



**PROFESSIONAL DEVELOPMENT OF PRIMARY
ENGLISH TEACHERS: NEEDS AND PROBLEMS**

BY

MR. WORAKORN KLINKERD

**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 2015
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ENTITLED

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NEEDS AND PROBLEMS

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the degree of Master of Arts in Teaching English as a Foreign Language

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ABSTRACT

In this study, the purpose was to investigate the needs of primary school English teachers in developing their profession and to find out the problems that primary English teachers encountered when they do professional development. The data was collected from 40 English teachers in private and public schools in the Don Muang District of Bangkok and the research tool was a questionnaire. The data was analyzed by using an SPSS program. The results revealed that primary school English teachers needed to improve their listening and speaking skills most. It was also found that teachers needed to develop themselves by employing information technology (IT) or Internet to improve their profession; besides, this outcome was associated with the topic of professional development activities that teachers needed to participate in. Concerning problems of their professional development, primary English teachers believed that the training programs held by various organizations lacked ongoing feedback or did not have a follow-up action. In addition, teachers faced problems about time constraints because of their workload, so they could not develop their profession.

Keywords: Professional development, needs, problems, primary English teachers

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Primary schools are a very important stage of education and every child in the country must receive basic knowledge that enables them to live in a society. This stage of education is compulsory which means every Thai citizen has to attend primary school. The educators in Thailand have more concerns about the basic education for Thai population. In 2009, the government launched the 15-Year Free Education with Quality Policy to increase educational opportunities for every student nationwide (Bureau of International Cooperation, Ministry of Education, 2009). From this policy, it shows that the government recognized the importance of education for all children. However, after students have passed the first stage of education, they will continue the secondary schools. Thus, the primary schools should provide a good basic knowledge of English for students so that students can utilize it in the next step of learning. It is envisaged that if students do not receive an effective English learning at the first stage, they may not be able to perform well in the secondary schools or some students fail in an English exam because they do not have a good start in English.

No one can blame only the students themselves, and it is possible that there might be different aspects that teachers need to consider such as teaching approaches, learning motivation, learning environment, teaching materials, etc. Apart from students and other aspects of English Language Teaching, teachers should take into account that they need to develop themselves as well because teachers will be role models for students. Young learners tend to imitate teachers' behavior while they are studying. Hussain et al. (2012) said that a teacher can see himself/herself through the lens of his/her students, and teachers' performances are evaluated by students. Therefore, teachers have to make sure that they do not teach something wrong or convey misconceptions to students; otherwise, students' language will be fossilized and students keep making the same mistakes. Students are not assessing what teachers teach them and they think it is the right thing to follow the teachers' instructions.

Nevertheless, teaching and learning English for language teachers plays an indispensable role at the present time because there are many areas where Thai EFL teachers in primary schools should improve themselves in order to carry out their work effectively. Their previous knowledge about teaching methods may not be fit with the current situation due to the fact that advanced technology has a strong effect on education. Motteram (2013) concluded that technology can enhance the delivery of English language teaching and learning in the primary schools. Technology supports teachers not only inside the young learner classroom but also in the home environment where students do their daily routines. In the older educational system methods, teachers use only blackboards and textbooks to teach the students in the normal English classroom, and grammar-translation is often used to teach Thai students.

Punthumasen (2007) pointed out that the traditional ELT was based on rote learning method and grammar-translation. Teachers preferred teaching writing and reading rather than speaking and listening skills. Another factor is that English language has been changing all the time; there might be some new words or slang that occurs in the conversation nowadays. Birner (2012) stated that teens and young adults have an influence on language changes as they use different words, phrases, and constructions than the older generations. As language is being created in new generations, teachers should be involved in lifelong learning. Moreover, in some schools, there are not enough English teachers; consequently, non-English major teachers have to teach English. According to Noopong (2012), 65% of teachers in primary school did not graduate with an English degree (as cited in Noom-ura, 2013). They know some basic concepts about English, but sometimes teaching English can be difficult for them. Non-English major teachers are also encouraged to be engaged in developing their profession in terms of English learning and teaching so that they will be able to handle the problems in the language classroom. Professional development is an opportunity for teachers to improve their teaching skills. Besides, it can affect students' performance in the classroom. Nonetheless, many teachers neglect this important point, so they cannot help their students overcome the difficulties in learning English. The teachers who lack professional development can end up with boredom and quit from their teaching career. It is undeniable that every

teacher encounters problems inside the classroom; therefore, they must find an effective method to tackle the problems. To develop teachers' performances in both teaching skills and English language proficiency, teachers are required to scrutinize their needs so that the educational organizations can respond to the teachers' needs. In Thailand, many educational organizations provide training programs, conferences, and seminars for all teachers, who have different teaching experiences and abilities, but sometimes those courses are not likely to serve teachers' needs (Noom-ura, 2013). If teachers know exactly what they need to improve, they can make a decision whether they will attend those professional development sessions or not. Hence, the professional development of teachers is an essential part of a teaching career.

1.2 STATEMENT OF PROBLEM

Many studies have been conducted on teachers' needs in order to improve teaching and language skills, but there are only a few researchers who focus on problems and professional development of teachers in primary schools. Therefore, this study will investigate needs and problems of primary teachers in developing their skills and profession. In addition, the training programs, seminars or conferences held by schools or educational organizations may not be related to the present situation that teachers have been facing inside the language classroom. Teachers are probably unable to cope with problems and it will result in traditional teaching methods which do not encourage students to use English to communicate. Nonetheless, some teachers are not certain about their problems of professional development and they cannot solve the problems in the right way, so this study can help them figure out what they need and what the problems of professional development are.

1.3 RESEARCH QUESTIONS

1. What are the needs of primary school English teachers in developing their profession?
2. What are the problems of primary school English teachers when they do their professional development?

1.4 RESEARCH OBJECTIVES

1. To investigate the needs of primary school English teachers in developing their profession.
2. To find out the problems that primary school English teachers encounter when they do professional development.

1.5 SCOPE OF THE STUDY

The study aims to investigate needs in professional development of Thai EFL teachers in primary schools. The study also covers teachers' difficulties in developing their profession. The present study was conducted at seven schools in Don Muang district, Bangkok, Thailand. The samples of this study were forty Thai teachers who taught English to Grade 1-6 students and the data was collected from both private and public schools.

1.6 LIMITATIONS

The study is conducted in a particular area in the central part of Thailand, so the results may not be generalized to the whole country. The difficulties in developing teachers' professional skills may be different from other schools in terms of social contexts, facilities, the numbers of teacher in each school, classroom size, etc. The number of samples is also limited because there are not many English teachers in each school; moreover, during the period of data collection, teachers were sometimes away from their work because of the school break, so the researcher could not collect the information from a large number of population.

1.7 DEFINITIONS OF TERMS

The terms in this current study can be defined as the following:

- **Needs** – Needs refer to the skills that teachers want and they should learn in order to perform their jobs.
- **Primary English teachers** – Primary English teachers refer to non-native English teachers who work at public and private primary schools in Don Muang District, Bangkok, Thailand. Primary English teachers in this study are different in terms of age, teaching experience, and educational background.

- **Professional Development (PD)** – Professional development refers to the ways that teacher improve themselves in terms of teaching and language skills.
- **Problems** – Problems refer to the difficulties in performing professional development of primary English teachers.

1.8 SIGNIFICANCE OF THE STUDY

Professional development is very necessary for primary school English teachers because English teachers have to be a good model for the young students so that the students can imitate their teachers and probably will be motivated to have a positive attitude towards English learning. Furthermore, the students will be able to continue to a higher level with a good basic knowledge of English as well as receiving correct instruction. Hence, teachers must consider professional development as an important element for achieving a successful teaching career. The outcomes of this study can be evidence or guidelines for all educational organizations or schools to respond to the needs of English teachers in primary schools. This will enhance primary English teachers' potential. Also, this study will indicate the problems of teachers' professional development so as to assist those who are concerned about developing the primary English teachers' profession to make a decision on how to deal with those problems appropriately so that English teachers in primary schools can keep improving their teaching skills as well as English language proficiency and they will be capable of managing their classroom effectively.

1.9 ORGANIZATION OF THE STUDY

The study is divided into five chapters. Each part is described as the following: Chapter 1 is comprised of background of study, statement of problem, research questions, research objectives, scope of study, limitations, definitions of terms, and significance of the study.

Chapter 2 presents a literature review which is comprised of concepts of needs, professional development, problems of professional development and relevant research studies.

Chapter 3 presents the methodology of this study which is comprised of participants of the study, research instrument, data collection and data analysis.

Chapter 4 discusses the research findings

Chapter 5 is comprised of discussions and conclusions of the findings and suggestions for further research.



CHAPTER 2

LITERATURE REVIEW

In this chapter, it consists of definitions of professional development, needs, problems of professional development and relevant research studies.

2.1 PROFESSIONAL DEVELOPMENT

Professional development can be defined as any activity which is intended to improve staff members' performance and their roles for the present or future situations (Little 1987, as cited in Desimone, 2009). Mizell (2010) described professional development as various types of educational experiences that are related to the individual's work and new knowledge; moreover, skills are required as an essential part for improving teachers' work. Archibald et al. (2011) mentioned that professional development is the activities or processes that are designed to develop teachers' knowledge, the students' learning outcomes and the practice of instruction. Professional development can be both formal and informal process. The formal professional development will happen in form of conferences, workshops, seminars or any courses that are held by educational institutions. Meanwhile, the informal professional development is always happening during working hours or teachers' free time; for instance, discussions among other teachers, an independent learning, classroom observation, etc (Mizell, 2010).

Desimone (2009) proposed a Conceptual Framework for evaluating effective professional development. In her framework, the core features or the critical components of effective developments are composed of five characteristics. First, content focus is about what teachers have learned from professional development. The content in professional development can be categorized into the knowledge of how students learn the content and the knowledge of the subject matter content. In other words, the activities that increase teachers' knowledge as well as skills come from subject matter content and how students learn it. For example, the lessons that teachers use in the classroom can be adjusted, depending on appropriateness of a particular classroom. This characteristic is regarded as the most important features of effective professional development. Second, active learning is the opportunity for

teachers to be exposed to the analysis of learning and teaching (Garet et al., 2001 as cited in Desimore, 2009). Teachers participate in the activities actively. For example, teachers observe experts and trainers or teachers are observed by experts or trainers. These include leading discussion among other teachers, developing lesson plans, reviewing students' performance, etc. Third, coherence can be described as the professional development that is consistent with teachers' learning opportunities, teachers' beliefs and knowledge, or even the state reforms and policies, or district and school policies. Fourth, duration refers to the length of time that teachers are engaged in the activities and the number of participation hours of professional development. The amount of time that teachers spend on professional development may affect teachers' performance. Fifth, the last characteristic is collective participation. It means that many teachers in the same school attend the same professional development activities (Hochberg & Desimore, 2010, as cited in Kang et al. 2013). Teachers and their colleagues in the same school can exchange information better than the outsiders because they know the students and the learning environment in the school.

Furthermore, Desimore (2009) proposed that there are four steps of relationships in the theoretical framework. For the first step, teachers have to experience high quality professional development. Next, professional development can change teachers' beliefs and attitudes or even increase teachers' knowledge. Then, teachers' instruction or teaching approaches will be gradually changed by teachers' new knowledge, attitudes and beliefs. Lastly, the change of teachers' instruction can increase students' learning performance.

As for contextual factors in professional development, the implementation of professional development can take place in many contexts such as school, local communities, educational organizations, etc. As a result, the contexts in professional development must be considered so that they can be assessed as to their effect on professional development. Also, the contextual factors consist of students' characteristics, teachers' characteristics, principal leadership, school cultures, curriculums and assessment systems. Harwell (2003) asserted that positive contexts can support professional development and lead to the change of teachers' performance. Professional development will yield the most effective results when it is employed in the contexts of teachers' daily work (Mizell, 2010).

Timperley (2007) pointed out that the expected outcomes for students cannot be guaranteed from any specific teaching approaches because teachers work in various contexts. Mizell (2010) also suggested that effective professional development depends on thoughtful planning as well as careful implementation with feedback in order to meet the teachers' needs. Not only novice teachers but also experienced teachers encounter new challenges in teaching every year; for example, new instructional methods, the change in subject contents, advanced technology and different needs of students. This is the reason why all teachers need to develop their professional skills all the time.

Loucks-Horsley et al. (1998) proposed how to make professional development effective. He suggested that the vision of the classroom must be interrelated with instructions, contents, students' learning. Also, it must be based on teachers' daily work. Teachers have to examine students and classrooms in order that teachers can gain new knowledge or interesting ideas that can link to what teachers intend to develop. Teachers are recommended to develop skills and knowledge to create new visions. In other words, to assess students only might not be enough for teachers to have a clear image of how teachers can become successful in their teaching career. Teachers need an opportunity to develop themselves for high achievement of every student. Professional development will enhance teachers' pedagogical knowledge. Teachers should try to use what they have learned before applying the new knowledge with students. This is called "mirror methods." For example, if teachers are going to use new curriculum, the teachers should experience the lessons first. Moreover, a learning community is an essential part of professional development. When teachers pay attention to learning and show excitement towards self-development, students are likely to have positive attitudes towards language learning as well. In particular, a learning community will conduce to collaboration. Teachers can build their own leadership through professional development. When teachers participate in activities, they will increase the opportunity to be exposed to the situations that demonstrate the characteristics of leadership. It is also suggested that professional development will yield effective results on condition that it should be linked to the school system. Teachers need to analyze their teaching environment such as students' language abilities, curriculum, instructions, etc. Teachers can specify what they really need to

develop. Finally, professional development should be continuously evaluated because assessing professional development programs, teachers can see their own weaknesses and strengths (Dunne, 2002).

2.2 DEFINITION OF NEEDS

In general, needs can have many meanings depending on the contexts of the situation and perceptions of the people involved. The Cambridge Dictionary Online (2016) provides the definition that need is to want something very much or have to have something. Meanwhile, the Oxford Dictionary Online (2016) gives the definition that need is to require somebody/something because they are very important or essential. Likewise, it can be defined as a situation in which something or someone must have or do something and it also means a strong feeling that someone really wants something in order to succeed, live or gain happiness (Merriam-Webster, 2016).

However, needs in terms of ELT is related to people in education who aim to set the educational purposes. Dudley-Even & St. John (1998) explained that perceived and objective needs are received by outsiders from the facts which can be known or verified whereas felt and subjective needs are received from insiders and they are involved with affective factors and cognitive. In a learning situation, students have both subjective and objective needs. Hutchinson & Waters (1987) defined needs as necessities, wants, and lacks. Necessities mean the things that students have to know in order to perform effectively in the target situation. Lacks refers to students' current language abilities where they have to learn the skills that they do not know. Wants mean the desire to fulfill their own needs. Robinson (1991) said that needs can be defined as the learners' study or job requirements or it is about what learners have to be capable of doing after the end of the courses.

2.3 PROBLEMS OF PROFESSIONAL DEVELOPMENT

To improve teachers' professional skills, there might have to be consideration of some obstacles that cause teachers to quit from the activities of professional development. Sometimes teachers cannot manage the activities properly, so they stop improving themselves as a professional teacher and continue using traditional ways of

teaching methods. A key problem to obstruct teachers' professional development is time constraints. In some primary schools, teachers are responsible for full-time class contact and they may not be willing to participate in the additional activities (Rhodes & Beneicke, 2002). Similarly, Gates & Gates (2014) revealed that mostly the barrier to teachers' professional development is insufficient time. For example, there is inadequate time for teachers to do professional development because of workload. Administrative tasks can be one of factors causing teachers to not have ample time to develop their profession.

Another problem is financial. Mizell (2010) pointed out that when teachers participate in out-of-state conferences, the expenditure will include transportation, registration, meals and accommodation. If schools invite an expert or a guest speaker to educate teachers, it also has costs. Lack of financial aid may result in missing an opportunity to attend the activities that help teachers improve both language and teaching skills. Some schools, especially in the rural areas, may not be able to allocate or provide financial support to pay for professional development.

Joyner (2005) stated that one-time workshop professional development is ineffective because it does not offer the ongoing feedback and assistance which is crucial for practicing and retaining new teaching strategies. After participating in an activity of professional development, teachers cannot apply their knowledge in the classroom because teachers are passive recipients. According to Gulamhussein (2013), a traditional workshop is not effective at changing teachers' practice because it is concerned with evidence-based research and theoretical concepts. The role of teachers is only that of passive listeners. Teachers do not get involved actively in research or theories that they are learning. Therefore, they might misunderstand the concepts.

However, when teachers focus on many activities of professional development, it may not produce the better results, so teachers should concentrate on one or two important activities. With a specific goal of professional development, teachers can accomplish it faster than multiple activities because teachers will have an opportunity to reflect on their learning and can emphasize on that particular skill (Joyner, 2005). Mizell (2010) has drawn attention to the fact that teachers are required to participate in activities of professional development which does not address the real

problems that they are facing in the language classroom; consequently, it culminates with ineffective professional development.

2.4 RELEVANT RESEARCH STUDIES

2.4.1 Research in other countries

Hursen (2012) conducted research on teachers' attitudes towards professional development activities. The data had been elicited from 448 high school teachers in Turkey. The results showed that female teachers had a more positive attitude towards professional development than male teachers. The young teachers seemed to have more interest in developing their profession. The duration of working as a teacher also affected the attitude to professional development. The teachers who had less working experience as a teacher were likely to have high interest.

Eksi & Aydin (2012) conducted research about needs in professional development of English teachers at universities. There were 92 participants and the data had been collected by a questionnaire. The aim of the study was to identify the degree of needs in professional development of the teachers. The outcomes showed that teachers preferred "New theories and practice of ELT as well as the use of technology in ELT" The researchers stated that teachers were aware of the change of teaching theories and IT knowledge, so they needed to update new knowledge continuously. The teachers had less interest in "classroom management and lesson planning" The researchers gave the reason that, because of many years of working as teachers, the teachers did not need to develop these skills.

Gumus (2013) investigated professional development by focusing on the teachers who had different teaching experiences and also emphasized school-level factors such as types, school size, and average class. The researcher tried to find out the relationship between teachers and school-level factors. The results showed that Turkish teachers who had more experience tended to participate in a few professional development activities. The researcher suggested that school administrators or policymakers ought to pay attention to those experienced teachers and also offer professional development activities in relation to their needs. Another result indicated that the teachers' self-efficacy was related to the frequency of participation in

professional development. Thus, the researcher advised that school administrators or policymakers should encourage teachers to be responsible for their professional development activities. The last findings showed that the school principals had an influence on teachers' professional development. The higher-educated principals would be aware of professional development activities and they might support the teachers in their schools to attend more activities. The researcher also anticipated that this might be because of working places that could be a factor by allowing teachers to have more chances to do professional development. For example, the teachers who worked in big cities would get a lot of opportunities for professional development.

Korkmazgil & Seferoglu (2013) studied professional development of non-native English teachers. The purpose was to investigate professional development practices and examine the needs. The participants in this study were 98 English teachers and the research tool was a survey with two open-ended questions. The results revealed that most EFL teachers were engaged in professional development activities such as seminars or workshops. In addition, teachers' needs were "classroom management skills, the use of technology, the application of foreign language national standards as well as the awareness of target culture".

Meng & Tajaroensuk (2013) conducted research about problems of in-service professional development. The participants were 55 EFL teachers at Guiyang University of China. The data was collected by means of questionnaire and semi-structured interviews. The purpose of this research was to find out the problems of tertiary EFL teachers during in-service professional development and the suggestions towards problem-solving. The results from the questionnaire showed that programs of professional development failed to serve teacher's needs to solve the actual problems and also failed to offer teaching approaches to use in daily teaching. The suggestions from the participants showed that professional development should be added into the agenda or taken as a vital part of their profession. The results from the interviews showed that the participants wanted to attend professional development programs which were related to recent language teaching theories. Besides, the programs must be in continuity and based on daily teaching.

Roux & Valladares (2014) investigated professional development of teachers' willingness to engage in classroom research. The subjects were 297 secondary

English teachers. A questionnaire was employed as a research instrument. The results showed that taking degree or one-time courses were professional development activities that most of the participants had experienced. Teachers also believed that training programs yielded a positive effect on teaching. Some of the teachers valued self-studying and collaboration; furthermore, they were likely to take part in classroom research.

Mahmoudi & Ozkan (2015) studied the perceptions of experienced and novice teachers about professional development. The researchers used both quantitative and qualitative methods to collect the data from sixty English teachers. The purpose of this study was to investigate the different perceptions towards professional development program between experienced and novice teachers. The study also aimed to discover which professional development programs would be the most beneficial programs for English teachers. The results revealed that both novice and experienced teachers could get the benefits from professional development programs, but they got the benefits from different types of programs. For instance, experienced teachers preferred to discuss and coordinate with other teachers while novice teachers preferred to exchange teaching materials among other teachers. Also, experienced teachers and novice teachers had different perceptions about professional development programs. Experienced teachers believed that the best programs concerned peer observations, reading professional development books, conferences and seminars whereas novice teachers viewed them as courses or workshops as well as engaging in informal activities; for example, discussion with colleagues.

Yumru (2015) conducted a study about teachers' professional development courses. The data was obtained from 20 teachers who were asked to write reports about professional development. The findings showed that teachers appreciated experiential and practical activities that could help teachers learn how to evaluate and observe their teaching practices. The teachers also suggested that it was crucial to exchange knowledge and experience with other English teachers to increase the quality of English language teaching. Moreover, the teachers wanted to establish programs for the inexperienced English teachers in their local areas in order to share the teaching experiences.

2.4.2 Research in Thailand

Jamrerksang (2007) explored the professional development process of EFL teachers at Rajabhat Universities. This case study gathered the information by means of classroom observation, student group interview and semi-structure interview as well as life history interview from five lecturers who had been teaching English for more than 20 years. The aim of this study was to investigate how the participants developed their professional knowledge, how the participants applied their knowledge in classroom practice and the impact of professional development. The results show that knowledge of professional development came from formal and informal situations; on the other hand, a little knowledge was acquired from the practice on their own. There should be students in the context while developing their professional skills, so teachers would be able to implement their knowledge into real situations.

Iemjinda (2007) conducted a study about professional development programs for Thai teachers. The purpose of the study was to evaluate and develop the programs for English teachers so as to help them make some changes in their pedagogy. The study was conducted with nine primary English teachers in a non- metropolitan part of Thailand. The quantitative and qualitative methods were used in this study. The study revealed that professional development programs should rely on a specific context and must support the classroom practice.

Konokorn et al. (2012) studied a development program for primary teachers in small schools. The purpose of this study was to develop the programs for teachers so as to benefit learning competency. To collect the data, the researchers developed the program for teachers and then applied it with 30 primary teachers in Khon Kaen province. The results showed that the majority of teachers thought the development program was useful. Teachers' performances had been improved. The researchers also suggested that the development program would enable teachers to handle their problems and academic affairs. The context in the school must be examined because the actual problems would then be identified to develop suitable programs for the teachers-involved.

Ariratana et al. (2013) investigated professional development of 25 teachers from five small schools using the philosophy of sufficiency economy. The researchers believed that Thai teachers in small schools had inadequate access to learning

resources, so they needed to rely on what they had. The researchers elicited information from participants by interview. The results revealed that to do any professional development, teachers would work in small group, brainstorm, or gain new experiences from their colleagues. Also, teachers could get more confidence when school administrators supported them to implement the sufficiency economy concept to develop their profession.

Noom-ura (2013) has done quantitative research about the professional development needs and English-teaching problems of Thai teachers. The purpose of the study was to discover the problems that were related to students, teachers, curricula, assessment and other factors. Another purpose was to find out the professional needs of English teachers. The participants were thirty-four teachers from nine schools. The results showed that most of the English teaching problems came from students who had inadequate practice in English by their own. Concerning teacher problems, it was about teachers' language skills and low usage of English in the classroom. As for curricula, the guidelines for activities were not practical. The highest number of problems of assessment related to listening and speaking skills. For other factors, it was found that the availability of the equipment such as computers and language labs was not enough and also there lacked English native teachers. In regards to professional development needs, teachers wanted to have training programs, conferences, seminars, study trips and continue to study in higher education in both Thailand and other countries. Overall, the contents of professional development that teachers were interested in were teaching strategies, teaching listening, speaking and writing skills as well as teaching cultures.

Jeannin (2016) did research about needs in professional development of Thai lecturers who worked in an international university. The aim of this research was to investigate needs of lecturers so that the administration could provide suitable professional development programs for them. The data was collected from 36 participants. They were interviewed in different ways such as fact-to-face, a focus group and e-mail. The results revealed four main aspects of needs in professional development: 1). Needs of learning specific contents e.g. assessment design, classroom management and instructional technology. 2). Needs of observation and application of new techniques. 3). Needs of exchanging information among

colleagues. 4). Needs of support from the university. The researcher believed that the appropriate professional development would help faculty members develop teachers' pedagogical skills as well as students who studied successfully in multicultural classrooms.

From the results of each relevant research, it can be concluded that experienced teachers took part in professional development activities less than novice teachers. Both experienced and novice teachers had different needs of professional development. The teachers' performances were interrelated with how often teachers participated in professional development activities. In other words, the duration of working as a teacher also had an effect on the attitudes of professional development and the teachers who had less working experiences were likely to have high interest in professional development. School principals affected the opportunities of teachers to participate in the activities. Most teachers need practical training programs that are involved with their classroom. More importantly, professional development could increase teachers' self-efficacy, such as critical thinking skills and improving assessment tools for students' learning. As a result, students would get the effect from teachers' performance.

CHAPTER 3

METHODOLOGY

This chapter describes: (1) the sample of the study, (2) research instrument, (3) the data collection and (4) the data analysis.

3.1 PARTICIPANTS

The participants in this study were forty primary teachers who worked in both public and private schools. The participants were randomly selected from seven schools in Don Muang District, Bangkok. They were all Thai teachers who taught English subject from Grade 1-6. They were heterogeneous group. Some of them may not have graduated with English or an English teaching degree. Moreover, they had different teaching experiences. The ages of participants were also different and they were both male and female teachers. Most of them used Thai language as a medium of instruction. Because of ethical considerations, the information from the teachers will be kept secret and used only for educational purposes.

3.2 RESEARCH INSTRUMENT

A questionnaire was used to investigate teachers' needs in professional development. The questionnaire was based on 5-point Likert scale. This instrument consisted of 4 sections. The first part was to enquire about the personal information of participants. It included age, gender, educational background, field of study, their teaching experiences and frequency of participation in professional development activities. The second part was about teachers' needs in professional development. The third part was concerned about the problems of developing teachers' professional skills and the last section was two open-ended questions asking about their opinions and suggestions for teachers' professional development and teachers' problems that they have been facing during their professional development. Regarding reliability, the questionnaire was revised by an expert before distributing to the participants. Also, five primary English teachers piloted this questionnaire and it was analyzed by using Cronbach's Alpha where the result was equal to 0.87

3.3 DATA COLLECTION

The researcher visited seven schools in Don Muang District during March, 2016 to collect the data. First, the researcher had to contact the Head of English Department of each school to ask for their permission. Then the researcher explained the objectives of the study to the teachers. After that, the questionnaires were administered to the primary school teachers. Teachers from each school were given the questionnaire on different days. It took about 4-5 days to collect the data.

3.4 DATA ANALYSIS

To investigate teachers' needs in professional development and their problems in developing their professional skills, the data obtained from the questionnaire were analyzed by employing the Statistical Package for Social Sciences Program (SPSS). The descriptive statistics used in this present study are percentages, frequencies, and standard deviation. As for the levels of the average mean scores of the questionnaire, it can be interpreted as the following:

Scale	Interpretation of scale
5	Very high
4	High
3	Moderate
2	Low
1	Very low

Mean scores	Level of Interpretation
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

CHAPTER 4

RESULTS

The data was elicited from forty participants who worked as primary teachers in Donmuang district and they were asked to respond to the questionnaire which consisted of four parts. A five-point Likert scale (ranking from 5=very high to 1= very low) was utilized in this questionnaire. The main content in the questionnaire aimed to investigate the needs of professional development for primary school English teachers and also to figure out the problems that teachers had been facing while developing in their profession. Moreover, there were two open-ended questions which inquired about their opinions and suggestions towards needs and problems of professional development.

To answer the research questions, the results were structured as the following sections:

- 4.1 General information of primary English teachers
- 4.2 Needs of primary English teachers in professional development
- 4.3 Problems of primary English teachers in professional development
- 4.4 Suggestions and opinions

4.1 GENERAL INFORMATION OF PRIMARY ENGLISH TEACHERS

This section shows information of all respondents about their gender, age, educational background, major of study, years of working experiences, years in teaching English experience, participation in professional development activities, frequency of participation in professional development.

Table 1. GENDER

Gender	Frequency	Percentage
Male	2	5.0
Female	38	95.0
Total	40	100.0

As Table 1 shows, the total number of the participants was forty, including males and females. The majority of the participants were female which constituted 95% of the participants. Meanwhile, there were only 5% of the participants who were male.

Table 2. AGE

Age	Frequency	Percentage
20-30 years	4	10.0
31-40 years	11	27.5
41-50 years	14	35.0
51-60 years	11	27.5
More than 60 years	0	0
Total	40	100.0

As shown in Table 2, the majority of the participants (35%) were between 41-50 years old. 27.5% of them were between 31-40 years old and 51-60 years old. There also were 10% of them who were between 20-30 years old and there were no participants who were more than 60 years old in this study.

Table 3. EDUCATIONAL BACKGROUND

Educational background	Frequency	Percentage
Doctor's degree	0	0
Master's degree	12	30.0
Bachelor's degree	27	67.5
Lower than Bachelor's degree	1	2.5
Total	40	100.0

Table 3 shows the educational background of the participants. There were 67% of the participants who held a Bachelor's degree while 30% of them had a

Master's degree. Only 2.5 % of the participants received education lower than Bachelor's degree and none of them had earned Doctoral degree.

Table 4. MAJOR OF STUDY

Major of study	Frequency	Percentage
English major	19	47.5
Non-English major	21	52.5
Total	40	100.0

Table 4 presents field of study of the participants. The majority of the participants (52.5%) did not graduate in an English major. They studied in other fields of study such as Early Childhood Education, Curriculum and Instruction, Library Information and Thai language. There were 47.5% of the participants who finished their education studying in an English major or a related field.

Table 5. YEARS OF WORKING EXPERIENCE

Years of working experience	Frequency	Percentage
Less than 1 year	2	5.0
2- 5 years	4	10.0
6 - 10 years	9	22.5
11 -15 years	9	22.5
16 -20 years	8	20.0
More than 20 years	8	20.0
Total	40	100.0

From Table 5, 22.5% of the participants had worked in the teaching profession between 6-10 years and 11-15 years, followed by 20.0% of the participants who had worked between 16-20 years and more than 20 years. There were 10% of participants who had worked as teachers between 2-5 years. Only 5% of the participants had worked in the teaching profession less than 1 year.

Table 6. YEARS IN TEACHING ENGLISH

Years in teaching English	Frequency	Percentage
Less than 1 year	7	17.5
2- 5 years	5	12.5
6 - 10 years	10	25.0
11 -15 years	8	20.0
16 -20 years	6	15.0
More than 20 years	4	10.0
Total	40	100.0

Table 6 presents years in teaching English. 25.0% of the participants had taught English for 6-10 years and 20.0% of participants were responsible for teaching English for 11-15 years. There were 17% participants who had taught English less than 1 year and 15.0 % of participants had taught English between 16-20 years, followed by 12.5% of participants who had taught English between 2-5 years. Meanwhile, only 10.0% of participants had taught English more than 20 years.

Table 7. PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES

Participation in professional development activities	Frequency	Percentage
Yes	34	85.0
No	6	15.0
Total	40	100.0

Table 7 shows that the majority of the participants who had participated in English teaching training programs, seminars or professional development activities were 85.0 % while only 15.0% of the participants had never attended any professional development activities.

Table 8. FREQUENCY OF PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES

Frequency of participation	Frequency	Percentage
1-2 times	15	37.5
3- 4 times	10	25.0
More than 4 times	10	25.0
Never	5	12.5
Total	40	100.0

Table 8 illustrates the frequency of the participants attending training programs, seminars or the professional development of teaching English activities within the last two years. 37.5% of the participants had attended activities 1-2 times while 25.0% of participants joined activities 3-4 times or more than 4 times. Only 12.5% of participants had never attended any professional development activities.

4.2 NEEDS OF PRIMARY ENGLISH TEACHERS IN PROFESSIONAL DEVELOPMENT

Table 9. ENGLISH LANGUAGE SKILLS

English skills	Mean (\bar{x})	S.D.	Level of Interpretation	Ranking
Listening	4.03	1.025	High	1
Speaking	4.03	0.974	High	1
Reading	3.87	0.911	High	2
Writing	3.58	1.010	High	4
Grammar	3.73	1.037	High	3
Total	3.84	0.9914	High	

Table 9 shows the English skills that English primary teachers need to develop. Listening and speaking skills were skills that the participants needed to develop most (mean score = 4.03), followed by reading skill (mean score = 3.87). The participants also needed to develop their knowledge in English grammar as the third ranking (mean score = 3.73). The skills the participants needed to develop least was writing skills (mean score = 3.58). However, the interpretation of levels indicated each skill was in a high level of need. The overall mean score of English skills the participants needed to improve was 3.84, which is also in a high level.

Table 10. NEEDS OF PROFESSIONAL DEVELOPMENT

Items	Needs of primary English teachers in professional development	Mean (\bar{x})	S.D.	Level of Interpretation	Ranking
1	You need to attend the seminars or participate in the training programs	4.07	0.694	High	2
2	You need to learn by yourself from the library.	3.48	0.816	High	10
3	You need to learn by yourself from the Internet and Information Technology.	4.15	0.662	High	1
4	You need to observe your colleagues' classes.	3.72	0.640	High	7
5	You need to exchange knowledge with your colleagues.	3.80	0.648	High	6
6	You need to conduct the classroom research.	3.83	0.781	High	5
7	You need suggestions from the experts.	4.00	0.641	High	4
8	You need the experts to evaluate your teaching.	3.62	0.952	High	8
9	You need to take English courses with Thai teachers	3.40	0.928	Moderate	12
10	You need to take English courses with native English teachers.	4.03	0.768	High	3
11	You need to take English courses in a university e.g. diploma in English language teaching	3.43	0.874	High	11
12	You need to study Master's degree or Doctor's degree in Thailand.	3.13	0.911	Moderate	14
13	You need to study Master's degree or Doctor's degree in other countries.	3.03	1.121	Moderate	15
14	You need to have a field trip in Thailand.	3.30	1.091	Moderate	13
15	You need to have a field trip in other countries.	3.52	1.176	High	9
16	Others	-	-	-	-
	Total	3.63	0.846	High	

According to Table 10, it is presented that primary English teachers' needs to develop their professional skills. The result showed the first three items that had the most significant levels of interpretation agreed among the participants were items 3 "You need to learn by yourself from the Internet and Information Technology" (mean score = 4.15), item 1 "You need to attend the seminars or participate in the training programs" (mean score = 4.07), and item 10 "You need to take English course with native English teachers" (mean score = 4.03). All of the levels of interpretation of their professional development needs rated at a high level. On the other hand, the three common items that had least significant levels of interpretation among the participants were item 13, "You need to study Master's degree or Doctor's degree in other countries" (mean score = 3.03), item 12 "You need to study Master's degree or Doctor's degree in Thailand." (mean score = 3.13), and item 14, "You need to have a field trip in Thailand." (mean score = 3.30). All of these levels of interpretation of their professional development needs were at a moderate level. The overall mean score of interpretation level in developing teaching profession skills among primary English teachers was 3.63, which showed a high level of need.

Table 11. TOPICS OF TRAINING PROGRAMS, SEMINARS OR CONFERENCES IN WHICH PRIMARY ENGLISH TEACHERS ARE INTERESTED

Items	Topics of training programs	Mean (\bar{x})	S.D.	Level of Interpretation	Ranking
1	Technology in English Teaching	4.20	0.564	High	1
2	Material Development for English Teaching	4.15	0.662	High	3
3	Curriculum Planning	3.87	0.757	High	6
4	Teaching Techniques and Principles of English Language Teaching	4.18	0.781	High	2
5	The Knowledge of English Language	4.00	0.641	High	5
6	Testing and Assessment of Students' Language Proficiency	3.77	0.620	High	7

Table 11. (Continued)

Items	Topics of training programs	Mean (\bar{x})	S.D.	Level of Interpretation	Ranking
7	Disciplines and Classroom Management	3.75	0.707	High	8
8	English Communication Skills	4.10	0.744	High	4
9	Cultures in English Language Teaching	3.68	0.797	High	9
10	Action Research/Classroom Research	3.43	0.903	High	11
11	Classroom Observation	3.60	0.744	High	10
12	English for Integrated Studies	3.00	0.564	High	12
Total		3.81	0.66	High	

Table 11 presents topics of training programs, seminars, or conferences that primary English teachers were interested in. The three most interesting topics for their professional development were item 1 “Technology in English Teaching” (mean score = 4.20), item 4 “Teaching Techniques and Principles of English Language Teaching” (mean score = 4.18) and item 2 “Material Development for English Teaching” (mean score = 4.15). On the contrary, the outcomes showed that teachers paid less attention to three topics which were item 12 “Classroom Observation” (mean score = 3.60), followed by “Action Research/ Classroom Research” (mean score = 3.43) and “English for integrated studies” (mean score = 3.00). Nevertheless, the level of interpretation of the most interesting and the least interesting topics were all at a high level. Similarly, the overall mean score was 3.81, which was considered as a high level.

Table 12. THE SUPPORT FROM INSTITUTES OR ORGANIZATIONS

Items	The support from institutes or organizations	Mean (\bar{x})	S.D.	Level of Interpretation	Ranking
1	Your own school	4.05	0.749	High	1
2	Other schools in the same educational service	3.47	0.716	High	6

Table 12. (Continued)

Items	The support from institutes or organizations	Mean (\bar{x})	S.D.	Level of Interpretation	Ranking
3	Your educational service area	3.73	0.716	High	3
4	Private organizations	3.62	0.868	High	5
5	Several universities	3.70	0.939	High	4
6	Organization of English teacher in Thailand (Thailand TESOL)	3.78	0.891	High	2
Total		3.72	0.813	High	

As shown in Table 12, primary English teachers needed support from their own school most (mean score = 4.05) which was at a high level of interpretation, followed by Thailand TESOL (mean score = 3.78), their educational service area (mean score = 3.73) and several universities (mean score = 3.70). They also needed help from private organizations (mean score = 3.62). Other schools in the same educational service were the institutions that primary English teachers needed their support from least (mean score = 3.47). The overall mean score of interpretation level of the support from institutes or organizations was at a high level (mean score = 3.72).

4.3 PROBLEMS OF PRIMARY ENGLISH TEACHERS IN PROFESSIONAL DEVELOPMENT

Table 13. PROBLEMS OF PROFESSIONAL DEVELOPMENT

Items	Problems of professional development	Mean (\bar{x})	S.D.	Level of Interpretation	Ranking
1	You do not know how to develop your profession in terms of English language skills.	3.12	0.966	Moderate	6
2	You do not have enough time to do professional development because you have many teaching hours.	3.53	0.960	High	2
3	You do not have experts to give you some advice about professional development.	3.43	1.059	High	3

Table 13. (Continued)

Items	Problems of professional development	Mean (\bar{x})	S.D.	Level of Interpretation	Ranking
4	You cannot apply theoretical knowledge of English language teaching to the practical ways.	3.05	0.904	Moderate	8
5	You have been developing many skills at the same time, so it is difficult to achieve the skills that are crucial for English teaching.	2.93	1.118	Moderate	11
6	You do not get the convenience for attending the seminars, training programs or conferences.	2.93	1.185	Moderate	11
7	You have financial problems to do professional development.	3.23	1.000	Moderate	5
8	You have to take care of your family, so it is an obstacle for developing your profession.	3.35	1.001	Moderate	4
9	The training programs you participate in lack ongoing feedbacks or do not have a follow-up action.	3.70	0.992	High	1
10	You have problems with the period of the training programs, seminars, or conferences; for example, they are too long or too short.	3.35	0.864	Moderate	4
11	The topics in seminars, training programs or conferences do not respond to your needs.	3.43	1.035	High	3
12	The learning resources or useful tools such as books or electronic devices are not adequate for developing your profession.	3.03	1.097	Moderate	9
13	You do not get a support from the organizations to attend the English training programs, seminars, or conferences.	3.07	1.141	Moderate	7
14	You do not get a support from the organizations to conduct the classroom research.	3.00	1.155	Moderate	10
15	You do not get a support from the organizations to further your study in Master's degree or Doctor's degree.	3.00	1.132	Moderate	10
Total		3.21	1.046	Moderate	

Table 13 illustrates problems of primary English teachers in professional development. The most common problems found in teachers' professional development were items 9 "The training programs you participate in lack ongoing feedbacks or do not have a follow-up action." (mean score = 3.70); item 2 "You do not have enough time to do professional development because you have many teaching hours." (mean score = 3.53); item 3 " You do not have experts to give you some advice about professional development" and item 11 " The topics in seminars, training programs or conferences do not respond to your needs." Both item 3 and item 11 shared the same number of mean score which was 3.43. The level of interpretation of item 9, item 2, item 3 and item 11 were high. Meanwhile, the least problematic items for primary English teachers in professional development were item 5 " You have been developing many skills at the same time, so it is difficult to achieve the skills that are crucial for English teaching" and item 6 "You do not get the convenience for attending the seminars, training programs or conferences." The items 5 and item 6 ranked the same number of mean score which was 2.93. In addition, item 14 "You do not get a support from the organizations to conduct the classroom research and item 15 "You do not get a support from the organizations to further your study in Master's degree or Doctor's degree" also had the same number of mean score which was 3.00; therefore, the level of interpretation of item 4, item 5, item 14 and item 15 was at a moderate level. The overall mean score of problems of primary English teachers was 3.21 which resulted in a moderate level-rating.

4.4 SUGGESTIONS AND OPINIONS

In the suggestion and opinion section, there were two questions for the participants to respond to. As for the first open-ended questions asking the primary English teachers about their opinions towards the needs of professional development, they said that they needed to develop themselves by studying or having the training programs, seminars or conferences with English native speakers. In other words, most of them needed English native speakers to be a part of their professional development. Many teachers also needed knowledge of Information Technology (IT) to facilitate their teaching. They wanted to have the training programs at their own schools two

times for each semester. Some of them needed to go abroad for improving their abilities in terms of language skills and they needed scholarships for studying Master's degree or Doctors' degree. Moreover, they needed some encouragement for working in order to build their self-esteem. They needed to develop their profession continuously so that they would have knowledge beyond the classes that they were teaching.

Regarding their problems in professional development, the training programs did not match with teachers' timetables, so they could not attend the training sessions. There were no experts for a small group of teachers. One of them said that she did not have enough time for classroom preparation; she explained that she had many hours of teaching and a lot of homework to be checked. Their colleagues could be a problem in that sometimes they could not develop themselves because they had some conflicts while they were planning to do some projects.

CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

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

5.1 SUMMARY OF THE STUDY

This study of needs and problems in professional development of primary school English teachers can be summarized as the following points:

5.1.1 Objectives of the study

- To investigate the needs of primary school English teachers in developing their professional skills.
- To find out the problems that primary school English teachers encounter when they do professional development.

5.1.2 Subjects, Materials and Procedures

▪ Subjects

The subjects were 40 primary school English teachers who were working in primary schools in Don Muang District of Bangkok. The subjects were randomly selected and they were both male and female. All of the subjects were Thai teachers and they used Thai language as a medium of instruction.

▪ Materials

The research instrument of this study was a questionnaire. Concerning format of the questions, it utilized a 5- point Likert scale and two open-ended questions. The questions in this study were mainly about personal information of participants, needs and problems in professional development.

▪ Procedures

The period of data collection was from March 20, 2016 to March 31, 2016. The questionnaire was given to primary English teachers in 7 schools which were both private and public schools. The data were analyzed by using the Statistical Package for Social Science (SPSS) version 17.0. In order to

investigate teachers' needs and problems in professional development, the descriptive statistics were presented by means of percentage, frequency, mean and standard deviation (S.D.).

5.2 SUMMARY OF THE FINDINGS

The findings of this study can be concluded as the following:

5.2.1 General Information of Primary English Teachers

The findings revealed that the majority of participants were female (95%) whereas 5% of participants were male. The average participants' age was between 41 to 50 years old (35%). There were only 10% of participants who were between 20 to 30 years. Most of the participants (67.5%) graduated with Bachelor's degree and 30% of the primary school English teachers held Masters' degree. The results also showed that 52.5% of English teachers graduated without an English major or in a related field while 47.5% of the primary school English teachers had majored in English or had a relevant degree. The participants had working experience from 6 to 10 years and 11 to 15 years (both 22.5%). There were only 5% of participants who had worked as a teacher less than one year. In contrast, 25% of participants had taught English for 6 to 10 years. Only a few teachers had taught English for more than 20 years (10%). As for participation in professional development activities, there were 85% of participants who had attended professional development activities such as training programs, seminars, conferences, etc. Meanwhile, 15% of the participants had never joined any professional development activities. For the frequency of participation in professional development activities of primary English teachers, it was found that 37% of participants had attended activities 1-2 times within the last two years. Astonishingly, only 25% of teachers had participated in the professional development activities more than 4 times.

5.2.2 Needs of Primary English Teachers in Professional Development

Regarding English language skills to benefit their profession, the primary English teachers needed to develop listening skill and speaking skill most (Mean = 4.03). The reading skill was in the second rank (Mean = 3.87) and this was followed by grammar skill (Mean = 3.58). The skill that had significance least was writing skill (Mean = 3.58).

Concerning needs in professional development, the most preferred needs for primary English teachers was that teachers needed to learn by themselves from the Internet and Information Technology (Mean = 4.15). Also, the participants needed to attend seminars or participate in training programs (Mean = 4.07). Besides, they thought they needed to take English courses with English native teachers (Mean = 4.03). Conversely, the participants tended to have less desire for having a field trip in Thailand, studying Master's degree or Doctor's degree in Thailand or studying Master's degree or Doctor's degree in other countries (mean = 3.30, 3.13 and 3.03 respectively).

With regard to topics of training programs, seminars, or conferences in which primary English teachers were interested, the topic that most of the teachers paid a lot of attention to was "Technology in English Teaching" (Mean = 4.20). Additionally, they showed their interest in the topic of "Teaching Techniques and Principles of English Language Teaching" (Mean = 4.18) as well as "Material Development for English Teaching" (Mean = 4.15). However, the participants had less interest in "Classroom Observation", "Action Research/Classroom Research" and "English for Integrated Studies" (Mean = 3.60, 3.43 and 3.00 respectively)

With respect to support from institutions or organizations, the organizations that primary English teachers highly needed for helping them develop their professional skills were their own schools where they were working (Mean = 4.05); Thailand TESOL also played an important role among primary English teachers (Mean = 3.78), including their educational service area (Mean = 3.73). Likewise, the participants also needed assistance from several universities, private organizations, other schools in the same educational service to support their professional development (Mean = 3.70, 3.62 and 3.47 respectively).

5.2.3 Problems of Primary English Teachers in Professional Development

The participants indicated that problems in their professional development were about the training programs in which they participated; the professional development programs lacked ongoing feedback or did not have a follow-up action (Mean = 3.70) and they agreed that they did not have enough time to do professional development because they had many teaching hours (Mean = 3.43); moreover, they admitted that the topics in seminars, training programs or conferences did not respond

to their needs (Mean = 3.43). On the other hand, the participants had moderate level problems with a support from the organizations to conduct the classroom research and to further their studies in Master's degree or Doctor's degree (Mean = 3.00). Also, they faced only a few problems about developing many skills at the same time. Also, there were difficulties in achieving the skills that were crucial for English teaching and another problem was that it was often not convenient to attend the seminars, training programs or conferences. These two problems had the same number of mean score which was 2.93.

5.2.4 Suggestions and Opinions towards Needs and Problems of Primary English Teachers in Professional Development

The majority of participants made some comments about the training programs and they stated that they wanted to have the training programs, seminars or conferences with English native speakers. They needed some scholarships to further their studies in Master's degree or Doctor's degree. Furthermore, they needed to study in the real situation; for example, they wanted to go abroad to learn communication skills and be surrounded by an English-speaking environment. The motivation for working was one of the aspects that enabled them to gain self-esteem.

Concerning problems in professional development, they mentioned that other teachers interposed their thought, disciplines, and teaching methods. Lack of English native speakers was one of their problems because they thought the communication skills were essential for students. They seemed to forget some knowledge of English because they had been teaching the same level for a very long time. Teachers were forced to use inappropriate teaching materials with the lessons. They also reported that they could not attend some professional development activities because of their busy timetable. They did not have much time to do professional development; it was due to the fact that they spent most of the time on checking students' homework and preparing lessons for next classes.

5.3 DISCUSSION

This research study aimed to investigate the needs of primary school English teachers in developing their professional skills and to find out the problems that primary English teachers encounter when they do professional development. From the

analysis of the current study, it can be anticipated that teachers seemed to have a high level of needs in professional development in many aspects such as participation in training programs, taking English courses with native English teachers, help from experts, etc. However, the results of the study showed that there are some links between needs and problems in professional development. For example, the teachers needed to study on their own by using technology and this was bound up with the professional development problems about time constraint that many primary English teachers had experienced. In other words, teachers decided to develop their professional skills by themselves because they did not have much time for increasing their pedagogical knowledge and language skills. Moreover, most of the participants also wanted to attend seminars or training programs; meanwhile, the participants encountered problems with discontinuity of professional development activities. Thus, it was clearly seen that the results of needs were connected with the results of problems in professional development. The results of needs and problems in professional development of primary English teachers will be discussed according to the research questions:

1) What are the needs of primary English teachers in developing their profession?

The majority of the participants agreed that they needed to learn by themselves from the Internet and Information Technology. The result is consistent with Eksi & Aydın (2013) who had conducted research about needs in professional development of English teachers at universities and it was found that the use of technology in ELT occurred because teachers needed to update new knowledge by employing Information Technology (IT). Korkmazgil & Seferoglu (2013) also indicated that using technology was one of the strongest professional development needs of EFL teachers. Therefore, when teachers use technology, it will be easy for them to access new knowledge. They can do professional development by using technology whenever it is convenient. Roux & Valladares (2014) supported that teachers should give importance to self-study. Teachers themselves can identify what they need to improve and it can be suited with their time. According to the results of this current study, it is noteworthy that the topic of training programs, seminars or conferences in

which most of the participants were interested was “Technology in English Teaching”. Technology is likely to have a strong influence on teachers’ professional development and English language teaching.

Another high-rate of needs was that the participants needed to attend seminars or take part in training programs. This result was related to Noom-ura (2013) who ascertained that teachers wanted training programs, seminars or conferences for 3 to 5 days. Roux & Valladares (2014) pointed out such training programs would have a positive effect on teaching. Correspondingly, Konokorn et al. (2012) stressed that teachers found training programs useful and teachers had better performances in terms of dealing with problems and academic affairs. In order to provide training programs for primary English teachers, the organizations or administrators of school should diagnose teachers’ needs. Moreover, Meng & Tajaroensuk (2013) indicated that teachers wanted to attend professional development programs that were related to the latest language teaching theories.

However, primary English teachers also wanted to take English courses with native English teachers. At this point, it can be clearly seen that they needed to improve their English skills, especially listening and speaking skills as shown in the result of English language skills that teachers needed to develop. Noom-ura (2013) stated that in some schools, they lacked English native teachers; therefore, teachers needed to participate in English courses by themselves outside the schools. In fact, if the schools have native English teachers, schools may provide some courses for Thai English teachers within the school.

2) What are the problems of primary English teachers when they do their professional development?

The current study revealed that one problem of primary English teachers in professional development was that the training programs English teachers participated in lacked ongoing feedback or did not have a follow-up action. These results were similar to Meng & Tajaroensuk (2013) who did research about problems of in-service professional development. They claimed that the professional development programs should have continuity which was based on daily teaching. Many training programs for English teachers mostly took place only one time and there was no evaluation of

the outcomes after participation in the professional development activities. Richard & Farrell (2005) stated that professional development is a long-term goal and it helps teachers understand more about teaching (as cited in Meng & Tajaroensuk, 2013) Hence, the training programs should contain ongoing feedback or a follow-up action after teachers have participated because it will lead to more effective results for both teachers and the training programs.

In addition, the primary English teachers encountered problems of limited time. They agreed that they did not have enough time to do professional development because they had many teaching hours. According to Carney (2003) the most common obstacle in professional development was time and workload (as cited in Meng & Tajaroensuk, 2013). This might also link to the previous results about needs that the reason why teachers preferred learning by themselves through the use of technology might be because of heavy workload. As a teacher wrote in the suggestion section: "The most important barrier for developing abilities is time because of many teaching hours and my free time will be spent on checking students' homework; besides, my house was quite far from school." The teachers, therefore, could not attend the training programs or participate in extra activities for developing themselves.

The topics in seminars, training programs or conferences did not correspond to teachers' needs was also a serious problem that teachers believed it could cause ineffective professional development. Gumus (2013) made a comment that professional development activities must be relevant to teachers' needs. Similarly, Konokorn et al. (2012) advised that the real problems must be examined in order that the needs in professional development would be identified and highlight the appropriate programs for teachers. Another problem found in this study was that teachers did not have experts to give them some advice about professional development. Schools should allocate an expert to help English teachers so that they could gain new teaching techniques, or teachers within the same schools might exchange knowledge among their colleagues. Yumru (2015) claimed that it was beneficial for teachers to exchange knowledge and experience with other English teachers or experts so as to develop the quality of English language teaching.

5.4 CONCLUSIONS

Primary school English teachers agreed that they needed to develop listening and speaking skills to facilitate their teaching. The results of needs in professional development demonstrated that the participants had a high demand for learning by themselves from the Internet and Information Technology. It can be explained that the high level of needs in using technology was about the convenience. Teachers also had a strong need for attending seminars or professional development programs. In fact, it was obviously shown in the frequency of participation in the training programs that the high percentage fell into 1-2 times of participation. From this point, it is evident that teachers rarely took part in training programs, so the result of needs for attending such training programs was relatively high. The topic of the training programs that the participants were interested in was “Technology in English Teaching.” Additionally, Teaching Techniques and Principles of English Language Teaching as well as Material Development for English Teaching were also required by the primary school English teachers. The organizations that should be responsible for professional development activities of primary school English teachers were given as the teachers’ schools, Thailand TESOL, and Educational Service Area.

According to the finding of problems in professional development, the participants considered that they had problems with the training programs. The programs did not have a follow-up action or lacked ongoing feedbacks. Besides, the participants indicated that they did not have sufficient time to develop their professional skills because of many teaching hours. Another important finding from the study is that teachers found the training programs irrelevant to their needs and they did not have any experts to give them some advice. Some participants proposed the suggestions that professional development activities should be held at least twice during the semester and scholarships should be provided for teachers to conduct classroom research or further their study in Master’s degree or Doctor’s degree. Also, native English speakers should be invited to be a trainer or a guest-speaker for professional development activities.

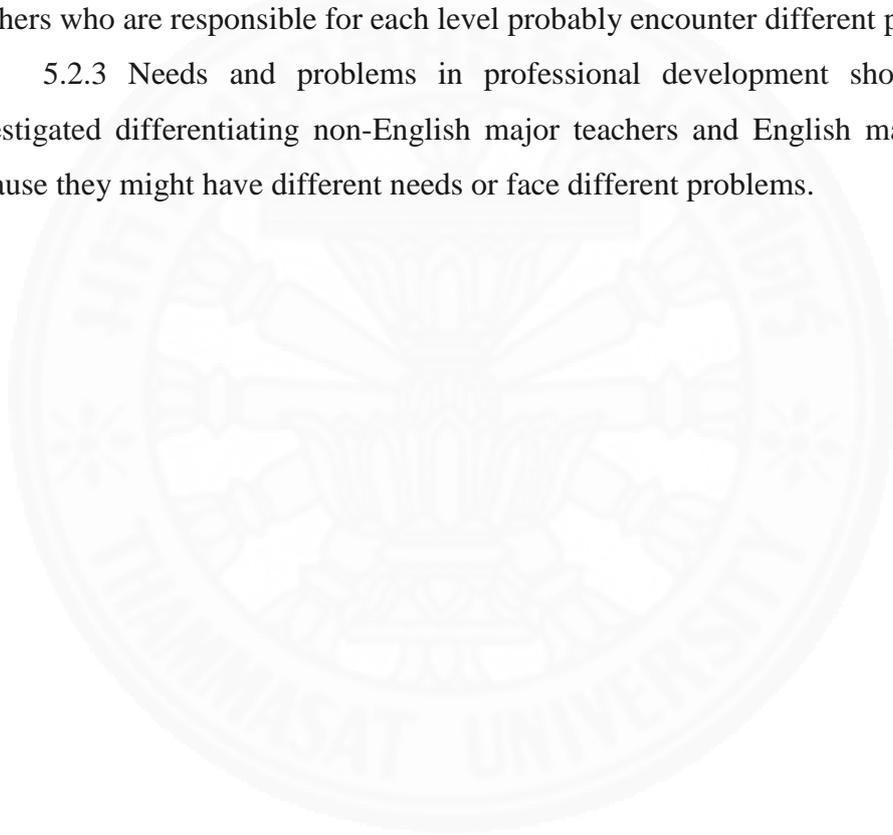
5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the overall results and conclusions of the current study, the following recommendations are made for future research.

5.5.1 Further research should compare the novice teachers and experienced teachers because they may have different needs and problems in professional development.

5.5.2 The investigation of problems in professional development should be conducted at other levels of teachers, such as high school or university levels because teachers who are responsible for each level probably encounter different problems.

5.2.3 Needs and problems in professional development should be also investigated differentiating non-English major teachers and English major teachers because they might have different needs or face different problems.



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APPENDIX A

QUESTIONNAIRE

Professional Development of Primary English Teachers: Needs and Problems

This study is a part of Independent Study for Master's Degree in Teaching English as Foreign Language at Thammasat University. The main purpose of the questionnaire is to identify needs and problems of primary English teachers in terms of professional development. Please answer the questions honestly. Your information will be kept confidentially and will be used for educational purposes only.

The questionnaire contains four parts:

Part 1: General information

Part 2: Needs of professional development for primary English teachers

Part 3: Problems of professional development for primary English teachers

Part 4: Suggestions

Part 1: General information

Instructions: Please answer the following questions by marking (✓) in the parenthesis.

1. **Sex** 1. () Male 2. () Female
2. **Age** 1. () 20-30 years 2. () 31-40 years 3. () 41-50 years
 4. () 51-60 years 5. () More than 60 years
3. **Educational background**
 1. () Bachelor's degree 2. () Master's degree
 3. () Doctor's degree 4. () Others (Please specify.....)
4. **Did you graduate from English or Teaching English major?**
 - 1.() Yes 2.() No (Please specify your major.....)
5. **How long have you been working as a teacher?**
 1. () Less than 1 year 2. () 2- 5 years 3. () 6 - 10 years
 4. () 11 -15 years 5. () 16 -20 years 6. () More than 20 years
6. **How long have you been teaching English?**
 1. () Less than 1 year 2. () 2- 5 years 3. () 6 - 10 years
 4. () 11 -15 years 5. () 16 -20 years 6. () More than 20 years

7. **Have you ever attended the English teaching training programs, seminars or participated in the professional development activities?**

1. () Yes 2. () No (Please skip to the second part)

8. **How many times did you attend the training programs, seminars or participate in the professional development of teaching English activities within the last two years?**

1. () 1-2 times 2. () 3- 4 times 3. () More than 4 times

9. **What were the organizations that you attended the seminars or the professional development of teaching English activities?**

Part 2: Needs of professional development for primary English teachers

Instructions: Please read, consider each statement and put ✓ in the levels of your needs of professional development that is related to your opinions.

5 = Very High

4 = High

3 = Moderate

2 = Low

1 = Very Low

1) **Please rate the skills you want to develop in order to benefit your English teaching.**

English skills	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
1. Listening skill					
2. Speaking skill					
3. Reading skill					
4. Writing skill					
5. Grammar skill					

2) Please rate your needs to develop your professional development.

Ways to develop English teachers' profession	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
1. You need to attend the seminars or participate in the training programs as to the following topics:					
1.1 Technology in English Teaching					
1.2 Material Development for English Teaching					
1.3 Curriculum Planning					
1.4 Teaching Techniques and Principles of English Language Teaching					
1.5 The Knowledge of English Language					
1.6 Testing and Assessment of Students' Language Proficiency					
1.7 Disciplines and Classroom Management					
1.8 English Communication Skills					
1.9 Cultures in English Language Teaching					
1.10 Action Research/Classroom Research					
1.11 Classroom Observation					
1.12 Others (Please specify).....					
2. You need to learn by yourself from the library.					
3. You need to learn by yourself from the Internet and Information Technology.					
4. You need to observe your colleagues' classes.					
5. You need to exchange knowledge with your colleagues.					
6. You need to conduct the classroom research.					
7. You need suggestions from experts.					
8. You need experts to evaluate your teaching.					
9. You need to take English courses with Thai teachers					

Ways to develop English teachers' profession	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
10. You need to take English courses with native English teachers.					
11. You need to take English courses in a university e.g. diploma in English language teaching.					
12. You need to study Master's degree or Doctor's degree in Thailand.					
13. You need to study Master's degree or Doctor's degree in other countries					
14. You need to have a field trip in Thailand.					
15. You need to have a field trip in other countries.					
16. Others (Please specify).....					

3) Please rate the educational organizations you need to be responsible for your professional development.

The educational organizations for professional development of primary English teachers	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
1. Your own school					
2. Other schools in the same educational service					
3. Your educational service area					
4. Private organizations					
5. Several universities					
6. Organization of English teacher in Thailand (Thailand TESOL)					
7. Others (Please specify).....					

Part 3: Problems of professional development for primary English teachers

Instructions: Please read, consider each statement and rate by putting ✓ in the levels of your problems of professional development for primary English teachers.

Problems of professional development for primary English teachers	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
1. You do not know how to develop your profession in terms of English language skills.					
2. You do not have enough time to do professional development because you have many teaching hours.					
3. You do not have experts to give you some advice about professional development.					
4. You cannot apply theoretical knowledge of English language teaching to the practical ways.					
5. You have been developing many skills at the same time, so it is difficult to achieve the skills that are crucial for English teaching.					
6. You do not get the convenience for attending the seminars, training programs or conferences.					
7. You have financial problems to do professional development.					
8. You have to take care of your family, so it is an obstacle for developing your profession.					
9. The training programs you participate in lack ongoing feedbacks or do not have a follow-up action.					
10. You have problems with the period of the training programs, seminars, or conferences; for example, they are too long or too short.					
11. The topics in seminars, training programs or conferences do not respond to your needs.					
12. The learning resources or useful tools such as books or electronic devices are not adequate for developing your profession.					

Problems of professional development for primary English teachers	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
13. You do not get a support from the organizations to attend the English training programs, seminars, or conferences.					
14. You do not get a support from the organizations to conduct the classroom research.					
15. You do not get a support from the organizations to further your study in Master's degree or Doctor's degree.					
16. Others (Please specify).....					

Part 4: Suggestions

Instructions: Please give your opinions or suggestions.

4.1 What are your needs of professional development for primary English teacher?

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4.2 What are your problems of professional development for primary English teacher? Please explain.

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Thank you for your cooperation.

APPENDIX B

แบบสอบถาม เรื่องความต้องการและปัญหาเกี่ยวกับการพัฒนาวิชาชีพของครูภาษาอังกฤษ ระดับชั้นประถมศึกษา

งานวิจัยนี้เป็นส่วนหนึ่งของวิชาการค้นคว้าอิสระหลักสูตรการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ระดับปริญญาโท มหาวิทยาลัยธรรมศาสตร์ โดยวัตถุประสงค์หลักของแบบสอบถาม คือ ระบุความต้องการและปัญหาด้านการพัฒนาวิชาชีพของครูสอนภาษาอังกฤษระดับชั้นประถมศึกษา โปรดตอบแบบสอบถามตามความเป็นจริง ข้อมูลของท่านจะถูกเก็บเป็นความลับ และใช้เพื่อการศึกษาในวิจัยนี้เท่านั้น

แบบสอบถามประกอบด้วย 4 ส่วนได้แก่

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ความต้องการด้านการพัฒนาวิชาชีพของครูภาษาอังกฤษระดับประถมศึกษา

ส่วนที่ 3 ปัญหาการพัฒนาวิชาชีพของครูภาษาอังกฤษระดับประถมศึกษา

ส่วนที่ 4 ข้อเสนอแนะ

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดตอบคำถามข้างล่างต่อไปนี้ โดยทำเครื่องหมาย (✓) ในแต่ละช่อง

1. เพศ 1. () ชาย 2. () หญิง
2. อายุ 1. () 20-30 ปี 2. () 31-40 ปี 3. () 41-50 ปี
 4. () 51-60 ปี 5. () มากกว่า 60 ปี
3. ระดับการศึกษา
1. () ปริญญาตรี 2. () ปริญญาโท
3. () ปริญญาเอก 4. () อื่นๆ (โปรดระบุ).....
4. ท่านเรียนจบสาขาที่เกี่ยวข้องกับภาษาอังกฤษหรือการสอนภาษาอังกฤษหรือไม่
1.() ใช่ 2.() ไม่ใช่ โปรดระบุวิชาเอกของท่าน.....
5. ท่านทำงานเป็นครูมาเป็นระยะเวลาานเท่าใด
1. () น้อยกว่า 1 ปี 2. () 2- 5 ปี 3. () 6 - 10 ปี
4. () 11 -15 ปี 5. () 16 -20 ปี 6. () มากกว่า 20 ปี
6. ท่านสอนวิชาภาษาอังกฤษมาเป็นระยะเวลาานเท่าใด
1. () น้อยกว่า 1 ปี 2. () 2- 5 ปี 3. () 6 - 10 ปี
4. () 11 -15 ปี 5. () 16 -20 ปี 6. () มากกว่า 20 ปี
7. ท่านเคยเข้ารับการอบรม สัมมนา หรือร่วมกิจกรรมพัฒนาทักษะการสอนภาษาอังกฤษ หรือไม่
1. () เคย 2. () ไม่เคย (โปรดข้ามไปตอบคำถามส่วนที่ 2)
8. ถ้าท่านเคยเข้ารับการอบรม สัมมนา หรือร่วม กิจกรรมพัฒนาทักษะการสอนภาษาอังกฤษ ภายในระยะเวลาสองปีที่ผ่านมา ท่านเข้าร่วมมาแล้วกี่ครั้ง
1. () 1-2 ครั้ง 2. () 3-4 ครั้ง 3. () มากกว่า 4 ครั้ง

9. การอบรมสัมมนา หรือ กิจกรรมพัฒนาทักษะการสอนภาษาอังกฤษที่ท่านเข้าร่วม จัดโดยหน่วยงานใด

ส่วนที่ 2 ความต้องการด้านการพัฒนาวิชาชีพของครูภาษาอังกฤษระดับชั้นประถมศึกษา

คำชี้แจง: โปรดอ่านและพิจารณาข้อความแต่ละข้อ โดยใส่เครื่องหมาย ✓ ลงในช่องระดับความต้องการในการ

พัฒนาวิชาชีพของครูภาษาอังกฤษระดับชั้นประถมศึกษา ที่ตรงกับความคิดเห็นของท่านดังนี้

- 5 หมายถึง ต้องการมากที่สุด
- 4 หมายถึง ต้องการมาก
- 3 หมายถึง ต้องการปานกลาง
- 2 หมายถึง ต้องการน้อย
- 1 หมายถึง ต้องการน้อยที่สุด

- 1) ทักษะทางภาษาอังกฤษใดที่ท่านต้องการพัฒนาเพื่อเป็นประโยชน์ต่อการสอนภาษาอังกฤษแก่นักเรียน
ชั้นประถมศึกษาของท่าน

ทักษะทางภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
1. ทักษะการฟัง					
2. ทักษะการพูด					
3. ทักษะการอ่าน					
4. ทักษะการเขียน					
5. ทักษะไวยากรณ์ภาษาอังกฤษ					

2) ท่านมีความต้องการในการพัฒนาความสามารถทางวิชาชีพครูภาษาอังกฤษด้วยวิธีต่างๆดังต่อไปนี้ในระดับใด

วิธีการพัฒนาวิชาชีพครูภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
1. ท่านต้องการเข้าร่วมการสัมมนา หรือ เข้าร่วมการฝึกอบรมตามหัวข้อต่างๆ ต่อไปนี้					
1.1 เทคโนโลยีในการสอนภาษาอังกฤษ					
1.2 การพัฒนาสื่อการเรียนการสอนภาษาอังกฤษ					
1.3 การวางแผนหลักสูตรการเรียนการสอนภาษาอังกฤษ					
1.4 เทคนิคและวิธีการสอนภาษาอังกฤษ					
1.5 เนื้อหาความรู้เกี่ยวกับวิชาภาษาอังกฤษ					
1.6 การประเมินและการทดสอบความสามารถทางภาษาของนักเรียน					
1.7 หลักการและการจัดการในชั้นเรียนภาษาอังกฤษ					
1.8 ทักษะการสื่อสารภาษาอังกฤษ					
1.9 วัฒนธรรมในเรียนการสอนภาษาอังกฤษ					
1.10 การทำวิจัยเชิงปฏิบัติการ/การทำวิจัยในชั้นเรียน					
1.11 การสังเกตการสอนในชั้นเรียน					
1.12 อื่นๆ (โปรดระบุ).....					
2. ท่านต้องการศึกษาหาความรู้เพิ่มเติมด้วยตนเองโดยการอ่านตำราจากห้องสมุด					
3. ท่านต้องการศึกษาหาความรู้เพิ่มเติมด้วยตนเองจากอินเทอร์เน็ตและสื่อเทคโนโลยีสารสนเทศ					
4. ท่านต้องการเข้าร่วมการสังเกตการเรียนการสอนในชั้นเรียนจากเพื่อนร่วมงาน					
5. ท่านต้องการเข้าร่วมเสวนาแลกเปลี่ยนความรู้กับเพื่อนร่วมงาน					

วิธีการพัฒนาวิชาชีพครูภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
6. ท่านต้องการศึกษาค้นคว้าเกี่ยวกับการทำวิจัยในชั้นเรียน					
7. ท่านต้องการรับคำปรึกษาจากผู้เชี่ยวชาญในเรื่องต่างๆ					
8. ท่านต้องการให้ผู้เชี่ยวชาญประเมินการสอนของท่าน					
9. ท่านต้องการลงทะเบียนเรียนหลักสูตรภาษาอังกฤษกับอาจารย์ชาวไทย					
10. ท่านต้องการลงทะเบียนเรียนหลักสูตรภาษาอังกฤษกับอาจารย์ชาวต่างชาติ					
11. ท่านต้องการเข้าเรียนตามหลักสูตรของมหาวิทยาลัย เช่น ศึกษาระดับประกาศนียบัตร					
12. ท่านต้องการศึกษาต่อระดับปริญญาโทหรือปริญญาเอก ภายในประเทศ					
13. ท่านต้องการศึกษาต่อระดับปริญญาโทหรือปริญญาเอกในต่างประเทศ					
14. ท่านต้องการไปทัศนศึกษาดูงานสถานศึกษาภายในประเทศ					
15. ท่านต้องการไปทัศนศึกษาดูงานสถานศึกษาในต่างประเทศ					
16. อื่นๆ โปรด ระบุ.....					

3) ท่านต้องการให้หน่วยงานใดเข้ามามีบทบาทในการพัฒนาวิชาชีพครูภาษาอังกฤษของท่าน

หน่วยงานการพัฒนาวิชาชีพครูภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
1. โรงเรียนที่ท่านทำงานอยู่ในปัจจุบัน					
2. โรงเรียนอื่นๆในเขตการศึกษาเดียวกันกับโรงเรียนเดียวของท่าน					

หน่วยงานการพัฒนาวิชาชีพครูภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
3. สำนักงานเขตพื้นที่การศึกษาของโรงเรียนของท่าน					
4. องค์กรเอกชนต่างๆ					
5. มหาวิทยาลัยต่างๆ					
6. สมาคมครูผู้สอนภาษาอังกฤษแห่งประเทศไทย					
7. อื่นๆ โปรด ระบุ.....					

ส่วนที่ 3 ปัญหาในการพัฒนาวิชาชีพของครูภาษาอังกฤษระดับชั้นประถมศึกษา

คำชี้แจง: โปรดอ่านและพิจารณาข้อความแต่ละข้อ โดยใส่เครื่องหมาย ✓ ลงในช่องระดับ ปัญหาในการพัฒนา

วิชาชีพครูภาษาอังกฤษระดับชั้นประถมศึกษาของท่าน

ปัญหาในการพัฒนาวิชาชีพครูภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
1. ท่านไม่ทราบวิธีการที่จะพัฒนาทักษะวิชาชีพทางด้านภาษาอังกฤษ					
2. ท่านไม่มีเวลาในการพัฒนาวิชาชีพครูภาษาอังกฤษเนื่องจากมีชั่วโมงในการสอนมาก					
3. ท่านขาดผู้เชี่ยวชาญที่ให้คำปรึกษาแนะนำเรื่องการพัฒนาวิชาชีพครูภาษาอังกฤษ					
4. ท่านไม่สามารถนำความรู้เชิงทฤษฎีเกี่ยวกับการสอนภาษาอังกฤษมาประยุกต์ใช้ในเชิงปฏิบัติ					
5. ท่านพัฒนาทักษะวิชาชีพในหลายๆวิชาพร้อมกัน จึงทำให้ยากต่อการประสบความสำเร็จในทักษะที่จำเป็นต่อการสอนภาษาอังกฤษ					
6. ท่านไม่ได้รับความสะดวกในเดินทางเพื่อเข้ารับการอบรมสัมมนา					
7. ท่านประสบปัญหาเกี่ยวกับทุนทรัพย์ในการพัฒนาวิชาชีพครูภาษาอังกฤษ					

ปัญหาในการพัฒนาวิชาชีพครูภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
8. ท่านมีภาระทางครอบครัวจึงทำให้เป็นอุปสรรคต่อการพัฒนาวิชาชีพครูภาษาอังกฤษ					
9. ท่านประสบปัญหาเกี่ยวกับการขาดความต่อเนื่องหรือการติดตามผลในการพัฒนาวิชาชีพครูภาษาอังกฤษ					
10. ท่านประสบปัญหาเกี่ยวกับระยะเวลาในการเข้ารับการอบรมหรือ สัมมนา เช่น การอบรมใช้ระยะเวลาสั้นเกินไปหรือ นานเกินไป					
11. หัวข้อในการอบรม หรือ สัมมนาวิชาภาษาอังกฤษ ที่จัดขึ้นไม่ตรงกับความต้องการของท่าน					
12. ทรัพยากรทางการเรียนรู้หรืออุปกรณ์ในศึกษาค้นคว้าที่ท่านมีอยู่ เช่น หนังสือหรือสื่ออิเล็กทรอนิกส์ ไม่เพียงพอต่อการพัฒนาวิชาชีพครูภาษาอังกฤษ					
13. ท่านไม่ได้รับการสนับสนุนจากหน่วยงานในการไปฝึกอบรมและดูงานที่เกี่ยวข้องกับภาษาอังกฤษ					
14. ท่านไม่ได้รับการสนับสนุนจากหน่วยงานในการทำวิจัยในชั้นเรียนภาษาอังกฤษ					
15. ท่านไม่ได้รับการสนับสนุนจากหน่วยงานในการไปศึกษาต่อระดับปริญญาโทหรือปริญญาเอกทางด้านภาษาอังกฤษ					
16. อื่นๆ โปรดระบุ.....					

ส่วนที่ 4 ข้อเสนอแนะ

คำชี้แจง: โปรดแสดงความคิดเห็นหรือคำแนะนำ

4.1 ท่านมีความต้องการในการพัฒนาทักษะทางวิชาชีพครูภาษาอังกฤษด้วยวิธีใด

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4.2 ท่านประสบปัญหาในการพัฒนาทักษะทางวิชาชีพครูภาษาอังกฤษในด้านใดบ้าง โปรดอธิบาย

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ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถาม

BIOGRAPHY

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