

Thesis Title	Teaching Behaviors of the Outstanding English Teachers at the Secondary Schools under the Jurisdiction of the General Education Department, Educational Region VI
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ABSTRACT

The purposes of the research were to study teaching behaviors of the outstanding English teachers in the secondary schools under the supervision of the General Education Department Region VI and to collect their opinions concerning English teaching behaviors and performances. The sample groups statistically selected were 7 outstanding English teachers of the academic year 1996-1997 from 7 provinces, by means of simple random sampling. To conduct this research, the instruments used at the time were observation forms and interviewing forms while percentage as well as descriptive analysis in statistics were used. The results of this research are as follows :

Outstanding English teachers' instructional behaviors in all five aspects that were practiced at the highest level are as follows : teaching preparation, teaching procedures consisting of teaching techniques, learning activities, and classroom atmosphere, teaching materials, students and teachers' interactions, assessment/evaluation covering listening, speaking, reading and writing skills. In other words at teaching preparation stage, outstanding English teachers uniformly prepared lessons in accordance with learning objectives, all of which were closely related to the subject matters, prioritizing teaching stages, organizing activities that were in conformity with the learning objectives and preparing evaluation instruments. As far as teaching procedures were concerned , outstanding English teachers taught each lesson by using communicative approach and, when it came to teaching techniques, the teachers presented each lesson by getting grammatical structures and language functions across to the students. These were emphasized so that the students could learn how to

speak English fluently and that they could practice using English in various situations. More importantly, outstanding English teachers spoke English when giving general commands, asking questions, praising, greeting and leave-taking. As regard to the activities, outstanding English teachers successfully organized all activities in order to enhance an effective learning. In the classroom, outstanding English teachers were also found to be able to create favorable, academic atmosphere and to use other teaching materials, besides textbooks that were in conformity with the learning objectives. Obviously, outstanding English teachers had both direct and indirect behaviors. In direct behaviors, they acted as the persons who were carrying on teaching procedures while, in indirect ones, they used gestures and verbal communication. In evaluating the students, outstanding English teachers evaluated the students' listening, speaking, reading and writing abilities as well.

According to their opinions concerning teaching behaviors, performances and other responsibilities, outstanding English teachers, always prepared lesson in advance by thoroughly studying curriculum, subject matters, teacher's manuals, teaching techniques and wrote lesson plans. At this stage, some 3 hours or occasionally more than 10 hours were found to be spent. To select teaching materials, outstanding English teachers took into their consideration the learning objectives, subject matters, students' interests, clarity, usefulness and economy. To sum up, outstanding English teachers shared the view that their academic works, no doubt, had impact on the quality of English teaching. In the framework of evaluation process, the outstanding English teachers informed the students the test criteria in advance and evaluated the students' performances in accordance with learning objectives. And for slow students or those who had fallen behind the others, the outstanding English teachers also provided them remedial classes. Last, but not least, they agreed upon the students' problems of poor English foundation. And almost all of the outstanding English teachers shared the view on necessary qualifications for the post of the Outstanding English Teacher that one should possess the following qualifications : devotion, punctuality, great responsibility, excellent teaching performances, teaching materials production, human relationship, systematic working, teacher's ethics, and creativity.