

Thesis Title An Evaluation of the Context and Input
of the In-Service Teacher Training
'ELT-MAP' Programme II and Its
Implications for Teacher Training

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ABSTRACT

This study evaluated the context and input of the in-service teacher training 'English Language Teaching - Methodology and Practice (ELT-MAP) Programme II' organised by the Department of Vocational Education, Ministry of Education. The study was conducted with 13 teachers who attended the Programme, 7 trainers and 6 administrators. The instruments used were a questionnaire, evaluation forms, interviews and an objective and content analysis table.

The data obtained from the questionnaire indicated that the trainees had problems in teaching concerning methodology, language competence, students, and testing and teaching evaluation. It was also found that their wants in

training concerned methodology, language competence, materials, a.v. aids, and testing and teaching evaluation. The data obtained from interviews confirmed these findings.

Moreover, the data obtained from the objective and content analysis table indicated that the objectives of the programme mostly matched the content. It was also found that the objectives and content concerning writing behavioural objectives and lesson plans, report writing and dealing with errors did not match any problems and wants that the trainees had. Besides, the problems concerning lack of knowledge and understanding of agricultural terms and content and inadequate knowledge of test analysis as well as the wants regarding knowledge and understanding of agricultural terms and content, techniques in teaching vocabulary, preparing supplementary materials, adapting teaching materials, selecting and evaluating a.v. aids were not dealt with by any objectives and content of the programme.

Regarding the trainees' opinions towards tutors' presentations and tasks, it was found that the majority of the trainees wanted to reduce time for peer and practice teaching. Also, they wanted to drop sessions concerning survey instruments and report writing since those subjects were not relevant to their work. In addition, the trainees' and trainers' recommendations for improving the programme stated that the duration of the programme should be reduced and the trainers should have more time to prepare themselves.