

Thesis Title States and Problems in English Teaching of Prathomsuksa One
Teachers in Changwat Songkhla

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Abstract

The purposes of this study were (1) to investigate the states of English instruction of Prathomsuksa One in Changwat Songkhla in terms of teaching schedules, instructional activities, instructional media, and measurement and evaluation; (2) to investigate the problems of English instruction of Prathomsuksa One in Changwat Songkhla in terms of teachers' knowledge of content, teaching schedule, instructional activities, instructional media, and measurement and evaluation, and (3) to compare problems of English teaching of Prathomsuksa One in terms of teacher's gender, teaching experience and major field of training.

The samples were 219 English teachers of Prathomsuksa One in primary schools under the Office of Songkhla Provincial Primary Education. The instrument for data collection was a rating scale questionnaire, devised the investigator, with .97 reliability. Data were analyzed using percentage, arithmetic mean, standard deviation and t-test.

The findings were as follows:

1. For the states of instruction, the majority of the teachers made their own teaching preparation based on teaching contents, teaching syllabus, and instructional media. They also agreed that the contents of the lessons were suitable being with teaching objectives so as to enable students to communicate through listening and speaking on special occasions. Most teachers made use of the songs in their teaching in conjunction with particular contents. They got the first-hand knowledge through training workshops and seminars. Listening and singing were used regularly in their teaching. A handbook of instructional activities was consulted to help students get ready to learn. Most instructional media were obtained from the Office of District Primary Education. Measurement and evaluation were mainly done through class observation whose instrument was mainly teacher-made.

2. The overall problems of English teaching of Prathomsuksa One were at a moderate level. When individual aspects of the teaching problems were considered, the problems in teaching preparation, instructional activities, instructional media and measurement and evaluation were of a moderate level whereas that of teachers' understanding of English contents were at a low level.

3. The results of the teaching problem comparison revealed that the teachers with varying gender showed no difference in the problems of English teaching problems in overall as well as individual aspects. So was true with their teaching experience.

However, the teachers with major-field-of-training difference had a significant difference in the overall problems of English teaching at .01 level. For individual aspects of teaching problems, the teachers with varying knowledge of English content, teaching preparation and instructional media had a significant difference in the problems of English teaching at .05 level while those of instructional activity difference did at .01 level. Difference in measurement and evaluation showed no difference in English teaching problems, however. The teachers with non-English major had more teaching problems than their counterparts with the training of English as major/minor subjects.