



**NEEDS IN ENGLISH LANGUAGE USE AND
DEVELOPMENT FOR TEACHERS
IN A PUBLIC SCHOOL**

BY

MISS PINNAREE PANKHEM

**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
NEEDS IN ENGLISH LANGUAGE USE AND
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ABSTRACT

The ASEAN community has increased the necessity of English language used in ASEAN countries. Thai education also sees the importance of English language and encourages the teachers in schools to develop their English language skills. This study aims to investigate the necessity of English language used by teachers in a public school and their needs in developing English language skills in four aspects: self-directed study, attending English courses, furthering education and school support. Eighty questionnaires were distributed to all teachers who have worked at Wisetchaichan Tanti Wittayapoom School. The data collected from the respondents was analyzed by using descriptive statistics: mean, S.D and percentage. The finding of this study showed that the necessity of English language used among the respondents was at a moderate level. Speaking skill was the most necessary for the respondents. In addition, the respondents' needs in developing English language skills were also at a moderate level. The majority of the respondents need to develop their English language skills by self-directed study which was ranked at a high level. From the findings, it points to school principals needing to provide sufficient and effective materials that correspond to the teachers' needs for developing their English language skills.

Keywords: *Needs, English Language Use, English Language Development*

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

It is common knowledge that the English language is frequently used to communicate among people around the world, serving as an international language. The total number of speakers in the year 2015 numbered 340 million people that used English as their first language; in addition, 110 countries around the world used English as an official language (wikipedia, 2015). The United Kingdom, United States, Canada, and New Zealand are examples of countries in which English is spoken as the primary language. Moreover, there are many countries that use English as a second language, and a number of Asian countries, such as Singapore, Philippines and Malaysia use it as an official language. In such countries, people use English to communicate with others, as they are surrounded by English speakers. In short, English is a dominant language, used in various contexts both in the classroom and outside the classroom.

Thailand is considered one of the EFL countries where the context provides restricted use of English. Thai people do not communicate with each other by using English in their everyday lives. However, there are opportunities for people to use English, such as in international business, in EFL classrooms, etc. Therefore, it is necessary for the people to learn English and use it in certain situations. Currently, Thailand is part of the ASEAN Community (Association of South East Asian Nations) , and follows the ASEAN Charter Article 34, which poses that “ The working language of ASEAN shall be English.” Thus, it is essential to raise awareness of the importance of English among Thais. In Thai education, many policies have been instituted by the Office of the Basic Education Commission of Thailand which force teachers to be aware of the necessity of English, as well as provide significant professional development courses for the teachers to improve their English skills. Sarobol (2012) states that teachers play the important role of enhancing the students’ abilities; therefore, teachers need to improve and develop themselves first. Moreover, teachers should raise the awareness of the importance of English to

students. In ASEAN especially, English will be the official language that people use to communicate with each other in the workplace. Developing pronunciation is also a concern, and it should be taught along with listening skills and vocabulary. One example of developing this skill is to practice pronouncing the words while listening to music, watching television, etc. Not only teachers need to be aware of English development, but the school principals also need to support teachers in expanding English skills. For example, schools might establish an English Speaking Day, or perhaps set up a policy that encourages the teachers in school to enhance their English skill and to attend a training course.

In recent years, the importance of English language has been increased and Thai education has long realized it. The Secondary Educational Service Area Office 5 in Angthong Province also perceived the importance of English language in Thai education; consequently, there are many policies established to encourage both English major and non-English major teachers to use English in schools in this area. One of the policies was that all Thai teachers in schools in Secondary Educational Service Area Office 5 in Angthong Province should speak English to communicate with the students (Wuttiwichayanan, 2015). Therefore, Wisetchaichan Tantiwittayapoom School, one of the public schools under the secondary educational service area office 5 also implements that policy for teachers in school. To communicate in English effectively, teachers should develop their English language skills and be supported by the school.

This study aimed to investigate the necessity of English skill used by teachers and determine their needs in developing English language in Wisetchaichan Tanti Wittayapoom School. The results of this study provide teachers with some guidance on how to develop themselves as well as provide information to the school principals, or their associates, to help Wisetchaichan Tanti Wittayapoom teachers develop their English language skills.

1.2 STATEMENT OF PROBLEM

Even though English language is accepted as a lingua franca of ASEAN countries, the implementation is still ambiguous. The teachers as well as the students are having problems with the use of English in education. When teachers teach academic subjects with the use of English, students are having problems understanding teachers because students do not use English as their spoken language (Lazaro & Medalla, 2004). This problem is encountered by some of our educators and students, and it can be one of the possible reasons why teachers are hesitant to develop their English skills. However, there is a need for English development and why this survey is being conducted is to provide information on how teachers can advance their English skills. While there have been many studies on necessities and needs in English development, the habits of the teachers at Wisetchaichan Tanti Wittayapoom School have not been investigated yet.

1.3 RESEARCH QUESTIONS

1. What is the necessity of English language skills used by teachers in Wisetchaichan Tanti Wittayapoom School?
2. How do teachers in Wisetchaichan Tanti Wittayapoom School need to develop their English language skills?

1.4 OBJECTIVES OF THE STUDY

1. To investigate the necessity of English language skills used by teachers in Wisetchaichan Tanti Wittayapoom School.
2. To determine the needs in developing English language skills of teachers in Wisetchaichan Tanti Wittayapoom School.

1.5 DEFINITION OF TERMS

The following terms have the specific definitions in regards to this study:

1. Needs: refer to the necessity of English language skills use and wants of English language development restricted specifically to the teachers in Wisetchaichan Tanti Wittayapoom School.

2. English language use: refers to the necessity of English language skills used by teachers in Wisetchaichan Tanti Wittayapoom School.

3. English language development: refers to the English language activities that teachers at Wisetchaichan Tanti Wittayapoom School need to do for improving their English skills.

4. Wisetchaichan Tanti Wittayapoom teachers: refer to all teachers who majored in English and other subjects from 7 departments, including the school principal and four school vice principals who work at Wisetchaichan Tanti Wittayapoom School, located in Angthong province.

1.6 SCOPE OF THE STUDY

This study aims to investigate the necessity in using English language skills and needs in developing English language skills among the teachers in Wisetchaichan Tanti Wittayapoom School, Angthong province, Thailand. The respondents in this study were all teachers who worked in this school. Not only the English major teachers, but also teachers in 7 other fields of study were the respondents. In the other words, this study investigates the necessity of English language skills and needs in developing English language skills for only teachers in Wisetchaichan Tanti Wittayapoom School and there was no comparison between English major teachers and non English major teachers. Wisetchaichan Tanti Wittayapoom School was the only one of all the schools under Office Area 5 that was investigated.

1.7 SIGNIFICANCE OF THE STUDY

This study will provide teachers with some guidance on how to develop themselves as well as provide information to the school principals to help Wisetchaichan Tanti Wittayapoom teachers develop their English skills in four major areas: listening, speaking, reading and writing.

1.8. ORGANIZATION OF THE STUDY

This study is divided into five chapters:

Chapter 1 provides the background of this study. The chapter covers the following topics: the statement of the problems, research questions, objectives of the study, definition of terms, scope of the study and significance of the study.

Chapter 2 presents a variety of literature relevant to the study, including theories and previous studies conducted on the subject.

Chapter 3 emphasizes the research methodology, accompanied by the subjects of the study, the procedure, and the data analysis.

Chapter 4 reveals the findings of this study.

Chapter 5 reports the summary of this study, along with a discussion and suggestions for further research.

CHAPTER 2

REVIEW OF LITERATURE

This chapter provides some theories and relevant research studies that cover this particular research. In this chapter, there are four topics of review as follows:

- 2.1) Needs
- 2.2) English Language Use
- 2.3) English Language Skills Development
- 2.4) Previous studies relevant to the necessity and needs of English development

2.1. NEEDS

2.1.1 A Theory of Needs

Abraham Maslow's Hierarchy of Needs

One theory of needs of humans was promoted by Abraham Maslow. He states that the human needs processes are driven by the internal need for personal development or the needs to reach one's greatest potential. Before a person can reach this self-actualization, he argues, he or she needs to meet each of the criteria listed in Maslow's hierarchy of needs shown below, beginning from the bottom and gradually moving towards the top (Maslow, 1970). The pyramid below presents personal needs step by step until the top of the pyramid.



Figure 1. Maslow's Hierarchy of Needs

The seven steps or needs catalogued by Maslow (1970) are as follows: First, at the bottom of the hierarchy, people need all of the basic **physiological requirements** such as food, drink, sex, and sleep for survival. Second is the need for **safety and security** in life. In this stage people need to feel safe from potentially dangerous physical and economic situations. Third, for human beings, love and belonging is needed in order to make them feel that they are a part of the society and accepted by others. Fourth is the **need for self-esteem**, which refers to self-respect as well as acceptance and respect from others. As mentioned earlier, the notion of higher education is often considered one of the aspects of personal development. Similarly, people develop themselves in order to achieve a certain level of self-esteem; this is simply part of the process of being human. The fifth level relates to the needs to understand by finding meaning in the things around us. Sixth, people have the needs for arts and beauty. Finally, at the top of Maslow's hierarchy, is the need for self-actualization.

From this hierarchy, higher education responds to needs of self-esteem because it can lead to greater self-respect and respect from others. As teachers, the needs of self-actualization are obviously shown in the professional achievements in their work. Therefore, teachers need to find ways that they can develop themselves based on these needs.

2.1.2 Needs of English Language Skills

For most people, personal development is an important part of each stage of life. Everyone needs to improve themselves in order to grow, mature, and broaden their horizons. This study outlines the needs of English development for teachers; therefore, those topics mentioned in personal development will reflect the way teachers attempt to expand their English skills.

Based on the enactment of an ASEAN Economic Community policy in 2015, there is an increase use of English as the medium of instruction at the higher levels of education in Southeast Asian countries. Therefore, using this language to teach other academic subjects is a necessity that could expand the internationalization process at different schools in public or private sectors and help the nation achieve a more prominent status in the international community. Additionally, English can help

students who are non-English speakers keep up with subjects such as math, science, social sciences, computer and others, which can easily be lost in translation without assistance. Therefore, it is necessary that teachers should improve their English skills to effectively teach and maximize the abilities of their students. It is not enough to just teach the subject without integrating other factors.

Albakrawi and Almutairi (2013) affirm that English is regarded as a vehicle that enables progression in other subjects and has become the international language of technology and commerce. The language is not just a school subject but also a skill that involves extensive content understanding. According to Guskey (2010) high-quality professional development programs (i.e. taking online courses on English) are a fundamental element for better education. He also contends that the content of the professional development programs can vary greatly, but all content shares a purpose: improving the classroom performance of teachers, and changing their attitudes and beliefs to provide their students with better education.

2.2 ENGLISH LANGUAGE USE

The four main English skills listening, speaking, reading and writing are the basic tools needed for communication. According to Harmer (2009), English skills are divided into two types: productive and receptive skills. Listening and reading skills are receptive skills while speaking and writing are considered as productive skills. They are two sides of a coin that cannot be split because one skill promotes another in many ways. In other words, each one skill relates to another skill.

The next section describes the necessity of English language skills. The importance of listening, quite simply, is comprehension. In other words, the listener can understand the message being sent. However, there is a wide variety of types of listening in real life: listening to announcements in stations, airports, listening to the radio, participating in a conversation face-to-face, watching TV, participating in a meeting, seminar or discussion, taking part in a lesson, participating in a telephone conversation, and others. (Rivers, 1966). For teachers, they encounter situations that required listening skills, for example, listening to a lecture, announcement

presentation, seminar in school etc. All require listening skill to comprehend the message from the senders.

Anderson & Nunan (2008) expressed in their book *Practical English Language Teaching* that reading is important because all of the information around the world is transcribed into the printed format. As a result, the more one reads, the more knowledge one will obtain. Reading strengthens the readers' knowledge, and any time a person reads, he or she can talk, write, even listen, to others talk about that topic. Various types of multimedia used in education, such as computers, social networks, and other technology are also commonly in English. Consequently, being able to use English effectively makes it easier to access those sources. Moreover, academic studies regarding education around the world are typically published in English and posted on the internet; without English, teachers are unable to stay up-to-date on the latest research that these studies reveal.

Next, speaking skills and the necessity of speaking skill use is presented. There are numerous situations in everyday life in which speaking might arise: talking to someone face-to-face, communicating through the phone, answering questions, asking for directions, meetings or chatting with their friends, etc. Each of these situations requires a different register or different style of conversation. Lindsay and Knight (2006) argued that there are many reasons that people use speaking skills such as to be sociable, because people want the other to do something, to respond and answer to someone, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on.

It is known that writing is the most difficult skill for people. Writing requires all aspects to compose, such as grammatical structures, word choice, organization etcetera. However, for communication, writing skills are a necessity. People can comprehend by reading what the writer wrote (skillsyouneed, 2016). EFL teachers are required to write lesson plans for their teaching, and writing includes some academic papers for teacher promotions as well as self reports and so on. That is the reason why writing skill is important. For EFL countries, English language skills are also important, especially in ASEAN countries, which includes Thailand.

In summary, in the context of Thai education, the government has long realized the importance of the English language as a major core subject in schools, and it has been a compulsory subject at varying levels for several decades. Since 2005, schools have been encouraged to establish bilingual departments in which core subjects are taught in English, and to offer intensive English language programs. In addition to the education policies from English Language Institute or ELI, the Office of Basic Education Commission highlights the fact that the institute tries to encourage teachers to develop their English language skills (English Language Institute, Office of the Basic Education Commission, 2011, para. 1)

2.3 ENGLISH LANGUAGE SKILLS DEVELOPMENT

The primary role of a teacher is to deliver knowledge to the students and even to other teachers. Consequently, they must place a great deal of emphasis on how clearly and effectively they are communicating.

The characteristics of an effective teacher can be organized into five categories: teacher as communicator, teacher as educator, teacher as evaluator, teacher as educated human being, and teacher as agent of socialization. “Teacher as communicator” refers specifically to the idea that communication with the students is one of the keys for teaching effectively. Adger, Snow & Christian (2002) proposed that a teacher must have a speaking ability due to the fact that teachers use this skill to communicate with students. Secondly, “teacher as educator” refers to the point that teachers should select the material that is suitable to the level of students. In the other words, teachers play the important role of developing students’ knowledge and abilities. However, before reaching that stage, teachers need to advance their own abilities first. Thirdly, “teacher as evaluator” means that teachers always evaluate the students; for example, a teacher might be aware of individual differences among students and then design specific tasks to suit them. Fourthly, “teacher as educated human being” concerns the notion that teachers need to have access to basic information about language for the same reasons that teachers as educators should know about language. The last category, “teacher as agent of socialization” means that an individual learns the everyday practices, the system of values and belief, and

the means and manners of communication in their cultural communities. Those five characteristics of teachers are highlighted and in the next section, the ways to develop English language skills will be addressed.

Five effective tips to improve English skill were posed in the study of Reddy, Gopi, & Sunrthri (2013). Some significant tips are presented to show how people can improve their English. The first tip is chatting with friends via Facebook, Twitter, Google plus, e-mail, or even using a mobile phone to send SMS. Second, watching English programs on television helps us quickly learn new vocabulary, slang, exact pronunciation, and better listening skills. Third, by reading English newspapers daily, people can learn authentic English used in news articles. The authors also suggest that people can take a note of unknown or infrequent words or sentences after doing so, people then find out the meaning and it is as the best way to improve English language skills. Similarly, the *Reading Rocket* website also yields a meaningful way to enhance English language skills by using newspaper. The suggestion is that using a newspaper will support readers, and students can improve their skills in reading and writing (Readingrockets.org). Fourth, listening to podcasts via an audio and video downloader is a helpful tool; Browser Baido is used for downloading MP4s and MP3s. In other words, they suggest that people use social networks to improve their English skill. And fifth, taking a tutorial course is also a great way to learn English with a native speaker.

There are various websites that provides practical guidance to someone seeking to develop English language skills. One is on Wikihow.com which provides tips for the development of English language skills. Firstly, speaking skill: the website posed that finding native English speakers and listening to English-language music are significant ways to improve English language skills. Second, the site lists speaking English at home; as Thailand is considered an EFL country, people need to be surrounded with English. For listening skills, the site suggests watching TV and movies, listening to podcasts and music, and everything in between. And third, it is recommended that learners improve their writing by utilizing the Internet.

Another useful online information resource is the Skola website which suggests that *“learning English doesn’t always have to mean sitting in the classroom and studying tricky grammar. In fact, English language teachers encourage you to do*

plenty of extra learning outside of school” (skola, para.1). This means that outside the class, there are good opportunities to learn and practice English. In addition four top tips are also provided on this website to suggest ways for improving English language skills. First, watch television and films in English, and also listen to English radio. Second, read English books and newspapers. Third, listen to British and American music. Fourth, change the language on your smartphone and other social media.

Another interesting website is 5minuteenglish which is an ESL resources website. The various ways to improve English language skills are posted on the website such as listening to the radio in English, watching TV and movies in English, speaking English to your friends, studying or traveling to an English-speaking country, taking an English class, joining an English group, finding a tutor, and reading English magazines. In addition, the British Council’s English language site shows some effective ways to promote English skills, for example, attending an English course regularly, reading English books, comics or novels often, visiting social media to listen English language, or even speak via skype, watching films in English or even soap opera at the prime time and reading English journals or articles via online sources every day. All these can enhance English language skills.

2.4 PREVIOUS STUDIES

2.4.1 Previous Studies in Thailand

Noom Ura (2013) conducted research on English-Teaching problems in Thailand and Thai Teachers’ professional development needs. The questionnaires in Thai language were distributed to thirty-four teachers of English language from nine schools from three secondary educational service areas (SESAs) in central Thailand by randomly selecting 3 secondary schools from 77 schools in central of Thailand which were under the SESAs. The results revealed that the participants needed to develop their English language by: first, three to five days of training, seminars or conferences; second, study trips in Thailand and overseas; third, study either in Thailand or overseas. The participants showed the least attention to two to three

month training courses. The researcher also mentioned that although the results of the study showed a moderate level of need on professional development for teachers, they were aware of continuing professional development in their teaching of English language skills, especially, in listening-speaking.

Tantranont (2009) investigated “Continuing Professional Development for Teachers in Thailand”. Survey and interview questions were utilized as data collection in this study. The populations of this study were 1500 teachers from 500 schools: primary, secondary, vocational, urban, suburban, rural, public, private, mixed, and separate schools for boys and girls in the northern region of Thailand selected at random. However, surveys were returned from 405 schools with a total of 1201 responses from the teachers. For interview sessions, a total of 15 head teachers (10 male, 5 female) were interviewed from one public elementary school, one private elementary school, three public middle schools, two private middle schools, three public high schools, three private high schools, one public vocational school, and one private vocational school. The results revealed that participants in this study were in a variety of times when they engaged in professional development opportunities: both during and after contract time. In addition, the frequency of participating in CPD was all of the 1,201 respondents to the survey claimed to have participated in many types of CPD activities: Single workshop / Short Course, Workshop series / Long courses, Conferences / Lectures, Self-directed study etcetera. Conferences, lectures and self-directed study reflected the highest number of teachers participating in CPD respectively.

2.4.2 Previous Studies Abroad

Arbili (2013) conducted a study on English language teachers’ competence and professional development needs for specific classroom activities. The aims of the study were to present English language classroom teachers’ perception of their competence and professional development needs. An on-line questionnaire was the main instrument in this research. The convenience sampling technique was used to select the participants. Consequently, 50 English language teachers who taught in different primary schools participated. The questionnaires were sent to their e-mails to complete. The finding revealed that English language teachers perceived themselves

as insufficient in terms of speaking and listening skills. In addition, most of the teachers as the participants in this study also stated that they need to develop speaking skill first, followed by classroom management. In summary, the findings of this study showed the importance of speaking and listening English language skills used among teachers in the classroom and that they needed to develop their English speaking skill the most.

Driscoll, Gándara and Maxwell-Jolly (2005) conducted research with a survey of California teachers' challenges, experiences, and professional development needs. An open ended question was utilized to learn what teachers found to be the most challenging aspect of working with English language learners. One of the results showed that teachers at the elementary and secondary levels differed substantially with regard to the professional development subjects that they found most useful. The results indicated the benefits of developing their English skills. For elementary teachers, they had different opinions with secondary teachers. Interestingly, the secondary teachers believed that they gained more cultural insights that helped them understand their students. It can be concluded that developing their English language skills may gain cultural issues from what teachers expose.

In summary, the previous studies, both conducted in Thailand and abroad, reveal some salient results that benefit this study.

CHAPTER 3

METHODOLOGY

This chapter consists of the details of: (3.1) the population of this study, (3.2) the research instrument, (3.3) the procedures used in the collection and analysis of the data, and (3.4) the data analysis.

3.1 POPULATION

The population of this study was 80 teachers who have worked at Wisetchaichan Tanti Wittayapoom School, located in Wisetchaichan District, in Anghong Province. There were 75 teachers and four school vice principals and one school principal, with a total of 80 government officials of various ages. The purposive sampling technique was utilized to select the respondents in this study.

3.2 RESEARCH INSTRUMENT

To investigate needs of English language use and development for teachers in Wisetchaichan Tanti Wittayapoom School in Anghong, the researcher developed a questionnaire to collect the data, so, the questionnaire is the main instrument of this study.

The items in the questionnaire were mainly composed of four parts as follows:

Part 1: Demographic information

Part 2: The necessity of English language use of the respondents

Part 3: Respondents' needs in developing English language skills

Part 4: Open-ended questions

Part 1: Demographic questions aimed to collect the respondents' personal information. Demographic questions include gender, age, education level, field of

study , experience in teaching, experience in taking English courses abroad and taking English courses in Thailand.

Part 2: These questions were designed to obtain the level of opinion among the respondents on the necessity of using English in four main areas: listening, speaking, reading and writing, with the activities under each skill subsequently addressed.

Part 3: In this part, the aim was to find out the level of needs in developing English language skills in terms of four categories: self-directed study, attending English classes, furthering education, and developing English language with school support.

3.1. A five-point Likert scale was employed to quantify the respondents' opinion level of necessity and needs.

Rate of opinion	Interpretation of the scale
5	Very high necessary / needs
4	High necessary / needs
3	Moderate necessary / needs
2	Low necessary / needs
1	Very low necessary / needs

3.2. The range of Likert Scale used (1-5) can be interpreted by means of these criteria:

Mean	Level of necessity and needs
04.50 – 05.00	very high
03.50 – 04.49	high
02.50 – 03.49	moderate
01.50 – 02.49	low
01.00 – 01.49	very low

Part 4: Open-ended questions: this part attempted to grasp other possible aspects of the necessity of English language use, needs in developing English language skills and gather other suggestions from the respondents. This information may possibly help the researcher investigate any additional aspects which may not have been mentioned in the first three parts of the questionnaire.

3. 3 PROCEDURES

3.3.1 Research Design

In this study, quantitative research design was utilized. The questionnaire is the main instrument, consisting of close-ended questions and two open-ended questions.

3.3.2 Data Collection

There were two procedures which were used to investigate the necessity and needs of English development as follows:

3.3.2.1 Pilot study

3.3.2.2 Main study

3.3.2.1 Pilot Study

Before collecting the data, the questionnaire was revised by an advisor to enhance the validity of the questionnaires. After revision by the advisor, 16 teachers, 2 teachers from each department from other secondary schools in Anghong Province were given the questionnaire to complete to see if there were any items that caused ambiguity before the data collection of the main study.

Along with this pilot test by 16 teachers, Cronbach's alpha was used to enhance the reliability of the questionnaire to find the coefficient of reliability of the questionnaire. The standardized Cronbach's alpha was utilized as follows:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where:

N = the number of items,

\bar{c} = average covariance between item-pairs, and

\bar{v} = average variance.

Interpretation: A score of more than 0.7 is considered as an acceptable rate.

The result of the test was $\alpha = 0.971$ which was more than the acceptable rate 0.7. Therefore, this questionnaire has 0.971 coefficient of reliability which means 97.1% reliability in the questionnaire.

3.3.2.2 Main study

80 copies of the completed questionnaire were administered to teachers who have worked at Wisetchaichan Tanti Wittayapoom School in Anghong Province. The time that the questionnaires were distributed was Monday-Friday in March 2016. The researcher gave out the questionnaires to each department and asked them to return the questionnaires to the English department office or to the researcher directly.

The survey process was expected to be completed in one week. When the 80 questionnaires were returned from the respondents, the process followed with analysis of the data.

3.3 Data Analysis

The data was analyzed by the SPSS program version 21 using statistics such as frequency, percentage, mean, and standard deviation, or SD. The other source of data, which was from the open-ended questions, was analyzed as qualitative data to examine the necessity and needs in using English language of teachers in Wisetchaichan Tanti Wittayapoom School in Anghong.

CHAPTER 4

RESULTS

In this chapter, some basic statistical elements are applied to present the results of the retrieved data as follows: frequency, percentage, means (\bar{x}), and standard deviation (S.D.). To show the findings, the researcher divided the findings into 4 parts namely: (1) the demographic information of the respondents, (2) the necessity of English language use (3) respondents' needs in developing English language skills (4) additional opinions about English language development.

4.1 THE DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

Table 1. Gender

Gender	Frequency	Percentage (%)
Male	22	27.5
Female	58	72.5
Total	80	100

As shown in Table 1, there were 80 teachers as respondents in total. 72.5% of the respondents were female while 27.5 % of the respondents were male.

Table 2. Age

Age (years)	Frequency	Percentage (%)
20 – 30	22	27.5
31 – 40	18	22.5
41 – 50	9	11.3
Above 50 years old	31	38.7
Total	80	100

Table 2 shows that most of the respondents (38.7 %) were older than 50 years old. There were 27.5 % of them who were between 20 – 30 years old, 22.5 % of them were between 31 - 40 years old, and 11.3% of them were between 41 – 50 years old.

Table 3. Education Level

Education Level	Frequency	Percentage (%)
Bachelor's degree	52	65
Master's degree	28	35
Total	80	100

Table 3 revealed the educational background of the respondents. The majority of the respondents (65 %) held a Bachelor's degree, and the rest (35 % of them) had a Master's degree.

Table 4. Field of Study of the Respondents

Field of Study	Frequency	Percentage (%)
Science	13	16.3
Arts	4	5
Foreign Language	14	17.5
Health and Physical Education	7	8.8
Social Studies, Religion and Culture	11	13.8
Mathematics	11	13.8
Thai Language	10	12.5
Career and Technology	10	12.5
Total	80	100

Table 4 shows that the majority of the respondents (17.5%) majored in a foreign language. There were 16.3 % of them who studied in science, and 13.8 % of them studied in the field of social studies, religion and culture, or mathematics. 12.5 % of them studied in Thai language and career and technology. 8.8% of the respondents studied in health and physical education and the smallest number of respondents (5%) studied in arts subjects.

Table 5. Years of Teaching Experience of the Respondents

Years of Teaching Experience	Frequency	Percentage (%)
less than 5	17	21.2
5-10	18	22.5
11-15	8	10
16-20	5	6.3
21-25	3	3.8
26-30	5	6.2
Above 30	24	30
Total	80	100

As seen in Table 5, many of the respondents (30%) had more than 30 years of teaching experience. There were 22.5 % of them who had experience between 5-10 years of teaching, and 21.2% of them had less than 5 years of teaching experience.

10 % of the respondents had 11-15 years of teaching experience, 6.3 % of them had 16-20 years of teaching experience, 6.2 % of them had 26-30 years of teaching, followed by 3.8 % of them who had 26 – 30 years of teaching experience.

Table 6. Experience in Taking English Courses Abroad

Experience in Taking English Courses Abroad	Frequency	Percentage (%)
Yes	1	1.2
No	79	98.8
Total	80	100

Virtually, as shown in table 6, the majority of respondents (98.8 %) had never taken English courses abroad while only 1.2 % of them had an experience in taking English courses abroad.

Table 7. Experience in Taking English Courses in Thailand

Experience in Taking English Courses in Thailand	Frequency	Percentage (%)
Yes	17	21.2
No	63	78.8
Total	80	100

As demonstrated in Table 7, most of the respondents (78.8 %) had never had an experience of taking English courses in Thailand, and the rest of them (21.2 %) had taken English courses in Thailand.

4.2 NECESSITY OF ENGLISH LANGUAGE USE OF THE RESPONDENTS

Table 8. Necessity of English Language Use

Items	Statements	Mean	S.D	Level of Necessity	Rank
Listening Skill					
1	Listening to lecture in English	3.06	1.118	moderate	8
2	Listening to announcements/ school radio in English	2.86	1.028	moderate	11
3	Listening to conversation from foreign teachers in school	3.76	1.034	high	3
4	Listening to presentations in English	2.93	1.100	low	9
Speaking Skill					
5	Welcoming school guests in English	3.51	1.002	high	4
6	Speaking English language in school meetings or seminars	3.40	1.050	moderate	5
7	Teaching in English/ giving instructions in English	3.97	.890	high	1
8	Talking to foreign teachers in school or from other schools	3.86	.998	high	2
9	Giving a presentation about academic work or research in English	3.21	1.290	moderate	6
10	Interviewing new students using English language	3.13	1.169	moderate	7
Reading Skill					
11	Reading an English sign board in school	2.85	1.192	moderate	12
12	Reading an e-mail written in English	2.61	1.268	moderate	16
13	Reading online lessons or worksheets in English	2.88	1.195	moderate	10
14	Reading an English course book	2.31	1.259	low	21
15	Reading English academic papers/ research in education	2.63	1.118	moderate	15
Writing Skill					
16	Writing a letter and response using English language	2.60	1.225	moderate	17
17	Writing an e-mail in English	2.66	1.262	moderate	13
18	Writing lesson plans/ reflections in English	2.45	1.272	low	19
19	Writing course syllabus/curriculum using English language	2.48	1.321	low	18
20	Writing an English course book	2.38	1.226	low	20
21	Writing academic work or research paper in English	2.64	1.245	moderate	14
Total		2.96	-	moderate	

According to Table 8, the result showed that the first three items that had the most significant levels of necessity agreed among the respondents were item 7 “Teaching in English/giving instructions in English” (mean score = 3.97), item 8 “Talking to foreign teachers in school or from other schools” (mean score = 3.86), and item 3 “Listening to conversation from foreign teachers in school” (mean score = 3.76). All of these levels of necessity in English language use were rated at a high level.

On the other hand, the three common items that had the least significant levels of necessity in English language use were item 18 “Writing lesson plans/reflections in English” (mean score = 2.45), item 20 “Writing an English course book” (mean score = 2.38), and item 14 “Reading an English course book” (mean score = 2.31). All of these levels of necessity in English language use presented in a low level.

The overall mean score of necessity level in using English language of the teachers in Wisetchaichan Tantiwittayapoom School was 2.96 which was at a moderate level.

Table 9. Mean Score of Necessity in Using English Language Skills of the Respondents

Skills	Mean	Level of Necessity	Rank
Listening Skill	3.15	moderate	2
Speaking Skill	3.50	high	1
Reading Skill	2.66	moderate	3
Writing Skill	2.54	moderate	4
Total	2.96	moderate	-

As shown in Table 9, the results revealed that the skill that had the most significant level in using English language among the respondents was speaking skill (mean score = 3.5) which contributed to a high level, followed by listening skill (mean score = 3.15), reading skill (mean score = 2.66) , and writing skill (mean score = 2.54), which were at moderate level of necessity.

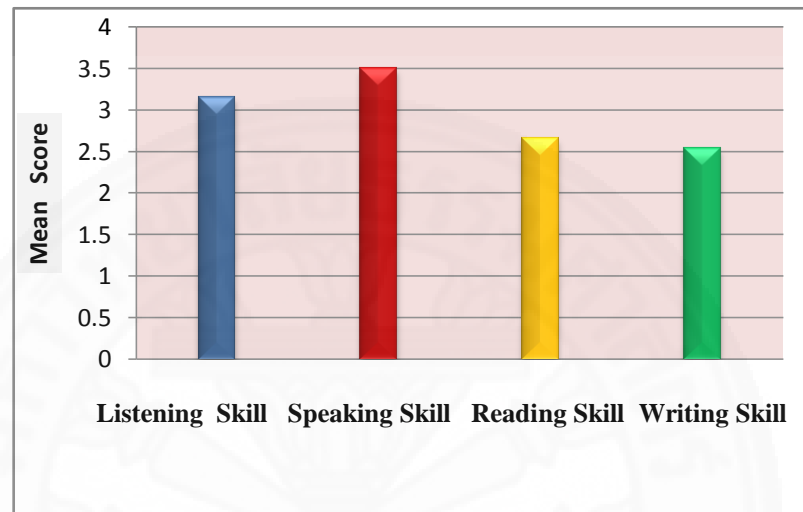


Figure 2. Necessity in Using English Language Skills of the Respondents

4.3. RESPONDENTS' NEEDS IN DEVELOPING ENGLISH LANGUAGE SKILLS

Table 10. Needs in Developing English Language Skills in the Aspect of Self-directed Study

Items	Statements	Mean	S.D	Level of Needs	Rank
	Self-directed Study				
1	Watching English-language movies/listening to English-language songs	4.10	.935	high	2
2	Learning English via social media such as English webpage/ finding foreign friends on Facebook, Youtube, etc.	4.13	.890	high	1

Table Continues

Items	Statements	Mean	S.D	Level of Needs	Rank
3	Reading English-language newspapers	3.14	1.040	moderate	4
4	Reading English-language books/ educational academic journals in English	3.09	1.146	moderate	5
5	Reading an English-language novels, tales or fables	2.88	1.129	moderate	6
6	Studying in self – access learning center at school	3.75	.974	high	3
	Total	3.55	-	high	

As seen in Table 10, the results of needs in developing English language skills in the aspect of self-directed study among the respondents showed that the item which had the highest level was item 2 “Learning English via social media such as English webpage/ finding foreign friends on Facebook, Youtube, etc.” (mean score = 4.13) which contributed to a high level. The item that was at the lowest level was item 5 “Reading an English-language novel, tales or fables” (mean score = 2.88) which was ranked at a moderate level. The overall mean of needs in English language development in terms of self-directed study was 3.55, which indicated a high level of needs.

Table 11. Needs in Developing English Language Skills in the Aspect of Attending English Classes

Items	Statements	Mean	S.D	Level of Needs	Rank
	Attending English Classes				
1	Attending English class taught by Thai teachers in school	3.10	1.289	moderate	4

Table Continues

Items	Statements	Mean	S.D	Level of Needs	Rank
Attending English Classes					
2	Attending English class taught by foreign teachers in school	3.18	1.271	moderate	3
3	Attending English class taught by Thai and foreign teachers in school	3.30	1.216	moderate	1
4	Attending English class taught by an invited lecturer	3.26	1.290	moderate	2
5	Registering for an English course run by other organizations	2.79	1.299	moderate	6
6	Registering for English online courses	3.01	1.288	moderate	5
Total		3.10	-	moderate	

As seen in Table 11, needs in developing English language skills in the aspect of attending English classes, the results revealed that the item which had the most significant level was item 3 “Attending English class taught by Thai and foreign teachers in school” (mean score = 3.30), which was rated at a moderate level. On the other hand, the item which had the least significant level was item 5 “Registering for an English course run by other organizations” (mean score = 2.79) which was in the moderate level of ranking. The overall mean score of needs in terms of attending English courses was 3.10 which represented a moderate level.

Table 12. Needs in Developing English Language Skills in the Aspect of Furthering Education

Items	Statements	Mean	S.D	Level of Needs	Rank
Furthering Education					
1	Studying the higher education in an international course in Thailand	2.38	1.39 1	low	1
2	Studying the higher education aboard	2.16	1.27 7	low	2
Total		2.27	-	low	

As presented in Table 12, the result of needs in developing English language skills in the aspect of furthering education indicated that the item that had the most significant level of needs was item 1 “Studying the higher education in an international course in Thailand” (mean score = 2.38) and the item which had the lowest reported level was item 2 “Studying the higher education abroad” (mean score = 2.16). Both of those two items of needs in this aspect ranked at a low level. In addition, the overall mean score of needs in developing English language skills in terms of furthering education was 2.77 which indicated a low level of need.

Table 13. Needs in Developing English Language Skills in the Aspect of School Support

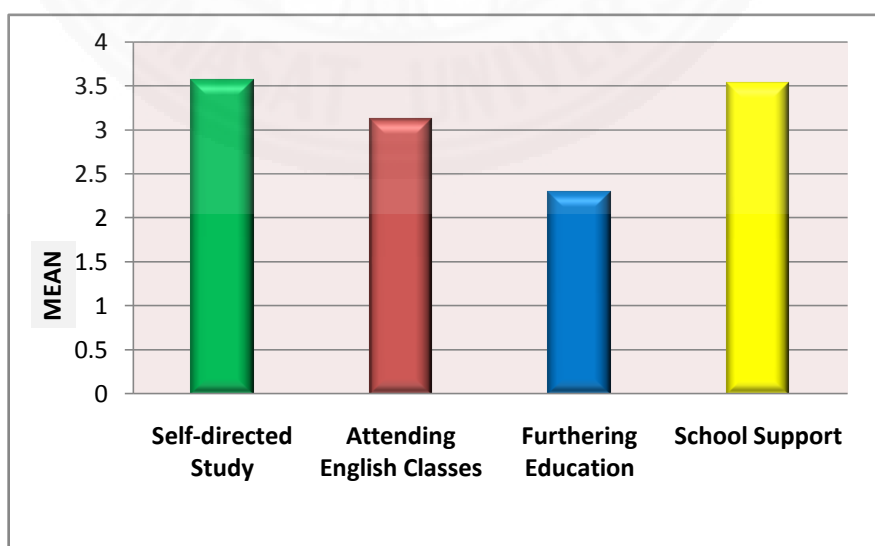
Items	Statements	Mean	S.D	Level of Needs	Rank
Developing English Language with School Support					
1	Studying English courses provided by the school free of charge	4.08	.897	high	1
2	Registering for English courses provided by other organizations and paid for by the school	3.34	1.119	moderate	3
3	Registering for English courses provided by other organizations and partially paid for by the school	3.50	1.145	high	2
4	Participating in school activities for developing English language skills in cooperation with other organizations	3.13	1.162	moderate	4
Total		3.51	-	high	

As shown in Table 13, the result for needs in developing English language skills in the aspect of school support revealed that the item that had the highest level of needs was item 1 “Studying English courses provided by the school free of charge” (mean score = 4.08) which was at a high level, while the item which had the lowest level was item 4 “Participating in school activities for developing English language skills in cooperation with other organizations” (mean score = 3.13) which was at a moderate level. However, the overall mean score of needs in English language development skills in the aspect of school support was 3.51, representing a high level.

Table 14. Needs in Developing English Language Skills in All Aspects

Needs in Developing English Language Skills	Mean	Level of Needs	Rank
Self-directed Study	3.55	high	1
Attending English Classes	3.10	moderate	3
Furthering Education	2.27	low	4
School Support	3.51	high	2
Total	3.10	moderate	-

As seen in Table 14, the result showed that needs in developing English language skills among four aspects, needs in developing English by self-directed study had the most significant level (mean score = 3.55) which was at a high level of need, followed by needs in developing English language skills with School Support (mean score = 3.51) which indicated a high level of need as well. Needs in developing English language skills in terms of attending English classes resulted in a moderate level ranking (mean score = 3.10) and the last item, needs in furthering education aspects (mean score = 2.27) was at a low level of need. However, the overall mean score of all four aspects of needs in developing English language skills (mean score = 3.10) represented a moderate level.

**Figure 3. Needs in Developing English Language Skills in All Aspects**

4.4. ADDITIONAL OPINIONS ABOUT ENGLISH LANGUAGE

DEVELOPMENT

In this part, some additional opinions from the respondents are presented. All of the opinions were derived from the open-ended questions in the questionnaire which was relevant to the study. The obtained data was categorized into two aspects: the necessity in using English language, and needs in developing English language skills.

For the first aspect, the majority of the respondents mentioned that they had to use English for their further study. Some teachers have taken a standardized test (i.e. TOEFL, IELTS or TOEIC) in order to check their English proficiency for furthering their education.

The second aspect was the respondents' needs in English language development. There were several interesting opinions presented by the respondents. First, they needed to attend English taught by foreign teachers in school with face to face contact. Second, they wanted to study English by themselves. Some respondents stated that they need to develop their English language skills by speaking English with teachers in school, especially speaking English with teachers who majored in English. Moreover, they also stated that they need to read English books often. In doing so, they can develop their English language skills.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter puts forwards the following topics: (1) a summary of the study, (2) a summary of the findings, (3) discussion (4) conclusions and (5) recommendations for further research studies.

5.1. SUMMARY OF THE STUDY

This section summarizes the contents of this research study as follows:

5.1.1 Objectives of the Study

5.1.1. To investigate the necessity of English language skills used by teachers in Wisetchaichan Tanti Wittayapoom School.

5.1.2. To determine the needs in developing English language skills of teachers in Wisetchaichan Tanti Wittayapoom School.

5.1.2 Subjects, Material, and Procedures

The respondents in this study were 80 teachers who taught various subjects, working at Wisetchaichan Tanti Wittayapoom School, the secondary school in Anghong province, Thailand.

The instrument used in this study was a questionnaire which was divided into four parts: demographic information, the necessity in using English language skills, needs in developing English language skills, and open-ended questions. The first part reported personal information from the respondents, including gender, age, education level, fields of the study of respondents, years of teaching experience, experience in taking English courses abroad, and experience in taking English courses in Thailand. The second part was designed to investigate the necessity of English language use by teachers as the respondents in this study. The third part elicited the respondents' needs in developing English language skills. The fourth part was

intended to grasp other possible aspects of English development needs and gather other suggestions from the respondents.

The questionnaires were distributed to the respondents in March 2016. The data obtained from the questionnaires was analyzed by using SPSS Statistical Program version 21.

Descriptive statistics were used to present by mean of frequency, percentage, mean, and standard deviation or S.D. Qualitative coding method was used to analyze the respondents' opinions for the open-ended questions.

5.2. SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 The General Information of the Respondents

The respondents consisted of 22 males (27.5%) and 58 females (72.5%), 80 respondents in total. All the respondents were teachers who work at Wisetchaichan Tanti Wittayapoom School. Most of them (38.7 %) were older than 50 years old. There were 27.5 % of them who were between 20 – 30 years old, 22.5 % of them were between 31 - 40 years old, and 11.3% of them were between 41 – 50 years old. For their education background, 65% of the respondents held a Bachelor's degree while the rest (35%) of them had a Master's degree. The majority of respondents (17.5%) studied foreign languages. There were 16.3% of them who studied in science, and 13.8% of them studied in the field of mathematics, social studies, religion and culture. In addition 12.5% of them studied in Thai language and career and technology while 8.8% of the respondents studied in health and physical education. The smallest number of the respondents (5%) studied in the field of arts.

In terms of years of teaching experience of the respondents, many of the respondents (30%) had more than 30 years of teaching experience. There were 22.5% of them who had experience between 5-10 years of teaching, and 21.2% of them had less than 5 years of teaching experience. 10% of the respondents had 11- 15 years of teaching experience, 6.3 % of them had 16-20 years of teaching experience, 6.2% of them had 26-30 years of teaching, followed by 3.8% of them who had 26 –

30 years of teaching experience. The majority of respondents (98.8%) had never taken English courses abroad while only 1.2% of them had an experience in taking English courses abroad. Essentially, most of the respondents (78.8 %) have never had the experience of taking English courses in Thailand, and the rest of them (21.2 %) have taken English courses in Thailand.

5.2.2 Necessity of English Language Use of the Respondents

The statistical results of the study revealed that the necessity of English language used among the respondents was reported at a moderate level with a mean score of 2.96.

Regarding the necessity of English language used among the respondents, the three items which had the highest reported level of necessity were item 7 “Teaching in English/giving instructions in English” with a mean score of 3.97, item 8 “Talking to foreign teachers in school or from other schools” with a mean score of 3.86, and item 3 “Listening to conversation from foreign teachers in school” with a mean score of 3.76.

On the other hand, the three items which had the lowest reported level of necessity of English language use were item 18 “Writing lesson plans/reflections in English” with a mean score of 2.45, item 20 “Writing an English course book” with a mean score of 2.38, and item 14 “Reading an English course book” with a mean score of 2.31.

In addition, the results of the total mean score of necessity of English language use revealed that the skill which had the highest reported level of necessity for English language used among the respondents was speaking skill with a mean score of 3.5, followed by listening skill with a mean score of 3.15, reading skill with a mean score of 2.66, and writing skill with a mean score of 2.54.

5.2.3 Needs in Developing English Language Skills of the Respondents

The results of the respondents’ needs in developing English language skills indicated that the respondent’s needs were at a moderate level.

In this study, needs in developing English language skills were classified into four aspects: self-directed study, attending English classes, furthering

education and developing English language skills with school support. First, for needs in developing English language skills in the aspect of self-directed study, the results indicated that the item which had the highest reported level was item 2 “Learning English via social media such as English webpage/finding foreign friends on Facebook, Youtube, etc.” with a mean score of 4.13, which represented a high level and the lowest reported level was item 5 “Reading an English-language novels, tales or fables” with a mean score of 2.88 which was at a moderate level. The overall mean of needs in English language development in terms of self-directed study was 3.55, which was indicating a high level.

Second, for respondents’ needs in English language development skills in the aspect of attending English classes, the results show that the item which had the highest level was item 3 “Attending English class taught by Thai and foreign teachers in school” with a mean score of 3.30, which presented at a moderate level, while the lowest reported level was item 5 “Registering for an English course run by other organizations” with a mean score of 2.79, which was at a moderate level. The overall mean score of needs in terms of attending English classes was 3.10, which represented a moderate level.

Third, for needs in English language development skills in terms of furthering their education, the item which had the highest level was item 1 “Studying the higher education in an international course in Thailand” with a mean score of 2.38 and the item which had the lowest level was item 2 “Studying the higher education abroad” with a mean score of 2.16. Both of those two items of needs in the aspect of furthering education were rated at a low level. The overall mean score of needs in terms of furthering education was 2.77, which was a low reported level.

Fourth, for needs in the aspect of developing English language skills with school support, the results indicated that the item which had the highest level was item 1 “Studying English courses provided by the school free of charge” with a mean score of 4.08 which ranked at a high level, while the item which had the lowest reported level was 4 “Participating in school activities for developing English language skills in cooperation with other organizations” with a mean score of 3.13, which was at a moderate level. However, the overall mean score of needs in English

language development skills in the aspect of developing English language skills with school support was 3.51, which represented a high level.

5.2.4 Respondents' Opinions about English Language Development

The data was collected from 80 respondents to elicit their opinions in two aspects: the necessity of English language use and their needs in developing English language skills.

With regard to the result of the necessity of English language use, the majority of the respondents mentioned that teachers use English language for taking standardized tests TOEFL, IELTS and TOEIC. They also provided the reason that those tests' scores were required for furthering their study.

Concerning the needs in developing English language skills, the respondents mentioned four activities to develop their English language skills. First was attending an English class taught by foreign teachers in school. The second activity was speaking English language with Thai teachers in school. Third was practicing English conversation with teachers from a foreign language department, and practicing English with only "native" teachers were also mentioned. Fourth, reading English books often could help them develop their English language skills.

5.3 DISCUSSION

This section presents the discussion about the major results of this study, based on the literature review and relevant research studies in chapter 2 and the other sources.

5.3.1 Research question one: What is the necessity of English language skills used by teachers in Wisetchaichan Tanti Wittayapoom School?

According to the results of the study, the necessity of English language use among the respondents was at a moderate level. Among the four skills of English language use, the results showed that the majority of respondents saw the necessity of speaking skills as a high necessity of English language use, followed by listening, reading and writing skills, which were rated at a moderate level of necessity. This

research result was also supported by the research finding of Sripathum Noom-ura (2013), which stated that the majority of teachers perceived that the listening-speaking skills were more necessary than reading skills. From the results of this study, it also indicated that teachers see the necessity of speaking and listening skills as a high necessity. In addition, the results of this study were consistent with the study findings of Abali Nesrin (2012), which revealed that speaking skill was the most necessary skill used by EFL teachers in school. The teachers perceived the necessity of speaking skills and their need to improve this skill was the most required, followed by listening, writing and reading skills.

According to the relevant research findings mentioned above, it can be summarized that most of the teachers, both in English-major and non-English majors, saw the necessity of speaking English skill as a high necessity for English language use in school.

5.3.2 Research question two: How do teachers in Wisetchaichan Tanti Wittayapoom School need to develop their English language skills?

The results of investigation into needs in developing English language skills among the teachers who were the respondents in this study revealed that the respondents had a moderate level of needs in developing their English language skills. The results presented in this study are consistent with the study findings of Sripathum Noom-ura (2013) which indicated that the secondary teachers need for funds for their professional development was at a moderate level. Also, a similar finding was gained by Driscoll, Gándara and Maxwell-Jolly (2005). The results showed that California teachers' needs in professional development also were at a moderate level.

In the present study, among the aspects of needs in developing English language skills, the results show that the respondents' needs in the aspect of self-directed study were rated at a high level, followed by needs in developing English language skills with school support, also presented at a high level. Needs in developing English language skills in the aspect of attending English classes was at a moderate level and the respondents showed the least attention to furthering their education either in Thailand or abroad.

Also in Nuttiya Tantranont (2009), the findings of the study revealed that the respondents preferred to attend workshops/short courses, workshop series, conferences/ lectures, or study overseas. These are considered as needs in English language development in terms of attending English classes and furthering education. On the other hand, the results of Sripatham Noom-ura (2013) revealed that the teachers' need in developing their English language skills by three to five days of training, seminars or conference was at a high level of needs. However, in the study of Sripatham Noom-ura (2013), the respondents were all English-majors while in the present study, the majority of the respondents were non-English majors teachers.

According to the findings of this present study, and other related studies mentioned above, it has been revealed that teachers had a moderate level of need for developing their English language skills, especially in terms of funds or school support, and needs in English language development in the aspect of self-directed study. The reason why the respondents prefer to develop their English language skills by self-directed study is because they have a lot of work to handle. Not only is there a heavy teaching load, but teachers also have others work such as administration, teaching students' manners, visiting students' home, and so on. Those reasons probably caused teachers to prefer developing English language skills by self-directed study.

5.4 CONCLUSIONS

The recent emergence of the ASEAN community has increased the importance of English language in Thai education. There are many policies from the Office of the Basic Education Commission of Thailand that encourage Thai teachers to be aware of the necessity of English language use in Thai Education. Besides seeing the importance of English language use for work, teachers should develop their English language skills as well. The current study provides the findings on the needs in English language used by teachers in a public school. Moreover, the study also reveals the needs in developing their English language skills. According to the findings, the teachers as the respondents thought that speaking skill, followed by listening, writing and reading skill respectively, were necessary skills to them. On the

whole, the needs in English language used by the respondents were at a moderate level. In addition, the results also indicated that the majority of the respondents need to develop their English language skills in the aspects of self-directed study the most. In other words, teachers prefer to develop their English language skills with self-directed study to developing English language skills with school support, attending English classes, or furthering their education. However, English major teachers prefer to develop their English language skills by attending courses rather than by self-directed study, while non-English major teachers need to develop English language skills with self-directed study.

According to the results, it shows that even though they are Thai teachers, the respondents perceive that English language is important for their work and they also need to develop their English language skills. It also puts forth an example for the school to support their teachers to develop their English language skills by providing useful sources, websites, or even an English course that focuses on speaking skill for teachers in the school.

5.5. RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 For further research, a qualitative method should be utilized in order to obtain in- depth understanding and information.

5.5.2. The participants of this present study were only the teachers in one particular school, so further research should be conducted with teachers from different schools in order to gain more reliable results.

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APPENDICES

Part 2: The Necessity of English Language Use

Instructions: Please mark \surd in the box with only one answer that represents your own information.

Please rate the necessity of English language use for each language by using the criteria below:

5 = Very High
 4 = High
 3 = Moderate
 2 = Very low
 1 = Low

Statements	Very High	High	Moderate	Very low	Low
	5	4	3	2	1
Listening Skill					
1. Listening to lecture in English					
2. Listening to announcements/ school radio in English					
3. Listening to conversation from foreign teachers in school					
4. Listening to presentations in English					
Speaking Skill					
5. Welcoming school guests in English					
6. Speaking English language in school meetings or seminars					
7. Teaching in English/ giving instructions in English					
8. Talking to foreign teachers in school or from other schools					
9. Giving a presentation about academic work or research in English					
10. Interviewing new students using English language					
Reading Skill					
11. Reading an English sign board in school					
12. Reading an e-mail written in English					
13. Reading online lessons or worksheets in English					
14. Reading an English course book					
15. Reading English academic papers/ research in education					
Writing Skill					
16. Writing a letter and response using English language					
17. Writing an e-mail in English					
18. Writing lesson plans/ reflections in English					
19. Writing course syllabus/curriculum using English language					
20. Writing an English course book					
21. Writing academic work or research paper in English					

Part 3: Needs in Developing English language skills

Instructions: Please check in the box with only one answer that represents your own information.

Please rate level of your needs in English language development by using the criteria below:

- 5 = Very High**
4 = High
3 = Moderate
2 = Very low
1 = Low

Statements	Very High	High	Moderate	Very low	Low
	5	4	3	2	1
1. Self-directed Study					
1.1. Watching English-language movies/listening to English-language songs					
1.2. Learning English via social media such as English webpage/ finding foreign friends on Facebook, Youtube, etc.					
1.3. Reading English-language newspapers					
1.4. Reading English-language books/ educational academic journals in English					
1.5. Reading an English-language novels, tales or fables					
1.6. Studying in self – access learning center at school					
1.7. Others					
2. Attending English Courses					
2.1. Attending English class taught by Thai teachers in school					
2.2. Attending English class taught by foreign teachers in school					
2.3. Attending English class taught by Thai and foreign teachers in school					
2.4. Attending English class taught by an invited lecturer					
2.5. Registering for an English course run by other organizations					
2.6. Registering for English online courses					
2.7. Others					

Statements	Very High	High	Moderate	Very low	Low
	5	4	3	2	1
3. Furthering Education					
3.1. Studying the higher education in an international course in Thailand					
3.2. Studying the higher education aboard					
3.3. Others					
4. Developing English Language with School Support					
4.1. Studying English courses provided by the school \ free of charge					
4.2. Registering for English courses provided by other organizations and paid for by the school					
4.3 Registering for English courses provided by other organizations and partially paid for by the school					
4.4. Participating in school activities for developing English Language skills in cooperation with other organizations					
4.5. Others.....					

Part 4: Other suggestions regarding the necessity of English language use and needs in English language development

4.1. Please specify other English language uses that might be necessary for you. How necessary are they?

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4.2. Please specify any activities that you think would help to develop your English language skills.

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Thank you for your contribution.

7. ภายใน 2 ปีที่ผ่านมา ท่านเคยฝึกอบรมภาษาอังกฤษภายในประเทศหรือไม่

(1) เคย หลักสูตร _____ จัดโดยหน่วยงาน _____
 หลักสูตร _____ จัดโดยหน่วยงาน _____

(2) ไม่เคย

ส่วนที่ 2 ความจำเป็นในการใช้ทักษะภาษาอังกฤษของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ลงใน ให้ตรงกับความเห็นของท่านมากที่สุด เพียงคำตอบเดียว

กรุณาประเมินความจำเป็นในการใช้ภาษาอังกฤษของท่านในด้านต่างๆ โดยมีระดับความคิดเห็นดังนี้

5 = มากที่สุด

4 = มาก

3 = ปานกลาง

2 = น้อย

1 = น้อยที่สุด

ท่านมีความจำเป็นในการใช้ทักษะภาษาอังกฤษต่อไปนี้ มากน้อยเพียงใด

ข้อความ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
ทักษะการฟัง					
1. ฟังบรรยายจากวิทยากร/ ครูต่างชาติที่มาอบรมให้ความรู้เป็น ภาษาอังกฤษ					
2. ฟังประกาศ/ การให้ความรู้จากเสียงตามสายของโรงเรียนที่เป็นภาษาอังกฤษ					
3. ฟังบทสนทนาของครูต่างชาติใน โรงเรียน					
4. ฟังการนำเสนอผลงานทางวิชาการของครู เป็นภาษาอังกฤษ					
ทักษะการพูด					
5. พูดกล่าวต้อนรับแขกชาวต่างชาติที่มาเยี่ยมโรงเรียน					
6. พูดในที่ประชุม/ สัมมนาเป็นภาษาอังกฤษ					
7. พูดสอนบรรยาย/ อธิบายหน้าชั้นเรียนเป็นภาษาอังกฤษ					
8. พูดสนทนากับครูต่างชาติใน โรงเรียน หรือ จากโรงเรียนอื่น					
9. พูดนำเสนอผลงานทางวิชาการ หรืองานวิจัยในชั้นเรียน เป็นภาษาอังกฤษ					
10. สัมภาษณ์นักเรียนที่สมัครเข้าเรียนใหม่เป็นภาษาอังกฤษ					
ทักษะการอ่าน					
11. อ่านป้ายประกาศต่างๆที่เป็นภาษาอังกฤษใน โรงเรียน					
12. อ่านE-mail ภาษาอังกฤษจากชาวต่างชาติ					

ข้อความ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
13. อ่านสื่อการสอน/เนื้อหาการสอน โดยการค้นหาข้อมูลผ่าน Internet					
14. อ่านตำรา/ หนังสือแบบเรียนที่เป็นภาษาอังกฤษ					
15. อ่านผลงานทางวิชาการ / งานวิจัยทางการศึกษาที่เป็นภาษาอังกฤษ					
ทักษะการเขียน					
16. เขียนจดหมายโต้ตอบเป็นภาษาอังกฤษ					
17. เขียน E-mail เป็นภาษาอังกฤษถึงครูชาวต่างชาติ					
18. เขียนแผนการสอน/ บันทึกหลังแผนเป็นภาษาอังกฤษ					
19. เขียนประมวลรายวิชา /หลักสูตรประจำรายวิชาเป็นภาษาอังกฤษ					
20. เขียนตำรา/ หนังสือแบบเรียนเป็นภาษาอังกฤษ					
21. เขียนผลงานทางด้านวิชาการ หรืองานวิจัยทางการศึกษาเป็นภาษาอังกฤษ					

ส่วนที่ 3 ความต้องการในการพัฒนาทักษะภาษาอังกฤษของผู้ตอบแบบสอบถาม

คำชี้แจง: โปรดทำเครื่องหมาย✓ลงใน ให้ตรงกับความเห็นของท่านมากที่สุด เพียงคำตอบเดียว

กรุณาประเมินความ ต้องการในการพัฒนาทักษะภาษาอังกฤษของท่านในด้านต่างๆโดยมีระดับความคิดเห็นดังนี้

5 = มากที่สุด

4 = มาก

3 = ปานกลาง

2 = น้อย

1 = น้อยที่สุด

ท่านมีความต้องการที่จะพัฒนาภาษาอังกฤษของท่านด้วยวิธีการใดมากที่สุด

ข้อความ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
1. การพัฒนาทักษะทางภาษาด้วยตนเอง					
1.1. ดูภาพยนตร์ / ฟังเพลงภาษาอังกฤษ					
1.2. เรียนรู้ผ่าน social media เช่น web page ให้ความรู้ภาษาอังกฤษ/ เพื่อนชาวต่างชาติบน facebook , youtube เป็นต้น					
1.3. อ่านหนังสือพิมพ์ภาษาอังกฤษ					
1.4. อ่านตำรา/บทความทางวิชาการเป็นภาษาอังกฤษ					

ข้อความ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	5	4	3	2	1
1.5. อ่านนิยาย/นวนิยาย/นิทานเป็นภาษาอังกฤษ					
1.6. ศึกษาด้วยตนเองในศูนย์ self-access learning center ของโรงเรียน					
1.7. อื่นๆ โปรดระบุ					
2. การพัฒนาทักษะทางภาษาด้วยการเรียนหลักสูตรภาษาอังกฤษ					
2.1. เข้าชั้นเรียนภาษาอังกฤษ ซึ่งสอนโดยครูชาวไทย ในโรงเรียนของตนเอง					
2.2. เข้าชั้นเรียนภาษาอังกฤษ ซึ่งสอนโดยครูต่างชาติ ในโรงเรียนของตนเอง					
2.3. เข้าชั้นเรียนภาษาอังกฤษ ซึ่งสอนร่วมกันทั้งครูไทยและต่างชาติ ในโรงเรียนของตนเอง					
2.4. เข้าชั้นเรียนภาษาอังกฤษในโรงเรียนของตนเอง โดยเชิญวิทยากรผู้เชี่ยวชาญภายนอกมาบรรยาย					
2.5. ลงทะเบียนเรียนหลักสูตรภาษาอังกฤษที่จัดขึ้น โดยหน่วยงานภายนอกโรงเรียน					
2.6. ลงทะเบียน เรียนหลักสูตรภาษาอังกฤษด้วยระบบ online					
2.7. อื่นๆ โปรดระบุ					
3. การพัฒนาทักษะภาษาด้วยการศึกษาต่อ					
3.1. ศึกษาต่อระดับชั้นที่สูงขึ้นในภาคภาษาอังกฤษในประเทศ					
3.2. ศึกษาต่อระดับชั้นที่สูงขึ้นในภาคภาษาอังกฤษในต่างประเทศ					
3.3. อื่นๆ โปรดระบุ					
4. การพัฒนาทักษะภาษาโดยการสนับสนุนจากโรงเรียน					
4.1. โรงเรียนจัดให้มีการอบรมเรียนวิชาภาษาอังกฤษในโรงเรียน โดยไม่เสียค่าใช้จ่าย					
4.2. โรงเรียนให้งบประมาณสนับสนุนทั้งหมด ในการลงทะเบียนเรียนวิชาภาษาอังกฤษ ภายนอกโรงเรียน					
4.3. โรงเรียนให้งบประมาณสนับสนุนบางส่วน ในการลงทะเบียนเรียนวิชาภาษาอังกฤษ ภายนอกโรงเรียน					
4.4. โรงเรียนขอความร่วมมือจากหน่วยงานภายนอก ในการจัดกิจกรรม เพื่อพัฒนาทักษะทางภาษาอังกฤษ					
4.5. อื่นๆ โปรดระบุ					

ส่วนที่ 4 ข้อเสนอแนะเกี่ยวกับความจำเป็นและความต้องการในการพัฒนาทักษะภาษาอังกฤษ

4.1 ท่านคิดว่าท่านมีความจำเป็นในการใช้ทักษะภาษาอังกฤษในด้านใด มากน้อยเพียงใด โปรดระบุ

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4.2 ท่านคิดว่าท่านมีความต้องการที่จะพัฒนาภาษาอังกฤษด้วยวิธีการใดมากที่สุด โปรดระบุ

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ขอขอบพระคุณเป็นอย่างสูงที่ให้ความร่วมมือ



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