

Thesis Title	An Investigation on the Opinions of English Teachers in the Government Secondary Schools in Educational Region 6 in the Academic Year 1988 Concerning the Organizing of Co-curricular English Activities
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Date of Graduation	18 November B.E. 2535 (1992)

ABSTRACT

This study investigated the opinions of English teachers at the secondary level concerning the organizing of co-curricular English activities. The instruments used in gathering the data were the questionnaires which were sent to English teachers, currently teaching in the government secondary schools in educational region 6 in the academic year 1988. The total number of secondary schools in educational region 6 was 124. Two copies of the questionnaires were

sent to each of the 124 secondary schools. Therefore, the total number of questionnaires sent to those schools was 248 copies. One hundred and ninety-four respondents -- 120 from the English teachers who have had experience in organizing CEA, and 74 from those who have never had such experience -- representing 78.2 % of the target population were used as subject of the study.

The main findings are as follows :

1. Both groups of English teachers generally express good understanding in most of the principles of organizing CEA with the exception of one principle of arranging student groups to participate in a co-curricular English program the students of all grades should have the opportunity to join in the same group. Neither group had a good understanding of this principle.

2. English teachers who have had experience in organizing CEA have better understanding of the principles involved than those who have never had such experience. The results on the comparison of both groups for each principle show that there are statistically significant differences between both groups on half of the principles at the confidence level of <0.05 . They are as follows: 1) the teacher sponsors should explain to the students the objectives and guidelines for the program. 2) the teacher sponsors should provide continuous help and close guidance to the students as well as participate with them in the activities. 3) CEA are not

related to the content studied by the students of any particular grade but they are general exercises that end after a short period. The activities organized can be of any grade. 4) the management of CEA should mostly be the responsibility of the students. The teacher sponsors should mainly have the role of consultant. 5) the value of organizing CEA depends on whether they serve the interest and needs of the students.

3. Both groups of English teachers express much interest in the activities promoting listening skills, reading skills and writing skills. However, whereas English teachers who have had experience in organizing CEA have much interest in the activities promoting speaking skills and the activities promoting knowledge and understanding of culture and way of life of English native speakers, those English teachers who have not had such experience have only moderate interest in these two groups of activities.

4. Both groups of English teachers indicate that the students gain much benefit from being members of CEA. The two top-rated benefits are developing English skills and increasing interest and enthusiasm for studying English.

5. There is no statistically significant difference between the mean scores of both groups of teachers regarding benefits gained.

6. Both groups of English teachers indicate some major factors as problems in organizing CEA. They are as follows: 1) lack of experts to give help and guidance in organizing activities, 2) students' lack knowledge and understanding about the principles in organizing activities in which teacher sponsors only provide help and guidance, 3) lack of budget, 4) lack of necessary equipment, 5) lack of enough experience in activities on the part of teacher sponsors.

7. The main suggestions on how to improve organization of CEA are as follows: The atmosphere in the activities should be informal. The teacher sponsors of CEA should receive sufficient training and budget for organizing them.

8. Eighty-three English teachers out of 194 indicate that their schools did not organize CEA for the students in the academic year 1988. They also specify that the major reasons why the schools did not organize them in this academic year are as follows: There are not enough teacher sponsors and necessary equipment for CEA; the English teachers were appointed to be the teacher sponsors of other types of student activities; and they have other additional work so they do not have enough time for organizing CEA.

In conclusion, the researcher suggests that in order to make the activities more effective, administrators, heads of student activities group, teacher sponsors and students should have a better

understanding of the objectives, principles and values of CEA. The Ministry of Education should provide regular in-service training for CEA and sufficient supervisors or experts in CEA, and handbooks for organizing them. The administrators should consider preparation of CEA in their schools. In addition, they should plan in advance for the provision of sufficient budget and necessary equipment for CEA. In organizing CEA the teacher sponsors and students should follow up their work continuously and systematically. In addition, they should improve both their knowledge and experience in organizing CEA and should take weak points gained from the previous activities into consideration, in order to further improve CEA.