test (Wise, 1986). As Lanier and Little (1986) observe, few individuals are denied access to teacher education programs, and few are denied recommendations for certification: the curriculum offers easy access and implicit assurances of success provide the opportunity to learn and promote the idea that anybody can teach.

Second, another source of unrealistic expectations may be the years of observation (Lortie, 1975) that student teachers have completed; sixteen years of classroom experience may encourage the student teachers to believe that those who have been students are equipped to be teachers.

Third, teacher preparation itself is often guilty of downplaying the difficulties of teaching (Carter, 1987). Teacher education programs and textbooks convey the notion that learning is non-problematic if certain methods are applied and generally avoid discussion of what to do when faced with failure (Good, 1983). In addition, student teachers are often encouraged to find their own personal teaching style or to discover the instructional and managerial strategies that feel right to them (Feiman-Nemser & Buchmann, 1985). The implication is that teaching is instinctive rather than learned, that there are no particular patterns of behavior that are more effective than others.

The purpose of the practicum is to enable student teachers to work effectively in a real school setting, that is, the practicum the situation in which the student teachers will apply the content that they have learned in a real school. The practicum should therefore be proceed by "first identifying the target situation and then carrying out a rigorous analysis of that situation" (Hutchinson & Waters, 1987).

2.3 Needs Analysis

During the 1970s, according to Nunan (1988), needs analysis procedures made their appearance in language planning. While such procedures have a long tradition in other areas of adult learning, their use in language teaching became extensive with the agreement and support of the Council of Europe's modern language project. In the documents of the Council of Europe, needs analysis is used as the initial step in establishing behavioral objectives. It is from these objectives that more detailed aspects of the syllabus, such as functions, notions, topics, lexis, and structural exponents, are derived. According to Brown (1995), conducting a needs analysis is an important first step in the development of a curriculum.

In the field of program planning, needs analysis refers to a range of procedures for identifying and validating needs, and establishing priorities among them. Richards (1990) stated that needs analysis serves the three main purpose of:

1) providing an instrument for obtaining a wider range of input into the content, design, and implementation of a language program

2) identifying general or specific language needs that can be addressed in developing goals, objectives, and content for a language program

3) providing data that can serve as the basis for reviewing and evaluating an existing program. (Richards, 1990, p1)

As stated by Richards (1990), needs analysis in language teaching is used for many purposes, for example, to find out what knowledge and teaching skills a learner needs in order to perform a particular role, to help determine if an existing course adequately addresses the need of potential student teachers, to identify the gap between what student teachers are able to do and what they need to be able to do, and to collect information about the problems that they will experience.

2.3.1 Meaning of needs analysis

A number of people have proposed different definitions of needs analysis, for example, needs analysis in Richards and Rogers's term (1986) is described thus:

"Needs analysis is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives, and content in language program. It may focus either on the general

parameters of a language program e.g., by obtaining data on who the learners are, their present level of language proficiency, teacher and learner goals and expectations, the teacher teaching skills and level of proficiency in the target language, constraints of time and budget, available instructional resources, as well as societal expectations or on a specific needs, such as the kind of listening comprehension training needed for foreign students attending graduate seminars in biology." (Richards & Roger, 1986: 156)

Another definition of needs analysis with a more detailed specifications is presented by Brumfit and Roberts (1987).

"An investigation, in light of specification of the tasks a learner or group of learners will be required to perform in the target language, of what particular aspects of the target language need to be learned in order to bring about proficiency in these particular tasks. The results of needs analysis can be used to determine a syllabus and suitable teaching techniques." (Brumfit & Roberts, 1987: 199)

The definition of Brumfit and Roberts (1983) focuses on the discovery specification of tasks that learners will perform in the target situation. According to Iwai et al., (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a group of students.

Brindley (1989) and Berwick (1989) offer definitions of different types of needs and accounts of various problems and limitations in making use of this concept, including ways in which we might usefully distinguish between needs identified by analysts and those expressed or experienced by learners. Brown (1995) defines needs analysis as the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum objectives that satisfy the language learning requirements of students within the context of particular institutions. The outcome of a needs analysis should be a list of aims and objectives for the particular context.

According to Iwai, Kondo, Limm, Ray, Shimizu, and Brown (1999), formal needs analysis is relatively new to the field of language teaching. However,

informal needs analyses have been conducted by teachers in order to assess what language functions their students needs to master in the target situation. In fact, the reason why different approaches were born and then replaced by others is that teachers have planned to meet the needs of their students during their learning.

In order to look more deeply into the matter of needs analysis we need first to seek an answer to the question: what do we mean by needs? Many people in applied linguistics have offered different definitions of needs.

First, according to Widdowson (1981), needs analysis can refer to students' study or job requirements, that is, what they have to be able to do at the end of the course. This is a goal-oriented definition of needs. Needs in this sense are perhaps more appropriately described as objectives (Berwick, 1989).

Second, Mounford (1989) said that needs can mean "what the user-institution or society at large hold as necessary or desirable to be learned from a program of language instruction".

Third, Hutchinson and Waters (1987) explained that in language centered education, needs means the ability to comprehend and produce the necessary linguistics features in the target situation.

Fourth, Robinson (1991) pointed out that it refers to what the students would like to gain from the language course. This view of need implies that students may have personal aims in addition to the requirements of their studies or job. Personal needs may be devalued by being viewed as wants or desires (Berwick, 1989).

These definitions of needs are open to contextual interpretations and contain value judgments. It is essential in the field of course development to examine the needs since this process provides data which can be used to shape the syllabus and other factors in the curriculum. Moreover, if deficiencies appear in the course, needs can be established to improve or evaluate the course.

2.3.2 When should the needs analysis be carried out?

Based on a proposal by Robinson (1991), there is general agreement that, as much as possible, the needs analysis should be completed before any course or series of courses start. Richterich and Chancerel (1980) and Holliday and Cooke (1983), however, also suggest that needs analysis needs to be repeated during the

existence of the course. Brown (1995) stated that needs analysis serves as a basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the accuracy of the original needs assessment. Moreover, some researchers have demonstrated that needs analysis can best be employed in curriculum development (Bosher & Smalkowski, 2002). This is evident because the present situation analysis findings will change. For example, as students become more a part of the course, their attitudes and approaches to learning may change. Their supporters may also become more motivated and broaden the target which they are aiming. For instance, in a large institution or university, the needs analysis may need to be repeated on a smaller scale annually or every five years or so. This repeated needs analysis can be built into the formative evaluation.

2.3.3 Target Situation Analysis (TSA)

Determining the needs of students at the end of the course is called target situation (Robinson, 1991). With the publication of Munby's *Communicative Syllabus Design* (1978), needs analysis and focusing on learners' purposes became central to curriculum design. Accordingly, the notion of target needs became vital and research proved that functions and situations were also fundamental. The term target situation analysis (TSA) was first used by Chambers in Munbys' article (1980) in which he tried to simplify the confusion in terminology. For Chambers, TSA is communication in the target situation. Munby (1978) introduced the communicative needs processor (CNP), as Hutchinson and Waters (1987) say:

> *"With the development of the CNP it seemed as if ESP had come of age.*
> *The machinery for identifying the needs of any group of learners had been*
> *provided: all the course designers had to do was to operate it".*
> (Hutchinson & Waters, 1987:54)

In Munby's CNP, the target needs and target level performance are established by investigating the target situation, and his overall model clearly established the place of needs analysis as central to ESP, indeed the necessary starting point in materials or course design (West, 1998).

Hutchinson and Waters (1987) divided target situation analysis into three types: necessities, lacks, and wants. The description of each is as follow:

1) Necessities

Necessities are the type of need determined by the demands of the target situation. That is, "what learner has to know in order to function effectively in the target situation".

2) Lacks

The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks.

3) Wants

Wants are the needs of the learners related to course designers or teachers. In other words, wants are the perceptions of the learner as seen by other interested parties such as school administrators, cooperating teachers, and university teacher supervisors.

2.3.4 Present Situation Analysis (PSA)

In order to improve on target situation analysis (TSA), Robinson (1991) developed present situation analysis (PSA), which Hutchinson and Waters (1987) call learning situation analysis. The needs of learners to process their learning are learning needs. Learning needs are the knowledge or skills which they have and use in order to learn the new information. A present situation analysis requires determining what the students are like at the start of their course and investigating their strengths and weakness. Richterich and Chancerel (1980) give the widest range of devices for establishing the present situation. These involve three basic sources of information: the students themselves, the language teaching establishment, and the user-institution, for example, the students' place of work. For each of these, we need to seek information regarding their respective levels of ability; their resources, for example financial and technical; and their views on language teaching and learning. We might also study the surrounding society and culture: the attitude held towards English and towards the learning and the use of a foreign language.

To conclude, Hutchinson and Waters (1987) state that needs analysis is a complex process because it involves target situation needs and learning needs. Analysis of target situation needs is concerned with language use, while analysis of

learning needs is concerned with language learning – how people learn to do, what they do with language.

For the purpose of this review, the term needs analysis is thus used in a broader sense, encompassing both the target situation and learning situation. In this study, the researcher investigated the target situation in terms of problems, needs, and wants. This present study also examined some factors constraining syllabus implementation such as students' wants, previous experience, and the purpose for learning English, instructors' expectations, content, time, and respondents' attitudes to English teaching.

Based on the concept of needs analysis, it is appropriate to find information on the subject matter, including English teaching problems, needs, and wants for the practicum from fifth-year EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University. These EFL student teachers are involved in a real situation, so they are able to give the most useful information for the present research.

This study has been undertaken by researcher. She has carefully designed all the processes by consulting her thesis advisors. The researcher has made every effort to complete the study by means of topic selection: content, sample sampling (fifth-year EFL student teachers), methodology (questionnaires and semi-structured interviews), and statistical analysis (SPSS) were all taken into consideration.

2.4 Previous studies on the problems of the practicum

Problems in the practicum have been found by many researchers in different contexts. Based on a review of the research, the problems of the practicum can be divided into three types, each related to the three people involved in the practicum (student teachers, university teacher supervisors, and cooperating teachers).

2.4.1 Problems of the practicum in the Thai context

In Thailand three major types of problem regarding the practicum have been. Those problems involve teaching skills, the relationship between cooperating teachers and university teacher supervisors, and classroom management.

Problems Involving Teaching Skills

Problems of the practicum regarding teaching skills cover subject matter knowledge, teaching activities, teaching materials, and assessment. Pinitka (1978) conducted a study regarding the opinions of student teachers about teaching skills during the practicum. The study reported that student teachers reported a high degree of problems involving teaching skills, explanation skills, and sequencing teaching materials. Phusara (1984) examined the problems of the practicum regarding the intension and attitudes of Ramkamhang University student teachers. The research shows that student teachers confronted problems regarding introducing lessons, learning motivation, teaching techniques, and learning assessment.

Watchanasalikakul (1983) found that student teachers at a teacher training institution in Loei reported the highest degree of problems teaching skills, including lesson planning, choosing a teaching methodology, teaching activities, teaching materials, and learning assessment. Similarly, a study by Pinkesorn (1996) found that student teachers at Rajamongkol Institute of Technology had problems in the practicum regarding the objectives of the lesson, teaching methodology, and teaching activities. Moreover, Theprenu (2002) found that student teachers had low content knowledge, lacked confidence in their ability to teach, and their academics opinions were in conflict with those of the cooperating teachers.

Problems in the Relationship between Cooperating Teachers and University Teacher Supervisors

Prakaew (1986) found that cooperating teachers and university teacher supervisors had problems in the practicum in Thailand. Charearnsuk (1982) examined the problems of student teachers at Ramkamhang University and Chiang Mai University in their practicum. His study found that some cooperating teachers did not dare give comments to student teachers. On the other hand, some research shows that cooperating teachers and university teachers assumed no responsibility (Charearnsuk,

1982). A study by Prompen (1983) found that this lack of responsibility on the part of cooperating teachers included failure to always observe student teachers' teaching in the classroom and not providing an appropriate model for materials to be used in the lesson. Phothiyanun (1999) found that cooperating teachers did not give advice to student teachers in terms of how to be a good teacher. Based on his study, university teacher supervisors did not always supervise student teachers' teaching. In contrast, a study by Chumpaphad (1984) found that there were not enough cooperating teachers and university teacher supervisors to supervise all student teachers during the semester.

Problems in Classroom Management

Meaung-Wong (1974) conducted a study regarding the problems of the practicum. His study found that teachers could not control the classroom and were not prepared to go into the classroom. According to Phusara (1984), student teachers reported the highest level of problems in classroom management. Rupawichet (2003) conducted a study regarding the practicum of student teachers in the Faculty of Education, Chiang Mai University. His study found that student teachers evaluated themselves as lacking the skills need to control the classroom.

Other Problems

Dangsoong-nern, Kobsiriphat, and Limsuthakul (2002) conducted a study regarding best practices for the practicum in Rajabhat universities. There were two problems involving the practicum department. The first problem was that the objectives of the practicum were not put into practice. The second problem was that university teacher supervisors did not have sufficient time to supervise student teachers and each university teacher supervisor had different objectives and goals in supervising. These elements cause problems in the practicum.

2.4.2 Problems in the practicum in other countries

Tok (2010) conducted a study into the problems student teachers had in teaching skills during practice teaching. The purpose of his study was to determine the

problems of student teachers who were taking the practicum. The study found that the problems the student teachers experienced during practice teaching were planning the lesson, subject matter knowledge, using instructional materials, motivation, communication, time management, and behavior management skills.

Applegate and Lasley (1985) conducted research into the problems of student teachers during the practicum. They found that seven problems were related to practice teaching: classroom management, working with cooperating teachers, student needs, time management, timing practice, workload and clear communication in the classroom. However, the most significant problem was finding effective methods for dealing with student needs.

Saricoban (2010) conducted a survey of the potential problems student teachers encounter during their practicum. A questionnaire was employed in the study; the questions covered five areas: (a) lack of support in terms of materials and equipment, (b) problems resulting from the course book, (c) problems resulting from the students, (d) problems resulting from the curriculum, and (e) problems resulting from the classroom environment. He found that most problems are due to a lack of audio-visual materials; other supplementary materials needed; pronunciation; translation; and reading, speaking, and writing activities.

On the one hand, the way that student teachers see themselves is the one thing affecting the practice teaching. A few studies have shed light on this issue. Grossman and Mcdonald (2008) found that student teachers come into the classroom with two visions; one vision was that student teachers viewed themselves as guests in the classroom and that the cooperating teacher had the real power in the classroom. Bork and Mayfield (1995) examined the relationship between student teachers and their university supervisors and cooperating teachers. The results show that all participants indicated their cooperating teachers played a role in their learning to teach. Teaching and learning in the classroom were the same both before they arrived and after they left. The other goal was that they had some time to try out some of the concepts and strategies that they had learned in their coursework. That was the extent of some student teachers' achievement. Chen and Chen (2001) found that student teachers reported feeling frustrated over conflicts between cooperating teachers and student teachers, relationships with other people in the school, uncertainty about their

professional status, students' attitudes and student discipline, and the work ethics of teachers and staff.

This review of the studies above shows the types of problems which occurred during the practicum. From the previous research, it can be seen that the problems during practicum are due to the lack of knowledge and teaching skills that student teachers bring to the school setting. Based on the studies, the problems can be divided into three types: lack of teaching skills, the relationship with cooperating teachers and university teacher supervisors, and classroom management. The first concerning of the cause of the problem is the preparation course of the program. Based on need analysis, it is widely used in research in curriculum development. The basis of need analysis is to training program and development program (Dudley-Evans & St John, 1998).

2.5 Chapter Summary

This chapter has presented a review of the related literature and concerning the practicum, problems in the practicum, and needs analysis. The review of the previous literature shows that student teachers have problems during the practicum. The practicum plays an important role in teacher education programs and provides the opportunity for student teachers to gain professional experience. Student teachers have to combine pedagogical knowledge and content knowledge in a real classroom (Valencia et al., 2009). Therefore, EFL student teachers encounter both good and bad experiences and face problems in their teaching. These experiences and problems may reduce or increase their perceptions of themselves as teachers. On the other hand, the literature reviews regarding course design have suggested ways to develop or improve curricula. Needs analysis was used in this study in order to evaluate the practicum.

CHAPTER III
METHODOLOGY

This chapter presents the research methodology. This chapter starts with the rationale for the mixed methods research design. Details about the population, the research instruments, the data analysis procedures, and the statistical devices for data analysis will then be given.

3.1 Research Design

The present study employed a mixed method research design to gather both quantitative and qualitative data to understand the problems, needs, and wants of a practicum course provided for EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University. The reason that the researcher employed mixed method research design was that "although qualitative data provided a detailed understanding of a problem while quantitative data provide a more general understanding of a problem, each has its limitations" (Creswell & Clark, 2007). "… [M]mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (Onwuegbuzie & Turner, 2007).

3.2 Population and Sample

Both groups of participants, fifth-year student teachers and teachers were involved in this present study. The target population of student teachers was 90 fifth-year EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat

University. The reasons for selecting these fifth-year EFL student teachers were as follows:

1. These fifth-year EFL student teachers had completed the compulsory courses at the university level. They had received preparation in the theory, techniques, and teaching methods which are related to their profession.

2. These student teachers were taking the practicum course in the first semester of the 2013 academic year and were practicing their teaching in a real school setting. In this setting, the student teachers had to apply the teaching skills and content knowledge which they had learned in their classes to a real classroom. These student teachers faced problems, difficulties, and unexpected situations and had to deal with them alone or with little support. Moreover, many of the problems, difficulties, and unexpected situations were different from the theories they had learned.

In one year of practice teaching in a real school environment, they faced with and many obstacles in teaching English in the classroom. Specifically, they were in a context which could make the reflect on the problems, needs, and wants for their practicum. Therefore, it is suitable to collect data from this group.

The exact number of EFL student teachers is shown in Table 3.1. There were four university teacher supervisors and cooperating teachers. They were asked to volunteer for the semi-structured interviews. The reasons for selecting these teachers were as follows:

1. These teachers were experts in teaching English.
2. These teachers had worked or supervised for at least five years.
3. These teachers were willing to participate in the research.

Table 3.1 The sample size for the study

Sample	Population	Sample Size
1. Fifth-year EFL student teachers*	90	78
2. University teacher supervisors	20	2
3. Cooperating teachers	52	2

* Based on the table of sample size (Krejcie & Morgan, 1970)

3.2.1 Sampling

In this study, purpose sampling and simple random sampling were used to obtain a representative sample size from the population, as shown in Figure 3.1.
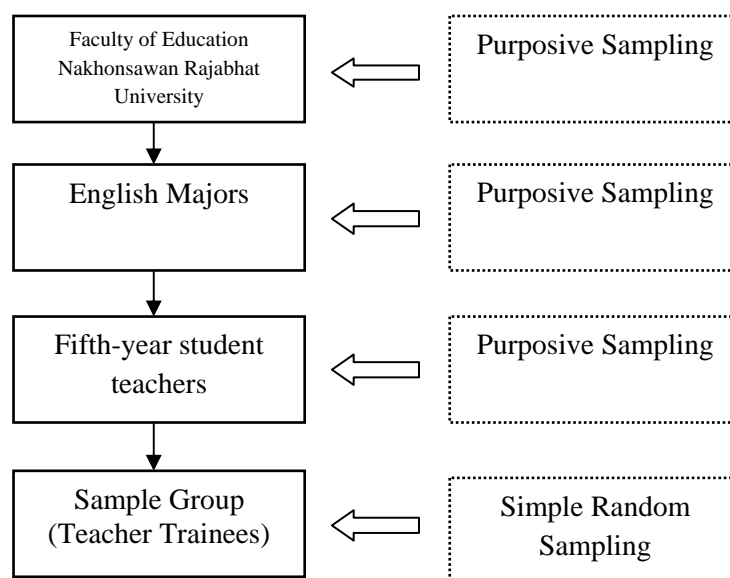
Figure 3.1 The sampling process

Firstly, the fifth-year EFL student teachers, Faculty of Education, Nakhonsawan Rajabhat University were identified as the best representatives for the needs of the present study, based on purposive sampling. McMillan and Schumacher (2001) describe this technique in the following way: "The researcher selects particular elements from the population that will be representative or informative about the topic of interest. The judgment is made about which subject should be selected to provide the best information to address the purpose of the research" (p.175).

Secondly, random sampling was used to choose the sample for the study among fifty-year student teachers. Krejcie and Morgan's (1970) table was used to figure out the number of subjects. The total population was 90; thus the sample size was 78.

Finally, the student teachers, university teacher supervisors, and cooperating teachers were asked to volunteer in the semi-structured interviews. In total, six fifth-year EFL student teachers, two university teacher supervisors, and two cooperating teachers from the school took part in the interviews.

In the semi-structured interviews, there were two groups of interviewees. The first group was six fifth-year EFL student teachers who volunteered for of the semi-structured interview. The second group was two university teacher supervisors and two cooperating teachers from the school who had the following characteristics:

The two university teacher supervisors in the semi-structured interview had been supervising EFL student teachers for five years. They had master's degrees in educational program supervision and curriculum development. Their bachelor's degrees were in English education. They were also willing to participate in the semi-structured interview because they wanted to reflect on the real problems in the practicum for EFL student teachers in order to further develop the curriculum.

One cooperating teacher worked in an elementary school and the other in a secondary school. They had been cooperating teachers for five years. They had bachelor's degrees in English education. They also had master's degrees in curriculum development. The two cooperating teacher were willing to participate in the semi-structured interview because they had cooperate extensively with the EFL student teachers for five years. They thought that their opinions would be useful for the practicum and for a new generation of teachers.

3.2.2 Human subjects

The present research required permission from the Mahidol University Institutional Review Board (MU-IRB) before the study could be conducted with human subjects. The researcher prepared the research proposal agreed to by the three thesis advisors and submitted it to the IRB. The IRB was asked to examine the proposal to verify that: 1) the human subjects' rights were protected if they participated in the research; and 2) the research plan was appropriate. The proposal submitted consisted of reasons for conducting the study, the population, the research instruments, the data collection procedures, and the data analysis. After the research plan was approved by the IRB, the actual research was conducted. The researcher sent letters of consent to the Faculty of Education, Nakhonsawan Rajabhat University, in order to explain the purpose of the study. The purpose of the study was told to all participants so that they could understand why the researcher needed the data regarding their experiences involving the problems, needs, and wants of the practicum.

In addition, the researcher informed the participants that they should answer all questions by giving their own opinions. Moreover, their personal information would remain anonymous. After the present study was finished, the information obtained from the returned questionnaires was destroyed.

3.3 Research instruments

The research instruments employed in this study included questionnaires and semi-structured interviews. In the present study, the quantitative data were obtained from a series of questionnaires which consisted of four parts. The first part was demographic data about the EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University who were doing their practice teaching in a real school setting. The second part was a questionnaire used to investigate the current problems and needs which those EFL student teachers confronted during their practice teaching. The third part was a questionnaire used to investigate the wants of those EFL student teachers in regard to their practice teaching.

A series of semi-structured interview questions made up the qualitative part of the study; these questions were use to collect in-depth data about the problems, needs and wants of the EFL student teachers. The fifteen semi-structured interview questions were asked to the six EFL student teachers, two university teacher supervisors, and two cooperating teachers. The semi-structured interviews were conducted to discover their opinions about the problems, needs, and wants for the practicum which could not be obtained from the questionnaires.

3.3.1 Preliminary Interview

Ten fifth-year EFL student teachers were interviewed by the researcher. Those EFL student teachers were asked about the problems of the practicum and the situations that they worried about. Then, the data from the interviews were used to design the first questionnaire for a pilot study for this study.

3.3.2 Questionnaire

Construction and Development of the Questionnaire

Firstly, the curricula for the practicum both in the Thai context and the foreign context, the practicum instructional book, the data from the preliminary interview, and the need analysis were reviewed. Secondly, the researcher analyzed all the documents related to the practicum in order to design the questions for the questionnaire. Third, the initial questionnaire was prepared and then sent to three experts in the practicum for checking item objective congruence index (IOC). Fourth, the data obtained from the three experts and the interviews with the EFL student teachers concerning the problems, needs, and wants of the practicum were used to develop the final questionnaire.

The two main instruments in this study, the questionnaire and the semi-structured interview were in Thai in order to minimize problems of ambiguity and misinterpretation.

3.3.3 Pilot Study

A pilot study using a questionnaire as the research tool was designed to obtain information relevant to the design of the final questionnaire. The questionnaire in the pilot study was distributed to 15 fifth-year EFL student teachers in both an elementary school and a secondary school.

These student teachers were asked to answer the questions and give comments on the questionnaire content and terminology. They were asked to express other opinions concerning of the practicum. The student teachers in this pilot study were asked to answer without being informed that this was pilot study. This is in order to for them to take the questions as seriously as if they had been actual subjects in a study. Problem items were excluded and all seemingly ambiguous wordings were clarified, and the final questionnaire was developed under the supervision of three experts: the thesis advisor and co-advisors. Finally, the questionnaire was distributed to all subjects.

3.3.4 Description of the Questionnaire

For many good reasons questionnaires are the most widely technique for obtaining information from subjects. McMillan and Schumacher (2001) say that a questionnaire is relatively economical, has the same questions for all subjects and can ensure anonymity. Questionnaires can use statements or questions, but in all cases the subject is responding to something written for specific purposes.

The questionnaire used in this study was developed by the researcher to suit the particular context and the purposes of the study. To ensure the appropriateness and comprehensibility of the questionnaire items, the thesis advisor and co-advisors were consulted. The questionnaires were written in Thai in the hope that problems of ambiguity and misinterpretation could be kept to a minimum. The questionnaires were divided into three parts (Table 3.2):

The first part was constructed to obtain demographic data about the participants. The questions covered their gender, the level of the students, the location of the school, and their English teaching ability.

The second part was designed to discover the problems they encountered in the practicum. The questions covered the objectives of the curriculum, lesson planning, and other activities in the school.

The third part was designed to discover their needs for the practicum. The questions covered to the objectives of the curriculum, lesson planning, and other activities in the school.

The fourth part was designed to discover their wants for the practicum. The questions covered their teaching skills, materials, evaluation, and their knowledge of English.

Table 3.2 Questionnaire items

Topics	No. of Items
First part: Demographics of the participants	4
- Gender	
- Level of the students	
- Location of the school	
- English teaching ability	
Second part: Problems in the practicum	92
- Curriculum	
- School activities	
- Faculty of Education activities	
- Roles of the three participants in the practicum	
Third part: Needs for the practicum	92
- Curriculum	
- School activities	
- Faculty of Education activities	
- Roles of the three participants in the practicum	
Third part: Wants for the practicum	32
- English teaching and managing skills	
- Evaluation	
- Knowledge of English	
Total	220

All questions were related to the purpose of the research, which was to find the problems, needs, and wants of EFL student teachers for their practicum. The questionnaire uses a five-point Likert scale. EFL student teachers were asked to indicate their opinions on 128 items and rate item. The mean score obtained from this scale was interpreted according to the following ranges:

Scale	Problem	Need	Want	Mean range
5	Most problematic	Most needed	Most wanted	4.50 – 5.00
4	Very problematic	Strongly needed	Very wanted	3.50 – 4.49
3	Problematic	Needed	Wanted	2.50 – 3.49
2	Somewhat problematic	Somewhat needed	Slightly wanted	1.50 – 2.49
1	Not at all problematic	Not at all needed	Not at all wanted	1.00 – 1.49

3.3.5 Validity and Reliability of the Questionnaire

To ensure the validity of the questionnaire, the following steps were taken:

1. The questionnaire was developed based on the practicum instructional book, a review of the literature, and interviews with EFL student teachers.

2. The item objective congruence index of the questionnaire was determined by three experts.

3. The questionnaire was modified and revised after consultation with the thesis advisory committee.

4. The questionnaire also was piloted with 15 EFL student teachers. Comments from the respondents in the pilot study were used to develop the final questionnaire.

Thus, it would be reasonable to claim content validity for the questionnaire.

To ascertain the reliability of the present questionnaires, Cronbach's alpha-coefficient was calculated. A Cronbach's alpha coefficient of 0.80 was obtained.

3.3.6 Semi-structured interview

Interviews are used often in policy research. The purpose of the interview is "to gather information or bits of data" (Mutchnick & Berg, 1996). The richness in both breadth and depth from the responses given in interviews can help researchers not only better understand what goes on in classroom or schools, but also better elicit participants' feelings, interpretations, reactions, or life experiences (Lodico, Spaulding, & Voegtle, 2006).

In the present study, semi-structured interviews were employed to gain more insightful data concerning the problems, needs, and wants for the practicum; guidelines were used, with questions and topics that must be covered. The interview allowed the EFL student teachers and teachers to express their opinions about the practicum. The interview questions in the present study were developed according to the purposes of the study on the basis of the questionnaire. The interview questions were piloted with 10 EFL student teachers who volunteered for pilot interviews. Then, the comments from those participants were discussed with thesis advisor and the interview questions were edited. Finally, 15 interview questions were used for this study.

3.4 Data Collection Procedures

The data collection procedure in the present study is described in full below:

Quantitative data procedures

Firstly, to conduct the present study, a consent letter was sent to those responsible for the English major in the Faculty of Education, Nakhonsawan Rajabhat University. The consent form asked for permission in order to make an appointment withfifth-year EFL student teachers to administer the questionnaire.

Secondly, the questionnaire was sent by mail to fifth-year EFL student teachers at the school. At this time, the researcher asked the EFL student teachers and the teachers to volunteer as interviewees in the semi-structured interview stage and to make an appointment for the interview.

Qualitative data procedures

Firstly, the fifth-year EFL student teachers were asked to indicate when they would be available for an interview. They were available every day after classes finished at their school. The researcher scheduled approximately 15 minutes for each student teacher. The interview was audio recorded.

Secondly, two cooperating teachers were asked when they would be available for an interview. They were available on Saturday at 09.00 in Room 911, Faculty of Education, Nakhonsawan Rajabhat University. The approximate amount of time for each interview was 15 minutes. The interview was audio recorded.

Thirdly, two university teacher supervisors were interviewed in the afternoon after the two cooperating teachers. Each of them was interviewed for 15 minutes. The interview was audio recorded.

During the interview, all the interviewees felt free to express their opinions about the practicum. The audio recording was transcribed after the interview was finished.

3.5 Data Analysis

3.5.1 Data Analysis of the Questionnaire

All answers to the questionnaire were coded as quantitative data. The raw data were analyzed by using the Statistical Package for Social Science (SPSS). Descriptive statistics were used to analyze the findings of the study. Then mean (*M*) and standard deviation (*SD*) were calculated to determine the prevalence of fifth-year EFL student teachers' opinions toward their practicum.

Mean (M): The mean is the most frequently used measure of central tendency. The mean is simply the arithmetic average of all the scores. It sums up all the scores (McMillan & Schumacher, 2001). This study used the mean to interpret the finding by comparing items.

Standard Deviation (SD): The standard deviation is a numerical index that indicates the average variability of the scores. It describes the distance, on the average, of the scores from the mean (McMillan & Schumacher, 2001).

3.5.2 Data Analysis of the Semi-structured Interview

Strauss and Corbin's (1990) theoretical concepts of open and axial coding were used in the present study to analyze the data from the semi-structured interviews. Open coding was the initial stage for qualitative data analysis in the present study; this

involved the naming and categorization of phenomena by closely examining existing data. After completing open coding, axial coding and selective coding were undertaken to put the fractured data back together in new ways by making connections between categories (Stauss & Cobin, 1990) and attempting to formulate one or more core categories, as shown in figure 3.2.
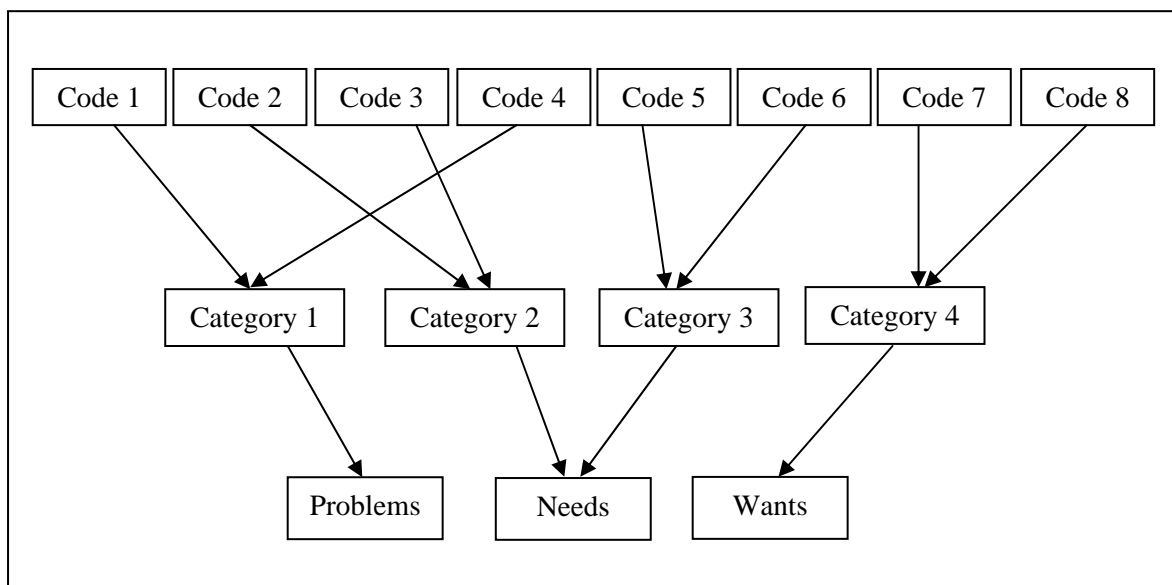
Figure 3.2 Data analysis of the semi-structured interview

CHAPTER IV
RESULTS

This chapter presents the findings of the present research. The data obtained from responses to the questionnaires and the semi-structured interviews were analyzed using descriptive statistics and content analysis. This section first presents a summary of the demographic data for the respondents. The subsequent parts discuss the results in an attempt to answer the research questions proposed in Chapter One. The last section presents the overall findings of the study.

The three research questions are as follows:

1. To what extent do EFL student teachers have problems in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

2. To what extent do EFL student teachers have needs in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

3. To what extent do EFL student teachers have wants for the practicum course concerning the teaching of English and classroom management skills, evaluation, and knowledge of English?

4.1 Demographic Data

The total sample size was 78 EFL student teachers; 10 EFL student teachers were males while 68 EFL student teachers were females. There were 60 EFL student teachers teaching elementary schools and 18 EFL student teachers were teaching secondary schools. Forty-four schools were located in urban areas, while 34 schools

were located in the rural area. Most EFL student teachers believed that they had sufficient ability to teach in a real school. Only a few EFL student teachers were not at all confident and felt themselves under stress when having to teach. The demographic data related to the participants is summarized in Table 4.1.

Table 4.1 Demographic Data

Student teachers	Gender		School	
	Male	**Female**	**Elementary**	**Secondary**
Fifth-year EFL Student teachers	10	68	60	18

  N = 78

4.2 Finding One

Research Question One: what extent do EFL student teachers have problems in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

This section describes the problems experienced by EFL student teachers during practice teaching. Descriptive statistics were used to analyze the data obtained from the 78 questionnaires. The problems encountered during practice teaching are presented in terms of 1) problems encountered during practice teaching 2) the sub-categories of the problems encountered during the practicum 3) the sub-scales for the problems encountered during the practicum.

The extent of problems in practice teaching is classified according to the following criteria and the mean score derived from this scale is interpreted according to the following ranges:-

Rank	Problem	Mean range
5	Most problematic	4.50 – 5.00
4	Very problematic	3.50 – 4.49
3	Somewhat problematic	2.50 – 3.49
2	Not so problematic	1.50 – 2.49
1	Not at all problematic	1.00 – 1.49

4.2.1   Problems encountered during the practicum

The extent of the problems encountered during the practicum is presented in Table 4.2 (problems encountered during the practicum), Table 4.3 (the sub-categories of the curriculum problems encountered during the practicum), Table 4.4 (the sub-categories for the problems involving the goals of the practicum), Table 4.5 (the sub-categories for management problems encountered during the practicum), Table 4.6 (the sub-categories problems in evaluation encountered during the practicum), Table 4.7 (the sub-categories for operational problems encountered during the practicum operation), Table 4.8 (the sub-categories problems in planning lessons), Table 4.9 (the sub-categories for problems in delivering the lesson), Table 4.10 (the sub-categories for problems in evaluation), Table 4.11 (the sub-categories for problems involved in classroom action research), Table 4.12 (the sub-categories for problems involving other activities in school), Table 4.13 (the sub-categories for problems involving activities held by the Faculty of Education during the practicum), Table 4.14 (the sub-categories of problems involving the roles and responsibilities of the people involved in practice teaching), Table 4.15 (the sub-categories for the problems involving cooperating teachers), Table 4.16 (the sub-categories for the problems involving university teacher supervisors), Table 4.17 (the sub-categories for the problems involving the student teachers themselves).

Table 4.2 Problems encountered during the practicum

Problems	M	SD	Level
Curriculum of tpracticum	2.13	1.09	Not so problematic
Operational problems with the practicum	2.25	1.07	Not so problematic
Other activities in school	2.04	1.08	Not so problematic
Activities held by the Faculty of Education during the practicum	2.13	1.14	Not so problematic
Roles and responsibilities of people involved in practice teaching	1.98	1.03	Not so problematic

N = 78

Table 4.2 reports the average extent of the problems encountered by 78 EFL student teachers during practice teaching. The results show that EFL student teachers experienced only a low level of problems during the practicum. Operational problems in the schools (M = 2.25) received the highest mean score of all the categories. Problems involving the curriculum of the practicum and activities held by the Faculty of Education (M = 2.13) tied for second, other activities in school (M = 2.04) ranked fourth, and roles and responsibilities of people involved in practice teaching (M = 1.98) was ranked fifth.

Table 4.3 Sub-Categories for the curriculum problems encountered during the practicum

Curriculum of practicum	M	SD	Level
1. Purposes of practicum	2.20	1.21	Not so problematic
2. Practicum management	2.15	1.11	Not so problematic
3. Practicum evaluation	2.04	0.99	Not so problematic

N = 78

Table 4.3 presents the extent of the problems involving the practicum curriculum encountered during practice teaching in terms of the following categories: purposes of the practicum, management of the practicum, and evaluation in the practicum. EFL student teachers experienced only a low level of problems in all areas

involving the curriculum of the practicum. The highest rating among these problems was for the goals of the practicum ($M = 2.20$). Practicum management ($M = 2.15$) ranked second, while evaluation in thepracticum ($M = 2.04$) was ranked third.

Table 4.4 Sub-categories for problems involving the goals of the practicum

Purposes of practicum	*M*	*SD*	Level
1. Employing knowledge and experiences gained from practice teaching in the school to improve the teaching of English	2.24	1.21	Not so problematic
2. Learning work and teacher's duties for which the curriculum gives the student teacher responsibility	2.24	1.09	Not so problematic
3. Having positive attitudes and realizing the value of teaching profession	2.14	1.19	Not so problematic

N = 78

Table 4.4 presents the extent of the curriculum problems in terms of the goals for the practicum. The EFL student teachers reported that the knowledge and skills specified in the objectives of the practicum which they had obtained during the practicum could be applied to their work in the future, while their attitudes toward the teaching profession seemed positive.

Table 4.5 Sub-categories for management problems encountered during the practicum

Practicum management	*M*	*SD*	Level
4. Providing schools in which student teachers could practice teaching	2.26	1.15	Not so problematic
5. Providing cooperating teachers for student teachers	2.23	1.13	Not so problematic
6. Assigning classes to student teachers	2.22	1.08	Not so problematic
7. Assigning student teachers to teach 10 hours a week	2.03	1.01	Not so problematic
8. Assigning student teachers to teach at the primary level	2.08	1.13	Not so problematic
9. Assigning student teachers to teach at the secondary level	2.14	1.15	Not so problematic
10. The preparedness of schools where teacher students have to do their practice teaching	2.14	1.12	Not so problematic

N = 78

Table 4.5 presents the extent of problems involving the curriculum of the practicum in terms of management of the practicum. EFL student teachers reported experiencing a low level of problems. The highest mean score was for providing an appropriate school for their practice teaching (*M* = 2.26), while the lowest mean score was for the appropriate number of hours for practice teaching hours (10 hours/week) (*M* = 2.03). EFL student teachers reported that not enough schools had been provided for the practicum. Three or four student teachers were assigned to the same school, thus some of them had to teach in inappropriate classes or teach inappropriate subjects. Some cooperating teachers were not expert or did not have an EFL major because of the large number of EFL student teachers. However, the EFL student teachers felt comfortable with the time allocated for their practice teaching (10 hours/week).

Table 4.6 Sub-categories for problems in evaluation encountered during the practicum

Evaluation in the practicum	*M*	*SD*	Level
11. The time provided time by the school for supervision of student teachers	2.24	1.05	Not so problematic
12. The time provided by the university for supervision of student teachers	1.95	0.96	Not so problematic
13. Explaining the evaluation of practice teaching	2.13	0.99	Not so problematic
14. The assessment of characteristics and the student teacher's performance of the teacher's duties	1.92	0.97	Not so problematic
15. The assessment of lesson plans	1.97	0.98	Not so problematic
16. The assessment of the ability to manage learning and teaching	2.00	0.92	Not so problematic
17. The appropriateness of the allocation of grades proportion in the assessment of practice teaching	2.01	1.02	Not so problematic

N = 78

Table 4.6 presents the extent of curriculum problems encountered during the practicum in terms of evaluation in the practicum. Student teachers reported a low level of problems for all these categories. They were felt unsure of the supervision provided by the school, while the supervision provided by the university seemed clear. All the evaluation forms used during the practicum were clear and appropriate.

Table 4.7 Sub-Categories for the operational problems encountered during the practicum

Operational problems in the schools	*M*	*SD*	Level
Lesson planning	2.15	1.04	Not so problematic
Delivering the lesson	2.21	1.07	Not so problematic
Evaluation	2.02	0.98	Not so problematic
English classroom action research	2.62	1.18	Somewhat problematic

N = 78

Table 4.7 presents the extent of the problems of the practicum in terms of practice teaching categories: lesson planning, delivering the lesson, evaluation, and English classroom action research. EFL student teachers reported experiencing a low level of problems in these categories. The highest mean score for these categories was for English classroom action research (*M* = 2.62). Second was for delivering the lesson (*M* = 2.15). Lesson planning (*M* = 2.15) was third, while evaluation (*M* = 2.02) was fourth.

Table 4.8 Sub-categories problems involving lesson planning

Lesson planning	*M*	*SD*	Level
18. Specify learning objectives	2.18	1.01	Not so problematic
19. Specifying learning content	2.09	1.00	Not so problematic
20. Specifying learning activities	2.23	1.01	Not so problematic
21. Specifying learning and teaching materials	2.14	1.15	Not so problematic
22. Specifying assessment of learning achievement	2.12	1.04	Not so problematic

N = 78

Table 4.8 shows that EFL student teachers reported a low level of problems with lesson planning. The highest mean score was for specifying learning activities (*M* = 2.23). They felt that specifying the content was not a problem for them because the textbook provided the content for every hour.

Table 4.9 Sub-categories for problems in delivering the lesson

Delivering the lesson	M	SD	Level
23. Warm-up (Introducing the lesson)	2.17	1.13	Not so problematic
24. Managing learning activities	2.15	1.03	Not so problematic
25. Precision of content	2.21	1.07	Not so problematic
26. Teaching grammar	2.28	1.01	Not so problematic
27. Teaching listening	2.24	1.03	Not so problematic
28. Teaching speaking	2.31	1.06	Not so problematic
29. Teaching reading skills	2.60	1.50	Somewhat problematic
30. Teaching listening	2.33	1.02	Not so problematic
31. Learner-centered learning management	2.37	1.14	Not so problematic
32. Using appropriate materials	2.18	0.96	Not so problematic
33. Confidence in teaching	2.23	1.10	Not so problematic
34. The capacity in specify problems in teaching	2.14	1.07	Not so problematic
35. Applying learning activity theories to the classroom	2.12	1.06	Not so problematic
36. Capacity to solve problems while teaching	2.13	1.09	Not so problematic
37. Classroom management	2.21	1.10	Not so problematic
38. Reinforcement and moral support	2.09	0.98	Not so problematic
39. Creating opportunities for student participation	2.08	0.96	Not so problematic
40. Using questions and activities to promote thinking skills	2.12	0.99	Not so problematic
41. Wrap-up	2.04	0.99	Not so problematic

N = 78

Table 4.9 presents the extent of problems involved in delivering the lesson. Teaching reading was reported as somewhat problematic by the EFL student teachers. The EFL student teachers reported that one hour for teaching reading was not enough. They had no time to approach all students in the classroom to complete the

reading tasks. They just assigned more reading texts for the students to do at home. Some EFL student teachers expressed concern about their knowledge of English; this concern affected their teaching performance and classroom management. They felt that the students did not respect them because they made mistakes while beginning to teach. However, for sub-categories of delivering the lesson were found to be not so problematic. The EFL student teachers were qualified from the school and classroom environment.

Table 4.10 Sub-categories for problems in evaluation

Evaluation	*M*	*SD*	Level
42. Assessing students' knowledge before the lesson (Pre-test)	2.13	1.02	Not so problematic
43. Assessing students' knowledge during the lesson	1.95	0.95	Not so problematic
44. Assessing students' knowledge after the lesson (Post-test)	1.96	1.01	Not so problematic
45. Assessing whether students met the defined objectives	1.97	0.91	Not so problematic
46. Retesting students who do not pass the initial assessment	2.12	1.00	Not so problematic

N = 78

As can be seen in Table 4.10, EFL student teachers reported that learning assessment was not so problematic. Assessing students' ability before teaching received the highest ranking. Dealing the unsuccessful students ranked second; EFL student teachers sometimes had no idea of how to deal with students who did not pass the exam and frequently missed class. They asked the cooperating teachers for help in solving this problem.

Table 4.11 Sub-categories for problems involving classroom action research

Classroom action research	*M*	*SD*	Level
47. Finding a title	2.51	1.10	Somewhat problematic
48. Specifying research areas	2.76	1.15	Somewhat problematic
49. Specifying research objectives	2.71	1.26	Somewhat problematic
50. Identifying variables	2.65	1.26	Somewhat problematic
51. Choosing a sample group	2.59	1.24	Somewhat problematic
52. Specifying the length of time to be devoted to research	2.54	1.15	Somewhat problematic
53. Defining technical terms	2.56	1.23	Somewhat problematic
54. Reviewing the literature	2.58	1.20	Somewhat problematic
55. Choosing statistical devices for data analysis	2.71	1.19	Somewhat problematic
56. Choosing research instruments	2.58	1.13	Somewhat problematic
57. Writing the conclusion	2.74	1.22	Somewhat problematic
58. Writing the discussion	2.72	1.11	Somewhat problematic
59. Writing an abstract in Thai	2.54	1.10	Somewhat problematic
60. Writing an abstract in English	2.55	1.21	Somewhat problematic

N = 78

As shown in Table 4.11, the EFL student teachers reported more problems for English classroom research than for the other categories. The EFL student teachers reported that English classroom action research was somewhat problematic. They expressed concern with this category, because the objectives of the practicum required that EFL student teachers conduct an English classroom research project. They reported that they had no idea about how conduct a study. Most of their time was devoted to teaching in the classroom and to doing other school activities. English classroom action research was a problem for them. They were not confident about their ability to conduct research by themselves without any help from experts. Finally, they reported that they were not well prepared for the English classroom action research.

Table 4.12 Sub-Categories for problems involving other activities in school

Other activities in school	*M*	*SD*	Level
61. Standing at the school gate in the morning and evening to ensure the safety of students	1.86	1.10	Not so problematic
62. Making students stand in rows and conduct activities in front of the flag-pole in the morning	1.87	1.06	Not so problematic
63. Organizing exhibitions on various important days	1.90	1.05	Not so problematic
64. Training students to participate in various academic competitions	1.92	1.01	Not so problematic
65. Substituting for other teachers	2.08	1.09	Not so problematic
66. Performing the duties of a class teacher	2.03	1.09	Not so problematic
67. Performing the duties ofa subject teacher	2.15	1.10	Not so problematic
68. Performing the duties assigned in the registration and measurement department	2.27	1.14	Not so problematic
69. Performing the duties assigned in the Student affairs department	2.21	1.10	Not so problematic
70. Performing duty as a nursing teacher	2.19	1.07	Not so problematic

N = 78

The EFL student teachers reported a low level of problems for other activities in school, as shown in Table 4.12. The participants reported that they were not concerned about these activities or duties in the context of their school. They did not find these duties difficult; all such activities were found to be routine.

Table 4.13 Sub-Categories for problems involving activities held by the Faculty of Education during practice teaching

Other activities held by the Faculty of Education	*M*	*SD*	Level
71. Student teacher orientation (sending student teachers to schools)	2.26	1.25	Not so problematic
72. Mid-semester seminar	2.13	1.10	Not so problematic
73. Seminars and exhibitions after practice teaching in schools	2.13	1.16	Not so problematic
74. Training involving case studies	2.01	1.05	Not so problematic

N = 78

As can be seen in Table 4.13, the EFL student teachers reported a low level of problems regarding the activities held by the Faculty of Education. The results show that the EFL student teachers gave highest mean ranking to student teacher orientation activities. They explained that opening day at different schools were not the same; some student teachers had to be at school and carry out teachers' duties before orientation. Moreover, some schools did not require the teachers or cooperating teachers to participate in this activity. The student teachers in those context felt that they were not part of the school.

Table 4.14 Sub-Categories for problems involving the roles and responsibilities of the people involved in practice teaching

Roles with in the school	*M*	*SD*	Level
Cooperating teachers	1.95	1.06	Not so problematic
University teacher supervisors	2.15	1.02	Not so problematic
Student teachers	1.85	1.00	Not so problematic

N = 78

As seen in Table 4.14, the people involved in the practicum were reported as being not so problematic. The university teacher supervisors received the highest

mean score $M = 2.15$. Cooperating teachers ($M = 1.95$) placed second. The student teachers themselves ($M = 1.85$) received the lowest mean score.

Table 4.15 Sub-categories for problems involving cooperating teachers

Cooperating teachers	*M*	*SD*	Level
75. Giving advice and consulting with student teachers about teaching problems	2.06	1.21	Not so problematic
76. Giving advice and consulting with student teachers about performing teachers' duties	1.86	1.04	Not so problematic
77. Checking lesson plans	1.90	1.00	Not so problematic
78. Having a good relationship with student teachers	1.99	1.09	Not so problematic

N = 78

As can be seen from 4.15, the EFL student teachers reported that the relationship with the cooperating teachers   was not so problematic. They reported a few problems with cooperating teachers regarding giving advice and consulting about teaching problems. They explained that that cooperating teachers had little time to consult with them or supervise them because of their workload. However, cooperating teachers always checked and corrected their lesson plans before they were carried out in the classroom.

Table 4.16 Sub-categories for problems involving university teacher supervisors

University teacher supervisors	*M*	*SD*	Level
79. Supervision of teaching at least 3 times per semester	2.12	1.08	Not so problematic
80. Observation of teaching in class and always nothing the supervision	1.97	1.01	Not so problematic
81. Always explaining strong points and weak points to student teachers after the supervision of teaching	1.90	0.98	Not so problematic
82. Offering useful opinions to cooperating teachers and school administrators to solve problems students' practice teaching	1.90	1.00	Not so problematic
83. Having a good relationship with student teachers	1.87	1.01	Not so problematic

N = 78

Table 4.16 shows that the EFL student teachers were concerned with the supervision given by university teacher supervisors. They mentioned that most university teacher supervisors supervised them only twice per semester. Moreover, in some schools, the university teacher supervisors did not supervise them at all during the semester. However, the EFL student teachers also understood how great a workload the university teachers at Nakhonsawan Rajabhat University had. In addition, the school also took care of them very well.

Table 4.17 Sub-categories for problems involving the EFL student teachers

EFL student teachers	*M*	*SD*	Level
84. Conducting case studies	2.03	1.04	Not so problematic
85. Making learning material models and providing how to use them	1.96	0.99	Not so problematic
86. Making weekly diary entries	1.87	1.06	Not so problematic
87. Working before school starts and after school	1.81	1.03	Not so problematic
88. Regularly checking work after teaching	1.79	0.99	Not so problematic
89. Following the rules of the institution	1.74	0.94	Not so problematic
90. Working with cooperating teachers	1.74	0.94	Not so problematic
91. Working with other teachers in the school	1.87	0.99	Not so problematic
92. Working with other student teachers in the school	1.86	1.05	Not so problematic

N = 78

As shown in Table 4.17, the EFL student teachers reported a low level of problems of problems concerning themselves. They were concerned about conducting case studies. Working with other people in the school seemed to cause few problems for them. Their relationships with other people in the school seemed positive.

4.3 Finding Two

Research Question Two: To what extent do EFL student teachers have needs in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

This section describes the needs for practice teaching reported by EFL student teachers. Descriptive statistics were used to analyze the data obtained from 90 questionnaires. The needs for practice teaching are presented in term of 1) needs for practice teaching 2) the categories of needs for the practicum 3) the sub-categories of needs of practicum.

The extent of needs for practice teaching is classified according to the following criteria and the mean score derived from this scale is interpreted according to the following ranges:-

Rank	Need	Mean range
5	Most needed	4.50 – 5.00
4	Strongly needed	3.50 – 4.49
3	Needed	2.50 – 3.49
2	Rarely needed	1.50 – 2.49
1	Not at all needed	1.00 – 1.49

4.3.1 Needs of practicum

The Levels of needs for the practicum is presented in the Table 4.18 (needs for the practicum), Table 4.19 (the sub-categories of curriculum needs for the practicum), Table 4.20 (the sub-categories of needs involving the goals of the practicum), Table 4.21 (the sub-categories of needs involving practicum management), Table 4.22 (the sub-categories of needs involving practicum evaluation), Table 4.23 (the sub-categories of needs involved in the operation of tehe practicum schools), Table 4.24 (the sub-categories for needs for lesson planning), Table 4.25 (the sub-categories involving needs involving the delivering the lesson), Table 4.26 (the sub-categories for evaluation needs for), Table 4.27 (the sub-categories

for needs involving classroom action research), Table 4.28 (the sub-categories for needs involving other activities in school), Table 4.29 (the sub-categories for needs involving activities held by the Faculty of Education during the practicum), Table 4.30 (the sub-categories of needs regarding the roles and responsibilities of the people involved in practice teaching), Table 4.31 (the sub-categories of needs involving cooperating teachers), Table 4.32 (the sub-categories of needs involving university teacher supervisors), Table 4.33 (the sub-categories of needs involving the student teachers themselves).

Table 4.18 Needs for the practicum

Problems	M	SD	Level
Curriculum of the practicum	4.12	1.05	Strongly needed
Operation of the practicum in the schools	4.26	0.92	Strongly needed
Other activities in school	4.07	1.03	Strongly needed
Activities held by the Faculty of Education during the practicum	4.04	1.07	Strongly needed
Roles and responsibilities of the people involved in practice teaching	4.25	1.02	Strongly needed

N = 78

Table 4.18 shows the average level of needs for practice teaching as expressed by 78 EFL student teachers. The results show that the EFL student teachers reported a high level of needs for the curriculum of the practicum. The operation of the practicum schools ($M = 4.26$) had the highest level of needs for all those categories. The roles and responsibilities of the people involved in practice teaching ($M = 4.25$) ranked second, the curriculum of the practicum ($M = 4.12$) was third. Other activities in school ($M = 4.07$) was fourth, and activities held by the Faculty of Education during the practicum was ranked fifth.

Table 4.19 Categories of needs for curriculum for the practicum

Curriculum of practicum	*M*	*SD*	Level
1. Goals of the practicum	4.19	1.01	Strongly needed
2. Management of the practicum management	4.07	0.94	Strongly needed
3. Evaluation in the practicum evaluation	4.11	1.26	Strongly needed

N = 78

Table 4.19 presents the level of needs for practice teaching in terms of the curriculum for the following categories: goals of the practicum, management of the practicum, and evaluation in the practicum. The EFL student teachers expressed strong needs for all categories related to the curriculum of the practicum. The strongest level of needs was reported for the goals of the practicum (*M* = 4.19). Evaluation in the practicum (*M* = 4.07) ranked second, while management of the practicum (*M* = 4.11) was ranked third.

Table 4.20 Sub-categories of needs for goals of the practicum

Goals of the practicum	*M*	*SD*	Level
1. Employing knowledge and experience from practice teaching in the school to improve the teaching of English	4.35	1.01	Strongly needed
2. Learning the work and teacher's duties for which the student teach has responsibility according to the curriculum	4.19	0.94	Strongly needed
3. Having a positive attitude and realizing the value of the teaching profession	4.04	1.26	Strongly needed

N = 78

Table 4.20 presents the level of needs for the practicum curriculum in terms of the goals of the practicum. The EFL student teachers expressed the highest need for on employing knowledge and experience from practice teaching in the school to improve the teaching of English. The EFL student teachers reported that the

experience and knowledge gained from the practicum would be very useful in their career. The EFL student teachers strongly needed to learn to work real teachers and had a positive attitude toward the teaching profession.

Table 4.21 Sub-categories of needs for management of the practicum

Practicum management	*M*	SD	Level
4. Providing schools where student teachers to can practice teaching	4.18	1.10	Strongly needed
5. Providing cooperating teachers for student teachers	4.09	1.13	Strongly needed
6. Assigning courses for student teachers	3.99	1.08	Strongly needed
7. Assigning student teachers to teach 10 hours a week	4.03	1.11	Strongly needed
8. Assigning student teachers to teach at the primary level	4.01	1.09	Strongly needed
9. Assigning student teachers to teach at the secondary level	4.10	1.06	Strongly needed
10. The preparedness of schools where student teachers have to practice teaching	4.12	0.93	Strongly needed

N = 78

Table 4.21 presents the level of needs for the management of the curriculum of practicum. The EFL student teachers expressed a strong need for all these items. The highest mean score was for providing an appropriate school for their practice teaching (*M* = 4.18). The EFL student teachers reported that they needed a wider variety of schools to choose from for the practicum. They needed to practice teaching in schools located near their hometown or in the city. The lists of available schools were limited in some areas.

Table 4.22 Sub-categories for the evaluation needs for the practicum

Evaluation in the practicum	M	SD	Level
11. The time provided by the school for supervision of student teachers	4.09	0.92	Strongly needed
12. The time provided by the university for supervision of student teachers	4.03	1.05	Strongly needed
13. Explaining the evaluation process for practice teaching	4.13	1.03	Strongly needed
14. Assessment of characteristics and performance of teacher duties	4.06	1.08	Strongly needed
15. Assessment of lesson plans	4.17	1.06	Strongly needed
16. Assessment of the ability to manage learning and teaching	4.13	1.13	Strongly needed
17. Appropriateness of the allocation of grades proportion in the assessment of practice teaching	4.22	1.04	Strongly needed

N = 78

Table 4.22 presents the level of needs for evaluation in the practicum curriculum of practicum. The EFL Student teachers expressed strong needs for all items in this category. They needed a clear explanation of the allocation of grades for practice teaching assessment and an explaining of the process for evaluation in practice teaching. They explained that clear scoring and an explanation of the evaluation process for the course would help them clarify their goals. Moreover, all of works were finished on time.

Table 4.23 Sub-Categories for needs for the operation of the practicum in schools

Operation of the practicum in schools	M	SD	Level
Lesson planning	4.24	0.92	Strongly needed
Delivering the lesson	4.29	0.95	Strongly needed
Evaluation	4.20	0.98	Strongly needed
Classroom action research	4.32	0.84	Strongly needed

N = 78

Table 4.23 presents the level of needs for practicum in term of practice teaching categories: lesson planning, delivering the lesson, evaluation, and classroom action research. The EFL student teachers experienced strong needs in all these categories. The highest mean score for this category was for classroom action research (*M* = 4.32). The second was for delivering the lesson (*M* = 4.29). Lesson planning (*M* = 4.24) was third, while evaluation (*M* = 4.20) was fourth.

Table 4.24 Sub-categories for needs for lesson planning

Lesson planning	M	SD	Level
18. Specifying learning objectives	4.21	0.93	Strongly needed
19. Specifying learning content	4.32	0.91	Strongly needed
20. Specifying learning activities	4.29	0.94	Strongly needed
21. Specifying learning and teaching materials	4.22	0.87	Strongly needed
22. Specifying assessment of learning Achievement	4.19	0.95	Strongly needed

N = 78

Table 4.24 shows that the EFL student teachers had strong needs for lesson planning. The highest mean score was for specifying learning content (*M* = 4.32). TheEFL student teachers needed more content knowledge of English to plan their lessons effectively. The EFL student teachers also needed to provide a learning environment in the classroom and to encourage their students during the lesson.

Table 4.25 Sub-Categories for needs for delivering the lesson

Delivering the lesson	*M*	*SD*	Level
23. Warm-up (Introduce the lesson)	4.27	0.94	Strongly needed
24. Managing learning activities	4.18	1.02	Strongly needed
25. Precision of content	4.31	0.88	Strongly needed
26. Teaching grammar	4.27	0.87	Strongly needed
27. Teaching listening	4.26	0.91	Strongly needed
28. Teaching speaking	4.28	0.88	Strongly needed
29. Teaching reading	4.23	0.92	Strongly needed
30. Teaching listening	4.14	0.99	Strongly needed
31. Learner-centered learning management	4.22	0.93	Strongly needed
32. Using appropriate materials	4.27	0.98	Strongly needed
33. The confidence in teaching	4.26	0.99	Strongly needed
34. Capacity to specify problems in teaching	4.22	1.02	Strongly needed
35. Applying learning activity theories to the classroom	4.26	0.90	Strongly needed
36. Ability to solve problems while teaching	4.26	0.95	Strongly needed
37. Classroom management	4.23	1.06	Strongly needed
38. Reinforcement and moral support	4.19	1.08	Strongly needed
39. Creating opportunities for student participation	4.33	0.90	Strongly needed
40. Using questions and activities to promote thinking skills	4.22	0.98	Strongly needed
41. Wrap-up	4.28	0.96	Strongly needed

N = 78

Table 4.25 presents the level of needs for delivering the lesson. Teaching reading was reported as strongly needed by the EFL student teachers. The EFL student teachers expressed the highest needed for precision the content. In the schools where they taught, the EFL student teachers were assigned to teach in contexts they had not expected. The content which they have learned during their coursework

was sometimes insufficient for their needs. In the interviews, the EFL student teachers explained that they needed more time each week or month to learn, review, or repeat the content so as to be better prepared for the classroom. The second need for delivering the lesson was for teaching speaking. The EFL student teachers 'words in front of the class and that the speaking activities in their coursework had been limited. They needed extra courses for teaching pronunciation and teaching speaking and listening activities before or during their practice teaching. Warm-up and wrap-up activities were expressed as their third need for delivering the lesson. The EFL student teachers found that warm-up and wrap-up activities for English class were important in order to prepare for and check their students' understanding of the lesson. A variety of warm-up and wrap-up activities would help them to achieve the purposes of the lesson.

Table 4.26 Sub-categories of needs for evaluation

Evaluation	*M*	*SD*	Level
42. Assessing students' knowledge before the lesson (Pre-test)	4.15	1.00	Strongly needed
43. Assessing students' knowledge during the Lesson	4.17	1.02	Strongly needed
44. Assessing students' knowledge after the lesson (Post-test)	4.23	0.95	Strongly needed
45. Assessing students' ability to meet the defined objectives	4.28	0.97	Strongly needed
46. Retesting students who did not pass the Assessment	4.18	0.97	Strongly needed

N = 78

As can be seen in Table 4.26, the EFL student teachers expressed a strong need for evaluation. Assessing students' knowledge to meet the defined objectives was rated highly. The EFL student teachers needed suitable materials for testing for every kind of adjectives or goal of the lesson. The EFL student teachers found that they

sometimes designed tests or activities which failed to meet objectives of the lesson. They needed formal materials or forms of testing for each kind of objective.

Table 4.27 Sub-Categories of needs for English classroom action research

English Classroom action research	M	SD	Level
47. Giving a title to the research project	4.36	0.77	Strongly needed
48. Specifying research areas	4.38	0.85	Strongly needed
49. Specifying research objectives	4.42	0.81	Strongly needed
50. Identifying variables	4.28	0.88	Strongly needed
51. Choosing a sample group	4.29	0.92	Strongly needed
52. Specifying the length of time in which to conduct the research	4.32	0.83	Strongly needed
53. Defining technical terms	4.28	0.88	Strongly needed
54. Reviewing the literature	4.38	0.87	Strongly needed
55. Choosing statistical devices for data Analysis	4.22	0.92	Strongly needed
56. Choosing research instruments	4.35	0.85	Strongly needed
57. Writing the conclusion	4.36	0.91	Strongly needed
58. Writing the discussion	4.32	0.87	Strongly needed
59. Writing an abstract in Thai	4.27	0.93	Strongly needed
60. Writing an abstract in English	4.29	0.83	Strongly needed

N = 78

Table 4.27 shows that the EFL student teachers expressed a strong need for English classroom action research. They needed extra courses for conducting English classroom action research because the knowledge they had gained from their coursework was not sufficient for the situation in which they found themselves and some EFL student teachers forgot what they had already learned. The highest mean score went to specifying the research objectives ($M = 4.42$). As can be seen from the table, all the sub-categories, including the process of giving a title to the research, specifying the research areas and writing the abstract, were rated as strongly needed. It

can be implied that the EFL student teachers needed in-depth information and advice from experts to conduct English classroom action research.

Table 4.28 Sub-Categories of needs for other activities in the school

Other activities in the school	*M*	*SD*	Level
61. Standing at the school gate in the morning and evening to ensure the safety of students	4.19	1.00	Strongly needed
62. Making students stand in rows and carry out activities in front of the flag-pole in the morning	4.15	1.04	Strongly needed
63. Organizing exhibitions on various important days	4.21	1.06	Strongly needed
64. Training students to participate in various academic competitions	4.23	1.12	Strongly needed
65. Substituting for other teachers	4.05	1.09	Strongly needed
66. Performing the duties of a class teacher	4.08	0.99	Strongly needed
67. Performing the duties of an academic Teacher	3.88	0.99	Strongly needed
68. Performing duty as a teacher in the registration and measurement department	3.99	1.01	Strongly needed
69. Performing the duties of a teacher in the student affairs department	3.96	1.01	Strongly needed
70. Performing duty as a nursing teacher	3.96	1.01	Strongly needed

N = 78

The EFL student teachers a strong need for other activities in school, as shown in Table 4.28. The participants reported they needed the skills to do activities at the school context. Training students to participate in various academic competitions (*M* = 4.23) received the highest mean score for needs for other activities in school.

Table 4.29 Sub-Categories of needs for activities held by the Faculty of Education during practice teaching

School activities provided	M	SD	Level
71. Student teacher orientation (sending student teachers to schools)	4.01	1.03	Strongly needed
72. Mid-semester seminar	3.97	1.13	Strongly needed
73. Seminars and exhibitions after practice teaching in schools	4.06	1.09	Strongly needed
74. Training about case studies	4.15	1.04	Strongly needed

N = 78

The EFL student teachers expressed strong needs regarding the activities held by the Faculty of Education. They gave highest mean score to the need for training about case studies. A case study is one requirement in the practicum evaluation process. The EFL student teachers needed to learn well how to conduct a case study in order to get a good grade in the practicum.

Table 4.30 Sub-Categories of needs involving the roles and responsibilities of the people involved in practice teaching

School activities provided	M	SD	Level
Cooperating teachers	4.41	1.03	Strongly needed
University teacher supervisors	4.11	1.00	Strongly needed
EFL Student teachers	4.24	1.03	Strongly needed

N = 78

As Table 4.30 shows, problems involving the people involved in the practicum was expressed as a strong need for the practicum. Problems with the cooperating teacher ($M = 4.41$) was ranked first. The EFL student teachers themselves placed second, and the university teacher supervisors ($M = 4.11$) were third.

Table 4.31 Sub-categories of needs for cooperating teachers

Cooperating teachers	*M*	*SD*	Level
75. Giving advice and consulting with student teachers about teaching problems	4.14	1.01	Strongly
76. Giving advice and consulting with student Teachers about performing the duties of a Teacher	4.14	1.02	Strongly needed
77. Checking lesson plans	4.22	1.05	Strongly needed
78. Having a good relationship with student Teachers	4.17	1.07	Strongly needed

N = 78

As can be seen from Table 4.31, the EFL student teachers expressed a strong need for their relationship with the cooperating teacher. They needed a fixed time for the cooperating teacher to check their lesson plans (*M* = 4.22) before using them in class. They wanted the cooperating teachers to have a good relationship (*M* = 4.17) with the student teachers and for the sometimes give advice and consult (*M* = 4.14) with the EFL student teachers about teaching problems. They also needed advice from the cooperating teachers about the duties of teachers in the school (*M* = 4.14).

Table 4.32 Sub-categories of problems involving the university teacher supervisors

School activities provided	M	SD	Level
79. Supervision of teaching at least 3 times a Semester	3.96	1.03	Strongly needed
80. Observation of teaching in class and always nothing the supervision	3.96	1.02	Strongly needed
81. Always explaining strong points and weak points to student teachers after the supervision of teaching	4.08	1.00	Strongly needed
82. Offering useful opinions to cooperating teachers and school administrators to solve student teachers' problems during practice teaching	4.26	0.99	Strongly needed
83. Having a good relationship with student Teachers	4.33	0.96	Strongly needed

N = 78

Table 4.32 shows that the EFL student teachers expressed a high need for a good relationship with their university teacher supervisors ($M = 4.33$). Offering useful opinions to cooperating teachers and school administrators to solve problems in practice teaching ($M = 4.26$) was rated as the second needs. The EFL student teachers needed an explanation after their teaching about their weak points and strong points in teaching ($M = 4.08$) in order to improve their teaching.

Table 4.33 Sub-categories of needs for EFL student teachers

EFL student teachers	*M*	*SD*	Level
84. Conducting case studies	4.21	0.95	Strongly needed
85. Making learning material models and providing how to use them	4.26	0.97	Strongly needed
86. Making weekly diary entries	4.09	1.05	Strongly needed
87. Working before school starts and after school	4.06	1.06	Strongly needed
88. Regularly checking work after teaching	4.08	1.10	Strongly needed
89. Following the rules of the institution	4.10	1.07	Strongly needed
90. Working with cooperating teachers	4.12	1.04	Strongly needed
91. Working with other teachers in the school	4.13	1.03	Strongly needed
92. Working with other student teachers in the schools	4.18	1.01	Strongly needed

N = 78

Table 4.33 shows that the EFL student teachers a strong level of need about themselves. The needs for learning the methods for making teaching materials and for using materials appropriate to the lesson (*M* = 4.26) received the highest mean scores for needs. They also needed the skills of forming good relationships with other teachers and student teachers in the school. The skill of giving feedback to the students was also needed.

4.4 Finding Three

Research Question Three: To what extent do EFL student teachers have wants for the practicum course concerning the teaching of English and classroom management skills, evaluation, and knowledge of English?

This section describes the wants experienced by EFL student teachers during practice teaching. Descriptive statistics were used to analyze the data obtained from 78 questionnaires.

The scale for the extent of wants for practice teaching is classified according to the following criteria and the mean score derived from this scale is interpreted according to the following ranges:-

Rank	Want	Mean range
5	Most wanted	4.50 – 5.00
4	Strongly wanted	3.50 – 4.49
3	Wanted	2.50 – 3.49
2	Rarely wanted	1.50 – 2.49
1	Not at all wanted	1.00 – 1.49

4.4.1 Wants for practice teaching

The level of wants for practice teaching is presented in Table 4.18. All of the categories focus on the knowledge that the EFL student teachers want before or during their practice teaching. The level of wants for the practicum are presented in Table 4.34 (Sub-categories of wants for the practicum), Table 4.35 (Sub-categories of wants for teaching skills and classroom management), Table 4.36 (Sub-categories of wants for teaching materials), Table 4.37 (Sub-categories of wants for evaluation), and Table 4.38 (Sub-categories of wants for knowledge of English).

Table 4.34 Sub-Categories of wants for the practicum

Wants	M	SD	Level
Teaching skills and classroom management	3.99	0.82	Strongly wanted
Teaching materials	3.96	0.82	Strongly wanted
Evaluation	4.01	0.81	Strongly wanted
Knowledge of English	4.12	0.78	Strongly wanted

N = 78

Table 4.34 shows that knowledge of English was the highest want for the practicum (M = 4.12). Evaluation skills for the language classroom (M = 4.01) was second. Teaching skills and classroom management (M = 3.99) was the third, and teaching materials (M = 3.96) was the fourth.

Table 4.35 Sub-categories for wants for teaching skills and classroom management

Teaching skills and classroom management	M	SD	Level
1. Teaching listening	4.13	0.81	Strongly wanted
2. Teaching speaking	4.10	0.74	Strongly wanted
3. Teaching reading	4.03	0.85	Strongly wanted
4. Teaching writing	3.99	0.87	Strongly wanted
5. Use of Problem-Based Learning	4.03	0.80	Strongly wanted
6. Use of Brain-Based Learning	3.95	0.80	Strongly wanted
7. Use of Cooperative Learning	3.99	0.76	Strongly wanted
8. Use of jigsaw activities	3.92	0.86	Strongly wanted
9. Use of 4MAT learning	3.91	0.84	Strongly wanted
10. Use of mind maps	3.92	0.87	Strongly wanted

N = 78

Table 4.35 shows that the EFL student teachers rated strongly their want for teaching skills and classroom management. Teaching listening (M = 4.13) was the highest want for the practicum and teaching speaking (M = 4.10) was selected as the second want. Teaching reading (M = 4.03) was third and teaching writing (M = 3.99)

was fourth. Using cooperative learning (M = 3.99) was the highest want in the sub-category of teaching methods and techniques. Brain-Based learning (M = 3.95) was second. Using jigsaw activities and mind maps (M = 3.92) tied for third and 4MAT learning (M = 3.91) was fifth.

Table 4.36 Sub-Categories for wants for teaching materials

Teaching materials	*M*	*SD*	Level
11. Choosing teaching materials that match teaching objectives	4.05	0.82	Strongly wanted
12. Making simple materials	4.05	0.78	Strongly wanted
13. Using technology to make teaching	3.91	0.79	Strongly wanted
14. Using games in teaching	4.04	0.84	Strongly wanted
15. Using songs in teaching	3.83	0.87	Strongly wanted
16. Choosing useful websites for making teaching materials and worksheets	3.88	0.85	Strongly wanted

N = 78

Table 4.36 shows that the EFL student teachers expressed strong wants for teaching materials. The highest wants for teaching materials were for choosing teaching materials that matched the teaching objectives and making simple materials (M = 4.05). Using games (M = 4.04) placed third. Using technology to make materials (M = 3.91) was the fourth want. Choosing useful websites for making teaching materials and worksheets (M = 3.88) ranked fifth and using songs in class (M = 3.83) was sixth. During the interviews, the EFL student teacher students reported that materials were useful for teaching and learning in the classroom. They increase the interest of the students in the lesson. Learning in the classroom flow from the lesson plan and reaches the objectives of the lesson. However, their knowledge about teaching is sometimes based on out-of-date theories. At the real school setting, the EFL student teachers wanted to learn about innovations in the use of teaching materials from the outside world outside and to be able to exchange information with their friends in order to develop their teaching.

Table 4.37 Sub-Categories for wants for evaluation

Evaluation	*M*	*SD*	Level
17. Creating integrative tests	4.00	0.80	Strongly wanted
18. Creating listening tests	4.04	0.79	Strongly wanted
19. Creating speaking tests	4.08	0.78	Strongly wanted
20. Creating reading tests	3.96	0.90	Strongly wanted
21. Creating writing tests	3.99	0.79	Strongly wanted

N = 78

Table 4.37 shows that the EFL student teachers expressed strong levels of want for evaluation. Creating speaking tests (*M* = 4.08) was expressed as the highest want for evaluation. Creating listening tests (*M* = 4.04) was the second want for evaluation. Creating integrative tests (*M* = 4.00) was the third want for evaluation. Creating writing tests (*M* = 3.99) was rated as the fourth want and creating reading tests (*M* = 3.96) was the fifth want for evaluation. The responses given during the interview show that the EFL student teachers to learn various designs for the evaluation of students' performance. They wanted to learn about different forms of testing the students' performance after each lesson or unit. They mentioned that the type of evaluation they learned about in their theoretical classes was too old-fashioned and not appropriate for some groups of students because the students had individual differences.

Table 4.38 Sub-Categories for wants for knowledge of English

Knowledge of English	*M*	*SD*	Level
22. English grammar	4.13	0.77	Strongly wanted
23. Culture of native speakers	4.05	0.71	Strongly wanted
24. English conversation	4.15	0.70	Strongly wanted
25. English songs	4.13	0.82	Strongly wanted
26. Listening strategies and techniques	4.12	0.82	Strongly wanted
27. Speaking strategies and techniques	4.12	0.88	Strongly wanted
28. Reading strategies and techniques	4.19	0.82	Strongly wanted
29. Writing strategies and techniques	4.19	0.85	Strongly wanted
30. Technical terms in other fields such as science, early childhood education, music, dance, physical education, social studies, and art	4.08	0.67	Strongly wanted
31. English activities that are suitable for every age of learner	4.10	0.76	Strongly wanted
32. Teaching English with native-speaking Teachers	4.09	0.84	Strongly wanted

N = 78

Table 4.38 shows that the EFL student teachers expressed a strong level of want for knowledge of English. The highest wants were for reading and writing strategies (*M* = 4.19). English conversation (*M* = 4.15) was third. English songs and English grammar (*M* = 4.13) tied for fourth. Listening and speaking strategies (*M* = 4.12) tied for sixth. English activities that are suitable for every age of learner (*M* = 4.10) placed seventh. Teaching English with native-speaking teachers (*M* = 4.09) was eighth. Technical terms from other fields such as science, early childhood education, music, dance physical education, social studies, and art (*M* = 4.08) ninth knowing about the culture of native speakers was tenth.

CHAPTER V
DISCUSSION

This chapter discusses the findings of the present study based on the following research questions:

1. To what extent do EFL student teachers have problems in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

2. To what extent do EFL student teachers have needs in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

3. To what extent do EFL student teachers have wants for the practicum course concerning the teaching of English and classroom management skills, evaluation, and knowledge of English?

5.1 Discussion of Finding One

Research Question 1: To what extent do EFL student teachers have problems in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

This part discuses the problems involved in practice teaching as experienced by 78 EFL student teachers at Nakhonsawan Rajabhat University, and analyzes the reasons for those problems.

The findings show that EFL student teachers had a moderate level of problems in dealing with operational issues in the practicum ($M = 2.25$). These problems included lesson planning ($M = 2.15$), delivering the lesson ($M = 2.21$),

evaluation ($M = 2.02$), and classroom action research ($M = 2.62$). Among the five categories of operational problems for the practicum, English classroom action research had the highest mean score.

It can be said that the EFL student teachers had difficulties conducting English classroom action research. The interviews revealed two major causes for these results. First, the EFL student teachers spend most of their time teaching in the classroom and doing other activities sponsored by the school. They reported that they could only do English classroom action research after the other activities had finished. Second, the EFL student teachers reported that they had not been prepared to conduct English classroom action research. The theories that they had learned in class and the reality of the actual classroom were not the same. In a real classroom, the EFL student teachers could not specify research problems, specify research objectives, or write the discussion part of their action report.

Some research supports this finding. MacDonald (1993) states that student teachers felt that they were not prepared to deal with the problems involved in real teaching. Calderhead and Shorrock (1997) found that the concepts learned on campus are difficult to apply in a real classroom. Huling-Austin (1990) reported that although teacher education programs have ways of providing support, such as seminars by supervising teachers and cooperating teachers, most of the interventions failed to help student teachers to develop knowledge and skills to solve problems effectively.

In contrast, the results of the present investigation do not correspond with the following results: those of Pinitka (1987), who found that the problem in the practicum were teaching skills, which includes subject matter knowledge, teaching activities, teaching materials, and learning assessment; those of Phusara (1984), who found that student teachers confronted problems regarding introducing lessons, learning motivation, teaching techniques, and learning assessment. Similarly, study by Watchanasalikakul (1983) revealed that student teachers had problems regarding teaching skills, including lesson planning, choosing a teaching methodology, teaching activities, teaching materials, and learning assessment; and Theprenu (2002), who found that student teachers had a low levelof ability regarding content knowledge, confidence in their ability to teach, and in having academics opinions in conflict with those of the cooperating teachers.

Prakaew (1986) found that cooperating teachers and university teacher supervisors were problems in the practicum in Thailand. Charearnsuk (1982) found that cooperating teachers and university supervisors did not assume any responsibility in their supervision of student teachers. Phothiyanun (1999) found that cooperating teachers did not give advice or comments about the teaching of the student teachers. Moreover, Ibrahim (2013) found that university teacher supervisors had a negative view of student teachers. Similarly, Chen and Chen (2001) found that student teachers reported feeling frustrated over conflicts between cooperating teachers and student teachers, relationships with other people in the school, uncertainty about their professional status, students' attitudes and student discipline, and the work ethics of teachers and staff.

Rupawichet (2003) found that student teachers evaluated themselves as lacking the skills needed to control the classroom. Student teachers were found to be under-preapred to go into the classroom (Meaung-Wong, 1974). Darling-Hammond (2006) states that teachers in the initial stage were found to lack professional experience. Dansoong- Nern, Kobsiriphat, and Limsuthakul (2002) revealed that the problems involved in the practicum were that the objectives of the course were not related to actual practice, and that the university teachers did not have enough time to supervise the student teachers. Farrell (2003) found that teacher education courses could help out by providing examples of various different contexts in which beginning teachers may find themselves. These examples could cover school culture, administrative procedures and practices of the school and a description of the community (parental involvement and community support).

The researcher found two reasons for this problem. First, English classroom action research became a requirement for EFL student teachers when the new curriculum for the teacher education program was established; the new curriculum increased the number of years of instruction from four to five. Second, previous research did not include English classroom action research issue into their research instruments. English classroom action research is quite new for EFL student teachers involved in the practicum or practice teaching.

5.2 Discussion of Finding Two

Research Question Two: To what extent do EFL student teachers have needs in teaching practice concerning the objectives of the practicum course, the school activities provided, the Faculty of Education activities provided, and the role of three related persons of the practicum course?

This part presents the findings regarding the needs for practice teaching as experienced by 78 EFL student teachers at Nakhonsawan Rajabhat University, and analyzes the reasons for those needs. The findings show that EFL student teachers expressed strong needs, with the highest mean score for operation issues in schools in the practicum operating ($M = 4.26$). It can be said that practice teaching in real schools was found as essential for EFL student teachers. Issues involved in the operation of the practicum in schools included lesson planning ($M = 4.24$), delivering the lesson ($M = 4.29$), evaluation ($M = 4.20$), and English classroom action research ($M = 4.32$).

This need is related to the problems found in the answers to research question one. The EFL student teachers experienced problems with the English classroom action research, so they needed to find the skills to conduct English classroom action research. Moreover, the EFL student teachers need authentic examples of English classroom action research during their coursework. In real schools they found that the situation in the classroom was very different from that found in their book or theoretical classes; thus, they felt that it was hard to specify the problems in order to design an English classroom action project by themselves. Maynard and Furlong (1995) report that student teachers need a lot of support in the practicum or they will not be able to develop further as a result of possible burnout.

The researcher found the following reasons for this result. Classroom action research was an additional burden imposed on the EFL student teachers in addition to their obligation to do practice teaching for a year practice teaching. The EFL student teachers had to conduct a English classroom action research project. In their coursework, the EFL student teachers had learned theories about conducting classroom action research, but they had never put those theories into practice. In the real situation they faced, the EFL student teachers had to apply the knowledge and skills to conduct classroom action research learned during their coursework to the classroom. In our discussion of finding one, it was found that the EFL student teachers

reported that English classroom action research was a problem. To complete the requirements of the practicum, the EFL student teachers have to submit an English classroom action research project, so they expressed a strong need for the skills needed to conduct classroom action research.

5.3 Discussion of Finding Three

Research Question Three: To what extent do EFL student teachers have wants for the practicum course concerning the teaching of English and classroom management skills, evaluation, and knowledge of English?

This part presents the finding for wants for practice teaching as experienced by 78 EFL student teachers at Nakhonsawan Rajabhat University, and analyzes the reasons for those wants. This part focuses on the courses which EFL student teachers should take before or during practice teaching.

The wants for practice teaching are divided into four categories: teaching skills and classroom management, teaching materials, evaluation, and knowledge of English. The EFL student teachers reported strong wants for all categories. The highest mean score was for knowledge of English ($M = 4.12$). It can be said that the EFL student teachers wanted an appropriate level of knowledge of English to be able to meet their needs for teaching English in the classroom.

The EFL student teachers reported the highest mean scores for reading strategies and reading techniques, and writing strategies and writing techniques ($M = 4.19$). This means that , in the real classroom, the EFL student teachers found that their ability to read and write was not high enough for them to teach effectively in the classroom. They wanted extra courses in those skills during their practice teaching.

The results for wants for the practicum do not parallel those of other studies. A study of wants for the practicum at Ruprawichet (2003) showed that the student teachers wanted extra courses regarding teaching materials and the selection of teaching materials in order to support teaching and learning in the classroom. Noomprasert (1999) reportedthat student teachers wanted some help from the Center for Teacher Professional Development to help them solve problems encountered

during the practicum. Moreover, Ibrahim (2013) found that student teachers wanted a collaborative approach to supervision. The collaborative approach was used by cooperating teachers, but a directive approach was used by university teacher supervisors.

The researcher found that there has been no previous research conducted regarding the wants of EFL student teachers. The previous research has been conducted with teachers of other subjects, but not specifically with EFL student teachers. The contents and the skills in the research instruments in the previous studies were different, so results also differ. The previous research shows different wants for the practicum. Those wants may depend on the context and of the schools and the discipline being taught.

5.4 Chapter Summary

Actually, the practicum itself had no negative impact on EFL student teachers or schools. The problems encountered during the practicum reflect the roles of student teachers: being a good model, effectively applying teaching methods, performing self-evaluation, and assuming responsibility for their duties. The EFL student teachers had to be able to adapt the knowledge gained from the theories they had studied to a real classroom.

EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University reported problems and needs for skills regarding English classroom action research and wants for knowledge of English. The theories learned during their coursework differed from actual practice in the classroom. They encountered many problems in the language classroom, but they could not specify a problem for their English classroom action research. The EFL student teachers were aware of their low level of knowledge of English. In the category of knowledge of English, the highest wants were for listening and speaking.

CHAPTER VI
CONCLUSIONS AND RECOMMENDATIONS

Chapter VI presents a summary of the findings for the three research questions. It aims to summarize the previous chapter. Recommendations for further studies are also put forward.

6.1 Summary of the study

English teaching has long been a part of the Thai educational system. The present curriculum for primary and secondary level includes English as one of eight compulsory subjects. Since English is of great importance, the teaching and learning system should be as practical as possible.

However, numerous problems have occurred over the years. Many causes have been discussed: teachers, students, schools, and curriculum. Recently, in Thailand, prospective EFL teachers have been trained at the university level, in teacher education programs. These EFL student teachers are enrolled in a program with two phases. The first phase presents them with theories for teaching and important skills for a language teacher. The second phase focuses on practical training; these EFL student teachers have to adapt all their knowledge and theories to a real classroom. At this stage, the EFL student teachers meet unexpected situations and find that their practice teaching is effective. However, no investigation has ever been conducted to study what the EFL student teachers in Nakhonsawan Rajabhat University have experienced during the practicum.

The purpose of this study was to investigate the problems, needs, and wants for the practicum provided for EFL student teachers at Nakhonsawan Rajabhat University. Based on the findings of the study, suggestions are provided as to what should be done to solve the problems and what should be taken into account if the English teaching program in the Faculty of Education, Nakhonsawan Rajabhat

University wishes to reform its English teaching program taking into consideration the problems, needs, and wants of these EFL student teachers.

Specifically designed questionnaires were sent to 78 fifth-year EFL student teachers, some by mail and some by hand delivery. After that, three fifth-year EFL student teachers doing practice teaching in elementary schools, three fifth-year EFL student teachers practice teaching in secondary schools, one cooperating teacher from an elementary school, one cooperating teacher from a secondary school, and two university teachers with differing years of experience were interviewed. All questionnaires were completed and the semi-structured interviews were conducted. The data obtained were analyzed, and the results, including explanations, have been presented.

6.1.1 Conclusions for Research Question One

The findings regarding practicum were consist of five components: the curriculum for practicum, the operation of the practicum in schools, other activities in the schools, activities held by the Faculty of Education, roles and responsibilities of three related people. The EFL student teachers in the Faculty of Education, Nakhonsawan Rajabhat University perceived problems regarding the operation of the practicum in schools (Figure 6.1). The EFL student teachers reported that conducting English classroom action research was difficult. The theory had been presented to the EFL student teachers, but they had not had a chance to apply it in a real situation. In real practice teaching, the EFL student teachers could not specify teaching and learning problems in order to design English classroom action research.
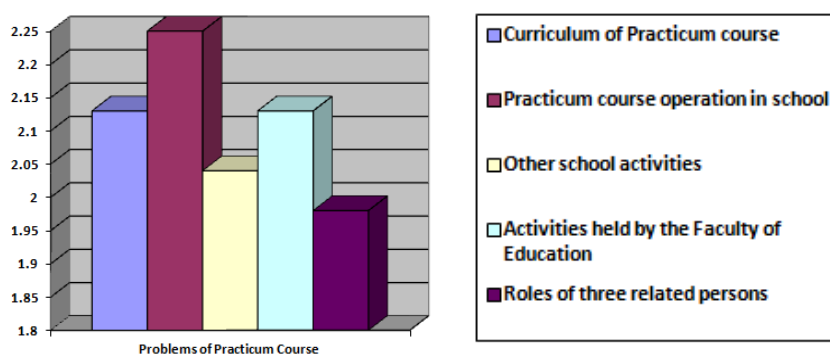
Figure 6.1: Problems in the Practicum

6.1.2   Conclusions for Research Question Two

Among the five components—the curriculum of the practicum, the operation of the practicum in schools, other activities in school, activities held by the Faculty of Education, and roles and responsibilities of three related people—the EFL student teachers viewed the operation of the practicum operating schools (Figure 6.2) as the greatest need. The EFL student teachers reported that English classroom action research skills were needed in order to complete the practicum. Theoretical knowledge did not cover all the aspects of the English classroom action research. In their real practice teaching, the EFL student teachers had time to try out ideas regarding English classroom action research were aware of the skills they lacked which were needed for them to be able to conduct this kind of research.
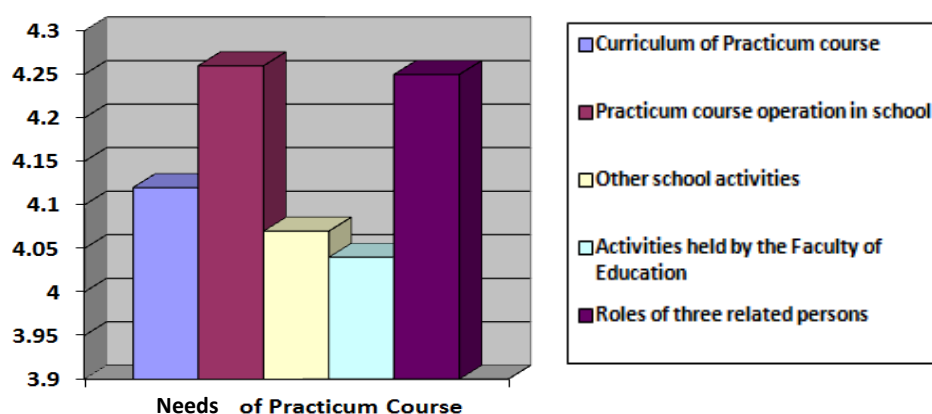
Figure: 6.2 Needs for the Practicum

6.1.3 Conclusions for Research Question Three

The discussion of the practicum is divided into four areas of wants: teaching skills and classroom management, teaching materials, evaluation, and knowledge of English. The EFL student teachers reported the highest level of wants for knowledge of English (Figure 6.3). The EFL student teachers expressed strong wants for listening and speaking strategies and techniques. In the real school setting, the EFL student teachers were aware of their lack of ability to teach those two skills. They wanted more training courses regarding listening and speaking in order to survive in a real school.
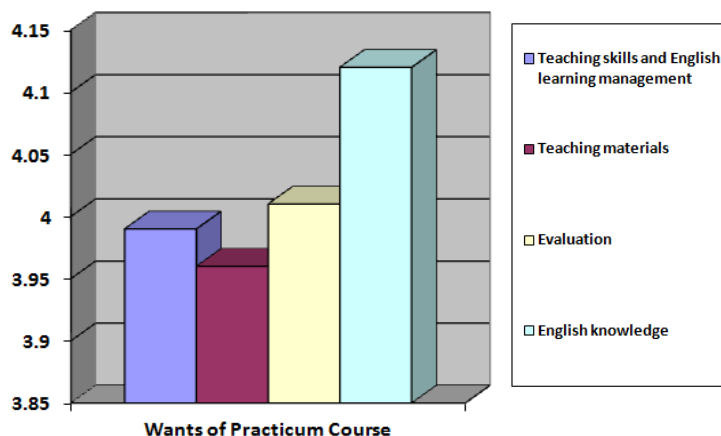
Figure 6.3: Wants for the Practicum

6.2 Recommendations for further study

On the basis of this study, the following is recommended for future research.

1. An investigation of the problems, needs, and wants regarding the practicum should be conducted in other Rajabhat universities. The results should be considered in relation to those found in the present study so that the most useful suggestions can be properly implemented.

2. A comparison of the problems, needs, and wants regarding the practicum should be conducted in different Rajabhat universities. The results could be compared to those found in the present study.

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APPENDICES

APPENDIX A
QUESTIONNAIRE (ENGLISH VERSION)

A Study of Problems, Needs, and Wants of Practicum Course Provided

for EFL student teachers at Nakhonsawan Rajabhat University

> **Objectives**: The questionnaire was developed to investigate problems, needs, and wants of practicum
>
> course provided for EFL student teachers in the Faculty of Education at Nakhonsawan Rajabhat
>
> University
>
> **The questionnaire was divided into three parts.**
>
> **Part 1:** Background information 4 items
>
> **Part 2**: Problems and needs of EFL student teachers on practicum course
>
> **Part 3**: Wants of EFL student teachers on practicum course

Part 1: Background information

Discussion: Please mark ✔ into ☐ that best describe yourself

1. **Gender**   ☐ Male   ☐ Female

2. **Teaching degree** ☐ Primary School   ☐ Secondary School

3. **School Location** ☐ In town   ☐ In suburb

4. **Please answer items number 4.1 – 4.3 to describe your English teaching ability.**

   What is the level of your English teaching ability?

   4.1 ☐ My English teaching ability is sufficient. I can teach well in school. (If you answer

this item, please skip to Part 2.)

   4.2 ☐ My English teaching ability is not sufficient. I cannot teach well in school

because…

   ☐ I am not confident in using English.

   ☐ I am worried about teaching English.

   ☐ I feel tense when teaching English.

   4.3 Do you have any problems in choosing the lessons?

   ☐ Yes

   ☐ No

Part 2: Problems and needs of EFL student teachers on practicum course

Please mark ⊗ in the circle that best indicates your problems and needs in practicum course.

The description is following.

Purposes of practicum course	Item no. 1-3
Practicum course management	Item no. 4-11
Practicum course evaluation	Item no. 12-18
Practicum course operation in School	Item no. 19-23
Learning management	Item no. 24-42
Evaluation	Item no. 43-46
Classroom action research	Item no. 47-60
Other activities in school	Item no. 61-70
Activities held by the Faculty of Education during practicum course	Item no. 71-74
Roles and responsibilities of persons related to teaching practice	Item no. 75-78
Roles and responsibilities of University teacher supervisors	Item no. 79-83
Roles and responsibilities of student teachers	Item no. 84-93

⑤ = The greatest problem   ④ = Greater problem   ③ = Fair problem

② = Less problem ① = The least problem

How much do you have problems and needs in practicum course based on the following topics?

No.	Problems and Needs in Practicum Course	Problems					Needs				
		⑤	④	③	②	①	⑤	④	③	②	①
1	Employing knowledge and experiences from teaching practice in the school to develop future English learning and teaching	⑤	④	③	②	①	⑤	④	③	②	①
2	Learning work and teacher's duty that you are responsible based on the curriculum clearly	⑤	④	③	②	①	⑤	④	③	②	①
3	Having positive attitudes and realize the value of teaching profession	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify...	⑤	④	③	②	①	⑤	④	③	②	①
4	Providing schools for student teachers to practice teaching	⑤	④	③	②	①	⑤	④	③	②	①
5	Providing cooperating teachers for student teachers	⑤	④	③	②	①	⑤	④	③	②	①

No.	Problems and Needs in Practicum Course	Problems					Needs				
		⑤	④	③	②	①	⑤	④	③	②	①
6	Assigning teaching subjects for student teachers	⑤	④	③	②	①	⑤	④	③	②	①
7	Assigning student teachers to teach 10 hours a week	⑤	④	③	②	①	⑤	④	③	②	①
8	Assigning student teachers to teach in a Primary level	⑤	④	③	②	①	⑤	④	③	②	①
9	Assigning student teachers to teach in a Secondary level	⑤	④	③	②	①	⑤	④	③	②	①
10	The readiness of schools where student teachers have to practice their teaching	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify..	⑤	④	③	②	①	⑤	④	③	②	①
11	The provided time that the school supervises student teachers	⑤	④	③	②	①	⑤	④	③	②	①
12	The provided time that the university supervises student teachers	⑤	④	③	②	①	⑤	④	③	②	①
13	Explaining the evaluation of teaching practice	⑤	④	③	②	①	⑤	④	③	②	①
14	The assessment of characteristics and performance in teacher's duty	⑤	④	③	②	①	⑤	④	③	②	①
15	The assessment of lesson plans	⑤	④	③	②	①	⑤	④	③	②	①
16	The assessment of the ability in managing learning and teaching	⑤	④	③	②	①	⑤	④	③	②	①
17	The appropriateness of score proportion in the teaching practice assessment	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify..	⑤	④	③	②	①	⑤	④	③	②	①
18	Specifying learning objective	⑤	④	③	②	①	⑤	④	③	②	①
19	Specifying learning substance	⑤	④	③	②	①	⑤	④	③	②	①
20	Specifying learning activities	⑤	④	③	②	①	⑤	④	③	②	①
21	Specifying learning and teaching materials	⑤	④	③	②	①	⑤	④	③	②	①
22	Specifying the assessment of learning achievement	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify..	⑤	④	③	②	①	⑤	④	③	②	①

No.	Problems and Needs in Practicum Course	Problems					Needs				
		⑤	④	③	②	①	⑤	④	③	②	①
23	Warm up (Introduction to the lessons)	⑤	④	③	②	①	⑤	④	③	②	①
24	Managing learning activities	⑤	④	③	②	①	⑤	④	③	②	①
25	Precision of substance	⑤	④	③	②	①	⑤	④	③	②	①
26	Teaching Grammar	⑤	④	③	②	①	⑤	④	③	②	①
27	Teaching listening skills	⑤	④	③	②	①	⑤	④	③	②	①
28	Teaching speaking skills	⑤	④	③	②	①	⑤	④	③	②	①
29	Teaching reading skills	⑤	④	③	②	①	⑤	④	③	②	①
30	Teaching writing skills	⑤	④	③	②	①	⑤	④	③	②	①
31	Learner centered learning management	⑤	④	③	②	①	⑤	④	③	②	①
32	Using appropriate learning and teaching materials	⑤	④	③	②	①	⑤	④	③	②	①
33	The confidence in teaching	⑤	④	③	②	①	⑤	④	③	②	①
34	The capacity in specifying problems in teaching	⑤	④	③	②	①	⑤	④	③	②	①
35	Applying learning activity theories to teaching	⑤	④	③	②	①	⑤	④	③	②	①
36	The capacity in solving problems during teaching	⑤	④	③	②	①	⑤	④	③	②	①
37	Classroom management	⑤	④	③	②	①	⑤	④	③	②	①
38	Reinforcement and moral support	⑤	④	③	②	①	⑤	④	③	②	①
39	Creating opportunities for student participation	⑤	④	③	②	①	⑤	④	③	②	①
40	Using questions and activities to promote thinking	⑤	④	③	②	①	⑤	④	③	②	①
41	Wrap up	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify...	⑤	④	③	②	①	⑤	④	③	②	①
42	Assessing students' knowledge before the lesson (Pre-tests)	⑤	④	③	②	①	⑤	④	③	②	①
43	Assessing students' knowledge during the lesson	⑤	④	③	②	①	⑤	④	③	②	①
44	Assessing students' knowledge after the lesson (Post-tests)	⑤	④	③	②	①	⑤	④	③	②	①
45	Assessing students' knowledge to meet the defined objectives	⑤	④	③	②	①	⑤	④	③	②	①

No.	Problems and Needs in Practicum Course	Problems					Needs				
		⑤	④	③	②	①	⑤	④	③	②	①
46	Retest students who do not pass the assessment	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify...	⑤	④	③	②	①	⑤	④	③	②	①
47	Naming a research title	⑤	④	③	②	①	⑤	④	③	②	①
48	Indicating research problems	⑤	④	③	②	①	⑤	④	③	②	①
49	Specifying research objectives	⑤	④	③	②	①	⑤	④	③	②	①
50	Indicating variables	⑤	④	③	②	①	⑤	④	③	②	①
51	Choosing a sample group	⑤	④	③	②	①	⑤	④	③	②	①
52	Specifying the period of time for conducting research	⑤	④	③	②	①	⑤	④	③	②	①
53	Defining technical terms	⑤	④	③	②	①	⑤	④	③	②	①
54	Reviewing literature	⑤	④	③	②	①	⑤	④	③	②	①
55	Choosing statistical devices for data analysis	⑤	④	③	②	①	⑤	④	③	②	①
56	Choosing research instruments	⑤	④	③	②	①	⑤	④	③	②	①
57	Writing conclusion	⑤	④	③	②	①	⑤	④	③	②	①
58	Writing discussion	⑤	④	③	②	①	⑤	④	③	②	①
59	Writing Thai abstract	⑤	④	③	②	①	⑤	④	③	②	①
60	Writing English abstract	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify...	⑤	④	③	②	①	⑤	④	③	②	①
61	Standing at a school gate in the morning and evening to ensure the safety of students	⑤	④	③	②	①	⑤	④	③	②	①
62	Controlling students to stand in row and do activities in front of the flag pole in the morning	⑤	④	③	②	①	⑤	④	③	②	①
63	Doing exhibitions on various important days	⑤	④	③	②	①	⑤	④	③	②	①
64	Training students to participate in various academic skill competitions	⑤	④	③	②	①	⑤	④	③	②	①
65	Teaching for other teachers	⑤	④	③	②	①	⑤	④	③	②	①
66	Performing duty as a class teacher	⑤	④	③	②	①	⑤	④	③	②	①
67	Performing duty as an academic teacher	⑤	④	③	②	①	⑤	④	③	②	①
68	Performing duty as a teacher in the registration and measurement department	⑤	④	③	②	①	⑤	④	③	②	①

No.	Problems and Needs in Practicum Course	Problems					Needs				
		⑤	④	③	②	①	⑤	④	③	②	①
70	Performing duty as a nursing teacher	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify...	⑤	④	③	②	①	⑤	④	③	②	①
71	Student teacher orientation (Sending student teachers to schools)	⑤	④	③	②	①	⑤	④	③	②	①
72	Holding a mid-semester seminar	⑤	④	③	②	①	⑤	④	③	②	①
73	Holding seminars and exhibitions after the teaching practice in schools	⑤	④	③	②	①	⑤	④	③	②	①
74	Training about a case study	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify...	⑤	④	③	②	①	⑤	④	③	②	①
75	Giving advice and consult with student teachers about teaching problems	⑤	④	③	②	①	⑤	④	③	②	①
76	Giving advice and consult with student teachers about performing teachers' duty	⑤	④	③	②	①	⑤	④	③	②	①
77	Checking lesson plans	⑤	④	③	②	①	⑤	④	③	②	①
78	Having a good relationship with students	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify...	⑤	④	③	②	①	⑤	④	③	②	①
79	Having supervision of teaching at least 3 times per a semester	⑤	④	③	②	①	⑤	④	③	②	①
80	Observing the teaching in class and always noting the supervision	⑤	④	③	②	①	⑤	④	③	②	①
81	Always explaining strong points and weak points to student teachers after the supervision of teaching	⑤	④	③	②	①	⑤	④	③	②	①
82	Offering useful opinions to cooperating teachers and school administrators to solve problems of teacher students' teaching practice	⑤	④	③	②	①	⑤	④	③	②	①
83	Having a good relationship with student teachers	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify...	⑤	④	③	②	①	⑤	④	③	②	①
84	Conducting a case study	⑤	④	③	②	①	⑤	④	③	②	①
85	Making learning material models and providing how to use them	⑤	④	③	②	①	⑤	④	③	②	①

No.	Problems and Needs in Practicum Course	Problems					Needs				
		⑤	④	③	②	①	⑤	④	③	②	①
86	Writing weekly diary	⑤	④	③	②	①	⑤	④	③	②	①
87	Working before a school starts and after school	⑤	④	③	②	①	⑤	④	③	②	①
88	Regularly checking work after teaching	⑤	④	③	②	①	⑤	④	③	②	①
89	Following the rules of the institution	⑤	④	③	②	①	⑤	④	③	②	①
90	Working with cooperating teachers	⑤	④	③	②	①	⑤	④	③	②	①
91	Working with other teachers in school	⑤	④	③	②	①	⑤	④	③	②	①
92	Working with other student teachers in school	⑤	④	③	②	①	⑤	④	③	②	①
	Other, please specify..	⑤	④	③	②	①	⑤	④	③	②	①

Part 3: Wants of EFL teacher students on practicum course

Please mark ⊗ in the circle that best indicates what you want in the practicum course. **The description is following.**

Teaching skills and English learning management　　　Item no. 1-10

Teaching materials　　　　　　　　　　　　　　　Item no. 11-16

Evaluation　　　　　　　　　　　　　　　　　　Item no. 17-21

English knowledge　　　　　　　　　　　　　　　Item no. 22-32

⑤ = The greatest want　　④ = Greater want　　③ = Fair want

② = Less want　　① = The least want

How much do you want in practicum course based on the following topics?

No.	Wants in Practicum Course	Wants				
		⑤	④	③	②	①
1	Teaching listening skills	⑤	④	③	②	①
2	Teaching speaking skills	⑤	④	③	②	①
3	Teaching reading skills	⑤	④	③	②	①
4	Teaching writing skills	⑤	④	③	②	①
5	Problem Based Learning management	⑤	④	③	②	①
6	Brain Based Learning management	⑤	④	③	②	①

No.	Wants in Practicum Course	Wants				
		⑤	④	③	②	①
7	Cooperative Learning management	⑤	④	③	②	①
8	Jigsaw learning management	⑤	④	③	②	①
9	4MAT learning management	⑤	④	③	②	①
10	Mind Map learning management	⑤	④	③	②	①
	Other, please specify...	⑤	④	③	②	①
11	Choosing teaching materials that match with teaching objectives	⑤	④	③	②	①
12	Making simple teaching materials	⑤	④	③	②	①
13	Making teaching materials by using technology	⑤	④	③	②	①
14	Using games as teaching techniques	⑤	④	③	②	①
15	Using songs as teaching techniques	⑤	④	③	②	①
16	Choosing useful websites for making teaching materials and knowledge sheets	⑤	④	③	②	①
	Other, please specify..	⑤	④	③	②	①
17	Creating integrative tests	⑤	④	③	②	①
18	Creating listening tests	⑤	④	③	②	①
19	Creating speaking tests	⑤	④	③	②	①
20	Creating reading tests	⑤	④	③	②	①
21	Creating writing tests	⑤	④	③	②	①
	Other, please specify..	⑤	④	③	②	①
22	English grammar	⑤	④	③	②	①
23	Native speakers' culture	⑤	④	③	②	①
24	English conversation	⑤	④	③	②	①
25	English songs	⑤	④	③	②	①
26	Listening strategies and techniques	⑤	④	③	②	①
27	Speaking strategies and techniques	⑤	④	③	②	①
28	Reading strategies and techniques	⑤	④	③	②	①
29	Writing strategies and techniques	⑤	④	③	②	①
30	Technical terms in other fields such as Sciences, Primary Education, Music, Dancing Art , Physical Education, Social, and Art	⑤	④	③	②	①
31	English activities that are suitable for each age of learners	⑤	④	③	②	①
32	Teaching English with native speaker teachers	⑤	④	③	②	①
	Other, please specify..	⑤	④	③	②	①

APPENDIX B
QUESTIONNAIRE (THAI VERSION)

การศึกษาสภาพปัญหา ความจำเป็น และความต้องการในการฝึกประสบการณ์วิชาชีพครู ของนักศึกษาฝึก ประสบการณ์วิชาชีพครู สาขาวิชาภาษาอังกฤษ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครสวรรค์

วัตถุประสงค์: แบบสอบถามฉบับนี้ต้องการสำรวจ ปัญหา ความจำเป็น และความต้องการในการฝึก
ประสบการณ์วิชาชีพครู   ของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาภาษาอังกฤษ
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครสวรรค์
แบบสอบถามฉบับนี้มีทั้งหมด 3 ตอน ดังนี้
ตอนที่ 1: คำถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม 4 ข้อ
ตอนที่ 2: คำถามเกี่ยวกับปัญหาและความจำเป็นในการฝึกประสบการณ์วิชาชีพครู ของนักศึกษาฝึก
     ประสบการณ์วิชาชีพครู สาขาวิชาภาษาอังกฤษ
ตอนที่ 3: คำถามเกี่ยวกับความต้องการในการฝึกประสบการณ์วิชาชีพครู ของนักศึกษาฝึกประสบการณ์
     วิชาชีพครู สาขาวิชาภาษาอังกฤษ

ตอนที่ 1: ข้อมูลทั่วไปของผู้กรอกแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ☐

5. **เพศ**   ☐ ชาย   ☐ หญิง

6. **ระดับชั้นที่สอน**   ☐ ประถมศึกษา   ☐ มัธยมศึกษา

7. **ที่ตั้งของโรงเรียน** ☐ ในเขตอำเภอเมือง   ☐ นอกเขตอำเภอเมือง

8. **โปรดตอบคำถามข้อ 4.1 – 4.3 เพื่ออธิบายความสามารถในการสอนภาษาอังกฤษของท่าน**

   ความสามารถในการสอนภาษาอังกฤษของนักศึกษาอยู่ในระดับใด

4.1 ☐ เพียงพอที่จะสามารถสอนในโรงเรียนได้เป็นอย่างดี หากท่านตอบข้อนี้ โปรดข้ามไปตอบ ตอน
ที่ 2

4.2 ☐ ไม่เพียงพอที่จะสอนในโรงเรียนได้เป็นอย่างดี เนื่องจาก

☐ ไม่มีความมั่นใจในการใช้ภาษาอังกฤษ

☐ มีความกังวลในการสอนภาษาอังกฤษ

☐ รู้สึกเครียดเมื่อสอนภาษาอังกฤษ

4.3 ท่านมีปัญหาในการกำหนดบทเรียนหรือไม่

☐ มี

☐ ไม่มี

ตอนที่ 2: คำถามเกี่ยวกับปัญหาและความจำเป็นในการฝึกประสบการณ์วิชาชีพครู ของนักศึกษาฝึก
ประสบการณ์วิชาชีพครู

โปรดทำเครื่องหมาย   ⊗   ในช่องที่ตรงกับปัญหาและความจำเป็นในการฝึกประสบการณ์วิชาชีพครู
รายละเอียดดังต่อไปนี้

ด้านวัตถุประสงค์	ข้อ 1-3
ด้านการจัดประสบการณ์วิชาชีพครู	ข้อ 4-11
ด้านการประเมินผลการฝึกประสบการณ์วิชาชีพครู	ข้อ 12-18
ด้านการดำเนินการฝึกประสบการณ์วิชาชีพครูในโรงเรียน	ข้อ 19-23
ด้านการดำเนินการจัดการเรียนรู้	ข้อ 24-42
ด้านการวัดและประเมินผล	ข้อ 43-46
ด้านการทำวิจัยในชั้นเรียน	ข้อ 47-60
กิจกรรมอื่น ๆ ในโรงเรียน	ข้อ 61-70
กิจกรรมที่ทางคณะจัดในระหว่างการฝึกประสบการณ์วิชาชีพครู	ข้อ 71-74
บทบาทและหน้าที่ของบุคคลที่เกี่ยวข้องในการฝึกประสบการณ์วิชาชีพครู	ข้อ 75-78
บทบาทและหน้าที่ของอาจารย์นิเทศ	ข้อ 79-83
บทบาทของของนักศึกษาฝึกประสบการณ์วิชาชีพครู	ข้อ 84-93

⑤ = เป็นปัญหามากที่สุด   ④ = เป็นปัญหามาก   ③ = เป็นปัญหาปานกลาง
② = เป็นปัญหาน้อย   ① = เป็นปัญหาน้อยที่สุด

นักศึกษามีปัญหาและเป็นความจำเป็นในการฝึกประสบการณ์วิชาชีพครูตามหัวข้อดังต่อไปนี้มากน้อยเพียงใด

ลำดับที่	ปัญหาและความจำเป็นในการฝึกประสบการณ์วิชาชีพครู	ปัญหา					ความจำเป็น				
		⑤	④	③	②	①	⑤	④	③	②	①
1	นำความรู้และประสบการณ์จากการปฏิบัติการสอนในสถานศึกษาไปพัฒนาการเรียนการสอนในอนาคต	⑤	④	③	②	①	⑤	④	③	②	①
2	เรียนรู้งานและหน้าที่ของครูตามหลักสูตรในระดับที่สอนได้อย่างชัดเจนและกว้างขวาง	⑤	④	③	②	①	⑤	④	③	②	①
3	เกิดเจตคติที่ดีต่อวิชาชีพครู และตระหนักถึงคุณค่าของวิชาชีพครู	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
4	การชี้แจงระเบียบข้อบังคับ ข้อตกลง หรือกติกาของโรงเรียนที่ต้องยึดถือเป็นแนวปฏิบัติ	⑤	④	③	②	①	⑤	④	③	②	①
5	การจัดสถานที่ทำงานให้กับนักศึกษา	⑤	④	③	②	①	⑤	④	③	②	①
6	การจัดครูพี่เลี้ยงให้นักศึกษา	⑤	④	③	②	①	⑤	④	③	②	①
7	การมอบหมายวิชาสอนให้นักศึกษา	⑤	④	③	②	①	⑤	④	③	②	①
8	การให้นักศึกษาสอน 10 ชั่วโมง/สัปดาห์	⑤	④	③	②	①	⑤	④	③	②	①
9	การจัดให้นักศึกษาปฏิบัติการสอนในระดับประถมศึกษา	⑤	④	③	②	①	⑤	④	③	②	①
10	การจัดให้นักศึกษาปฏิบัติการสอนในระดับมัธยมศึกษา	⑤	④	③	②	①	⑤	④	③	②	①
11	ความพร้อมของโรงเรียนเครือข่ายศูนย์ฝึกประสบการณ์วิชาชีพครู	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
12	การกำหนดระยะเวลาการนิเทศการสอนของโรงเรียน	⑤	④	③	②	①	⑤	④	③	②	①
13	การกำหนดระยะเวลาการนิเทศการสอนจากทางมหาวิทยาลัย	⑤	④	③	②	①	⑤	④	③	②	①
14	การชี้แจงการประเมินผลการฝึกประสบการณ์วิชาชีพครู	⑤	④	③	②	①	⑤	④	③	②	①
15	แบบประเมินคุณลักษณะและการปฏิบัติงานในหน้าที่ครู	⑤	④	③	②	①	⑤	④	③	②	①

ลำดับที่	ปัญหาและความจำเป็นในการฝึกประสบการณ์วิชาชีพครู	ปัญหา					ความจำเป็น				
		⑤	④	③	②	①	⑤	④	③	②	①
16	แบบประเมินแผนการจัดการเรียนรู้	⑤	④	③	②	①	⑤	④	③	②	①
17	แบบประเมินสมรรถภาพการจัดการเรียนรู้	⑤	④	③	②	①	⑤	④	③	②	①
18	ความเหมาะสมของสัดส่วนคะแนนในการประเมินการฝึกประสบการณ์วิชาชีพครู	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
19	การกำหนดวัตถุประสงค์	⑤	④	③	②	①	⑤	④	③	②	①
20	การกำหนดเนื้อหาสาระ	⑤	④	③	②	①	⑤	④	③	②	①
21	การกำหนดกิจกรรมการเรียนรู้	⑤	④	③	②	①	⑤	④	③	②	①
22	การกำหนดสื่อการเรียนรู้	⑤	④	③	②	①	⑤	④	③	②	①
23	การกำหนดวิธีการประเมินผล	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
24	การนำเข้าสู่บทเรียน	⑤	④	③	②	①	⑤	④	③	②	①
25	การจัดกิจกรรมการเรียนรู้	⑤	④	③	②	①	⑤	④	③	②	①
26	ความแม่นยำในเนื้อหา	⑤	④	③	②	①	⑤	④	③	②	①
27	การสอนไวยากรณ์	⑤	④	③	②	①	⑤	④	③	②	①
28	การสอนทักษะการฟัง	⑤	④	③	②	①	⑤	④	③	②	①
29	การสอนทักษะการพูด	⑤	④	③	②	①	⑤	④	③	②	①
30	การสอนทักษะการอ่าน	⑤	④	③	②	①	⑤	④	③	②	①
31	การสอนทักษะการเขียน	⑤	④	③	②	①	⑤	④	③	②	①
32	การจัดกิจกรรมการเรียนรู้ที่เน้นผู้เรียนเป็นศูนย์กลาง	⑤	④	③	②	①	⑤	④	③	②	①
33	การใช้สื่อการเรียนการสอนที่เหมาะสม	⑤	④	③	②	①	⑤	④	③	②	①
34	ความมั่นใจในการสอน	⑤	④	③	②	①	⑤	④	③	②	①
35	ความสามารถในการตัดสินปัญหาในการสอน	⑤	④	③	②	①	⑤	④	③	②	①
36	การประยุกต์ทฤษฎีด้านการจัดกิจกรรมการเรียนรู้มาใช้ในการสอน	⑤	④	③	②	①	⑤	④	③	②	①
37	ความสามารถในการแก้ไขปัญหาระหว่างการสอน	⑤	④	③	②	①	⑤	④	③	②	①
38	การจัดการในชั้นเรียน	⑤	④	③	②	①	⑤	④	③	②	①

ลำดับที่	ปัญหาและความจำเป็นในการฝึกประสบการณ์วิชาชีพครู	ปัญหา					ความจำเป็น				
		⑤	④	③	②	①	⑤	④	③	②	①
39	การสร้างแรงเสริมและกำลังใจ	⑤	④	③	②	①	⑤	④	③	②	①
40	การสร้างโอกาสให้ผู้เรียนมีส่วนร่วม	⑤	④	③	②	①	⑤	④	③	②	①
41	การใช้คำถามและการจัดกิจกรรมเพื่อส่งเสริมการคิด	⑤	④	③	②	①	⑤	④	③	②	①
42	การสรุปบทเรียน	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
43	การประเมินความรู้นักเรียนก่อนการสอน	⑤	④	③	②	①	⑤	④	③	②	①
44	การประเมินความรู้นักเรียนขณะการสอน	⑤	④	③	②	①	⑤	④	③	②	①
45	การประเมินความรู้นักเรียนหลังการสอน	⑤	④	③	②	①	⑤	④	③	②	①
46	การประเมินความรู้ตรงตามวัตถุประสงค์ที่กำหนด	⑤	④	③	②	①	⑤	④	③	②	①
47	การปรับแก้นักเรียนที่ไม่ผ่านการประเมิน	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
48	การตั้งชื่อเรื่องงานวิจัย	⑤	④	③	②	①	⑤	④	③	②	①
49	การกำหนดประเด็นปัญหางานวิจัย	⑤	④	③	②	①	⑤	④	③	②	①
50	การกำหนดวัตถุประสงค์การวิจัย	⑤	④	③	②	①	⑤	④	③	②	①
51	การระบุตัวแปร	⑤	④	③	②	①	⑤	④	③	②	①
52	การเลือกกลุ่มตัวอย่าง	⑤	④	③	②	①	⑤	④	③	②	①
53	การระบุระยะเวลาในการศึกษาวิจัย	⑤	④	③	②	①	⑤	④	③	②	①
54	การกำหนดนิยามศัพท์เฉพาะ	⑤	④	③	②	①	⑤	④	③	②	①
55	การสืบค้นเอกสารและงานวิจัยที่เกี่ยวข้อง	⑤	④	③	②	①	⑤	④	③	②	①
56	การเลือกใช้สถิติที่ใช้ในการวิเคราะห์ข้อมูล	⑤	④	③	②	①	⑤	④	③	②	①
57	การเลือกเครื่องมือในการวิจัย	⑤	④	③	②	①	⑤	④	③	②	①
58	การสรุปผลการวิจัย	⑤	④	③	②	①	⑤	④	③	②	①
59	การอภิปรายผล	⑤	④	③	②	①	⑤	④	③	②	①
60	การเขียนบทคัดย่อภาษาไทย	⑤	④	③	②	①	⑤	④	③	②	①

ลำดับที่	ปัญหาและความจำเป็นในการฝึกประสบการณ์วิชาชีพครู	ปัญหา					ความจำเป็น				
		⑤	④	③	②	①	⑤	④	③	②	①
61	การเขียนบทคัดย่อภาษาอังกฤษ	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
62	ยืนเวรหน้าประตูโรงเรียนเช้า-เย็น เพื่อดูแลความปลอดภัยของนักเรียน	⑤	④	③	②	①	⑤	④	③	②	①
63	ควบคุมนักเรียนขณะเข้าแถวทำกิจกรรมหน้าเสาธงในตอนเช้า	⑤	④	③	②	①	⑤	④	③	②	①
64	จัดนิทรรศการในวันสำคัญต่าง ๆ	⑤	④	③	②	①	⑤	④	③	②	①
65	ฝึกซ้อมเด็กเพื่อทำการแข่งขันทักษะทางวิชาการต่าง ๆ	⑤	④	③	②	①	⑤	④	③	②	①
66	ปฏิบัติการสอนแทนอาจารย์ท่านอื่น	⑤	④	③	②	①	⑤	④	③	②	①
67	การปฏิบัติหน้าที่ครูประจำชั้น	⑤	④	③	②	①	⑤	④	③	②	①
68	การปฏิบัติงานในหน้าที่ครูฝ่ายวิชาการ	⑤	④	③	②	①	⑤	④	③	②	①
69	การปฏิบัติหน้าที่ครูฝ่ายทะเบียนและวัดผล	⑤	④	③	②	①	⑤	④	③	②	①
70	การปฏิบัติหน้าที่ครูฝ่ายกิจการนักเรียน	⑤	④	③	②	①	⑤	④	③	②	①
71	การปฏิบัติหน้าที่ครูพยาบาล	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
72	กิจกรรมปฐมนิเทศนักศึกษาฝึกประสบการณ์วิชาชีพครู (ส่งตัวนักศึกษา)	⑤	④	③	②	①	⑤	④	③	②	①
73	กิจกรรมสัมมนากลางภาคเรียน	⑤	④	③	②	①	⑤	④	③	②	①
74	กิจกรรมสัมมนาและแสดงนิทรรศการหลังฝึกประสบการณ์วิชาชีพครูในสถานศึกษา	⑤	④	③	②	①	⑤	④	③	②	①
75	การอบรมการศึกษารายกรณี	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
76	การให้คำแนะนำ ปรึกษาปัญหาด้านการสอน	⑤	④	③	②	①	⑤	④	③	②	①
77	การให้คำแนะนำ ปรึกษาด้านการปฏิบัติงานในหน้าที่ครู	⑤	④	③	②	①	⑤	④	③	②	①
78	การตรวจแผนการสอน	⑤	④	③	②	①	⑤	④	③	②	①

ลำดับที่	ปัญหาและความจำเป็นในการฝึกประสบการณ์วิชาชีพครู	ปัญหา					ความจำเป็น				
		⑤	④	③	②	①	⑤	④	③	②	①
79	การมีมนุษย์สัมพันธ์ที่ดีกับนักศึกษา	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
80	นิเทศการสอนไม่น้อยกว่า 3 ครั้ง/ ภาคเรียน	⑤	④	③	②	①	⑤	④	③	②	①
81	สังเกตการสอนในชั้นเรียนและมีการบันทึกผลการนิเทศทุกครั้ง	⑤	④	③	②	①	⑤	④	③	②	①
82	ชี้แจงข้อดีและข้อด้อยให้นักศึกษาฝึกประสบการณ์วิชาชีพครูได้รับทราบหลังการนิเทศทุกครั้ง	⑤	④	③	②	①	⑤	④	③	②	①
83	เสนอแนะข้อคิดเห็นที่เป็นประโยชน์กับครูพี่เลี้ยงและผู้บริหารสถานศึกษาเพื่อแก้ไขปัญหาการฝึกประสบการณ์วิชาชีพครูของนักศึกษาฝึกประสบการณ์วิชาชีพครู	⑤	④	③	②	①	⑤	④	③	②	①
84	มีมนุษย์สัมพันธ์ที่ดีกับนักศึกษาฝึกประสบการณ์วิชาชีพครู	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①
85	การจัดทำแบบศึกษารายกรณี	⑤	④	③	②	①	⑤	④	③	②	①
86	การจัดทำแบบแสดงสื่อการเรียนรู้ และวิธีการใช้สื่อ	⑤	④	③	②	①	⑤	④	③	②	①
87	การจัดทำบันทึกประจำสัปดาห์	⑤	④	③	②	①	⑤	④	③	②	①
88	การปฏิบัติราชการก่อนเวลาโรงเรียนเข้าและกลับหลังโรงเรียนเลิก	⑤	④	③	②	①	⑤	④	③	②	①
89	ตรวจผลงานภายหลังการสอนอย่างสม่ำเสมอ	⑤	④	③	②	①	⑤	④	③	②	①
90	ปฏิบัติตนตามระเบียบของสถานศึกษา	⑤	④	③	②	①	⑤	④	③	②	①
91	การทำงานร่วมกับครูพี่เลี้ยง	⑤	④	③	②	①	⑤	④	③	②	①
92	การทำงานร่วมกับครูท่านอื่นในโรงเรียน	⑤	④	③	②	①	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①	⑤	④	③	②	①

ตอนที่ 3: คำถามเกี่ยวกับความต้องการในการฝึกประสบการณ์วิชาชีพครู ของนักศึกษาฝึกประสบการณ์
วิชาชีพครู สาขาวิชาภาษาอังกฤษโปรดทำเครื่องหมาย ⊗ ในช่องที่ตรงกับปัญหาและความจำเป็นในการฝึก
ประสบการณ์วิชาชีพครู รายละเอียดดังต่อไปนี้

ด้านทักษะการสอน และการจัดการเรียนรู้ภาษาอังกฤษ   ข้อ 1-10
ด้านสื่อการสอน   ข้อ 11-16
ด้านการวัดผลประเมินผล   ข้อ 17-21
ด้านความรู้ทางภาษาอังกฤษ   ข้อ 22-32

⑤ = ต้องการมากที่สุด   ④ = ต้องการมาก   ③ = ต้องการปานกลาง

② = ต้องการน้อย   ① = ต้องการน้อยที่สุด

ลำดับที่	ความต้องการในการฝึกประสบการณ์วิชาชีพครู	ความต้องการ				
		⑤	④	③	②	①
1	ทักษะการสอนการฟัง	⑤	④	③	②	①
2	ทักษะการสอนการพูด	⑤	④	③	②	①
3	ทักษะการสอนการอ่าน	⑤	④	③	②	①
4	ทักษะการสอนการเขียน	⑤	④	③	②	①
5	การจัดการเรียนรู้แบบกรณีปัญหา (Problem Based Learning)	⑤	④	③	②	①
6	การจัดการเรียนรู้แบบสมองเป็นฐาน (Brain Based Learning)	⑤	④	③	②	①
7	การจัดการเรียนรู้แบบกลุ่มร่วมมือ (Cooperative Learning)	⑤	④	③	②	①
8	การจัดการเรียนรู้แบบแนวคิดต่อภาพ (Jigsaw)	⑤	④	③	②	①
9	การจัดการเรียนรู้โดยใช้กิจกรรม 4MAT	⑤	④	③	②	①
10	การจัดการเรียนรู้ตามแผนที่ความคิด (Mind Map)	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①
11	การเลือกสื่อการสอนให้สัมพันธ์กับวัตถุประสงค์ของการสอน	⑤	④	③	②	①
12	การผลิตสื่อการสอนแบบง่าย ๆ	⑤	④	③	②	①
13	การผลิตสื่อการสอนโดยใช้เทคโนโลยี	⑤	④	③	②	①
14	เทคนิคการสอนโดยใช้เกม	⑤	④	③	②	①
15	เทคนิคการสอนโดยใช้เพลง	⑤	④	③	②	①
16	การเลือกเว็บไซต์ที่มีประโยชน์ในการผลิตสื่อการสอนและใบความรู้	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①
17	การออกข้อสอบแบบทักษะสัมพันธ์	⑤	④	③	②	①

ลำดับที่	ความต้องการในการฝึกประสบการณ์วิชาชีพครู	ความต้องการ				
		⑤	④	③	②	①
18	การออกข้อสอบเพื่อใช้วัดทักษะการฟัง	⑤	④	③	②	①
19	การออกข้อสอบเพื่อใช้วัดทักษะการพูด	⑤	④	③	②	①
20	การออกข้อสอบเพื่อใช้วัดทักษะการอ่าน	⑤	④	③	②	①
21	การออกข้อสอบเพื่อใช้วัดทักษะการเขียน	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①
22	ไวยากรณ์ภาษาอังกฤษ	⑤	④	③	②	①
23	วัฒนธรรมของเจ้าของภาษา	⑤	④	③	②	①
24	การสื่อสารสนทนาภาษาอังกฤษ	⑤	④	③	②	①
25	เพลงภาษาอังกฤษ	⑤	④	③	②	①
26	กลยุทธ์และเทคนิค – การฟัง	⑤	④	③	②	①
27	กลยุทธ์และเทคนิค - การพูด	⑤	④	③	②	①
28	กลยุทธ์และเทคนิค - การอ่าน	⑤	④	③	②	①
29	กลยุทธ์และเทคนิค - การเขียน	⑤	④	③	②	①
30	คำศัพท์เฉพาะสาขา เช่น วิทยาศาสตร์ ปฐมวัย ดนตรี นาฏศิลป์ พลศึกษา สังคมศึกษา ศิลปะ	⑤	④	③	②	①
31	กิจกรรมทางภาษาที่เหมาะสมกับแต่ละช่วงวัยของผู้เรียน	⑤	④	③	②	①
32	การสอนภาษาร่วมกับครูชาวต่างชาติ	⑤	④	③	②	①
	อื่น ๆ โปรดระบุ	⑤	④	③	②	①

APPENDIX C

INTERVIEWS (ENGLISH VERSION)

FIRST EFL STUDENT TEACHER	
INTERVIEWER	EFL STUDENT TEACHERS
Can I ask questions about the teaching practice in the practicum course? There are not many questions. Let's start with the first one. What problems do you have when practicing teaching?	I cannot control students…the controlling of the class.
How? Can you explain more?	ah…I don't know how to explain…sometimes students walk around in the class while I'm teaching… I cannot control them. I assign the work but they didn't do it.
So the main problem that you have is the controlling of the class. Well, any other problems?	I have…the problem about students' understanding of knowledge. That is … in the lesson plan. When I teach, students cannot follow. The students stop at the unit until they understand it. Then, they go the next one.
What school do you teach?	Wat Ta Thong School. Primary school students.
Do you think what is the most necessary in the teaching practice?	For me, I think…the controlling of the class is the most significant for real teaching. If I cannot control the class, I think learning hardly happens. The subject content is the minor issue. Because if the students are ready for learning, they can receive the knowledge I transmit. But in fact, suppose I prepare 10 portions. They just get five. I myself don't dare to scold or hit them. I'm afraid that

	the cooperating teacher will blame me and say, "Even I, the cooperating teacher, didn't scold or hit students."
Well, what about the want in this teaching practice? Do you want the course to add anything to help you solve those mentioned problems?	I want to know techniques in controlling the class. Although, I had learned it in the past, it's really different in the real situation. Sometimes, I cannot do it well. It's different from learning in the class. Really different! I don't have any other wants. I should improve my own teaching to be better. One thing, I need the faculty to visit the school frequently, ask the teacher students what's going on, don't need to check anything, just go to meet us frequently.
So, if you have a chance to be a curriculum developer of the English Education major, what do you want to add in the curriculum?	I want the curriculum to emphasize the clearness in the teaching practice because some affairs the school and the university understand differently such as the issues about cooperating teachers and responsible work. Nowadays, I don't have any work table to sit.
How do you work? Where to sit?	When other teachers go to teach, I sit at their seats. In my case, I have my cooperating teacher. My cooperating teacher sits at the ASIEN center. I'm responsible for Prathomsuksa 1 while my cooperating teacher takes care Prathomsuksa 5. I have to be stationed at Prathomsuksa 1. At Prathomsuksa 1, there is a class teacher. There is also a teacher assistant teaching LD (Learning Disability). They have two work tables, so including me, it' going to be three persons. There is no seat left. I can go to sit with my cooperating teacher at ASEAN center, but I cannot look after Prathomsuksa 1. The class teacher sometimes sulks me. It makes me hardly

	adjust myself. When I'm going to sit with my cooperating teacher at Prathomsuksa 1, he complained me why I didn't stay in the room. I don't know what to do. I know he is not the person who evaluates or gives me scores but it's hard to avoid. Actually, I should help my cooperating teacher to do work. But mostly, teachers at Prathomsuksa 1 ask me to help in case that I think it is not a matter related to me. For example, ask me to teach Thai subject in the morning. I didn't graduate from Thai major. But I have to tutor the Thai subject, teach them to read Thai and practice them to be able to read…………….It's hard to say. If I say, "can I go to sit at my cooperating teacher's room?", I'm afraid that Prathomsuksa 1 teachers will be unsatisfied.
Hmm, can I ask about your teaching? Suppose, there is a situation that you need to solve problems in the class, what will you do? Can you give me some examples? It can be a real situation that happens in the class.	Let's talk about this situation. I teach Prathomsuksa 1. I'm really serious. I teach students and the cooperating teacher comments that the content exceeds. Five vocabularies, he says it is too much. Then, I used two vocabulary words, he told it is fewer. I didn't change because as I see two words are suitable. The students can remember. Three or five words, students cannot memorize.
The last question. What do you think is the most important in the teaching practice?	I think the controlling of the class is the most important because as I said if we can control the class, the learning can go well. However, it needs knowledge and self-experience. Sometimes, we need to learn by ourselves. I understand the university hasn't taught us everything.
Thank you very much for your participation in the interview.	You're welcome.

SECOND EFL STUDENT TEACHERS	
Can I ask questions about your teaching practice in the practicum course? All information is preserved confidentially. The first one, I want to know about the problems you face in practice teaching?	The students, in the school I practice teaching, are not good at English. They don't know it at all.
Is your problem related to the subject content?	They didn't get even simple vocabulary or A-Z.
Aren't the controlling of the class and lesson planning your problems?	: In controlling of the class, I always use voice to control students. I don't know it is a right way or not. Sometime, I hit them. I don't think there is a problem for me in controlling the class.
I want to know that what you get from learning for four years in the university is sufficient for future teaching or not. What do you want the curriculum to add for you?	Mostly, I want to learn teaching games because games are very important and necessary for drawing primary school students' attention….I think they are quite interested when managing game activities. But when assigning work or practices, not much work is done at the end of the class. They learn nothing, just do what I told.
Well, as you practice teaching, what do you think is the most necessary for the teaching practice?	For me, as I teach primary level, I think learning activity management is the most necessary. Because I think the students seem to be happy and enjoyable if that day I prepare activities and new strange tools. However, it cannot be like that every day because sometime I have no idea and much work to do. So, I try to do activities at least two days a week.
If you have a chance to develop a curriculum of the English Education major, what do you want to add in the curriculum?	Let's me think…. I think actually it's enough. Something we need to learn by ourselves. If ask me at this moment, I only think of the teaching. I need a lot of games. It could be a seminar during a teaching practice about the arrangement

	of English games because it's really useful for drawing primary school students' attention.
Can you talk about problems that happen in the class and give some solutions that you use to solve those problems? Show me one sample?	Let it be this issue. It's about assigning practices. When I assign the work, they rarely do. So, I tell the answers with all students. Let every student do the work together, along with the explanation.
What do you think is the most significant in practice teaching?	Actually it includes many things such as content, activities, and controlling students to participate in the activities. It needs lots of skills and knowledge to help students learn. The teacher needs to have much ability to succeed in teaching. And I think now I don't do it well as I should.
Thank you very much for your participation in the interview.	You're welcome.
THIRD EFL STUDENT TEACHERS	
Can I ask questions about teaching practice in the practicum course? All information is preserved confidentially. The first question, I want to know about the problems you face in practice teaching?	For me, it's about students. Sometimes, the students in this school study together. In one room, it includes both excellent and not excellent students. There is not a separation of students' competency. Moreover, it includes LD (Learning Disability) students. My class, Prathomsuksa 5, is as well; there are four LD students learning with general students. There is no separation. If ones learn well, they get knowledge. If ones cannot catch the lesson, they are left behind. And, and, and another thing is learning and teaching. There are Foundation English courses and Supplementary English courses. The Supplementary English courses emphasize listening and speaking skills which are taught by foreigners. In my part, I teach Foundation English which

	focuses on sentences and grammar.
So, your problem is related to students?	Yes, it's also related to the controlling of students.
How?	For example, I try to mix students together. I have excellent students to be in a group with poor students in order to help each other learn. It is like when the good students finished their own work, they are asked to help other students. But when doing this, it is really hard to control. Noise is the big problem especially with Primary school students. And some students are selfish. They think if their friends cannot do the work, it's not their business. They don't help. The technique that I use sometimes is successful, but sometimes not. I try many techniques.
Do you want the curriculum to add anything? Is the knowledge in four years you have learned sufficient for going to practice teaching?	After practice teaching, I need more songs and games because they can be used to control students to focus on the same thing. However, it needs to accept that we cannot control students to be calm because the noise from the games disturbs the other classrooms.
What is the most necessary in the teaching practice?	The techniques for controlling the class as in a real environment. What I have learned in class sometimes cannot be used because the situations are different. At the university, we try those techniques with our peers who are grown up. They can understand what we told. But in the real classroom teaching, it's really different. As I said, grouping is the big problem. When the students are grouped up, they are very noisy. Sometimes, I want to try out how to control the students to be quiet when managing group activities. But trying every time is impossible. The

	students won't get knowledge and start learning because of scolding. Songs and games are used to teach students because they are not boring; however, it is over enjoyable sometimes.
If you have a chance to develop a curriculum of the English Education major, what do you want to add in the curriculum?	I think what to add are the techniques for controlling the class because one thing that really happens is student differences. It should be added…to be variety. The students are not just what we think of. They are more than that. Another issue is the arrangement of activities that are used to draw students' attention to mostly focus on me. Sometimes, when we manage the activities, some students have an opportunity to play, but some not. Some students are upset. Therefore, I want to have an activity that everyone can join together. Every student can play, so no problem happens. Games or materials make students not to be boring because as I teach in the real teaching environment, teaching only cannot grab students' attention. Materials and activities can help a lot. It may not be all games and materials, but add to some parts.
The last question, in your opinion, what is the most necessary in the teaching practice?	I think it may be daring in making decision. I'm not sure what part it is in, but when we are in the class, besides teaching, all happening situations we need to handle by ourselves and need to deal with them fairly because students will trust in us. It's everything because at that moment we are the oldest person in class. Even students are peevish, our statement is the final decision. So, I think we should practice this thing hardly to be able to control the class and students. We need to show them how much we are persistent

	and purposeful.
Thank you very much for your participation in the interview.	You're welcome.

FOURTH EFL STUDENT TEACHERS	
Good morning. Today, I'm going to ask you some questions about your teaching practice. Not many questions. The first one, do you have any problems in practice teaching?	For Muttayomsuksa 2 (Grade 8), I assign them to bring a textbook, but they forget every time. They did not obey me. They listen, but do nothing. So, I solve the problem by having them run. As hitting is not allowed, the cooperating teacher and the class teacher tell me to punish by other ways. The students in this school study in the air conditioner room. If they go outside, they will feel hot. They don't like it. So, after punishing by running outside, the next class they bring their books.
Hmm, anything else?	Well…the controlling of the class. The amount of students in Muttayomsuksa 1 is quite a lot, around 38 students. Male students are quite many. The students are noisy, so I use scores to force them. The secondary students strongly need scores. Then, after finishing teaching, I ask questions. If one can answer, they will get score. Using this technique, the students pay more attention to class.
I want to know what you want other than what the curriculum provided for you for the past 4 years. What do you want?	I want games and websites that will be used to do work sheets and knowledge sheet. For secondary students, using games is not much proper. Mostly, I teach grammar. So, I need the knowledge sheet about grammar.
Games are quite boring, right? For secondary students?	Using games can control only at the beginning. Mostly, I teach grammar. All I have to do is making work sheet. For example, about 'tense', I have to do the

	work sheet for 12 tenses. Then, I summarize the lesson, including making pre- and post-tests. I need more knowledge and materials as I said above.
Is the knowledge that you gained from the university during the past 4 years sufficient for being a real teacher?	I think it's enough for me because the knowledge that I bring to teach is mostly from the university. The thing that I really want after practice teaching with foreigner teachers is the pronunciation. I feel I have problems with the pronunciation. It's not inability to communicate, but the communication is not much clear. I want the curriculum emphasize this issue.
Well, in this teaching practice, do you think what the most necessary is?	For me, it's the management of students who are very different…the punishment that is not boring. Sometime, forcing so much doesn't work. They did not fear. The same way used with the same group doesn't work. I have to keep changing the techniques. Overall, one technique cannot be used much long to control the students, especially the older ones. They listen what I told but it spends that they will do or not. I can control, but not all.
Out of questions. Thank you very much for your cooperation in interviewing.	You're welcome.
FIFTH EFL STUDENT TEACHERS	
Good morning. Can I ask questions about your teaching practice? The first question, do you have any problems with the teaching practice?	The first thing is the controlling of the class because I teach Muttayomsuksa 1, 2, and 3.
How is it?	The students lose attention when studying in the afternoon, but I understand them. They just ate lunch, want to be home, and want to play. Some playful students knock the tables and sing songs.

How do you deal with it?	Formerly, I did not dare to punish the students, but now I sometimes hit them. I have them to be a leader by reading sentences and have their peers repeat those sentences after. Then, they pay attention when I'm teaching because they fear that they will read incorrectly when being a reading leader. Sometime, I hit them because I really can't stand. Actually, their teacher doesn't allow me to hit the students. He told me that if the students are really naughty, hit their hands instead. Later I hit them at time, but formerly I didn't because I don't want to hit students. But now I sometimes need to hit them to control them. These students are strange. Even I hit them, they are not angry me. It may be because they know they are guilty. Sometime, the students are paired and have to have conversation in front of the class. These students are confident…these naughty students. They like when I do this.
Do you have any other problems?	Yes, writing lesson plans. When I write the lesson plans, the cooperating teachers always add comments and it hasn't been used. Sometimes, I'm tired. I didn't make only the lesson plans, but I also need to make teaching materials and teach in class. Sometime, I think the cooperating teacher is too much. I'm tired because he didn't let my plan pass. Few plans are accepted at once. In my opinion, there is no right or wrong in writing the lessons plan. It depends on us what we will teach and what will be evaluated. If the subject content is correct, it's ok. But what I meet is not like that. Formerly, I'm really obsessed, think why the cooperating teacher is too much, and question, "Can't

	what I have learnt be used?"
How's going on now?	It gets better. It seems like I'm used to it because it's the same like this every time. Sometimes, I print out the plan with the recycle paper because it wastes (laughing). After the cooperating teacher said it passed, then I print out with the real paper. But he said to me to edit again. I think in my mind that I had handed the plan to him to check before I print out. However, I didn't dispute him. It's good that he is meticulous. I learn much from him. But sometimes, I think it's too much (laughing) because I'm tired. I also do teaching materials for both him and me. When he has things to do, he always asks me to do for him. But he didn't think whether I can do or not. Actually, I can do some, but something he should teach me a bit, not having me do all. I cannot do everything.
Hmm…Do you want the curriculum to add anything?	For me…I want activities, making teaching materials, and teaching which techniques should be used in class.
Anything else?	Ahh…document. I need to be trained about all documents from the school such as quality assurance, administration, and academic. All of these I don't know how to do if the school does not teach. Moreover, there is some work such as grading or calculating scores. I cannot do it well because they didn't teach me. I'm confused with it.
Such as 'Grade Report'?	Yes. Except writing tests, I cannot do other documents.
Other document! Such as?	Like…the class teachers need to write documents such as students' grade points. I think they should have some

	background knowledge to do so, but I haven't had such knowledge before. When someone asks about this, I can't answer.
Thank you very much for your participation in the interview.	You're welcome.
SIXTH EFL STUDENT TEACHERS	
Good morning. Can I ask questions about your teaching practice? There are not many questions. Let's start with the first one. In this teaching practice, do you face any problems?	For secondary?
Yes.	Some students didn't pay attention to the learning………….even when assigning homework, they didn't do it.
How do you deal with it?	Ah…….such as…….punishing them in front of the class by having them stand up and sit down many times. If ones don't do it or don't pay attention, they are assigned more work and have to finish it in the class. Then, they have more work to submit.

APPENDIX D
INTERVIEWS (THAI VERSION)

คนที่ 1	
ผู้สัมภาษณ์	**นักศึกษาฝึกประสบการณ์วิชาชีพครู**
อาจารย์ขออนุญาตถามคำถามเกี่ยวกับการฝึก ประสบการณ์วิชาชีพครูนะคะ คำถามมีไม่มาก เดี๋ยวเรา เริ่มคำถามแรกนะคะ ปัญหาที่นักศึกษาพบในการฝึก ประสบการณ์วิชาชีพครูมีอะไรบ้างคะ	ก็มีเรื่องคุมเด็กไม่อยู่ครับ เรื่องการคุมชั้นเรียน
เป็นอย่างไรคะ ลองอธิบายให้อาจารย์ฟังได้รึเปล่า	คือ....มันอธิบายไม่ถูกอ่ะครับ...คือบางทีเด็กก็จะเดิน เล่นเดินในห้องระหว่างที่เราสอน คือ...คุมไม่อยู่เลยอ่ะ ครับ สั่งงานไปแล้วก็ไม่ค่อยจะทำ
คือปัญหาหลักๆ ของเราคือการคุมชั้นเรียน แล้วมี ปัญหาอย่างอื่นอีกหรือเปล่าคะ	ก็มีเรื่อง... ไอ้นี่อ่ะครับ ความรู้ความเข้าใจของเด็ก คือ... ในแผนอย่างนี้อ่ะครับ ในแผนตามที่ผมสอนก็ เด็กก็จะ แบบ...เรียนไม่ทันอย่างนี้อ่ะครับ เด็กก็จะแบบอยู่ อยู่ ณ บทนั้นอ่ะครับ จนกว่าจะเข้าใจถึงจะไปบทต่อไปได้
เราสอนโรงเรียนอะไรคะ	โรงเรียนวัดท่าทองครับ เป็นเด็กประถมครับ
เราคิดว่าอะไรที่จำเป็นที่สุดในการฝึกประสบการณ์ วิชาชีพครูคะ	ส่วนตัวผม ผมคิดว่า....การคุมชั้นเรียนนี่แหละครับ สำคัญ คือ สำหรับในการสอนจริง ๆ นะครับ ถ้าเราคุม ชั้นเรียนไม่อยู่ผมคิดว่าการเรียนรู้มันจะเกิดได้ยากมาก ๆ ครับ เนื้อหาก็เป็นเรื่องรองลงมาเพราะถ้าเด็กเค้าพร้อม เค้านิ่งก็จะรับความรู้ที่เราส่งให้ได้ครับ แต่ทุกวันนี้คือเรา เตรียมไปสิบรับได้อย่างมากก็ 5 เท่านั้นครับ ผมเองก็ไม่ กล้าไปดุเด็กไม่กล้าไปตี เพราะว่ากลัวว่าครูพี่เลี้ยงครู

	ประจำชั้นเค้าจะว่าว่าขนาดเค้ายังไม่ดุยังไม่ตีเลย
แล้วความต้องการในการฝึกประสบการณ์ครั้งนี้ล่ะคะ เราต้องการให้หลักสูตรเพิ่มเติมอะไรให้หรือเปล่า เพื่อที่จะช่วยลดปัญหาเหล่านี้	ผมอยากทราบเรื่องเทคนิคการคุมชั้นเรียนครับ คือที่ผ่าน มาก็เคยเรียนแต่มันแตกต่างเมื่ออยู่ในสถาณการณ์จริง บางครั้งผมไม่สามารถปรับได้ดีเท่าที่ควร มันแตกต่าง จากในห้องอ่ะครับ แตกต่างจริง ๆ นอกจากนั้นก็ไม่มี แล้วเหลือที่ผมควรจะปรับปรุงการสอนของตัวเองให้ดี ขึ้น อีกเรื่องผมอยากให้ทางคณะเข้าไปดูบ่อย ๆ ครับ ไป ซักถามว่านักศึกษาเป็นอย่างไรบ้าง ไม่ต้องไปตรวจ อะไรหรอกครับผมแค่อยากให้เข้าไปหาบ่อย ๆ
ค่ะ แล้วถ้าเรามีโอกาสได้เป็นคนพัฒนาปรับปรุง หลักสูตรครุศาสตรบัณฑิตสาขาวิชาภาษาอังกฤษ เรา อยากจะเพิ่มอะไรไว้ในหลักสูตร	ผมอยากจะให้หลักสูตรเพิ่มความชัดเจนในเรื่องการฝึก ประสบการณ์วิชาชีพครูเพราะบางเรื่องทางโรงเรียนกับ ทางมหาวิทยาลัยเข้าใจไม่ตรงกัน อย่างเช่นเรื่องของผม ในส่วนของครูพี่เลี้ยงกับงานในหน้าที่ครับ คือทุกวันนี้ ผมไม่มีโต๊ะนั่งนะครับ
แล้วเราทำงานอย่างไรคะ นั่งตรงไหน	อย่างสมมุติเวลาอาจารย์เค้าไปสอนผมก็เข้าไปนั่ง อย่าง กรณีผมเนี่ยะผมมีครูพี่เลี้ยง ครูพี่เลี้ยงเค้าก็จะนั่งที่ศูนย์ อาเซียน ส่วนผมเนี่ยะ โดนประจำชั้น ป. 1 ครูพี่เลี้ยงผม อยู่ ป.5 คือผมต้องประจำชั้น ป. 1 ซึ่งป.1 เค้าก็จะมีคู ประจำชั้นอยู่แล้วนะครับ แล้วก็มีพี่อยู่คนนึงเค้าเป็น ผู้ช่วยสอนเด็ก แอลดี (Learning Disability) เค้าก็จะมี โต๊ะอยู่ 2 โต๊ะ ซึ่งห้องนี้พอมีผมไปด้วยก็จะเป็น 3 ซึ่งไม่ มีที่นั่ง จะไปนั่งกับครูพี่เลี้ยงที่อยู่ศูนย์อาเซียนก็นั่งได้นะ ครับแต่คือ ผมก็จะไม่ได้ทำหน้าที่คุมชั้นเด็ก ป.1 ครู ประจำชั้นเค้าก็จะมีงอนบ้างอะไรแบบนี้อ่ะครับ แล้วมัน ทำให้ผมปรับตัวลำบากนิดนึงอ่ะครับ คือเวลาผมจะไป นั่งกับครูพี่เลี้ยงครู ป.1 เค้าก็เหมือนแบบมาว่าผมว่าทำไม ไม่อยู่กับห้อง คือผมก็ไม่รู้ว่าจะทำยังไง คือผมก็รุ้นะครับ ว่าเค้าไม่ได้ให้คะแนนผมแต่ว่ามันก็เลี่ยงไม่ได้ คือความ เป็นจริงผมควรจะอยู่ช่วยงานครูพี่เลี้ยงแต่ส่วนมาก ครูป.

	1 เค้าก็จะใช้ผม ใช้แบบว่าผมว่ามันก็ไม่ใช่เรื่องนะครับ แบบให้ผมมาสอนภาษาไทยตอนเช้าแบบนี้ แล้วผมไม่ได้จบภาษาไทยมา แล้วเช้ามาผมต้องเอาเด็กมาติวแบบเนี่ยะอ่านหนังสือภาษาไทย ฝึกให้อ่านให้ได้ .... คือมันพูดลำบากอ่ะครับ คือถ้าผมจะไปพูดว่าผมขอไปนั่งห้องครูพี่เลี้ยงได้ไหม ผมก็กลัวครูป.1 เค้าเป็นแบบนี้อีก
อืมค่ะ อาจารย์ขอถามเกี่ยวกับการสอนของเราบ้างนะคะ ถ้าสมมติว่ามีเหตุการณ์ที่เราต้องแก้ไขปัญหาในชั้นเรียนเนี่ยะ เราทำอย่างไรคะ ช่วยยกตัวอย่างให้อาจารย์ฟังหน่อย เอาเหตุการณ์จริง ๆ ที่เกิดขึ้นในชั้นเรียนมาก็ได้ค่ะ	คือเอาเหตุการณ์นี้เลยละกันนะครับ ผมสอนป.1 ผมเครียดมาก คือผมสอนไปแล้วแล้วครูเค้าคอมเม้นมาว่ามันเยอะเกินไป คำศัพท์ 5 คำ เค้าบอกว่ามันเยอะเกินไป พอผมให้ 2 คำ เค้าก็บอกว่ามันน้อยเกินไป ผมก็ไม่ได้ปรบหรอกครับเพราะที่ผมสอนผมประเมินดูแล้วว่า 2 คำนี่แหละครับที่เด็กเค้าสามารถจำได้ดี 3 คำ 5 คำ เค้าจำกันไม่ได้เลยครับ
คำถามสุดท้ายแล้วนะคะ นักศึกษาคิดว่าสิ่งใดสำคัญที่สุดในการฝึกประสบการณ์วิชาชีพครู	ผมคิดว่าเรื่อง การคุมชั้นเรียนนี่แหละครับสำคัญที่สุด เพราะว่าอย่างที่ผมบอกไปว่าถ้าเกิดเราคุมชั้นเรียนได้ดีแล้วการเรียนรู้ก็จะเกิดขึ้นได้ดี ครับ แต่อย่างว่าแหละครับมันก็ต้องอาศัยความรู้และประสบการณ์ส่วนตัวซึ่งบางครั้งเราอาจจะต้องเรียนรู้ด้วยตัวเอง ผมเข้าใจครับว่ามหาลัยก็ไม่ได้สอนเราทุกสิ่ง
ขอบคุณมากนะคะที่ให้ความร่วมมือในการสัมภาษณ์เป็นอย่างดี	ด้วยความยินดีครับ
คนที่ 2	
อาจารย์ขออนุญาตถามคำถามเกี่ยวกับการฝึกประสบการณ์วิชาชีพครูของเราหน่อยนะคะ ข้อมูลทุกอย่างที่เราให้จะถูกเก็บเป็นความลับค่ะ คำถามแรกนะคะอยากทราบเกี่ยวกับปัญหาที่เราพบในการฝึก	เด็กในโรงเรียนที่หนูไปฝึกสอนนะคะ เค้าไม่ค่อยเก่งภาษาอังกฤษ คือไม่ได้เลย

ประสบการณ์วิชาชีพครูครั้งนึงค่ะ	
ปัญหาของเราเป็นเรื่องของเนื้อหาหรอคะ	แค่คำศัพท์ง่าย ๆ หรือว่า A-Z เค้าก็ยังไม่ได้เลยค่ะ
การคุมชั้นเรียน การเขียนแผน ไม่เป็นปัญหาสำหรับเรา	การคุมชั้นเรียนหนูใช้เสียงข่มเด็กตลอดเลยค่ะ หนูไม่รู้ว่ามันเป็นวิธีที่ถูกต้องหรือเปล่า ก็มีตีบ้าง หนูเลยคิดว่ามันไม่เป็นปัญหาสำหรับหนู
อาจารย์อยากทราบว่าสิ่งที่เราได้รับไปจากหลักสูตรตลอดระยะเวลา 4 ปีในมหาลัยเนี่ยะมันเพียงพอหรือเปล่าที่เราจะออกไปสู่โลกภายนอก อะไรที่เราต้องการให้หลักสูตรเพิ่มเติมให้เรา	ส่วนมากแล้วหนูอยากได้เกมส์เพิ่มเพราะว่ามันสำคัญและจำเป็นมากสำหรับการดึงความสนใจจากเด็กประถม...........หนูรู้สึกว่าเค้าจะสนใจมาก ๆ เวลาจัดกิจกรรมที่เป็นเกม แต่ถ้าเป็นการสั่งงานหรือให้ทำแบบฝึกหัดมันไม่ค่อยได้งานเลยค่ะตอนท้ายชั่วโมงแล้วหนูก็รู้สึกว่าเค้าไม่ได้เรียนรู้อะไรแค่ทำตามที่เราบอก
แล้วนักศึกษาคิดว่า จากที่เราฝึกสอนเนี่ยะเราคิดว่าอะไรจำเป็นที่สุดสำหรับการฝึก	สำหรับหนูที่สอนประถมนะคะ หนูคิดว่าการจัดกิจกรรมการเรียนการสอนมั้งคะ เพราะหนูรู้สึกว่าเด็กเค้าจะสนุกถ้าวันไหนเราเตรียมกิจกรรมมาพร้อมมีอุปกรณ์มีอะไรแปลก ๆ แต่มันจะให้เป็นแบบนั้นทุกวันก็ไม่ได้ เพราะหนูก็คิดไม่ค่อยออก แล้วงานอื่นก็เยอะมาก ๆ เลยค่ะ หนูก็พยายามจัดให้เค้าสัปดาห์ละ สองวัน ประมาณนี้ค่ะ
ถ้าเรามีโอกาสได้ช่วยในการปรับปรุงหลักสูตรครุศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ อะไรบ้างที่เราอยากเพิ่มเติมเข้าไปในหลักสูตร	คือ.....หนูขอคิดก่อนนะคะอาจารย์ หนูว่าจริง ๆ แล้วหนูก็ได้รับมาพอแล้วนะคะ บางอย่างมันอาจจะเป็นสิ่งที่เราต้องเรียนรู้เอง ถ้าถามตอนนี้หนูก็คิดถึงแต่เรื่องการสอน หนูอยากได้เกมเยอะ ๆ ค่ะ อาจจะเป็นการจัดอบรมเพิ่มเติมให้ระหว่างการฝึกเกี่ยวกับการจัดเกมส์ภาษาอังกฤษ เพราะว่ามันมีประโยชน์มากนะคะ สำหรับการดึงความสนใจของเด็กประถมศึกษา
ถ้าให้นักศึกษาพูดถึงปัญหาที่เกิดขึ้นในชั้นเรียนแล้วลองยกตัวอย่างวิธีที่เราใช้แก้ไข ลองยกตัวอย่างให้อาจารย์ฟังมาหนึ่งตัวอย่างสิคะ	เอาอันนี้ละกันนะคะอาจารย์ คือเรื่องทำแบบฝึกหัดนี่แหละค่ะ คือเวลาสั่งไปแล้วไม่ค่อยได้งาน หนูก็จะใช้วิธีเฉลยพร้อม ๆ กัน คือให้ทุกคนในห้องทำพร้อม ๆ กัน

	แล้วหนูก็อธิบายไปด้วยเลยค่ะ
นักศึกษาคิดว่าอะไรสำคัญที่สุดในการฝึกประสบการณ์วิชาชีพครูคะ	การสอนนี่แหละค่ะ จะว่าไปก็รวมหลายอย่างนะคะ ทั้งเนื้อหา ทั้งกิจกรรม และก็การเก็บเด็กให้อยู่ในกิจกรรม มันใช้ทักษะความรู้หลายอย่างเลยค่ะเพื่อให้เด็กเกิดการเรียนรู้ คือครูต้องมีความสามารถมาก ๆ เลยจึงจะประสบความสำเร็จในการสอนซึ่งตอนนี้หนูยังรู้สึกว่าทำได้ไม่ดีเท่าที่ควร ถ้าวัดกันจริง ๆ อ่ะนะคะ
ขอบคุณมากนะคะสำหรับความร่วมมือในการสัมภาษณ์	ด้วยความยินดีค่ะ
คนที่ 3	
ค่ะ คืออาจารย์ขออนุญาตถามคำถามเกี่ยวกับการฝึกประสบการณ์วิชาชีพครูหน่อยนะคะ ข้อมูลทุกอย่างรวมทั้งขอมูลส่วนตัวของนักศึกษาจะถูกเก็บเป็นความลับค่ะ คือถามแรกนะคะ อาจารย์อยากทราบว่าปัญหาที่นักศึกษาพบในการฝึกประสบการณ์วิชาชีพครูคืออะไรคะ	สำหรับหนูก็จะเป็นเรื่องเกี่ยวกับเด็กอ่ะค่ะ บางทีโรงเรียนนี้เค้าเรียนรวมอ่ะคะอาจารย์ ในห้องนึงก็จะมีเด็กเก่งกับเด็กไม่เก่ง ไม่มีการคัดแยกค่ะ แล้วในห้องนึงก็จะมีเด็ก แอลดี (Learning Disability) อย่างห้องหนูอ่ะค่ะ ป.5 เด็ก แอลดี 4 คน เรียนรวมกันกับเด็กธรรมดา ก็คือเค้า เค้า ไม่แยกเด็กอ่ะค่ะ แล้วคือ ถ้าเด็กคนไหนได้ก็คือได้ไปเลย คนไหนไม่ได้ก็คือจะช้าไปเลย แล้วก็เรื่องเรื่อง เรื่อง เรียนอย่างนี้อ่ะค่ะ มันจะแบ่งว่า ภาษาอังกฤษพื้นฐาน กับภาษาอังกฤษเสริม ภาษาอังกฤษเสริมจะเป็นเหมือน ฟัง พูด ก็จะเรียนกับชาวต่างชาติ ส่วนหนูอ่ะจะสอนเกี่ยวกับภาษาอังกฤษพื้นฐาน จะเน้นประโยค แกรมม่า
คือปัญหาของเราคือจะเป็นปัญหาที่ตัวเด็กเลย	ค่ะ มันก็รวมไปถึงการเก็บเด็กด้วยนะคะ
คือมันเป็นอย่างไร	คือก็พยายามอย่างเด็กที่ได้หนูก็จะพยายามจัดกลุ่มให้เค้าอยู่ด้วยกันกับเด็กที่ไม่ได้ ให้ช่วยกัน คือถ้าส่วนของตัวเองเสร็จแล้วก็จะให้ช่วยเพื่อนทำ แต่พอมันมารวม ๆ กันแล้ว มันคุมลำบากมาก ๆ เลยค่ะ เสียงดังนี่ปัญหาใหญ่

	มากเพราะเป็นเด็กประถม แล้วความเห็นแก่ตัวเค้าก็มีสูง คือไม่ได้ก็ไม่ได้สิ ไม่ช่วยหรอก คือวิธีการที่หนูใช้มันก็ ประสบความสำเร็จบ้างไม่สำเร็จบ้าง ก็ลองไปหลายวิธี ค่ะ (หัวเราะ)
แล้วเราต้องการที่จะให้หลักสูตรเพิ่มเติมอะไรให้เรา ไหม 4 ปีที่เราเรียนมาเนี่ยะความรู้มันเพียงพอไหมกับ การออกฝึกประสบการณ์วิชาชีพครู	ตอนนี้พอมาสอนจริง ๆ แล้วหนูอยากได้เพลงกับเกมส์ เยอะ ๆ เลยค่ะอาจารย์ เพราะมันทำให้นักเรียนในห้อง โฟกัสไปในเรื่องเดียวกัน แต่ก็ต้องยอมรับนะคะ ว่าเราก็ ไม่สามารถควบคุมเด็กให้อยู่ในความสงบได้ เพราะ บางครั้งเสียงที่ดังจากการเล่นเกมมันก็กวนห้องข้าง ๆ
แล้วเราคิดว่าอะไรที่จำเป็นสำหรับการฝึก ประสบการณ์วิชาชีพครู	เทคนิคการปกครองชั้นเรียนแบบชั้นเรียนในสภาพจริง ค่ะ เพราะที่เรียนมาบางครั้งมันใช้ไม่ได้คือมัน มัน สถานการณ์มันแตกต่าง ที่มหาลัยเราลองใช้กับเพื่อนใน ห้องซึ่งเค้าก็โตแล้ว มันพูดรู้เรื่องค่ะ แต่พอมาในชั้นเรียน จริงมันคนละเรื่องเลยค่ะ เรื่องการเข้ากลุ่มนี่อย่างที่หนู บอกนะคะว่าเป็นปัญหาใหญ่เลย พอเข้ากลุ่มได้ก็เสียงดัง เลย บางครั้งหนูอยากลองนะคะว่าจะเก็บเด็กให้ไม่มีเสียง อย่างไรเวลาเราจัดกิจกรรมกลุ่ม แต่จะลองทุกครั้งมันก็ ไม่ไหวค่ะ เด็กไม่ได้ความรู้ไม่ได้สอนกันพอดี มัวแต่ดุ กัน อย่างเพลงกับเกมส์เนี่ยะ หนูก็ให้เด็กเล่นนะคะ เพราะมันไม่น่าเบื่อแต่ว่ามันก็อดไม่ได้ที่จะขึ้นหน้าขึ้นตา สนุกเกินเหตุ อีก
ถ้าเรามีโอกาสได้ช่วยในการปรับปรุงหลักสูตรครุศา สตรบัณฑิต สาขาวิชาภาษาอังกฤษเราอยากจะเพิ่มเรื่อง อะไรเข้ามาในหลักสูตรคะ	หนูว่าน่าจะเพิ่มเนี่ยะ เทคนิคการควบคุมชั้นเรียนนี่แหละ ค่ะ เพราะว่าอย่างนึงคือจริง ๆ อ่ะค่ะ อาจารย์ เด็กอ่ะมัน แตกต่างกันอ่ะค่ะอาจารย์ คือน่าจะเพิ่มให้ ให้ ดู หลากหลายว่าเด็กอ่ะมันไม่ได้เป็นแค่ที่เราคิดอย่างเดียว มัน มัน มากกว่านั้น และอีกเรื่องนึงก็คือพวก พวกการจัด กิจกรรมที่จะทำให้เด็กสนใจเรามากที่สุด บางทีเราจัด กิจกรรมไปเด็กบางคนได้เล่นบางคนไม่ได้เล่น บางคน เกิดอาการน้อยใจ หนูเลยอยากได้กิจกรรมอะไรที่ทุกคน

	สามารถมีส่วนร่วมได้ ได้เล่นทุกคนมนจะได้ไม่เกิด
	ปัญหา พวกเกม พวกสื่อ ที่สามารถที่จะทำให้เด็กไม่เบื่อ
	เพราะพอหนูได้มาสอนจริง ๆ แล้วนะคะ การที่แบบเรา
	สอนอย่างเดียวเนี่ยะ มันไม่สามารถดึงความสนใจของ
	เด็กได้เลย สื่อและกิจกรรมช่วยได้มาก ๆ อาจจะไม่
	ทั้งหมด แต่ก็ควรสีสอดแทรกบ้าง
คำถามสุดท้ายนะคะ เราว่าสิ่งที่สำคัญที่สุดในการฝึก	หนูคิดว่าคงเป็นเรื่องของความกล้าตัดสินใจมั้งคะ
ประสบการณ์วิชาชีพครูคะ	อาจารย์ คือหนูไม่แน่ใจว่ามันอยู่ในส่วนไหนนะคะ แต่
	ว่าเวลาที่เราอยู่ในห้องเนี่ยะ นอกจากสอนแล้วเหตุการณ์
	ต่าง ๆ ที่เกิดขึ้นเราต้องเป็นคนจัดการทุกอย่าง แล้วต้อง
	ให้ออกมายุติธรรมด้วยนะคะเด็กถึงจะศรัทธาในตัวเรา
	มันทุกอย่างเลยค่ะ เพราะในตอนนั้นแล้วเราโตที่สุดใน
	ห้องถึงเด็กเค้าจะงอแงยังไง คำพูดเราก็ถือเป็นที่สุดแหละ
	ค่ะ เพราะฉะนั้นหนูว่าควรฝึกตรงนี้ให้มาก ๆ ถึงจะ
	ควบคุมชั้นเรียนอยู่ถึงจะเก็บเด็กได้ ต้องแสดงให้เค้าเห็น
	ว่าเราเด็ดเดี่ยวและเด็ดขาดมากแค่ไหน
ขอบคุณมากนะคะที่ให้ความร่วมมือในการสัมภาษณ์	

คนที่ 4

สวัสดีค่ะ คือวันนี้อาจารย์ขออนุญาตถามคำถาม	คืออย่างเด็ก ม.2 อย่างเนี่ยะนะคะอาจารย์ หนูบอกให้เอา
เกี่ยวกับการฝึกประสบการณ์วิชาชีพครูของเราหน่อย	หนังสือมาเค้าก็จะลืมเอามาทุกคาบเลยค่ะ เค้าไม่ค่อยเชื่อ
นะคะ คำถามมีไม่มากค่ะ คำถามแรกนะคะ ในการฝึก	ฟัง คือฟังก็ฟังแบบนิ่ง ๆ แต่ไม่ทำไม่อะไรเลย หนูก็เลย
ประสบการณ์วิชาชีพครูของพวกเราเนี่ยะเรามีปัญหา	ใช้วิธีแก้ปัญหาให้เค้าลงไปวิ่ง คือตีไม่ได้ใช่ไหมคะ คือ
อะไรรึเปล่าคะ	ครูพี่เลี้ยง ครูประจำชั้นเค้าก็เลยบอกให้หนูคือแก้ปัญกา
	โดยการลงโทษแบบอื่น คือเด็กโรงเรียนนี้คือจะอยู่แต่ใน
	ห้องแอร์ใช่ไหมคะ คือถ้าจะออกไปข้างนอกคือเค้าจะ
	แบบร้อนอ่ะ คือเค้ากลัว เค้าไม่ชอบ พอลงโทษแบบนั้น
	แล้วพอคาบหน้าเค้าก็จะเอามาค่ะ
อาจารย์อยากทราบถึงความต้องการที่เราอยากได้	หนูต้องการเกมแล้วก็เกี่ยวกับเว็ปไซต์ที่ทำใบงาน ใบ

นอกเหนือจากที่หลักสูตรจัดให้เราใน 4 ปีที่ผ่านมา เราต้องการอะไรคะ	ความรู้ คืออย่างเด็กมัธยมอย่างเนี่ยะ คือให้เล่นเกมมาก มันก็ไม่เท่าไหร่เพราะส่วนมากหนูจะสอนเกี่ยวกับแกรมม่านะคะ หนูเลยอยากได้ใบงานที่เกี่ยวกับแกรมม่า
คือเกมค่อนข้างน่าเบื่อใช่ไหมคะ สำหรับเด็กมัธยม	คือมันจะคุมได้แค่ช่วงแรก ๆ ค่ะ ส่วนใหญ่หนูจะสอนแกรมม่าคือหนูจะต้องทำใบงานหมดเลยค่ะ อย่าง tense อย่างนี้ คือ 12 tense คือหนูต้องทำใบงานหมดเลยค่ะ แล้วก็สรุปรวมให้เด็กแล้วไหนจะแบบฝึกหัดก่อนเรียน หลังเรียนอีก คือหนูอยากให้มันมีอะไรหลากหลายมากกว่านี้อะค่ะ
สำหรับความรู้ที่เราได้รับจากมหาวิทยาลัยนี้ตลอด 4 ปีที่ผ่านมา เราคิดว่าความรู้ที่ได้รับมันเพียงพอไหมสำหรับการออกไปเป็นครู	หนูคิดว่ามันเพียงพอแล้วนะคะ สำหรับหนูนะคะ เพราะว่าทุกวันนี้ความรู้ที่หนูนำไปใช้สอนก็มากจากที่มหาวิทยาลัยนี้ทั้งนั้น แต่ถ้าหนูอยากจะได้จริง ๆ พอมาฝึกสอนมาได้ใช้ภาษากับครูต่างชาติจริง ๆ หนูรู้สึกเลยว่าการออกเสียงมีปัญหา ไม่ใช่ว่าสื่อสาร ไม่ได้นะคะแต่มันยังไม่ค่อยชัดเจน หนูอยากให้หลักสูตรเน้นตรงนี้ด้วยค่ะ
แล้วในการฝึกประสบการณ์ครั้งนี้นะคะ เราคิดว่าอะไรจำเป็นมากที่สุดคะ	สำหรับหนูนะคะ คงเป็นเรื่องวิธีการจัดการกับเด็กที่มีความแตกต่างมาก ๆ นี่แหละค่ะ การลงโทษที่แบบไม่น่าเบื่อคือบางครั้งเราขู่มาก ๆ เนี่ยะเค้าก็ไม่กลัวเราแล้ว วิธีนี้ใช้กับกลุ่มนี้ไม่ได้ผลอีกแล้วเปลี่ยนไปเรื่อย ๆ ค่ะ อาจารย์ คือรวม ๆ คือมันจะคุมได้ไม่นานค่ะ โดยเฉพาะเด็กโตนี่แบบอารมณ์ดื้อเงียบ บอกไปฟังนะคะแต่จะทำรึเปล่านี่อีกเรื่องนึง มันคุมได้ค่ะ แต่ไม่ทั้งหมด
หมดคำถามแล้วนะคะ ขอบคุณมากนะคะสำหรับความร่วมมือในการสัมภาษณ์	
คนที่ 5	
สวัสดีค่ะ คืออาจารย์ขออนุญาตถามคำถามเกี่ยวกับการฝึกประสบการณ์วิชาชีพครูของเราหน่อยนะคะ คำถาม	อย่างแรกเลยนะคะอาจารย์การคุมชั้นเรียนค่ะ เพราะหนูสอน ม. 1, 2, 3

แรกเลย เรามีปัญหาอะไรเกี่ยวกับการฝึกประสบการณ์วิชาชีพครูบ้างคะ	
อย่างไรคะ	คืออย่างนี้ค่ะอาจารย์ ถ้ายิ่งสอนตอนบ่ายเด็กก็จะไม่ฟังกันเลย แต่หนูก็เข้าใจนะคะบางครั้งก็กินข้าวอิ่มอยากกลับบ้านอะไรแบบนี้ เด็กเค้าก็จะเล่น ก็จะมีพวกกวน ๆ ชอบเคาะโต๊ะร้องเพลง
แล้วหนูจัดการอย่างไรคะ	เมื่อก่อนก็ไม่กล้าทำอะไรนะคะอาจารย์แต่เดี๋ยวนี้ก็มีตีบ้าง แล้วก็ให้เค้ามีโอกาสเป็นผู้นำบ้าง โดยการอ่านประโยคแล้วให้เพื่อนอ่านตามแบบนี้อ่ะค่ะ เพราะเค้าก็จะได้ตั้งใจฟังเวลาเราสอนเพราะเวลานำเพื่อนจะได้ไม่ผิด บางครั้งก็ตีบ้างเพราะมันไม่ไหวจริง ๆ แต่ครูเค้าจริง ๆ ก็ไม่ให้ตีหรอกนะคะ แต่เค้าบอกว่าถ้าดื้อก็ให้ตีมือเอาหลัง ๆ นี่แหละค่ะที่หนูตี แรก ๆ หนูไม่เคยตีเลย เพราะหนูก็ไม่อยากไปตีอ่ะนะคะลูกเค้า แต่หลัง ๆ ไม่ไหวค่ะ ต้องมีตีบ้าง แต่เด็กพวกนี้ก็แปลกนะคะ ตีเค้าก็ไม่โกรธ อาจจะเป็นเพราะว่าเค้าก็รู้ตัวว่าเค้าทำผิด แต่หลัง ๆ ก็ให้เค้าจับคู่ออกมาพูดบทสนทนาให้เพื่อนดู พวกนี้เค้าจะกล้าแสดงออกอ่ะนะคะ สำหรับเด็กที่มีปัญหาแบบนี้อ่ะนะคะ เค้าจะชอบ
แล้วเรามีปัญหาเรื่องอื่นอีกไหมคะ	หนูมีค่ะ คือเรื่องการเขียนแผน คือเวลาหนูเขียนมาอย่างเนี้ยะครูพี่เลี้ยงก็จะเหมือนเสริมตลอดอ่ะ คือยังไม่ใช้ซักที แต่จริง ๆ บางครั้งหนูก็คิดนะหนูก็เหนื่อย เราไม่ได้ต้องมาเขียนแผนอย่างเดียวอ่ะ สื่อเราก็ต้องทำ สอนเราก็สอนให้ จนหนูรู้สึกว่าบางครั้งเค้าเยอะไปรึเปล่า มันก็เหนื่อยค่ะอาจารย์คือแบบไม่ผ่านซักที น้อยครั้งมากที่จะผ่านทันที คือในความเข้าใจของหนูคือการเขียนแผนเนี้ยะ ไม่มีผิดไม่มีถูกนะคือมันแล้วแต่เราอ่ะ ว่าเราจะวัดอะไรจะสอนอย่างไร เพียงแต่เนื้อหามันไม่ผิดเท่านั้นพอ แต่นี่ไม่ใช่นะคะ แรก ๆ หนูทุกข์ใจมากเลยค่ะ ทำไมครู

	เค้าเยอะกับหนูจังเลยทำไมเรียนมาแล้วมันใช้ไม่ได้เลย หรอ
แล้วตอนนี้เป็นอย่างไรบ้างคะ	ก็เบาลงค่ะ แต่มันเหมือนเราชินมั้งคะมันเป็นอย่างนี้ทุก รอบเลยค่ะ คือบางครั้งนี่หนูเอาไปให้ดูโดยหนูจะปริ๊น กระดาษเสียไปให้ก่อน เพราะหนูเสียดายกระดาษ (หัวเราะ) พอผ่านแล้วปริ๊นกระดาษดีไป เอาอีกและเดี๋ยว หนูแก้ตรงนี้หน่อยนะ หนูคิดในใจเอ้าก็เอามาให้ดูแล้วนี่ คะ แต่หนูก็ไม่ได้เถียงเค้าออกไปหรอกนะคะ มันก็ดีนะ คะที่เค้าเป็นคนละเอียดเราก็ได้อะไรจากเค้าเยอะ แต่แบบ มันเยอะไปไหม (หัวเราะ) เพราะเราเหนื่อยค่ะอาจารย์ แล้วอย่างสื่อเนี่ยะ เราทำให้เค้าด้วยนะคะ ทั้งของเค้าแล้ว เราก็ต้องทำของเราเองส่งด้วย คือเห็นอะไรมาก็จะให้เรา ทำ คือบางครั้งไม่คิดเลยว่าเราจะทำได้รึเปล่า คือจริง ๆ เราก็ทำได้แหละค่ะ แต่บางอย่างเนี่ยะต้องสอยเราซักนิด สิ ไม่ใช่ให้เราทำหมดเลย มันก็ไม่ใช่ว่าเราจะทำเป็นทุก อย่างนะ ถ้าถามว่าเค้าใจไหมเค้าใจดีนะคะ จะเยอะอยู่ เรื่องพวกนี้แหละค่ะ
อืม แล้วมีเรื่องอะไรไหมที่เราต้องการเพิ่มเติมจาก หลักสูตร	สำหรับหนูนะคะ อยากได้เรื่องกิจกรรม การทำสื่อ อะไร พวกนี้แหละค่ะ เทคนิคการสอนเด็กด้วยนะคะว่าควรใช้ วิธีไหนดี
แล้วมีเรื่องไหนเพิ่มเติมอีกรึเปล่าคะ	อ่อ เรื่องเอกสารค่ะ เรื่องงานเอกสารต่าง ๆ ของทาง โรงเรียน งานประกันคุณภาพ งานธุรการ งานวิชาการ เรื่องพวกนี้เราทำไม่เป็นเลยถ้าครูที่โรงเรียนไม่สอน งาน ที่นอกเหนือจากการสอนเนี่ยะพวกคิดเกรดคิดอะไรเนี่ยะ หนูทำไม่ค่อยได้เลยเพราะเค้าไม่ได้สอนเราไป เราไปเจอ นิ่งงเลยค่ะ
พวก ปพ. อะไรพวกนี้ใช่รึเปล่าคะ	ใช่ค่ะอาจารย์ งานเอกสารอื่นที่นอกจากการออกข้อสอบ อย่างเนี่ยะ พวกหนูก็ทำไม่เป็น

เอกสารอื่นเช่นอะไรบ้างคะ	เอกสารอื่นเช่น การเป็นครูประจำชั้นต้องไปกรอกเอกสารต่าง ๆ ผลการเรียนนักเรียนอะไรพวกนี้ คือมันน่าจะต้องมีความรู้พื้นฐานมาบ้าง แต่นี่เหมือนพวกหนูไม่มีกันมาเลย เวลาเค้าถามอะไรมาหนูก็ตอบไม่ได้เลย
ขอบคุณมากนะคะสำหรับความร่วมมือในการสัมภาษณ์	
คนที่ 6	
สวัสดีค่ะ อาจารย์ขอนุญาตสอบถามข้อมูลเกี่ยวกับการฝึกประสบการณ์วิชาชีพครูนะคะ คำถามมีไม่มากค่ะ เริ่มที่ข้อแรกนะคะ ในการฝึกประสบการณ์วิชาชีพครูเนี่ยะ นักศึกษาพบปัญหาอะไรบ้างคะ	สำหรับมัธยมใช่ไหมคะ
ใช่ค่ะ	ก็จะมีเด็กที่ไม่สนใจเรียนน่ะค่ะ............ สั่งการบ้านแล้วเด็กไม่ทำส่ง
แล้วเราจัดการอย่างไรคะ	ก็.....อย่างเช่น....ให้ทำโทษหน้าชั้นเรียน เหมือนให้ลุกนั่งอะไรอย่างนี้ค่ะ แล้วก็อย่างเช่นใครที่บางคนก็ยังทำเล่น ๆ ก็จะแบบว่าสั่งงานเพิ่มค่ะ คือให้เค้าทำในชั่วโมงเลย ก็จะมีส่งมากขึ้น

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