



**A SURVEY OF EFL TEACHING METHODS, LEARNING  
ACTIVITIES AND INSTRUCTIONAL MEDIA APPLIED  
BY VOCATIONAL ENGLISH TEACHERS IN  
PATHUMTHANI AND KANCHANABURI PROVINCES**

**BY**

**MR. EKARAT CHANGKET**

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN  
TEACHING ENGLISH AS A FOREIGN LANGUAGE  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2014**

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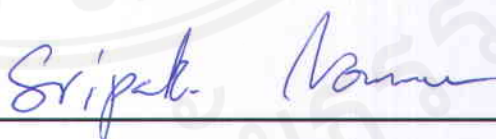
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A SURVEY OF EFL TEACHING METHODS, LEARNING ACTIVITIES AND  
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IN PATHUMTHANI AND KANCHANABURI PROVINCES

was approved as partial fulfillment of the requirements for  
the degree of Master of Arts in Teaching English as a Foreign Language

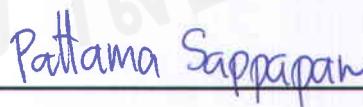
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Independent Study Paper Title      A SURVEY OF EFL TEACHING METHODS,  
LEARNING ACTIVITIES AND  
INSTRUCTIONAL MEDIA APPLIED BY  
VOCATIONAL ENGLISH TEACHERS IN  
PATHUMTHANI AND KANCHANABURI  
PROVINCES

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Academic Years                          2014



## ABSTRACT

This study aimed to explore the approaches of vocational Thai teachers teaching English at vocational colleges in Pathumthani and Kanchanaburi provinces regarding the applications of four EFL teaching methods: the grammar-translation method, direct method, audio-lingual method, and communicative language teaching, as well as learning activities and instructional media. The purposes of the study were to investigate the application of EFL teaching methods, the application of learning activities in the classroom teaching, and the application of the instructional media as well as the reasons to support the use of learning activities and instructional media. This study was conducted with a total number of 30 vocational teachers teaching at four vocational colleges. The data was collected through the use of a questionnaire as a basis to examine vocational teachers' applications of the four EFL teaching methods, learning activities, and instructional media, and were statistically analyzed through the use of the Excel program. The data gained from the open-ended questions was interpreted to support the use of particular learning activities and instructional media. The findings indicated that among the four EFL teaching methods, communicative language teaching was most frequently applied by the respondents, which was marked at the 'high' level ( $\bar{x} = 3.52$ , S.D.= 5.54). The learning activities and the instructional medium most frequently applied by the majority of the respondents were the backward build-up drill and pictures and real objects. This study can assist the Office of Vocational Education to provide training courses regarding communicative language teaching to promote this method to be more practical and efficient in classroom teaching.

**Keywords:** Vocational teachers, EFL teaching methods, Communicative language teaching

## ACKNOWLEDGEMENTS

I would like to take this opportunity to express my deepest gratitude to all of those who have supported me in completing this research.

First and foremost, I would like to thank my advisor Assistant Professor Dr. Pattama Sappapan who has always been kind, patient, and has given me assistance, valuable guidance and excellent advice.

I would like to thank all of my teachers who have put a lot of effort into educating and inspiring me to love being a teacher and working for others.

Also, without these persons, my research study would not have been possible. I would like to sincerely thank all 30 respondents who dedicated their time to share their experiences in English language teaching.

Lastly, I would like to express my deepest appreciation to my beloved family, friends, and colleagues who always support, share good advice, and understand me when I feel frustrated.

Mr. Ekarat Changket

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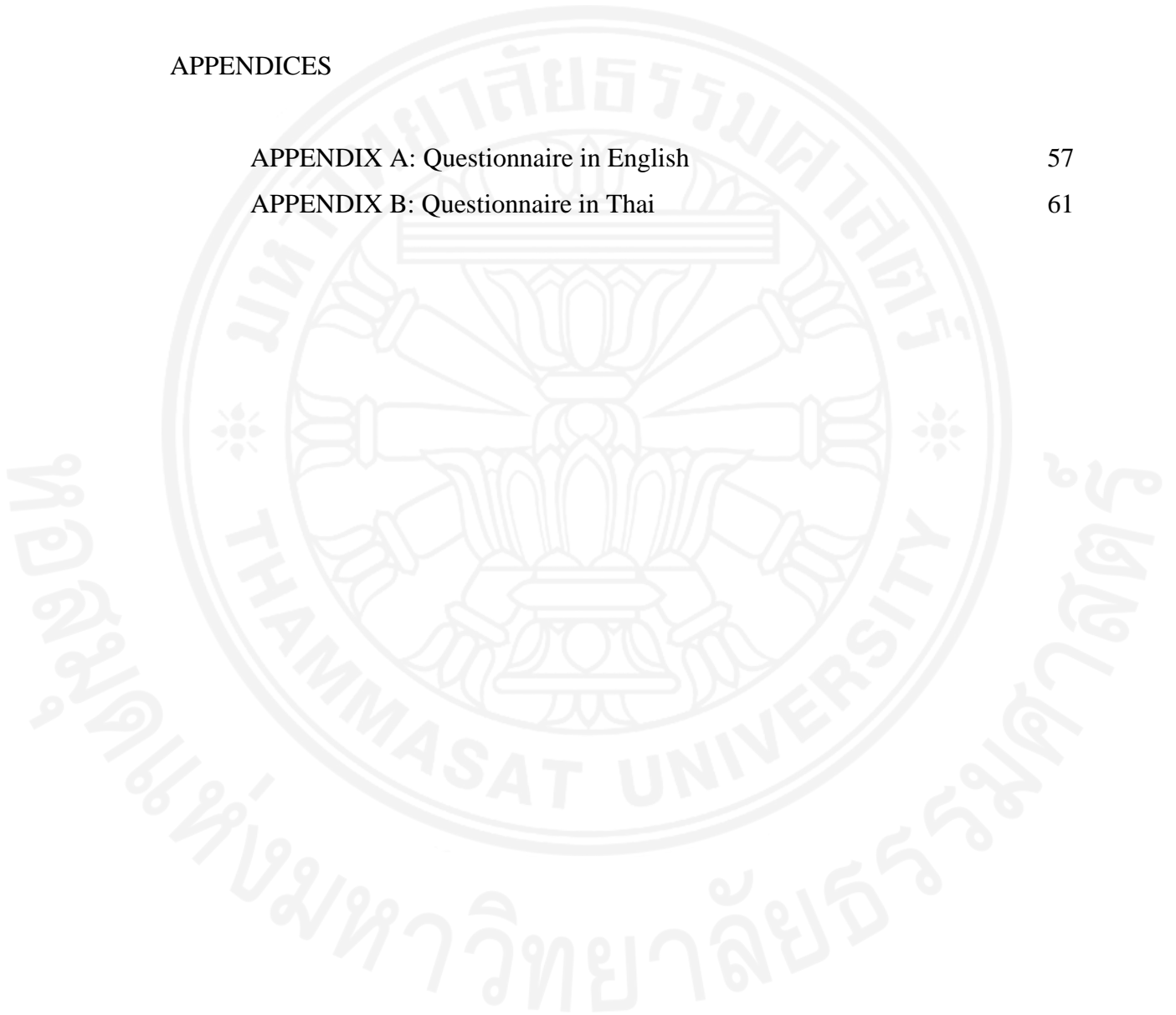
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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND

In the present global society, the English language is now considered as an international language or a global language (Kirkpatrick, 2007). English also serves as an important tool in a variety of fields, especially communication, education, technology, and knowledge. More importantly, knowing the English language helps promote understanding of cultures and viewpoints in the world community. As a result of its importance and essence, English, in the 21<sup>st</sup> century, has played a significant role in large areas of life.

In Asia, English has played a number of important roles such as being the official and semi-official language, as the medium of instruction, as the *lingua franca* and as a school subject (Cheng, 2012). Thailand is classified as an expanding circle country where English is used by means of both intercultural and intracultural communication, particularly in electronic communication (Baker, 2012). In addition, English used in Thailand is considered a compulsory subject in school and in higher education.

As the English language is regarded as a compulsory subject in Thailand, learning and teaching English are given importance to promote the English language learning and teaching for both teachers and students. As a result, EFL teaching methods applied by teachers have been considerably developed through the trends of English language teaching in order to fully introduce the learners to most benefits of English language learning.

This has also resulted in a big change of roles of teachers compared to the use of EFL teaching methods in the last century. Roles of teachers, currently, have turned into facilitators or coaches, focusing on the student-centered approach, rather than the teacher being the center of attention and provider of the information. With the current trends of teaching English focusing on communicative language teaching, a number of teachers have adopted, studied, and made use of communicative language teaching (CLT) to enhance the quality of their students' English language learning. However,

apparently, quite a few English language teachers still have continued teaching by using their own styles, in other words, traditional ways of teaching, focusing on a teacher-centered approach.

Regarding education in Thailand generally, the English language teaching is based on the current trend, which is communicative language teaching, instead of older traditional ways. Also, in the English language teaching for vocational students in Thai contexts, it is considered necessary that English is taught in compulsory courses for vocational students; students at all levels are required to study one English course every semester.

However, the aims of English courses at the diploma level provided for vocational students are clearly different than those for students studying in the secondary levels. The main factor that affects the style of English language teaching for vocational students is that after vocational students graduate from the institutions, the majority of them will not further study but access work for industrial companies.

Accordingly, the English courses designed for vocational students should be practical and communicative, enabling them to apply it when working. This results in the design of English courses suitable for their special field of studies and enables them to fully apply what they learn to their career. Due to the needs of using English for vocational students, the teaching methods applied by teachers should be related to their needs. Therefore, knowing the needs of the students for using English will help teachers apply suitable and practical teaching methods as well as using the learning activities and instructional media to enhance students' English language learning and fully assist them to become autonomous learners.

## **1.2 STATEMENT OF THE PROBLEM**

The English language teaching in the 21<sup>st</sup> century shows clear differences of approach when compared to the previous century. One of the differences is the change of the roles of teachers in classroom teaching. Previously, the role of teachers was mainly focused on a teacher-centered approach where the teacher was the center of attention and the information provider. The learning of the students was considered as passive learning - students sat on the chairs, listened, and memorized the facts taught

by the teachers. But generally these previous teaching methods have given way to the reform of the education and changes of teacher roles. In the 21<sup>st</sup> century, the role of the teacher turns to that of a facilitator or a coach and the learning is mainly focused on a student-centered approach rather than a teacher-centered approach. With the change of the teacher roles, the learning of students has turned to an active one. The practice of the current method provides students with meaningful chances to interact with their peers and to engage themselves in applying authentic language. However, there are still a number of English teachers who do not give much importance to the new teaching methods of the 21<sup>st</sup> century and still think that the ways of their teaching methods are best suitable for conducting the learning in their classroom. As problems can result from using the traditional ways of English language teaching, this researcher aims to investigate the application of four EFL teaching methods, and learning activities and instructional media in the vocational colleges, to find out what EFL teaching methods, learning activities, and instructional media vocational English teachers are currently practicing.

### **1.3 OBJECTIVES OF THE STUDY**

This study consists of three main objectives as follows:

- 1.3.1 To investigate the EFL teaching methods applied by vocational English teachers
- 1.3.2 To investigate the learning activities as well as the reasons to support the use of each of the learning activities
- 1.3.3 To investigate the instructional media as well as the reasons to support the use of the instructional media

### **1.4 RESEARCH QUESTIONS**

- 1.4.1 What EFL teaching methods are applied by vocational English teachers?
- 1.4.2 What English learning activities are applied by vocational English teachers?

1.4.3 What instructional media are applied by vocational English teachers?

## 1.5 DEFINITIONS OF TERMS

The definitions of the terms of this study are as follows:

1.5.1 **Vocational college** refers to an institution for further education that provides courses in technology, art, secretarial skills, etc.

1.5.2 **Teaching methodology**: Brown (2001) stated that “ methodology is the study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in how to teach” are methodological” (P.15).

1.5.3 **Learning activity** refers to any activity carried out in the process of interaction (teacher and students) in order to achieve learning objectives.

1.5.4 **Instructional media** refers to the media used in the classroom. Instructional media are teaching aids, tools, materials, and equipment, excluding texts, work sheets and methods of teaching.

## 1.6 SCOPE OF THE STUDY

This research aims to (1) investigate the frequency of the use of four EFL teaching methods, (2) to investigate the learning activities as well as the reasons for the use of each learning activity, and (3) to investigate the instructional media as well as the reasons for the use of each instructional medium, applied by vocational English teachers. The study was limited to a group of 30 vocational English teachers teaching English in Pathumthani and Kanchanaburi provinces, Thailand.

## 1.7 SIGNIFICANCE OF THE STUDY

The study will lead to the following implications:

1.7.1 The findings of the use of the four EFL teaching methods by vocational English teachers may serve as a guideline for the Vocational Education

Commission to design English training courses related to communication language teaching suitable for the needs of the teachers,.

1.7.2 The findings of the study may reflect the current trend of the English language teaching applied by the teachers, which may result in the production of a number of books related to the study.

1.7.3 The findings of the study will reveal the EFL teaching methods applied by vocational teachers whether they currently apply the appropriate EFL teaching methods to enhance English language learning and teaching for vocational students or not.

1.7.4 The results on the use of the learning activities and instructional media may serve as a guideline for vocational English teachers to develop and create more resources to be used in both learning activities and instructional media.

## **1.8 ORGANIZATION OF THE STUDY**

This research paper is divided into five chapters as follows:

1.8.1 Chapter one consists of the introduction to the study, the statement of the problem, the objectives of the study, the research questions, the definition of terms, the scope of the study, the significance of the study, and the organization of the study.

1.8.2 Chapter two contains a review of the literature regarding the development of EFL teaching methods, learning activities, instructional media, and relevant research studies.

1.8.3 Chapter three presents the methodology of the study including participants, instrumentation, procedures, and data analysis.

1.8.4 Chapter four focuses on the analysis of the data collected from the distributed questionnaire.

1.8.5 Chapter five reports the summary which contains the conclusions of the study, discussions, and recommendations.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter reviews relevant literature with a summary of (1) the development of EFL teaching methods, (2) the characteristics of each EFL teaching method, (3) the definitions of instruction media and (4) relevant research

#### **2.1 THE DEVELOPMENT OF EFL TEACHING METHODS**

According to Celce-Murcia (1991), language teaching approaches can be divided into two major trends which are (1) pre-20<sup>th</sup> century trends and (2) 20<sup>th</sup> – century approaches to language teaching. The pre-20<sup>th</sup> century trends consist of five EFL teaching methods. These are (1) grammar-translation approach, (2) direct approach, (3) reading approach, (4) audio-lingual approach and (5) situational approach. Prior to this century, two types of approaches were applied. One of the two focused on using a language (i.e., speaking and understanding), another approach applied to focus on analyzing a language (i.e., learning the grammatical rules.)

The grammar-translation method, sometimes called the traditional method, is one of the oldest methods and approaches in English language teaching and was derived from classical teaching in Greek and Latin. This method dominated European and foreign language teaching from the 1840s to the 1940s. Regarding the characteristics of this method, students need to translate the entire texts word for word and have to recognize a number of rules of grammar and exceptions, including a large number of vocabulary lists.

By the end of the 19<sup>th</sup> century a direct method was emphasizing the capability to apply a language rather than to analyze a language and was established as a practical alternative. A Frenchman named Gouin began to publish in 1880 concerning his work with direct method. Gouin was influenced by an older friend who produced the following notion: A language cannot be taught but one can create conditions for learning to take place.

In the early 20<sup>th</sup> century, when De Sauzé, a disciple of Gouin, came to Cleveland, Ohio, he also took the ‘direct method’ there in order to see how much all



foreign instruction in the public schools reflected this method. Nevertheless, the method did not meet the needs of the educators in Cleveland or elsewhere because of the foreign language teachers who were fluent speakers of the language and using different method to teach foreign languages at that time. This led the Modern Language Association of America to endorse a reading approach to language teaching.

During World War II, there was the imperative for the U.S. military to teach foreign language learners. The aim was to focus on speaking and understanding a language quickly and efficiently. This resulted in the employment of linguists to teach languages and develop teaching materials. An approach drawing heavily on structural linguistics and behavioral psychology was born and widely called the 'audio-lingual' approach.

In Britain what is labeled the situational approach was given rise by the same historical pressures and this situational approach drew on Firthian linguistics and the experience of Britain's language educators with oral approaches to foreign language teaching. The situational approach advocated organizing structures around situations that provided the learner with maximum opportunity to practice the target language, with "practice" nonetheless often meaning little more than choral repetition.

We can differentiate nine 20<sup>th</sup> century approaches to language teaching, as aside from the five stated approaches, there were other four approaches to foreign language teaching widely applied during this era. These were (1) the cognitive approach, (2) affective-humanistic approach, (3) comprehension-based approach and (4) communicative approach.

Wang (2009) stated that after the decline of the audio-lingual approach in the 1960s, the cognitive approach developed as one of the alternatives in response to criticisms level against the audio-lingual approach. In the meantime, ways to generative linguistics were given by structural linguistics and the attention was also changed from mechanistic conditioning to meaningful learning. One of the leading proponents of the generative-transformational school of linguistics was Noam Chomsky, a famous American linguist. With respect to the generative linguists, they give importance not only to describing language but also to explaining how languages are generated.

Humanistic approaches are considered as a new and radical approach to learning a language. They came to light in the 1970s and are based on the name of 'humanistic approach' because of the following aspects: (1) their method of concentration, (2) touching on the innate ability and (3) capacity that all learners are presumed to possess.

The comprehension approach is based on many methodologies of language learning and this approach puts the emphasis more on understanding a language than speaking. The features of this approach are different from the communicative approach under which learning is thought to emerge through language production, i.e. a focus on speech and writing. It is known that the understanding of language often occurs before the children obtain the ability to express and speak.

In reference to Wang (2009), communicative language teaching is an approach which puts great emphasis on interaction as both the means and the ultimate goal of learning second foreign languages. It is also referred to as the communicative approach to the teaching of foreign languages. Historically, communicative language teaching has been seen as a response to the audio-lingual method, and an extension or development of a national-functional syllabus. Task-based language learning, considered as a more recent refinement of communicative language teaching, has gained considerable popularity. Generally, communicative language teaching places great emphasis on helping students apply the target language in various contexts and learning language function.

## **2.2 CHARACTERISTICS OF THE FOUR EFL TEACHING METHODS**

In respect of the development of EFL teaching methods, we can identify nine approaches applied to promote English language learning. However, based on the English language teaching and learning for vocational students in the Thai contexts with regard to the use of EFL teaching methods, four of the nine stated methods have been widely practiced. These are the (1) grammar-translation method, (2) direct method, (3) audio-lingual method and (4) communicative language teaching. The following are the characteristics of each EFL teaching method.

### **2.2.1 Grammar-Translation Method**

With reference to Richards and Rodgers (2001), the grammar-translation method was considered as a classical method for foreign language teaching in Western European countries in the 18<sup>th</sup> and 19<sup>th</sup> centuries. The fundamental purpose of using this method was to put emphasis on the analysis of the grammar rules and apply grammar knowledge to backward and forward translation. When learning a language, students approach a language through memorizing the rules to understand and manipulate the morphology and syntax of the foreign language.

According to Prator and Celce-Murcia (1979) as cited in Brown (2001), the grammar-translation method consists of eight major characteristics as follows:

1. English is taught through the use of mother tongue language.
2. The form of lists of isolated words is applied to teach much vocabulary.
3. The complexities of grammar are taught through long elaborate explanations.
4. Rules for putting words together are provided when grammar is taught, and the form and inflection of words are focused in accordance with the instruction.
5. The action of the reading of difficult classical texts is introduced early.
6. The content of texts is paid little attention.
7. The only drill of the exercises is in translating the disconnected sentences from the target language into the mother tongue.
8. This method does not aim to put emphasis on the pronunciation.

### **2.2.2. Direct Method**

The direct method is also described in various ways. Some of them are called the reform method, natural method, phonetic method, and anti-grammatical method. Referring to Harmer (2007), the direct method was brought in at the end of the nineteenth century and is considered as the product of a reform movement which was reacting to the restrictions of grammar-translation. The interest of this method goes to the use of English as a sentence and the accuracy of the language use. Furthermore, it was vitally important that only the target language should be applied in the classroom.

The following are the principles of direct method teaching summarized by Richards and Rodgers (1986) as cited in Brown (2001):

The target language is exclusively applied to conduct classroom instruction.

1. Direct method is focused only on everyday vocabulary and sentences.
2. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
3. Grammar is taught implicitly.
4. The introduction of new teaching points is conducted orally.
5. The demonstration of vocabulary is practiced when dealing with concrete vocabulary such as objects and pictures and abstract vocabulary was taught by association of ideas.
6. Speech and listening comprehension are taught.
7. Direct method puts emphasis on the correct pronunciation and grammar.

### **2.2.3 Audio-Lingual Method**

The audio-lingual method was widely employed in the United States and other countries in the 1960s. Some programs based on foreign language teaching still make use of this method nowadays. The emphasis of this method was put on mastering the building blocks of language and learning the rules for combining them. With reference to Celce-Murcia (1991), audio-lingual methods became dominant in the United States during the 1940s, 1950s, and 1960s; this method is mainly based on direct strategies but adds features from structural linguistics and behavioral psychology.

The following are the characteristics of audio-lingual methods summed up by Brown (2001).

1. The form of dialog is used to present new materials.
2. Mimicry, memorization of set phrases, and overlearning are employed to enhance the audio-lingual method.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Repetitive drills are practiced to teach structure patterns.

5. An audio-lingual method does not pay attention to grammatical explanation; grammar is taught inductively.
6. Learning vocabulary is strictly limited only in the context.
7. The application of tapes, language labs and visual aids are promoted.
8. Pronunciation is considerably given importance.
9. The permission of using the mother tongue is very little.
10. Successful responses are immediately reinforced.
11. There is great effort to get learners to produce error-free utterances.
12. The tendency to manipulate language and disregard content is still occurring.

#### **2.2.4 Communicative Language Teaching (CLT)**

In reference to Wang (2009), communicative language teaching is an approach used to emphasize interaction as both the means and the ultimate goal of learning a second/foreign language. Historically, communicative language teaching has been seen as a response to the audio-lingual method, and extension or development of the national-functional syllabus.

Harmer (2007) stated that one of the basic things that communicative language teaching embraces within its family is the concept of how language is used - instead of concentrating mainly on grammar.

Based on Brown (2001), the following are the interconnected characteristics as a description of CLT.

1. The goals of the classroom are focused on all of the components which are grammatical, discourse, functional, sociolinguistic, and strategic or communicative competence.
2. The design of language techniques is implemented to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
3. This approach gives more importance to fluency than accuracy in order to keep learners meaningfully engaged in the language use.
4. The use of the classroom tasks must equip students with the skills necessary for communication in the contexts.

5. Learning opportunities are provided to students in order to have them meet their own learning process through an understanding of their own styles and through the development of appropriate strategies for autonomous learning.
6. The role of the teacher is a facilitator instead of an all-knowing best owner of knowledge. Collaborative learning is used to promote the genuine linguistic interaction with others or peers.

## **2.3 INSTRUCTIONAL MEDIA**

### **2.3.1 Definition of Instructional Media**

Romiszowski (1992) gave a definition of instructional media as the carrier of the message from some transmitting sources which could be either a human being or an inanimate object to the receiver of the message.

Newby (1996) defined instructional media as the channels of communication carrying the messages with an instructional purpose; the different ways and means by which information can be delivered to learners.

Percival and Ellington (1984) provided more specific definition of instructional media as the physical tools of educational technology, including printed words, film, tape, records, slides and the various combinations thereof.

### **2.3.2 Types of Instructional Media**

Brinton (2001) divided instructional media into two types: technical media and non-technical media. These instructional media can be classified into categories which are (1) large M media and (2) small m media. Large M media are related to technological innovations in language teaching, mechanical and audiovisual aids, while small m media are related to teacher-made, non-mechanical aids.

In reference to Reiser (2001), instructional media have been defined as the physical means whereby instruction is presented to learners. In accordance with this definition, every physical means of instructional delivery would be classified as an instructional medium, from the live instructor to the textbook to the computer and so on.

Heinich (2002) has classified instructional media as materials, tools or equipment. For examples, materials are pictures, flashcards, charts, transparencies, etc. Tools and equipment are overhead projectors, slides, blackboards, etc.

### **2.3.3 The Purposes of the Use of Instructional Media in Teaching**

#### **English**

In reference to the Office of Distance Learning Florida State University (2011), instructional media can be used with various purposes as follows; firstly, they are employed to gain attention, the use of a picture on the screen, a question on the board, or music playing as students enter the room is promoted to get the student's attention. Secondly, they are applied to recall prerequisites; the use of media helps students recall what they have been instructed in the class. Thirdly, they are used to present objectives to the learners; teachers use them to hand out or project the day's learning objectives. Fourthly, they are employed to present new content; the application of instructional media is not only aimed to help make new content more memorable, but also can it help deliver new content (a text, movie, or video). Fifthly, they are used to support learning through examples and visual elaboration; media is used to bring the world into the classroom when it is not possible to take the student into the world. Sixthly, to elicit student repose, media are used to present information to students and pose questions to them, getting them involved in answering the questions. Seventhly, to provide feedback, media are also used to provide feedback relating to a test or class exercise. Next, to enhance retention and transfer, the use of pictures is to enhance retention and instructional media is used to help students visualize a lesson and transfer abstract concepts into concrete, easier to remember objects. Last but not least, to assess performance, media are considered an excellent way to pose assessment questions for the class to answer, or students can submit mediated presentation as classroom projects.

## 2.4 RELEVANT RESEARCH

In order to gain reliable data to support the study, the researcher has reviewed the previous research studies relevant to the EFL teaching methods applied by English teachers. The following are some research studies related to the application and practices of EFL teachers.

Libben (1992) conducted a research study concerning TESL methodology in Canada. The study was conducted through the use of a questionnaire which consisted of 95 items. The main purpose of the study was to explore the attitudes towards specific ESL techniques and the factors which might influence them. The findings revealed that teachers' age amount and type of TESL experience, and individual learning style, are all related to TESL attitudes. Referring to the attitudes of the respondents towards ESL methods and approaches, the findings revealed that the respondents of the study exhibited a marked preference for the communicative approach and a uniformly negative attitude towards the grammar translation approach.

Vystavelova (2009) conducted a quantitative research study on the common EFL teaching methods applied at a language school in the Czech Republic. The samples of the study consisted of 84 teachers, of which 57 were Czech and 27 were native speakers. The purpose of the study was to explore the EFL teaching methods applied by the teachers. The following were the five methods investigated: (1) communicative language teaching, (2) direct method, (3) grammar-translation method, (4) audio-lingual method, and (5) total physical response. The results of the study revealed that the most widely applied method was communicative language teaching.

Referring to the qualitative research study of teaching methods, approaches and strategies found in EFL classrooms in Lao PDR were explored by Intapapanich (2012). The study was conducted by means of qualitative research methods, namely, observation and interviews. These two methods were administered with five English teachers in Vientiane Municipality. The results of the study revealed that communicative language teaching (CLT), grammar-translation method (GTM) and total physical response (TPR) were three major methods found in the foreign language classroom studies.



Chang (2011) carried out a contrastive study of grammar-translation methods and communicative approaches in teaching English grammar. The aim of the study was to compare the controllability and feasibility of these two approaches and to explore which method is more appropriate for teaching grammar in Taiwan. From the experiment, two classes were selected from the Applied Foreign Department as the experimental class and control classes. The instrument used in this study consisted of pre-test and post-test designed to assess the grammatical competence of the subjects, a questionnaire employed after the teaching experiment to investigate students' attitudes and reaction to the teaching approaches. The findings revealed that grammar teaching in the framework of the grammar-translation method is better than the communicative approach. Nevertheless, fluency and accuracy are the target for English learning. Consequently, it was concluded the best way to improve the situation is to combine both methods in teaching English grammar.

Another research study by Mondal (2012) was conducted to explore the grammar-translation method and communicative approaches in teaching English language through the application of a quantitative method. The data were collected through a survey using a questionnaire as the instrument. The main objective of the study was to compare the controllability and feasibility of these two approaches to find out which method is more suitable for English language teaching in Bangladesh. The data were collected from college level students. The findings indicated that the communicative approach is far more significant than the grammar-translation method. However, the use of the approach must be related to current proper utilization in the context of Bangladesh. Nevertheless, grammar-translation methods focusing on the fluency of grammar learning seemed to help the learners to learn and express language with accuracy. Consequently, the best way to improve the situation is to combine both teaching methods in English language teaching.

Ahmad and Rao (2013) explored the application of a communicative approach in teaching English as a foreign language. The objective of the study was to investigate the comparative usefulness of the grammar-translation method and communicative language teaching at higher secondary level in Pakistan. The method of the study was based on experimental study using a pre-test, post-test group design to measure achievement and attitudes of the students. The participants of the study

consisted of forty male students in the 12<sup>th</sup> grade of a local college in (Punjab) Pakistan and a class with forty students was chosen for the experiment. Then, the class was divided into two equal groups with twenty students each, classified as the Control Group (CG) and Experimental Group (EG). The findings revealed that a communicative approach is more suitable than a grammar-translation method in teaching English at the higher secondary level in Pakistan. This proved the fact that if the class is instructed with suitable conditions, Pakistani learners can increasingly develop their communicative capability, since the application of communicative language teaching has clearly been shown to increase the motivation for learning.

With reference to the research study on grammar-translation methods (GTM) versus communicative language teaching (CLT) explored by Sanjaya (2014), the purpose of the study was to share information about the phenomenal methods, namely grammar-translation method and communicative language teaching. Based on the study, the following characteristics were used to investigate in terms of a comparison between two methods, which were (1) characteristics of teaching learning process, (2) nature of instruction, (3) handling the students' feelings and emotions, (4) the role of native language of students, (5) the language skills that are emphasized, and (6) the way of teacher's response to students' error. The findings revealed that the more beneficial method nowadays is communicative language teaching. However, the application of grammar-translation methods also still have some positive things offer.

Kunnu and Sukwises (2014) conducted research on teaching speaking skills to adult English language learners through audio-lingual methods. The objective of the study was to report the findings on teaching English speaking to adult learners with an adapted audio-lingual method, one distinction of which is to use Thai as the medium language of instruction. The participants of the study consisted of 9 adult learners who were one-stop service personnel in SuanSuandh Rajabhat University. The researchers used qualitative method for this research study. The findings found that the participants can adapt their knowledge to practice conversation. Furthermore, it can be proved that participants do not learn by imitation and repetition. They can generate everyday conversation. In reference to the interview, after the participants had studied English with adapted ALM, they were happy. They were eager to learn English.

In conclusion, after the discussions of the above previous research studies related to the study on the four EFL teaching methods applied by vocational English teachers for vocational colleges in Pathumthani and Kanchanaburi provinces, Thailand, it is apparently shown that although the previous research studies were conducted with various methods such as a qualitative method collecting the data through the use of observation and interview and a quantitative method collecting the data through the use of the questionnaire, the findings of all relevant studies clearly indicate the usual application of the EFL teaching method widely employed by English teachers in the 21<sup>st</sup> century is a form of communicative language teaching as a result of its advantages which lead to successful English language learning, motivations for learning and communicative competence. However, other EFL teaching methods like grammar- translation method, audio-lingual method, or direct method are also considered important and offered plenty of useful procedures depending on the purposes and the needs of the learners and teachers to promote the English language learning and teaching.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter provides a description of (1) the participants, (2) the instrument employed to collect the data, and (3) the analysis of the data obtained from the participants.

#### **3.1 PARTICIPANTS**

The participants of this research study were 30 vocational teachers teaching English for students studying at vocational colleges in Pathumthani and Kanchanaburi provinces, Thailand. The main reason for using vocational English teachers as the participants was that the purpose of teaching English to vocational students was definitely different from teaching English for students of secondary levels. English taught to vocational students is mainly considered as English for specific purposes where vocational students would apply this knowledge of English for specific purposes to industrial companies. With this specific purpose of the English language use, the researcher aimed to investigate how and why the vocational teachers apply the application of four EFL teaching methods, namely grammar-translation methods, direct methods, audio-lingual methods, and communicative language teaching learning activities and instructional media to their students.

#### **3.2 INSTRUMENT**

The instrument used to collect the data was a five point Likert-scale questionnaire and open-ended questions requiring respondents to provide reasons to support the use of learning activities and instructional media in enhancing their English language learning. Regarding the second part of the questionnaire, which was a five point Likert-scale questionnaire requiring the participants to select the frequency of the use of four EFL teaching methods, the 20 statements were designed in accordance with the characteristics of each EFL teaching method and all 20 statements were checked on the index of item objective congruence (IOC) by two

professional experts. These were (1) Asst. Prof. Dr. Pragasit Sitthitikul and (2.) Ajarn William T. (Billy) Carlon. With the design of the study, surveying the practices of EFL teaching methods using a questionnaire survey and open-ended questions to collect the data is the most suitable and authentic form of the instrument to obtain reliable and practical data. The questionnaire was divided into three main parts as follows:

### **Part 1: Respondents' Personal Data**

This part was designed to gather the personal data of the respondents, which consisted of five questions. These five questions were focused on (1) gender, (2) age, (3) education achievement, (4) teaching experience, and (5) English training courses.

### **Part 2: The Frequency of the Use of Four EFL Teaching Methods**

This part consisted of 20 items which required vocational teachers to select their frequency of the use of the four EFL teaching methods and each method consisted of five major characteristics created by the experts of each method. The following are the four sample statements and each statement was the representative of each EFL teaching method taken from the questionnaire.

No.	Method	Statement	1	2	3	4	5
1	GMT	I teach English through the use of the Thai language.					
2	DM	I only use English in the classroom.					
3	ALM	I present new materials by using dialogues.					
4	CLT	To promote communicative competence, I teach students grammar, discourse, functional, sociolinguistic and strategic.					

This part was analyzed by using the mean score to evaluate respondents' level of frequency of the use of four EFL teaching methods

Scale	Interpretation
5	Always
4	Usually
3	Often
2	Sometimes
1	Never
Mean ( $\bar{x}$ )	Level of the frequency of the use
4.51- 5.00	Highest
3.51- 4.50	High
2.51- 3.50	Moderate
1.51- 2.50	Low
1.00- 1.50	Lowest

### Part 3: The Use of Learning Activities and Instructional Media

This part provided lists of learning activities and instructional media for teachers to select the activities and the instructional media applied in the classroom. Apart from the selection of lists of learning activities and instructional media, the box of each classroom activity and instructional media was provided in order to state the reason for applying it. The following are sample tables covering lists of classroom activities and instructional media.

√	Activity	Reason
	1. role/play/simulation	
	2. translation	
	3. discussion/presentation	

√	Instructional media	Reason
	1. computer/ projector	
	2. picture/ real object	
	3. clip/ movie	

### **3.3 PROCEDURES**

#### **3.3.1 Research Design**

The research design in the research study was a survey study, collecting the data through the use of the questionnaire related to the purposes of the study. Gaining the data from surveying helped investigate what and how the EFL teaching methods, learning activities and instructional media were being employed by vocational English teachers in their teaching.

#### **3.3.2 Data Collection**

The data collection of the research study was administered by using a five Likert-scale questionnaire and open-ended question type. Before the questionnaire was distributed to vocational English teachers in Pathumthani and Kanchanaburi provinces, it had been developed and used in the pilot study process with five vocational English teachers in order to check if the questionnaire was appropriate in terms of the contents as well as the language use. Later on, the questionnaires were distributed to Thai teachers who taught English for vocational colleges in Pathumthani and Kanchanaburi provinces. The following are the six processes of the data collection.

1. distribute the developed questionnaires to vocational English teachers in Pathumthani and Kanchanaburi provinces.
2. collect the returned questionnaires.
3. check their completion and cross-check some data to verify the information.
4. sort the questionnaires according to groups of the subjects.
5. assign codes to the data and type them in the computer.
6. analyze all of the data.

### **3.4 DATA ANALYSIS**

After obtaining the 30 completed questionnaires, the data were interpreted in descriptive statistics using Microsoft Excel to calculate the mean, standard deviation, frequency and percentage as follows:

3.4.1 The respondents' personal data were primarily calculated by using percentage.

#### **Gender**

Percentage =  $\frac{\text{the frequencies of each gender}}{\text{the total number of the participants}} \times 100$

#### **Age**

Percentage =  $\frac{\text{the frequencies of the participants in each group}}{\text{the total number of the participants}} \times 100$

#### **Education achievement**

Percentage =  $\frac{\text{the frequencies of each education achievement}}{\text{the total number of the participants}} \times 100$

#### **Experience in teaching English**

Percentage =  $\frac{\text{the frequencies of years of experience grouped}}{\text{the total number of the participants}} \times 100$

#### **English training courses**

Percentage =  $\frac{\text{the frequencies of participants attending the courses}}{100 \text{ the total number of participants}} \times 100$

3.4.2 The data showing the frequency of the use of four EFL teaching methods were reported by using the mean score and standard deviation.

The formulas for the calculation were:

$$\bar{x} = \frac{\sum fx}{N}$$

$\bar{x}$  = the mean of scores

$\sum fx$  = the sum of scores

N = the sum of the response

$$S.D = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{N}}$$



- S.D = standard deviation  
 $\bar{x}$  = the mean of scores  
 $x_i$  = the sum of the scores  
N = the sum of the response

3.4.3 The data showing the use of the learning activities and instructional media were reported through the use of percentage in order to show the usage by the respondents.

The formula for the calculation was:

**Instructional media**

$$\text{Percentage} = \frac{\text{the frequencies of each learning activity}}{\text{the total number of participants}} \times 100$$

**Learning activities**

$$\text{Percentage} = \frac{\text{the frequencies of each instructional media}}{\text{the total number of participants}} \times 100$$

3.4.4 The data showing the reasons for the use of learning activities and instructional media were reported by using the descriptive analysis to interpret the data gained and categorize the gained data into their identical groups.

3.3.5 The conclusions of the results of the study were summarized and the data results of the study is presented in tables, figures, and descriptions.

## CHAPTER 4

### RESULTS AND DISCUSSION

The previous chapter reports the participants, instruments and procedures used to collect and analyze the data obtained from the respondents in Pathumthani and Kanchanaburi provinces. This chapter presents the results of the questionnaire divided into three main parts which are (1) respondents' personal data, (2) the frequency of the use of four EFL teaching methods, and (3) the use of learning activities and instructional media including the reasons for using these.

From the survey study, the data was collected from 30 questionnaires distributed to 30 respondents teaching English at vocational colleges in Pathumthani and Kanchanaburi provinces. The findings were interpreted to form conclusions relevant to the use of EFL teaching methods, learning activities, and instructional media. The data and the analysis results were divided into three parts as follows:

- 4.1 Respondents' personal data
- 4.2 The frequency of the use of four EFL teaching methods
- 4.3 The use of learning activities and instructional media, including the reasons for the usage.

#### 4.1 RESPONDENTS' PERSONAL DATA

The respondents' personal data are presented under five categories which are (1) gender, (2) age, (3) education achievement, (4) the number of years of experience in teaching English, and (5) English training courses concerning the enhancement of the English language teaching. The results are presented in tables accompanied by descriptive statistics.

*Table 4.1. Gender*

Gender	Frequency	Percentage
Male	12	40
Female	18	60
<b>Total</b>	<b>30</b>	<b>100</b>

From Table 4.1, it is revealed that the total number of the respondents involved in this study was 30 respondents. The majority of the respondents was female, and consisted of 18 respondents (60%). It is clearly shown that the number of the female respondents was 20% higher than the number of the male respondents.

Regarding the age range of the respondents, after obtaining the distributed questions from the 30 respondents, the age range of the respondents was divided into four groups as follows: (1) 21-30, (2) 31-40, (3) 41-50, and (4) 51-60.

**Table 4.2. Age Range**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
21-30	16	53.34
31-40	10	33.33
41-50	1	3.33
51-60	3	10.00
<b>Total</b>	<b>30</b>	<b>100</b>

In reference to Table 4.2, it is clearly shown that the majority group of the respondents consisted of 16 (53.34%) and was in the age range 21-30, whereas the smallest group of the respondents consisted of only one person, making up only 3.33%.

The respondents' education achievement can be categorized into three levels which are (1) Bachelor's degree, (2) Master's degree, and (3) Doctor's degree.

**Table 4.3. Education Achievement**

<b>Education Achievement</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Bachelor's degree	23	76.67
Master's degree	7	23.33
Doctor's degree	0	00.00
<b>Total</b>	<b>30</b>	<b>100</b>

Based on Table 4.3, the majority group of the respondents, consisting of 23 (76.67%), had obtained a Bachelor's degree and the rest, consisting of 23.33% of the respondents, had obtained a Master's degree.

Regarding their experience in teaching English, the target English teachers, after analysis of the distributed questionnaires, could be divided into three groups. The range of each group was divided as (1) 1-15, (2) 16-30, and (3) 31-35 respectively.

**Table 4.4. Experience in Teaching English**

<b>Experience in teaching English</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1-15	24	80.00
16-30	3	10.00
31-35	3	10.00
<b>Total</b>	<b>30</b>	<b>100</b>

As revealed from Table 4.4, the majority of the respondents had taught English for 1-15 years, making up a group of 24 (80%) of the respondents, whereas the second and the third groups equally shared the same number of the respondents, which was 3 (10%).

English training courses was the last part of the respondents' personal data gathered, and this part indicated the number of the respondents who had participated in any English training course enhancing the proficiency of teaching English for vocational English teachers.

**Table 4.5. English Training Courses**

<b>English Training Courses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	11	36.67
No	19	63.33
<b>Total</b>	<b>30</b>	<b>100</b>

According to Table 4.5 concerning the English training courses, the majority (63.33%) of the respondents had never participated in an English training course whereas 36.37 % had attended some English training courses organized by the Vocational Education Commission.

#### 4.2 THE FOUR EFL TEACHING METHODS APPLIED BY VOCATIONAL ENGLISH TEACHERS

In part two, the questionnaire consisted of 20 items which were related to the four EFL teaching methods and each method was presented by its five major characteristics. As a result, the number of five characteristics of each method created 20 items for the respondents to select the frequency of the use of their teaching methods. This part was collected and analyzed by marking from the respondents of the five-Likert scale questionnaire. The results of this part are presented and discussed as follows:

**Table 4.6. Four EFL Teaching Methods Applied by Vocational English teachers**

ITEM	1	2	3	4	5	$\bar{x}$	S.D.
1. I teach English through the use of Thai language.	0	8	14	7	1	3.03	5.70
2. I only use English in the classroom	1	9	10	7	3	3.06	3.87
3. I present new materials by using dialogues.	0	8	10	10	2	3.2	4.69
4. To promote communicative competence, I teach students grammar, discourse, functional, sociolinguistic and strategic.	0	3	14	8	5	3.5	5.34
5. I explain English grammar in details.	0	3	6	12	9	3.9	4.74
6. I only teach high-frequency vocabulary and sentences.	1	6	13	8	2	3.13	4.85
7. I teach English through mimicry, memorization of set phrases, and over learning.	2	11	10	7	0	2.73	4.85
8. I give more emphasis on fluency than accuracy to keep the students motivated.	1	3	14	7	5	3.4	5.00

*Table 4.6. (Continued)*

ITEM	1	2	3	4	5	$\bar{x}$	S.D
9. I teach students the rules for combining words into sentences using the correct forms and inflections.	0	2	11	12	5	3.66	5.34
10. I have students discover the rules of English grammar by themselves through the sample sentences provided.	2	7	9	12	0	3.03	4.95
11. I use repetitive drills to introduce new structural patterns – allowing my students to practice changing slots of vocabulary, for example.	1	4	14	9	2	3.23	5.43
12. I provide classroom language tasks that equip students with the skills necessary for communication outside the classroom in the real world.	0	3	12	12	3	3.5	5.61
13. I pay more attention to the grammatical analysis of the texts rather than the contents	3	11	9	6	1	2.7	4.12
14. When giving new instruction or new teaching points, I teach them to practice from my modeling.	0	8	14	5	3	3.1	5.34
15. I teach a selectively limited use of vocabulary, always in contexts.	1	9	15	4	1	2.83	6.00
16. I help students realize their own learning styles and guide them in becoming autonomous learners.	0	1	13	12	4	3.63	6.12
17. I have students do exercises in translating a variety of sentences from English into Thai.	2	7	11	10	0	2.96	4.85
18. I focus mainly on the use of correct pronunciation and grammar.	0	2	11	12	5	3.66	5.34
19. I have students learn by using audio CDs, language lab, and visual aids.	0	4	10	15	1	3.43	6.36
20. When teaching, I act as a facilitator rather than the source of all knowledge and have students interact with their peers to promote meaningful communication.	0	2	14	9	5	3.56	5.61

In reference to Table 4.6, this part of the questionnaire was composed of four EFL teaching methods which were (1) grammar-translation method, (2) direct method, (3) audio-lingual method, and (4) communicative language teaching. From the four stated methods, the number of items is 20 in accordance with the characteristics of each EFL teaching method.

The results of the research study revealed that with regard to the 20 items selected by the respondents, these 20 items were divided into two groups, (1) a high level and (2) a moderate level. The high level was in the range of 3.51. to 4.5, consisting of items 5, 9, 16, 18, and 20, whereas the second group considered, as the moderate level, consisted of 15 items which were items 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, and 19.

As clearly seen from Table 4.6, item 5 (*I explain the English grammar in detail.*) was most frequently selected by the respondents and was marked at the high level ( $\bar{x} = 3.9$ , S.D. = 4.74) and this item is one of the major characteristics of grammar-translation methods. The second most frequently selected items after item 5 were item 9 (*I teach students the rules for combining words into sentences using the correct forms and inflections.*) and item 18 (*I focus mainly on the use of correct pronunciation and grammar.*) where both of the 2 items shared the same mean score and standard deviation at the high level ( $\bar{x} = 3.66$ , S.D. = 5.34). Surprisingly, these two stated items are identified with the grammar-translation method and direct methods respectively. Item 20, one of the characteristics of communicative language teaching, was marked at the high level ( $\bar{x} = 3.56$  S.D.= 5.61 ). Last but not least, item 18, one of the characteristic of the direct method, was also selected at the high level ( $\bar{x} = 3.66$ , S.D.= 5.34 ).

However, the majority of the items were marked at the moderate level in the range of 2.51 to 3.5. According to the number of the items at the moderate levels, it was clearly indicated that the least frequently selected items based on the mean scores were item 13 ( $\bar{x} = 2.7$ , S.D.= 4.12 ), item 7 ( $\bar{x} = 2.73$ , S.D.= 4.85 ), and item 15 ( $\bar{x} = 2.83$ , S.D.= 6.00).

In reference to Table 4.7, it presents the five statements associated with the grammar-translation method. All five statements are adapted based on the five major characteristics of grammar-translation methods.

**Table 4.7. Grammar Translation Method**

ITEM	1	2	3	4	5	$\bar{x}$	S.D
1. I teach English through the use of Thai language.	0	8	14	7	1	3.03	4.94
5. I explain English grammar in details.	0	3	6	12	9	3.9	4.76
9. I teach students the rules for combining words into sentences using the correct forms and inflections.	0	2	11	12	5	3.66	4.50
13. I pay more attention to the grammatical analysis of the texts rather than the contents.	3	11	9	6	1	2.7	4.24
17. I have students do exercises in translating a variety of sentences from English into Thai.	2	7	11	10	0	2.96	4.85

Based on the five characteristics of the grammar-translation method, the findings can be categorized into two main groups which are (1) at the high level and (2) at the moderate level, using the mean scores. As clearly seen from Table 4.2.2, item 5 and item 9 were in the same group and their mean score and standard deviation values were ( $\bar{x} = 3.9$ , S.D.= 4.76 ) and ( $\bar{x} = 3.66$ , S.D.= 4.50 ), while item 1,17 and 13 were categorized at the moderate level.

Table 4.8 presents the results of direct method teaching, consisting of five items. These are items 2, 6, 10, 14, and 18 respectively, and the results of this method are discussed below.

**Table 4.8. Direct Method**

ITEM	1	2	3	4	5	$\bar{x}$	S.D.
2.I only use English in the classroom	1	9	10	7	3	3.06	3.87
6. I only teach high-frequency vocabulary and sentences.	1	6	13	8	2	3.13	4.85



**Table 4.8. (Continued)**

ITEM	1	2	3	4	5	$\bar{x}$	S.D.
10. I have students discover the rules of English grammar by themselves through the sample sentences provided.	2	7	9	12	0	3.03	4.95
14. When giving new instruction or new teaching points, I teach them to practice from my modeling.	0	8	14	5	3	3.1	5.34
18. I focus mainly on the use of correct pronunciation and grammar.	0	2	11	12	5	3.66	5.34

In Table 4.8, the results of each item are based on the presentation of the mean scores showing the differences of each. According to the reporting of the five items, the majority was grouped at the moderate level and consisted of 4 items. These were items 6, 14, 2 and 10 respectively, whereas only item 18 (I focus mainly on the use of correct pronunciation and grammar.) was at the high level ( $\bar{x} = 3.66$ , S.D. = 5.34).

Table 4.9 presents the results of audio-lingual method usage which consisted of five items. These are items 3, 7, 11, 15, and 19 respectively and the results of this method are discussed below.

**Table 4.9. Audio-Lingual Method**

ITEM	1	2	3	4	5	$\bar{x}$	S.D.
3. I present new materials by using dialogues.	0	8	10	10	2	3.20	4.69
7. I teach English through mimicry, memorization of set phrases, and over learning.	2	11	10	7	0	2.73	4.85
11. I use repetitive drills to introduce new structural patterns – allowing my students to practice changing slots of vocabulary, for example.	1	4	14	9	2	3.23	5.43

**Table 4.9. (Continued)**

ITEM	1	2	3	4	5	$\bar{x}$	S.D.
15. I teach a selectively limited use of vocabulary, always in contexts.	1	9	15	4	1	2.83	6.00
19. I have students learn by using audio CDs, language lab, and visual aids.	0	4	10	15	1	3.43	6.36

Table 4.9 shows the results of the mean scores of audio-lingual method among the five items. The results of this method can be grouped into one level which was at the moderate level since the mean scores of all five statements were in the same range of 2.51- 3.50. However, item 19 (I have students learn by using audio CDs, language lab, and visual aids.) emerged as the most numerous of the mean scores ( $\bar{x} = 3.43$ , S.D.= 6.36 ) and the second and the third after item19 were item 11 and item 3 ( $\bar{x} = 3.23$ , S.D.= 5.43 ) and ( $\bar{x} = 3.20$ , S.D.= 4.69 ) respectively. And, based on the characteristics of this method, item 7 (I teach English through mimicry, memorization of set phrases, and over learning.) was reported at a lower mean score ( $\bar{x} = 2.733$ , S.D.= 4.85). This indicated that item 7 was least frequently applied by the respondents compared to other characteristics of this method.

Table 4.10 presents the results of audio-lingual methods consisting of five items. These are items 4, 8, 12, 16, and 20 respectively, and the results of this method are discussed below.

**Table 4.10. Communicative Language Teaching**

ITEM	1	2	3	4	5	$\bar{x}$	S.D.
4. To promote communicative competence, I teach students grammar, discourse, functional, sociolinguistic and strategic.	0	3	14	8	5	3.5	5.34
8.I give more emphasis on fluency than accuracy to keep the students motivated.	1	3	14	7	5	3.4	5.00

**Table 4.10. (Continued)**

ITEM	1	2	3	4	5	$\bar{x}$	S.D.
12. I provide classroom language tasks that equip students with the skills necessary for communication outside the classroom in the real world.	0	3	12	12	3	3.5	5.61
16. I help students realize their own learning styles and guide them in becoming autonomous learners	0	1	13	12	4	3.63	6.12
20. When teaching, I act as a facilitator rather than the source of all knowledge and have students interact with their peers to promote meaningful communication.	0	2	14	9	5	3.56	5.61

In references to Table 4.10, it was clearly shown that the results of this method can be grouped into two levels. These are (1) at the moderate level and (2) at high level. The majority (four out of five) of the statements were reported at the high level. However, item 8 (I give more emphasis on fluency than accuracy to keep the students motivated.) was grouped in the moderate level ( $\bar{x} = 3.4$ , S.D.= 5.00).

Tables 4.11 presents the findings concerning the four EFL teaching methods consisting of (1) grammar-translation method, (2) direct method, (3) audio-lingual method and (4) communicative language teaching. As revealed from the table below, the results of each method are compared and clearly discussed below.

**Table 4.11. The Comparison of Mean Score of Each Method**

Method	$\bar{x}$	S.D.
1. Grammar Translation Method	3.25	4.66
2. Direct Method	3.20	4.87
3. Audiolingual Method	3.09	5.47
4. Communicative Language Teaching	3.52	5.54
<b>Overall Mean Score</b>	<b>3.27</b>	<b>5.14</b>

In reference to Table 4.11, the results of the four EFL teaching methods in comparison revealed that communicative language teaching was most frequently applied by vocational English teachers and marked at the high level ( $\bar{x} = 3.52$ , S.D.= 5.54), while the rest of the methods were at the moderate level showing the results as follows: grammar-translation method ( $\bar{x} = 3.25$ , S.D.= 4.66), direct method ( $\bar{x} = 3.20$ , S.D.= 4.87), and audio-lingual method ( $\bar{x} = 3.09$ , S.D.= 5.47). According to the results, it was clearly shown that in the 21<sup>st</sup> century, the method given the popularity and most frequently applied among vocational teachers in Pathumthani and Kanchanaburi was communicative language teaching.

#### **4.3 THE USE OF LEARNING ACTIVITIES AND INSTRUCTIONAL MEDIA APPLIED BY VOCATIONAL ENGLISH TEACHERS**

This part consists of two main components which were (1) the use of learning activities and (2) the use of instructional media. Based on this part, the respondents were required to select learning activities and instructional media applied in their classroom. Aside from selecting the learning activities applied, they were also required to provide the reasons to indicate the use for using both learning activities and instructional media. Consequently, the data gained from the distributed questionnaire are described both by using the percentage of the number of the respondents selecting the lists and the reasons provided in the boxes. The results are interpreted and grouped into specific categories. The results of this part are described as follows:

Table 4.12 aims to present the findings of the data collected through use of the percentage and the reasons given from the distributed questionnaires in accordance with the use of learning activities. As seen from Table 4.12 below, the list consists of nine learning activities. These are (1) role play/simulation, (2) translation, (3) discussion and presentation, (4) fill in the blank exercise, (5) repetitions of the dialogue, (6) demonstration of new vocabulary, (7) backward build-up drill, (8) reading aloud, and (9) others.

**Table 4.12. The Use of Learning Activities**

<b>Activity</b>	<b>Frequency</b>	<b>Reason</b>	<b>Percentage</b>	<b>Ranking</b>
1. role play/simulation	7	1. to practice the contents learned during the class. 2. to promote self-confidence of the students 3. to promote collaborative learning 4. to make the classroom fun and lively	56.67	2
2. translation	15	1. to help students comprehend the meaning of the words 2. to practice translation and dictionary skills 3. to conclude the story read	50.00	4
3. discussion/presentation	16	1. to promote presentation skills 2. to promote self-confidence 3. to promote listening and speaking skills 4. to promote autonomous learning	53.33	3
4. fill in the blank exercise	9	1. to practice reading and sentence recognition 2. to review the exercises practiced	30.00	6

*Table 4.12. (Continued)*

<b>Activity</b>	<b>Frequency</b>	<b>Reason</b>	<b>Percentage</b>	<b>Ranking</b>
5.repetitions of the dialogue	7	1. to promote speaking skills 2. to promote building up students' own conversations 3. to construct the reading habits.	23.33	7
6.demonstration of new vocabulary	4	1. to promote vocabulary learning	13.33	8
7. backward build-up drill	19	1. to improve the English pronunciation 2. to improve reading skills 3. to help students comprehend the texts	63.33	1
8. reading aloud	15	1.to promote reading skills 2. to promote spelling skills 3. to help comprehend the meaning of the words	50.00	4
9. other	0	-	0.00	0

In reference to Table 4.12, the findings of the learning activities selected by the total number of 30 respondents were ranked from the first to the eighth as follows: (1) backward build-up drill (63.33%), (2) role play/simulation (56.67%), (3) discussion/presentation (53.33%), (4) translation (50.00%), reading aloud (50.00%), (6) fill in the blank exercise (30%), (7) repetitions of the dialogue (23.33%), and (8) demonstration of new vocabulary (13.33%). Apart from the data of the learning activities presented by using the percentage of the respondents' selection, this part

also presents the reasons to support the selected learning activities of the top three selected learning activities. The results are described as follows:

Based on the backward build up drill selected by the majority of the respondents (63.33%) and ranked the first most selected, the reasons given for the learning activities can be divided into three main categories. The number of 17 respondents employed backward build up drill to help improve the English pronunciation of the students; one of them used this activity to better reading skills, and another respondent applied this activity to put the emphasis on the comprehension of the text read.

Role play and simulation were selected second after the backward build up drill with the total number of 17 respondents (56.67%). The majority (9) of the respondents providing the reasons employed these activities to practice the English language learned in the class so that students can apply what they have learned through the role play and simulation. The number of five respondents used these activities to help students improve their self-confidence and reduce embarrassment when using the target language in a real situation. One of the respondents used these activities to promote collaborative learning - students can work as a group and share their ideas with one another. And, these are also used to promote the learning atmosphere in the classroom, making the classroom fun and lively.

Discussion and presentation were the third learning activities selected after the backward build up drill and role play and simulation, with the total number of 16 respondents. Four main reasons were provided as follows: the majority of the respondents used these learning activities to engage students in using the English language and at the same time to improve the presentation skills. Three of the respondents applied these activities to improve students' self-confidence and to check if the contents students presented were accurate and appropriate. Three of the respondents employed these to provide students opportunities to improve their listening and speaking skills. And, one of the respondents used these to promote students' autonomous learning in searching for new information about items used in the presentation.



Table 4.13 presents the findings of the data collected by using the percentage and reasons given from the distributed questionnaire in accordance with the use of instructional media. As seen from the table below, the list of instructional media is as follows: (1) computer/projector, (2) picture/real object, (3) clip/movie, (4) newspaper/ magazine, (5) song, and (6) others.

**Table 4.13. The Use of Instructional Media**

<b>Instructional media</b>	<b>Frequency</b>	<b>Reason</b>	<b>Percentage</b>	<b>Ranking</b>
1. computer/ projector	19	1. to grab students' attention 2. convenient to conduct learning activities 3. to engage students in technology	63.33	2
2. picture/ real object	21	1. to grab students' attention and build up learning atmosphere 2. to promote authentic learning using authentic materials 3. easy and economical to conduct learning activities	70.00	1



Table 4.13. (Continued)

Instructional media	Frequency	Reason	Percentage	Ranking
3. clip/movie	15	1. to attract students' learning attention 2. to practice students' listening skills 3. to conduct a variety of learning activities in the classroom	50.00	3
4. newspaper/magazine	11	1. to promote authentic learning 2. easy to conduct learning activities 3. to promote reading and translation skills	36.67	5
5. song	14	1. practice listening skills and pronunciation 2. to attract students' attention 3. to facilitate the classroom learning	46.67	4
6. other	-	-	-	-

In Table 4.13, the findings on use of instruction media are presented through the use of percentage, ranking and reasons for usage given by the respondents. According to the 6 items reported, the results based on the presentation of percentage and ranking are as follows: (1) picture and real object (70.00%), (2) computer/projector (63.33%), (3) clip/movie (50.00%), (4) song (46.67%), (5) newspaper/magazine (36.67%).

From the findings showing the percentage of the frequency of the use of instructional media, the top three most selected instructional media were (1) picture and real object (70.00%), (2) computer/projector (63.33%), and (3) clip/movie (50.00%), and the reasons for the use of these instructional media are discussed below.

Picture and real object were most selected by the majority of the respondents (21, 70.00%) and the majority of the respondents selecting picture and real object stated that the use of picture and real object is mainly to motivate students' English language learning and promote better understanding of the contents taught. Five of the respondents claimed that the use of instructional media was to better understand the lesson and that they can apply this style of learning to promote authentic learning. And two of the respondents used this instructional media in the classroom as the resources were very easy to be found and also economical.

The second most selected instructional media were computer and projector with the total number of 19 (63.33%). The majority of the respondents who selected these instructional media stated that they used the computer and the projector in order to attract student attention. Eight of the respondents agreed that the computer and the projector are very easy to use and conduct a variety of activities. Moreover, two of them used these instructional media to provide students opportunities to engage in using the new technology.

Clips and movies are given popularity in terms of the practice of English. They were selected by the number of 15 (50%) respondents and placed third when compared to other instructional media use. The majority of the respondents employed clips and movies to help attract student learning attention because students can watch and hear what teachers present and teach through the use of them. The number of four respondents used clips and movies to practice students' listening skills - students can

practice their listening skills with the native English speakers through the use of clips and movies. Another reason for using clips and movies was that they are very easy to use to conduct various learning activities in the classroom.

In conclusion, it is clearly shown that based on the frequency of the use of EFL teaching methods, the communicative language teaching approach was most frequently applied by the majority of the vocational English teacher respondents. From this can be inferred that in the 21<sup>st</sup> century, communicative language teaching has been widely practiced by not only Thai secondary teachers but also by vocational college teachers. However, in the Thai educational context, although communicative language teaching has been practiced considerably, the grammar-translation method was most often selected as the second strategy after communicative language teaching. Thus it can be concluded that the use of grammar-translation methods is still being applied by a number of English teachers in Thailand in order to promote English language learning.

## CHAPTER 5

### CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter presents (1) summary of the study, (2) summary of the findings, (3) discussion, (4) conclusions, and (5) recommendations for further research

#### 5.1 SUMMARY OF THE STUDY

This part summarizes the major points of the research regarding the following issues:

##### 5.1.1 Objectives of the Study

5.1.1.1 To investigate the EFL teaching methods applied by the vocational English teachers.

5.1.1.2 To investigate the learning activities as well as the reasons to support the use of them.

5.1.1.3 To investigate the instructional media as well as the reasons to support the use of them.

##### 5.1.2 Participants, Materials, and Procedures

The participants in this research study were 30 vocational English teachers teaching students at vocational colleges in Thailand's Pathunthani and Kanchanaburi provinces. The instrument used to obtain the data was a questionnaire consisting of three main parts. The first part concerned the demographic data of the respondents: (1) age, (2) gender, (3) education achievement, (4) the number of years of experience in teaching English, and (5) English training courses the teachers had participated in.

The second part of the questionnaire was a five-part Likert scale questionnaire consisting of 20 items relating to the characteristics of the four EFL teaching methods. In this part, the respondents were required to select the frequency of their use of the four EFL teaching methods from 1-5. The last part of the questionnaire consisted of two sections which were: (1) the use of learning activities, including the reasons for the usage, and (2) the use of instructional media and the reasons for employing the media. After collecting the questionnaires from the distribution, the data were analyzed through the use of Microsoft Excel to calculate the average mean score ( $\bar{x}$ )

as well as the standard deviation value (S.D.). The descriptive statistics of the findings are given in the form of the frequency of the use of EFL teaching methods, percentage, mean, standard deviation, with descriptive analyses for the reasons of the respondents towards the use of the learning activities and instructional media.

## **5.2 SUMMARY OF THE FINDINGS**

The results of the study can be summarized as follows:

### **5.2.1 Demographic Data of the Respondents**

The number of the participants in this study was 30; they consisted of 12 males and 18 females. The sample ratio indicated that the majority of the participants were females (60%) when compared to the number of males (40%). The ages of the respondents ranged over four groups as follows: the first group consisted of 16 persons (53.34%) whose ages were between 21-30, the second group consisted of 10 persons (33.33%) aged around 31-40, the third group whose ages were around 41-50 consisted of 1 person (3.33%), and the last group whose ages were around 51-60 consisted of 3 persons (10%). According to the total number of 30 respondents, their education achievement can be categorized into two degrees as follows: the majority of the respondents consisted of 23 persons (76.67%) who had earned a bachelor's degree while only 7 respondents had earned a master's degree.

With regard to the respondents' experience in the teaching of English, 80% (24) of the respondents had taught English for 1-15 years and 3 of the teachers had taught English for 16-30 years; one group of the respondents, consisting of 3 persons, had taught English for 31-55 years. As well as the four demographic data items already stated, it was found that 63.33% (19) of the respondents had never participated in any English training courses organized by the Vocational Education Commission while 36.67 % (11) of the respondents had participated in such courses.

### **5.2.2 The Frequency of the Use of Four EFL Teaching Methods**

According to the findings shown in the previous chapter regarding the frequency of the use of the four EFL teaching methods, the results of the study in comparison with the mean scores of each method revealed that from the four EFL teaching methods (consisting of grammar- translation method, direct method, audio-

lingual method, and communicative language teaching) communicative language teaching was most frequently applied by the majority of the vocational English teachers and marked at the high level ( $\bar{x}$  =3.52, S.D.= 5.54.). The second most frequently applied method was a grammar- translation method and this method was marked in the moderate level ( $\bar{x}$  =3.25, S.D.= 4.66). The third most frequently applied was a direct method, marked at the moderate level ( $\bar{x}$  =3.20, S.D.= 4.87). And the method which was least selected by the total number of the respondents was audio-lingual method which was marked at the moderate level ( $\bar{x}$  =3.09, S.D.= 5.47).

According to the findings in comparison of each method using the mean score ( $\bar{x}$ ), the findings obviously showed that in the 21<sup>st</sup> century, the method most frequently applied by vocational English teachers was communicative language teaching due to its practical characteristics suitable to promote the use of English for communication. However, a number of vocational English teachers still applied grammar-translation methods in their classroom to promote English language teaching with their students.

### **5.2.3 The Use of Learning Activities and the Reasons**

From the total number of the eight learning activities, the findings of the use of learning activities are described by using the percentages as follows: backward build-up drill activity was most frequently selected by the majority of the respondents 23 ( 63.33%). The second most frequently applied learning activity was role play and simulation with the total number of 17 (56.67%) respondents. The third was discussion and presentation with the total number of 16 (53.33%) respondents. Surprisingly, when comparing the frequency of the use of learning activities using the number of the respondents' marks, it was clearly shown that the demonstration of new vocabulary was least frequently applied by vocational English teachers; it was, selected by only four respondents (13.33%). The least selected learning activity after demonstration of new vocabulary was repetitions of the dialogue, selected by the number of seven respondents (23.33%). And, the third least frequently applied learning activity was a fill in the blank exercise, selected by the total number of nine respondents (30%).

The above findings are presented using the comparison of the percentages by the selection of the number of the respondents. The following sections explain the

reasons to support the use of learning activities, categorized into their own groups as discussed below.

The reasons given to support the use of the backward build up drill were mainly divided into three main groups as follows: (1) to improve the English pronunciation of the students, (2) to improve reading skills, (3) to help students better comprehend the texts.

The reasons to support the use of the role play and simulation were classified into four main groups. These were (1) to practice the contents learned in the class, (2) to promote the self-confidence of the students, (3) to promote collaborative learning, and (4) to make the atmosphere of the classroom learning fun and lively.

Regarding the reasons given to support the usages of discussion and presentation, they can also be classified into four main groups as follows: (1) to promote presentation skills, (2) to promote self-confidence, (3) to promote listening and speaking skills, and (4) to promote autonomous learning in searching for new information.

Translation was the fourth selected learning activity compared to others and the three main reasons given by the respondents were as follows: (1) to help students comprehend the meaning of the words they encountered, (2) to practice translation and dictionary skills, (3) to conclude the story read in order to save time spent.

Reading aloud also shared the same number of the respondents selecting the item and three main reasons for usage were given by the respondents as follows: (1) to promote reading skills, (2) to promote spelling skills, and (3) to help students comprehend the meaning of the words.

Fill in the blank exercise was selected by the number of nine respondents and was given reasons grouped as follows: (1) to practice reading and sentence recognition and (2) to review the exercises practiced.

Next, repetitions of dialogue were given three main reasons for the use by the respondent, which were (1) to promote speaking skills, (2) to promote building up students' own conversations, and (3) to construct the reading habits.

The learning activity that the vocational English teachers applied least frequently in the classroom to promote English language learning and teaching was

the demonstration of new vocabulary. The use of this learning activity by the respondents was to promote vocabulary learning.

#### **5.2.4 The Use of Instructional Media and the Reasons**

In reference to table 4.13, the findings of the use of instructional media are revealed by means of the percentages of the respondents' selection. Based on the five frequently applied instructional media, the findings are presented from the most frequently applied instructional media to the least frequently applied.

Picture and real objects were the most frequently selected instructional media, by the number of 21 (70%) respondents. The second most frequently applied instructional media were computers and projectors, selected by the number of 19 (63.33%) respondents. The third most frequently used was clip and movie resources, selected by the number of 15 (50%) of the respondents. The fourth selected instructional media was song, by the number of 14 (46.67%) of the respondents. And the least frequently applied instructional media were newspapers and magazines, by the total number of 11 (36.67) respondents.

The above statements present the results of the use of instructional media using the percentages and the ranking of each. In the next part, the results of the use of the instructional media as well as the reasons for using the media are descriptively analyzed below.

Pictures and real objects were used with three main reasons as follows: (1) to grab students' attention and build up learning atmosphere, (2) to promote authentic learning by learning from authentic materials, and (3) easy and economical ways to conduct various learning activities. The reasons given to support the use of computers and projectors were: (1) to grab students' attention, (2) are convenient to conduct a variety of learning activities, and (3) to engage students in using new technology. Next, clip and movie use were applied the third most frequently with justifications as follows: (1) to attract students' learning attention, (2) to practice students' learning skills, and (3) to conduct a variety of learning activities in the classroom. Regarding the given reasons to support the use of songs, they were employed (1) to practice students' listening skills as well as pronunciation, (2) to attract students' attention, and (3) to facilitate learning in classroom. Last but not least, the instructional media least frequently applied by the total number of the respondents were the newspaper and the



magazine with the following reasons: (1) to promote authentic learning, (2) easy to conduct various learning activities, and (3) to promote reading and translation skills.

### 5.3 DISCUSSION

This section discusses the results of the study as follows:

**5.3.1** From the demographic data of the respondents, it can be seen that regarding the total number of 30 respondents, the majority of the respondents were female, making up 18 (60%) of the subjects, and the number of the male respondents was 12 (40%). The majority of the respondents, who were in the age range of 21-30 years old, consisted of 16 (53.34%) persons. In terms of educational achievement, the majority of the respondents had earned a bachelor's degree in English language teaching.

Regarding the data given in the parts on respondents' personal data and teaching methodology, it could be concluded that the majority of age range of the respondents was 21-30 years old, most possessed a bachelor's degree in English language teaching, and it was significantly shown that the majority of the respondents applied communicative language teaching in their classroom, as seen from the means of the frequency of the use of the four EFL teaching methods.

The most frequent use of communicative language teaching could be summed up as showing that the majority of the respondents gave importance to this method as it has been widely practiced to promote communicative English language teaching and is the current trend of EFL teaching methods in accordance with the 21<sup>st</sup> century usage. This trend has focused on the fluency of the language use to communicate rather than the accuracy.

More importantly, the majority of the respondents consisting of 63.33% of the group, have never participated in any English training courses concerning EFL teaching methods. This suggests that they have acquired the knowledge of how to apply this method while studying in their higher education, and some probably further their studies from the internet, learn from other teachers, or use other sources related.

**5.3.2** The results in chapter four reveal the frequency of the use of the four EFL teaching methods applied by the vocational English teachers in Pathumthani and

Kanchanaburi provinces. This study of the application of the four ELF teaching methods by vocational college English teachers shows that these four EFL teaching methods are still being practiced by a number of vocational English teachers to promote English language learning and teaching for their students.

From the four EFL teaching methods, it could be seen in the previous chapter that the communicative language teaching approach was most frequently applied by the majority of the vocational English teachers and marked at the high level ( $\bar{x}$  =3.52, S.D.= 5.54). The findings on communicative language teaching using the mean score revealed that in the 21<sup>st</sup> century of English language teaching for vocational English teachers, the majority of them widely applied communicative language methodology to their teaching.

The second most frequently selected EFL teaching method was a grammar-translation method which was marked at the moderate level ( $\bar{x}$  =3.25, S.D.= 4.66). The results in comparison with other methods clearly showed that although the trend of EFL teaching methods goes towards communicative language teaching, a number of vocational English teachers have still applied grammar-translation methods in their teaching. Surprisingly, when each item was compared, item 5 (I explain English grammar in detail.), a tactic which is one of characteristics of grammar-translation methods, was most frequently applied by the majority of the respondents ( $\bar{x}$  =3.9, S.D. = 4.74).

Apart from communicative language teaching and grammar-translation methods, direct methods were still practiced in vocational English classrooms. This method was marked at the moderate level ( $\bar{x}$  =3.20, S.D.= 4.87). The results of this method revealed that the use of implicit grammar teaching, everyday vocabulary and sentences and the emphasis on the correct pronunciation and grammar were still practiced by a number of vocational English teachers.

And the least frequently applied EFL teaching method was the audio-lingual method which was marked at the moderate level ( $\bar{x}$  =3.09, S.D.= 5.47) when compared to other methods. Though the use of this method was least frequently applied by the total number of 30 respondents, the results of this indicated that one of the characteristic audio-lingual methods still practiced to promote English language teaching in the classroom was the use of audio CDs, language lab, and visual aids.

To sum up, based on the four EFL teaching methods still being practiced by a large number of vocational English teachers, the results of this part significantly revealed that in this 21<sup>st</sup> century the trend of English language teaching for vocational English teachers in Thailand goes to communicative language teaching. From this it can be assumed the majority of the participants of this study put emphasis on fluency in the use of the English language to communicate rather than the accuracy of the use of the English language.

In reference to the qualitative research study concerning teaching methods, approaches and strategies found in EFL classroom conducted by Intarapanich (2012), the research study aimed to investigate the EFL teaching methods, approaches and strategies in English as a foreign language classes in Lao PDR. The findings revealed that communicative language teaching (CLT), grammar-translation method (GMT) and total physical responses (TPR) were the three major methods found in foreign language classroom studies.

According to the findings on teaching methods, approaches and strategies found in EFL classroom conducted by Intarapanich (2012), the study was conducted through the use of the qualitative method and the instruments employed to gain the data were mainly observations and interviews. By means of this qualitative research study, the findings clearly revealed that communicative language teaching was most applied to English language teaching in Lao PDR.

In the current investigation, the researcher of this study conducted the research by means of quantitative research to investigate the EFL teaching methods applied by vocational English teachers in Pathumthani and Kanchaniburi, using the questionnaire with the a point Likert scale and open-ended questions to collect the data. The findings after the data analysis indicated that the findings of the quantitative research obtaining the data by using the questionnaire were in accordance with the qualitative research study conducted by Intarapanich (2012), showing the similar results of the teaching methods applied by the teachers. These were communicative language teaching and grammar-translation method respectively.

Vystavelova (2009) conducted a research study on common EFL teaching methods applied at language schools in the Czech Republic with the total number of 84 teachers. The purpose of the study was to investigate the frequency of the use of

EFL teaching methods which were: (1) communicative language teaching, (2) direct method, (3) grammar-translation method, (4) audio-lingual method, and (5) total physical responses. The findings revealed that the most widely used method was communicative language teaching. To compare the findings with previous research studies, the findings conducted by Vystavelova (2009) shared similarity in terms of the frequency of the use of EFL teaching methods.

However, although the results of the previous studies indicated that communicative language teaching was most frequently applied by a number of English language teachers and the second most applied method was a grammar - translation method, not all studies have had the same result clearly shown here in chapter four. In reference to Libbon (1992), he conducted a research study concerning TESL methodology in Canada and the results of the study revealed that the participants of his research study exhibited a marked preference for the communicative approach and a uniformly negative attitude towards the grammar-translation method.

In the research study conducted by Mondal (2012), the purpose of the study was to compare the controllability and feasibility of these two approaches to find out which method was more suitable for English language teaching in Bangladesh. The findings revealed that the use of the communicative approach is far more significant than the grammar-translation method. However, the best way to improve the situation is to combine both methods in teaching English language.

## **5.4 CONCLUSIONS**

The following conclusions can be drawn from the discussions above.

**5.4.1** The first objective of this study which was to investigate the four EFL methods applied by vocational English teachers in Pathumthani and Kanchanaburi provinces, Thailand, based on four EFL teaching methods consisting of: (1) grammar-translation method, (2) direct method, (3) audio-lingual method and (4) communicative language teaching. The findings of the study based on the frequency of the use of four EFL teaching methods indicated that the majority of the respondents most frequently applied communicative language teaching in their

classroom, which was marked at the high level ( $\bar{x}=3.52$ , S.D.= 5.54). The mean score of this method indicated the significant differences when compared to the other three methods which were all marked at the moderate level. The results of the other three methods were in order based on the mean score as follows: (2) grammar translation method ( $\bar{x}=3.25$ , S.D.= 4.66), (3) direct method ( $\bar{x}=3.20$ , S.D.= 4.66), and (4) audio-lingual method ( $\bar{x}=3.09$ , S.D.= 5.47)

As clearly seen from the results of the frequency use of the four EFL teaching methods applied by 30 vocational English teachers in Pathumthani and Kanchanaburi, the results of the study can be summarized as that currently, the trend of English language teaching applied by the vocational English teachers is focused on the application of communicative language teaching. This method of English language teaching puts emphasis on all of the language components which are grammatical, discourse, functional, sociolinguistic and strategic communicative competence. And, the importance of this method is to give more emphasis to the fluency of using the language than the accuracy. More importantly, from the results given, it could be summed up that the role of the teacher has changed from an all-knowing best owner of knowledge to a facilitator.

**5.4.2** Based on the second objective of the study, which was to investigate the classroom activities and the reasons to support each of the learning activities, the investigation of the learning activities applied by 30 participants showed that, according to the list of eight instructional media, the top three most applied learning activities and the reasons for usage were as follows: the backward build-up drill was most frequently applied by the majority of the respondents (63.33%) and it was reasoned that it widely appealed to improve the English pronunciation, to promote reading skills, and to help students better comprehend the text. The second most applied learning activity was role play, selected by 56.67 % of the respondents. This learning activity was employed in the classroom because it can be used to practice the content students learned from the lesson, to promote self-confidence – students are required to perform in front of the class, audience, friends, and teachers, to promote collaborative learning – and students can work in groups to express and exchange their ideas with one another, and to make the learning atmosphere fun and lively. The third most practiced learning activity was discussion and presentation, selected by

53.33% of the respondents. This learning activity was applied with four main justifications: to promote presentation skills, to promote self-confidence, to promote listening and speaking skills, and to promote autonomous learning.

According to the results regarding the application of learning activities, it is concluded that the English language teaching for vocational colleges in Pathumthani and Kanchanaburi is practiced by frequently using the backward build-up drill as this learning activity helps familiarize students with the pronunciation of the English words and also helps students comprehend the texts they are reading. Two other learning activities have been widely practiced to promote communicative language teaching. The use of role play and simulation is very popular nowadays as, in order to do the role play, students have to work in groups to share their ideas about what they want to perform. Apart from that, students have to apply the content taught in the classroom to their performance, which is considered a practical way to relate this to the real life situation. Also, the use of learning activities like discussion and presentation is very popular in the 21<sup>st</sup> century of English language teaching because students are given more opportunities to express and exchange their ideas through the use of discussion and presentation.

**5.4.3** In reference to the third objective of the research study, which was to investigate the instructional media and the reasons for employing it, from the five commonly applied instructional media the three most applied instructional media were: (1) picture and real object, (2) computer and projector, and (3) clip and movie. Regarding the use of picture and real object, it was selected by 70% of the respondents and the use of these instructional media was to grab students' attention and build up the learning atmosphere, to promote authenticity of English language learning through the use of authentic materials teachers can find themselves. More importantly, the use of picture and real object in the classroom is because they are very easy to be found and the cost of them is quite cheap when compared to other instructional media. The use of computer and projector in the vocational classroom is also popular as these instructional media can help grab students' attention and are very convenient to use to conduct various learning activities. Moreover, they are also used to engage students in using new technology. Aside from picture and real object and computer and projector, the use of clip and movie was also most frequently

applied in the classroom due to their various benefits as follows: the first benefit is the attraction of the English language learning, the second is to help students practice their listening skills, and the third is to conduct a variety of learning activities.

To sum up, the use of instructional media to promote English language teaching in the classroom is widely applied in this century. This research was conducted with vocational English teachers in Thailand. The use of the above instructional media shows that for the subjects, the application of authentic materials such as pictures and real object aims to engage students in practice of the English language through the use of authentic materials. Another importance was that these resources are very easy to be found and used in the classroom. The use of computer and projector, in fact, is also considered important as students can learn the language through visualization and these instructional media can also help engage students in using the new technology. Lastly, the use of clip and movie in the classroom offers several benefits. One of them is that students can practice the authenticity of the English language use from exposure to native English speakers through the use of clips and movies.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

The following recommendations are drawn from the findings and conclusions above.

**5.5.1** Research study on EFL teaching methods, activities, and instructional media applied by vocational English teachers should be carried out in the larger area of the Vocational Education Commission in order to obtain the more reliable data which will truly reflect the methodology of vocational English teachers in Thai.

**5.5.2** The application of each characteristic of communicative language teaching should be carried out in order to explore which characteristics are given importance and popularity among vocational English teachers to promote English language teaching.

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**APPENDICES**



## APPENDIX A

### QUESTIONNAIRE

#### PART I: DEMOGRAPHIC PROFILE

**Instructions:** Please carefully read the statements below and select the appropriate choices by tick (✓) in the box.

**1. Gender**

Male  Female

**2. Age \_\_\_\_\_ years old**

**3. Educational Achievement**

Bachelor's degree Major: \_\_\_\_\_

Master's degree Major: \_\_\_\_\_

Others, Major: \_\_\_\_\_

Please specify \_\_\_\_\_

**4. Experience in teaching English \_\_\_\_\_ years**

**5. Have you ever been trained to use EFL teaching methods to promote English language teaching?**

No

Yes, please specify

English language training organized by British Council

English language training organized by Vocational

Education Commission

Others,

Please specify .....

## PART II: THE USE OF METHODS IN TEACHING ENGLISH

### Instructions: How often do you apply the following methods in teaching English?

Tick (✓) only one option for each item in the questionnaire that corresponds to how often you use them in your teaching. Each number refers to the following description.

1- never      2 - sometimes      3- often      4-usually      5- always

No.	Statement	1	2	3	4	5
1	I teach English through the use of Thai language.					
2	I only use English in the classroom.					
3	I present new materials by using dialogues.					
4	To promote communicative competence, I teach students grammar, discourse, functional, sociolinguistic and strategic.					
5	I explain English grammar in details.					
6	I only teach high-frequency vocabulary and sentences.					
7	I teach English through mimicry, memorization of set phrases, and over learning.					
8	I give more emphasis on fluency than accuracy to keep the students motivated.					
9	I teach students the rules for combining words into sentences using the correct forms and inflections.					
10	I have students discover the rules of English grammar by themselves through the sample sentences provided.					
11	I use repetitive drills to introduce new structural patterns – allowing my students to practice changing slots of vocabulary, for example.					
12	I provide classroom language tasks that equip students with the skills necessary for communication outside the classroom in the real world.					

No.	Statement	1	2	3	4	5
13	I pay more attention to the grammatical analysis of the texts rather than the contents.					
14	When giving new instruction or new teaching points, I teach them to practice from my modelling.					
15	I teach a selectively limited use of vocabulary, always in contexts.					
16	I help students realize their own learning styles and guide them in becoming autonomous learners.					
17	I have students do exercises in translating a variety of sentences from English into Thai.					
18	I focus mainly on the use of correct pronunciation and grammar.					
19	I have students learn by using audio CDs, language lab, and visual aids.					
20	When teaching, I act as a facilitator rather than the source of all knowledge and have students interact with their peers to promote meaningful communication.					

**PART III: THE USE OF ACTIVITIES, AND INSTRUCTIONAL MEDIA IN TEACHING ENGLISH**

**3.1. Put (√) tick in front of the activity(s) you use and state the reason(s) of using the selected activity (s)**

√	Activity	Reason
	1. role play/simulation	
	2. translation	
	3. discussion/ presentation	
	4. fill in the blank exercise	
	5. repetitions of the dialogue	
	6. demonstration of new vocabulary	
	7. backward build-up drill	
	8. reading aloud	
	9. other _____	

**3.2 Put (√) tick in front of the instructional media you use and state the reason(s) of using the selected instructional media.**

√	Instructional media	Reason
	1. computer/ projector	
	2. picture/ real object	
	3. clip/movie	
	4. newspaper/ magazine	
	5. song	
	6. other _____	

### แบบสอบถามตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง : โปรดอ่านข้อความต่อไปนี้ และเลือกตัวเลือกที่เหมาะสมโดยทำเครื่องหมาย (✓)

หน้าข้อความในช่องว่างที่กำหนดให้

1. เพศ

( ) ชาย

( ) หญิง

2. อายุ \_\_\_\_\_ ปี

3. วุฒิการศึกษา

( )ปริญญาตรี

สาขา \_\_\_\_\_

( )ปริญญาโท

สาขา \_\_\_\_\_

( ) วุฒิการศึกษาอื่นๆ

สาขา \_\_\_\_\_

โปรดระบุ \_\_\_\_\_

สาขา \_\_\_\_\_

4. ประสบการณ์การสอนภาษาอังกฤษ \_\_\_\_\_ ปี

5. ท่านเคยเข้ารับการอบรมการใช้วิธีการสอนภาษาอังกฤษเพื่อส่งเสริมการสอนภาษาอังกฤษ

หรือไม่

( ) ไม่เคย

( ) เคย โปรดระบุหลักสูตรที่ท่านเข้ารับการอบรม

( ) หลักสูตรอบรมภาษาอังกฤษสำหรับครูผู้สอนภาษาอังกฤษ โดยบริติช เคาน์ซิล

( ) หลักสูตรอบรมภาษาอังกฤษ โดยสำนักงานอาชีวศึกษา

( ) อื่นๆ

โปรดระบุ \_\_\_\_\_

ตอนที่ 2      การใช้วิธีการสอนภาษาอังกฤษ  
คำชี้แจง      ท่านใช้วิธีการสอนดังต่อไปนี้ในการสอนภาษาอังกฤษบ่อยแค่ไหน  
โปรดทำเครื่องหมาย (✓) ลงในตัวเลขแต่ละข้อที่สอดคล้องกับวิธีการสอน  
ภาษาอังกฤษของท่าน โดยหมายเลขแต่ละจำนวนมีความหมายดังต่อไปนี้

1.-ไม่เคย      2- บางครั้ง      3.- บ่อยครั้ง      4.-โดยปกติ      5.- สม่ำเสมอ

	ข้อความ	1	2	3	4	5
1	ข้าพเจ้าสอนภาษาอังกฤษโดยใช้ภาษาไทย					
2	ข้าพเจ้าใช้ภาษาอังกฤษในห้องเรียนเท่านั้น					
3	ข้าพเจ้านำเสนอเนื้อหาบทเรียนใหม่ด้วยบทสนทนา					
4	ข้าพเจ้าสอนไวยากรณ์ การสนทนา หน้าที่ ภาษาเชิงสังคมวิทยา และ กลยุทธ์ใน การเรียนภาษาเพื่อส่งเสริมความสามารถทางการสื่อสารของผู้เรียน					
5	ข้าพเจ้าอธิบายไวยากรณ์ภาษาอังกฤษอย่างละเอียด					
6	ข้าพเจ้าเลือกสอนเฉพาะคำศัพท์และประโยคที่พบบ่อย					
7	ข้าพเจ้าสอนภาษาอังกฤษโดยให้ผู้เรียนลอกเลียนแบบ การจดจำวลีที่มีรูปแบบ ตายตัว และการฝึกฝนซ้ำไปซ้ำมาเพื่อให้เกิดความคล่องแคล่วและความชำนาญ					
8	ข้าพเจ้าให้ความสำคัญกับความคล่องแคล่วในการใช้ภาษามากกว่าความถูกต้อง เพื่อสร้างแรงจูงใจของผู้เรียน					
9	ข้าพเจ้าสอนกฎต่างๆให้ผู้เรียน รู้วิธีในการนำคำต่างๆมาสร้างประโยคโดยมี โครงสร้างและการเติมคำลงท้ายที่สอดคล้องกัน					
10	ข้าพเจ้าให้ผู้เรียนค้นพบกฎไวยากรณ์ภาษาอังกฤษด้วยตัวเอง จากประโยคตัวอย่าง ที่กำหนดให้					



	ข้อความ	1	2	3	4	5
11	ข้าพเจ้าใช้การฝึกฝนซ้ำๆ (repetition drill) เพื่อนำเสนอรูปแบบโครงสร้างใหม่ โดยให้ผู้เรียนฝึกการเปลี่ยนคำศัพท์ที่อยู่ในช่องว่าง					
12	ข้าพเจ้าให้ชิ้นงานทางภาษาซึ่งช่วยให้ผู้เรียนพัฒนาทักษะที่จำเป็นสำหรับการสื่อสารในชีวิตจริงนอกห้องเรียน					
13	ข้าพเจ้าให้ความสนใจกับการวิเคราะห์ทางไวยากรณ์มากกว่าเนื้อหาของเรื่องที่ย่ออ่าน					
14	ในขณะที่สอนบทเรียนใหม่ ข้าพเจ้าสอนผู้เรียนให้ฝึกปฏิบัติตามรูปแบบที่ข้าพเจ้าได้แสดงไว้					
15	ข้าพเจ้าสอนการใช้คำศัพท์ที่มีจำกัดจากบริบทที่กำหนดให้					
16	ข้าพเจ้าช่วยผู้เรียนให้ตระหนักถึงรูปแบบการเรียนรู้ที่เหมาะสมกับตัวเขา และชี้แนวทางการเป็นผู้เรียนที่พึ่งพาตนเองได้					
17	ข้าพเจ้าให้ผู้เรียนทำแบบฝึกหัดการแปลประโยคที่หลากหลายจากภาษาอังกฤษเป็นภาษาไทย					
18	ข้าพเจ้าให้ความสำคัญอย่างมากกับการออกเสียงและการใช้ไวยากรณ์ที่ถูกต้อง					
19	ข้าพเจ้าให้ผู้เรียนเรียนภาษาอังกฤษโดยใช้ แผ่นซีดีเสียง (audio cd) ห้องทดลองทางภาษา และ ทัศนูปกรณ์(visual aids)					
20	ขณะสอนข้าพเจ้าทำหน้าที่เป็นผู้ช่วยให้นักเรียนเกิดการเรียนรู้ด้วยตนเอง มากกว่าเป็นผู้ให้ความรู้และข้าพเจ้าให้นักเรียนมีปฏิสัมพันธ์กับเพื่อนเพื่อส่งเสริมการสื่อสารที่มีความหมาย					

ตอนที่ 3 การใช้กิจกรรมการเรียนรู้และสื่อการสอนภาษาอังกฤษ

3.1 โปรดทำเครื่องหมาย (✓) หน้ากิจกรรมการเรียนรู้ที่ท่านใช้พร้อมให้เหตุผลประกอบ

✓	กิจกรรมการเรียนรู้	เหตุผล
	1. การแสดงบทบาทสมมติ/ การแสดงโดยการลอกเลียนแบบ	
	2. การแปล	
	3. การอภิปราย /การนำเสนอผลงาน	
	4. แบบฝึกหัดเติมคำในช่องว่าง	
	5. การกล่าวซ้ำบทสนทนา	
	6. การสาธิตเพื่ออธิบายความหมายของคำศัพท์ใหม่	
	7. การอ่านออกเสียงตามครูผู้สอน	
	8. การอ่านออกเสียง	
	9. อื่นๆ	

3.2 โปรดทำเครื่องหมาย (✓) หน้าสื่อการสอนที่ท่านใช้พร้อมให้เหตุผลประกอบ

✓	สื่อการสอน	เหตุผล
	1. คอมพิวเตอร์/โปรเจคเตอร์	
	2. รูปภาพ/ สื่อของจริง	
	3. คลิป/ภาพยนตร์	
	4. หนังสือพิมพ์ /นิตยสาร	
	5. เพลง	
	6. อื่นๆ	

## BIOGRAPHY

Name	Mr. Ekarat Changket
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Educational Attainment	2010: Bachelor of Arts in English
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