



**EFL TEACHERS' OPINIONS TOWARD CONTINUING
PROFESSIONAL DEVELOPMENT ON CEFR**

BY

MISS CHUTIMA THONGSRI

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
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ENTITLED

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

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ABSTRACT

In the twenty-first century, the Thai Ministry of Education has promoted continuing professional development (CPD) based on the Common European Framework of Reference for Languages (CEFR) in order to enhance the quality of teachers in teaching English. The purpose of this study was to investigate EFL teachers' opinions toward CPD on CEFR. It was undertaken using a quantitative method to collect the data. The study covered responses to questionnaires from 50 Thai English language teachers in the central region of Thailand who had attended an English training course (Boot Camp 2) at the Central Regional Training Centre. The results reveal that the CPD was effective in terms of gaining support from administrators, followed by collaborative learning, grouping and type, content, resources, the duration of time, and timing. In terms of what the teachers gained from the training programme, they very much agreed that knowledge of CEFR in the teaching context was the first priority, followed by teaching methodology, independent learning, assessment, and lesson planning respectively.

Some remarks from the open-ended section of the study are worth considering. For example, the training teachers were concerned about the duration of training course, which they thought should be extended more than three weeks, and the contents of the programme, which should be appropriate for their students'

abilities. In addition, the teachers suggested that the CEFR should be taken into account in teacher education.

Keywords: continuing professional development (CPD), the Common European Framework of Reference for Languages (CEFR), EFL teachers' opinions



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Miss Chutima Thongsri

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LIST OF ABBREVIATIONS

Abbreviations	Terms
CEFR	Common European Framework of Reference for Languages
CIPD	Chartered Institute of Personnel and Development
CLT	Communicative Language Teaching
CPD	Continuing Professional Development
DFES	Department for Education and Skills
EFL	English as a Foreign Language
GTCE	General Teaching Council for England
ITT	Initial Teacher Training
MOE	Ministry of Education
MONE	Ministry of National Education in Turkey
O-NET	Ordinary National Education Test
PPD	Postgraduate Professional Development
RETC	Regional English Training Center
SPSS	Statistical Package for Social Science
TDA	Training and Development Agency for Schools

CHAPTER 1

INTRODUCTION

1.1 Background

English learning and teaching is considered as a critical problem in the Thai educational system. According to the announcement of the Ministry of Education (2016), it showed that the English competence of Thai students was at a low level when compared to other countries, especially Thailand's closest neighbors. Also, there is unsatisfactory achievement in Thai students' academic performance in the Ordinary National Education Test (O-NET) for their English subject, the average scores of Matthayom 6 (Grade 12) students were well below 50%. For instance, in 2014-2016, the average scores were 25.35%, 23.44% and 24.98% respectively. In addition, the average scores of Matthayom 3 (Grade 9) students were hardly different from M.6 (Grade 12) students. Their performance of English language did not reach half of the total score as well. The average scores were 30.35% followed by 27.46%, and 30.62% (National Institute of Educational Testing Service, 2016).

It is clear that this problem requires reforming the role of education to enhance student's competence and to respond to national development needs. In this vein, the government and the Ministry of Education (MOE) have been promoting a policy to enhance the English competence for students and teachers by prescribing use of the international standard of the Common European Framework of Reference for Languages (CEFR) as the main means for managing English language learning and teaching, designing curriculum, identifying the goals of learning, developing teaching and learning, testing and assessment, and developing teachers (Minister of Education, 2014).

The CEFR, the Common European Framework of Reference for Languages, is one of the strategies of the MOE to enhance English learning and teaching through evaluating the knowledge and efficiency of teachers and students. Therefore, the MOE has applied this framework to the main issues in terms of teaching, learning, assessment and teacher training in order to reform English teaching and learning at

the basic education level, focusing on the ability of students in English communication.

To enhance English teaching skills and the knowledge of teachers, it is essential to improve teacher's teaching methods and procedures in order to balance the changing curriculum and the social context through the process of professional development based on CEFR. At this point, Thai official English language teachers are required to do self-assessment of English proficiency. By doing so, the result from self-assessment categorizes the placement on CEFR levels which are: A1 (the lowest), A2, B1, B2, C1, and C2 (the highest). According to the results of the placement test, the test takers with scores of B1 up level were required to participate in continuing professional development (CPD) on CEFR, which is called Boot Camp, while those with their scores at A1 and A2 levels needed to attend a training course which is not as intensive as those whose level is B1 or higher. Boot Camp is the project for the development of English language for Thai English language teachers. The focus is on how Thai teachers support their students and lead them to the next CEFR level. As a result, the MOE has set up eight regional centres throughout Thailand so as to undertake this project. Each of the regional training centres provides intensive English language training for three weeks; this started in October 2016. The objective of the project is to develop English competence and English teaching methods in terms of teaching vocabulary, reading, speaking, grammar, listening, and writing (MOE, 2014).

With this necessity, this study aims to investigate the opinions toward the Boot Camp: continuing professional development (CPD) based on the international standard of the Common European Framework of Reference for Languages (CEFR).

1.2 Statement of Problem

CEFR is a new issue in Thailand. Very little research on CEFR has been conducted, especially in the area of CPD. As a result, the investigation of English as Foreign Language (EFL) teachers' opinions toward this issue would be useful for educational leaders to support teachers in developing their competency in English teaching.

1.3 Research Question

What are EFL teachers' opinions toward continuing professional development on CEFR?

1.4 Objective of the Study

The purpose of the study is to investigate EFL teachers' opinions toward CPD on CEFR related to the characteristics of effective CPD and to determine what the participants gained from the programme regarding knowledge of CEFR in teaching context, teaching methodology, lesson planning, independent learning, and assessment.

1.5 Definition of Terms

1. Continuing professional development (CPD): refers to teacher training in order to develop knowledge and skills for English teaching.

2. Common European Framework of Reference for Languages (CEFR): refers to the framework describing how language learners can use a language to communicate and how they have to develop their knowledge and skills effectively (Council of Europe, 2001).

3. EFL teachers' opinions: refers to personal attitudes of English as Foreign Language teachers in Thailand

1.6 Scope of the Study

The study was conducted to investigate 50 EFL teachers from public schools who participated in CPD on CEFR (Boot Camp 2) at the Central Regional English Training Centre during 21st November – 9th December, 2016.

1.7 Significance of the Study

The findings of the study provide a better understanding of the opinions of EFL teachers in the central region of Thailand toward CPD on CEFR. Also, the researcher believes that the findings may motivate educational leaders to design professional development based on the international standard for implementation of teacher training that is more effective for student achievement.

1.8 Organization of the Study

The study includes five chapters as follows:

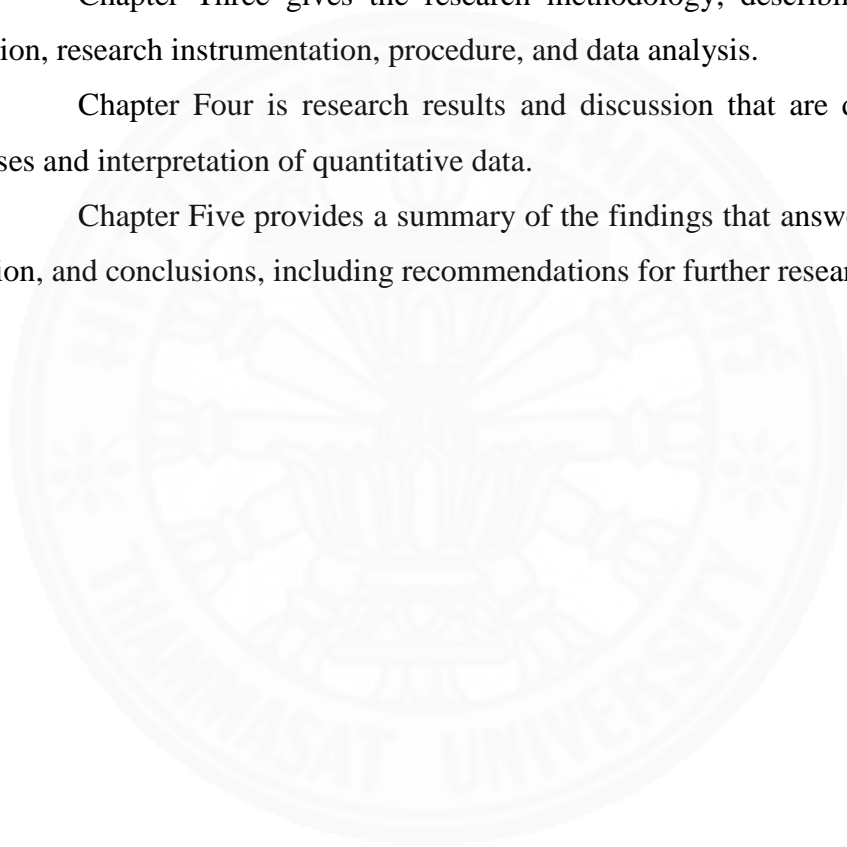
Chapter One is an introduction that consists of the background of the problems, research objective, research question, definition of terms, scope of the study, and significance of the study, as well as the organization of the study.

Chapter Two is a review of literature that provides information related to CPD and the CEFR.

Chapter Three gives the research methodology, describing the sample selection, research instrumentation, procedure, and data analysis.

Chapter Four is research results and discussion that are devoted to the analyses and interpretation of quantitative data.

Chapter Five provides a summary of the findings that answer the research question, and conclusions, including recommendations for further research.



CHAPTER 2

REVIEW OF LITERATURE

This chapter contains a review of the literature about continuing professional development (CPD) based on the Common European Framework of Reference for Languages (CEFR). The information is related to the research question. The first part begins with CPD in terms of the definitions, purposes, and characteristics of effective CPD for teachers. The second part describes the CEFR and its application in Thailand. The third part focuses on the integration of the CPD and the CEFR (Boot Camp). The final part reviews opinions toward the CEFR and teacher training from previous studies.

2.1 Continuing Professional Development

2.1.1 The Definition of CPD

It is necessary that organizations need to improve the quality of work and outcomes for client groups through using CPD. Eurydice (2003) stated that CPD is one of the compulsory factors to develop capability for several professions such as accountancy, medicine, nursing, and other health professions, and social work, including for teachers, in half of the European countries and in the United States. For improving knowledge and skills, professionals are required to engage in continuing professional development in order that their abilities are up to date (Tantranont, 2009).

There are several definitions of continuing professional development in a variety of professions. Friedman and Phillips (2004) reported that some definitions describe a mode of education or learning and some define it as an activity or as an approach. There are varied and different definitions of CPD as follows:

The Department for Education and Skills (DFES) defined CPD as “*any activity that increases the skills, knowledge or understanding of teachers, and their effectiveness in schools*” (Bubb, 2004, p.3).

The Training and Development Agency for Schools (TDA) defined CPD as “*reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills*” (Training and Development Agency for Schools, 2005).

The Law Society Training Regulations of 1990 defined CPD as “*a course, lecture, seminar or other program or method of study that is relevant to the needs and professional standard of solicitors and complies with guidance issued from time to time by the society*” (The Law Society, 2008).

The Chartered Institute of Personnel and Development (CIPD) defined CPD as “*a combination of approaches, ideas and techniques that will help the learners manage their own learning and growth*” (The Chartered Institute of Personnel and Development, 2008).

Briefly, as the definitions shown, CPD refers to the development of knowledge and skills throughout various types of careers in order to prepare, update, review, and reflect. In this particular context, CPD for teachers can be described as activities leading to the development of competence in educators as well as their effectiveness in schools (Bailey, Curtis & Nunan, 2001; Blandford, 2000).

2.1.2 The Purpose of CPD

As the definitions show, continuing professional development (CPD) has become part of the teaching profession. It seems to be beneficial for teachers, staff, administrators, and students and so develop effectiveness in schools. Thus, CPD provides several different purposes for teachers and stakeholders. According to Craft (2000), the purposes of CPD are to improve performance skills and extend experience for career promotions, to clarify the policy of school, and to enhance the effectiveness of teaching and learning. In this vein, CPD requires undertaking advanced studies in colleges or universities in order to enhance the skills. It refers to *professional education*. On the other hand, developing or increasing knowledge and skills in daily work refers to *professional training* (Bezzina, 2006).

Thus, CPD is promoted in the teaching career by government agencies. For example, in England, the Training and Development Agency for Schools (TDA) supports teachers to improve the quality of initial teacher training (ITT) and CPD. The TDA provides the opportunities to trainee teachers to acquire knowledge and skills for their future professional development. In addition, the TDA is responsible for a postgraduate professional development (PPD) program to enhance specific qualification (Training and Development Agency for Schools, 2005). In terms of CPD for teachers, the General Teaching Council for England (GTCE) advocates for teachers to develop the teaching profession. Moreover, the GTCE strengthens the policy by offering continuing professional development through local authorities and private training agencies (General Teaching Council for England, 2008).

In Thailand, the Ministry of Education (MOE) has established several laws, rules, and regulations in line with the 1997 Constitution and the 1999 National Educational Act. According to the requirements of the Constitution for improving the educational quality, the National Education Act has prescribed a policy to improve teachers, faculty staff, and educational personnel. In order to achieve the objectives of the policy of the educational reform, the MOE has offered a strategic plan to implement teacher and education quality. The three key themes of teachers and education quality enhancement are to change perceptions on a career in education, to produce new trends in teacher training institutions, and to develop the capability of teachers, staff members, and education personnel through CPD (Office of the National Education Commission, 2003).

2.1.3 Characteristics of Effective CPD

There are several studies describing the characteristics of effective CPD. Here is a summary of effective professional development in each aspect as follows:

2.1.3.1 Type: Desimone, Porter, Birman, Garet, and Yoon (2002) studied the effective types of professional development. They compared *reform types* referring to workshops with *traditional types* referring to short courses. The result concluded that schools are likely to engage in reformed types through continuing learning activities.

2.1.3.2 Content: Referring to Desimone et al. (2002), they suggested that the content of professional development programs should rely on teachers' needs and teachers' content knowledge.

2.1.3.3 Duration: Brown, Edmonds, and Lee (2001) suggested that the activities of professional development should be extended over a period of time instead of short courses in order that participants develop their ability more highly and prolong their positive change longer.

2.1.3.4 Time and resources: Heaney (2004) claimed that teachers need substantial time to learn new skills and knowledge in order to practice and reflect on what they have learned. In terms of resources, it seems to be that effective CPD for teachers may be problematic without the necessary financial resources. According to the study of Pritchard and Marshall (2002), high quality schools spent 20% of their budget on professional development, whereas lower quality schools spent only 2-3 % of their budget on this.

2.1.3.5 Small/Cognate groups: Effective CPD is perceived to be achieved in small groups of 5-10 persons (Fleming, Shire, Jones, Pill & McNamee, 2004). Also, the composition of groups should be cognate rather than deliberate.

2.1.3.6 Collaboration: Collaborative learning is one of the effective forms for professional development. Cardno (2005) claimed that group work with colleagues provides learning and changes support effective in professional development.

2.1.3.7 Leadership and sustained administrative support: Support from administrators has been identified as an effective characteristic of CPD. Davies and Preston (2002) claimed that effective professional development relies on educational leadership to manage and support change in schools.

2.2 Common European Framework of Reference for Languages and Application in Thailand

2.2.1 The definition of CEFR and description of CEFR level

According to the publications of the Council of Europe (2001), the Common European Framework of Reference for Languages (CEFR) refers to a comprehensive

method providing international standards that prescribe the descriptions of language learners in order to develop their knowledge and skills for effective communication. Also, the framework describes the cultural context of the language and proficiency levels so that learners are able to measure their language proficiency.

The CEFR categorizes six levels of language proficiency: A1 and A2 for Basic Users, B1 and B2 for Independent Users, and C1 and C2 for Proficient Users. Each of the CEFR proficiency levels describes a set of common reference points and the wording of the descriptors matches different language skills and competence with what language learners can do, as shown in Table 2.1

Table 2.1 Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Council of Europe (2001)

2.2.2 The Implementation of English Teaching based on CEFR

2.2.2.1 Reforming the benchmarks of English language: The Office of the Basic Education Commission (2014) has prescribed the following English language proficiency targets for Thai students in order to develop their competence as shown in Table 2.2

Table 2.2 Expectation in English Learning on CEFR Level

Educational Level	Level Group Name	CEFR level
By the end of Prathom (Grade 6)	Basic User	A1
By the end of Mathayom 3 (Grade 9)	Basic User	A2
By the end of Mathayom 6 (Grade 12)	Independent User	B1
By the end of Bachelor degree	Independent User	B2

2.2.2.2 Designing the new English curriculum: In regard to the CEFR levels, the MOE has reformed the curriculum and adopted the CEFR level descriptors to influence designing the educational objectives, targets, and outcomes in English teaching and learning.

2.2.2.3 Developing English teaching and learning: The focus is on Communicative Language Teaching (CLT) in terms of listening, speaking, reading, and writing respectively.

2.2.2.4 Testing and assessment: In order to reliably measure the attainment of English language, the MOE has adjusted testing and assessment based on the CEFR achievement standards as in the given table 2.1

2.2.2.5 Enhancing the skills and knowledge of teachers: To be consistent with CEFR, English teachers are assessed in terms of their English language skills, and they are required to participate in professional training so as to develop English language competence.

2.3 The Integration of the Continuing Professional Development and the Common European Framework of Reference for Languages (Boot Camp)

In order to reform English language learning and teaching based on the CEFR, the MOE has promoted in-service teacher training on CEFR as a first step. Mr Adrian

Greer, the Director of the Operations Department of the British Council, and his staff, stated that English language teachers should be trained in English competence so as to develop their teaching methods and materials to meet international standards. As a result, the MOE asked for cooperation from the British Council, the UK's international organization for cultural relations and educational opportunities, on a project which seeks to improve English teaching of primary teachers and secondary teachers throughout Thailand. The reason why the government has chosen the British Council as a partner is this organization has updated English curriculum and teaching approaches, and as well, its staff are ready to go to the provinces and offer assistance in training for Thai English language teachers (the MOE, 2014).

With the language development necessity, the MOE has set up Regional English Training Centres (RETC), known as an extension of the Boot Camp project. There are eight training centres across the country. Every centre has foreigners and master trainers to be responsible for guiding Thai English language teachers who will enhance their English ability for teaching students. Teerakiat Charoensethasin, the Deputy Minister of Education claimed that the MOE expects 3,500 Thai English language teachers would be trained in this project. Moreover, the MOE has plans to set up 18 training centres and 13,500 Thai teachers will be able to train when all of the centres are up and running (the MOE, 2016).

2.3.1 The Objective of Boot Camp

The project aims to enhance communicative skills, methodological technique and English competence of participants, Thai English language teachers, with better quality and higher standards of English. For example, the English language proficiency of those who are a B1 level of English language on CEFR will be higher (at a B2 level) after they finish the training. In addition, the teachers attending the courses can pass on English competence to their students as well as being able to train other teachers (the MOE, 2016).

2.3.2 Training Participants

The participants of Boot Camp are Thai English language teachers who are teaching English in primary level and secondary level in public schools throughout Thailand. Before attending the courses, the teachers are required to do a self-assessment proficiency test, the Oxford Placement Test, in order to measure their English competence based on CEFR level. With the results of the placement tests, the teachers are allocated to the appropriate group for this project. So far, there are six cohorts (Boot Camp 1-6) of teachers attending this project and those are at a minimum of B1 level of English on the CEFR scale. For this study, I selected the training teachers who took part in Boot Camp 2 (more detail in Chapter 3) to investigate their opinions toward the CEFR training (the MOE, 2016).

2.3.3 Time and Place

The regional Boot Camp training is three weeks of English language training using a budget of 182 million baht. With eight Regional English Training Centers, the first four training centers started in October, 2016 at Triam Udom Suksa School, Khon Kaen Wittayayon School, Wattanothai Phayap School, and Surat Phittaya School. The 5th to 8th centers started in February, 2017 (the MOE, 2016). For Boot Camp 2, the training teachers took part in the training from 21st November to 9th December, 2016 at Triam Udom Suksa School in Bangkok. The schedule of the course was three weeks (5 days a week) - in other words, the Boot Camp lasted for 90 hours (the MOE, 2016).

2.3.4 Content

For this three week training in collaboration with the British Council (2016), the contents of this project focused on communicative activities with a learner-centered approach. The training participants were required to develop their English skills and teaching skills through lesson planning activities, managing lessons and learners, and demonstrating microteaching in each skill. The workshop environment was fun and dynamic, providing participants with teaching techniques and materials for their own teaching context.

2.3.4.1 *Week 1*: The training content involved teaching vocabulary and reading. The participants were able to develop their vocabulary learning, vocabulary teaching techniques and reading teaching techniques in order to select the appropriate approach with their own context for students.

2.3.4.2 *Week 2*: This week covered teaching speaking and grammar. The issues related to accuracy and fluency in speaking practice through interaction. The participants were able to develop oral communication skills more effectively. By doing so, the participants are able to promote oral communication in their classroom in terms of tasks and activities. Also, the content in this week provided grammar teaching approaches in terms of deductive and inductive approaches.

2.3.4.3 *Week 3*: The content emphasized teaching listening and writing. The participants were trained in listening skill by providing practice in planning an effective listening skill approach. For teaching writing, a process-writing framework was used for developing writing skill. Moreover, the course provided teaching strategies for correcting spoken and written errors.

2.4 Opinions toward the CEFR and Teacher Training from Previous Studies

North (2007) showed from teachers' views towards CEFR that it seems to be confusing with the six levels, even though there are guides and descriptions about the CEFR levels. A Council of Europe survey of Member States in 2005 found that teacher training on CEFR focuses on the reference levels and descriptors rather than focusing learning objectives on what learners will be able to attain the language (Council of Europe, 2006).

Goullier (2006) claimed that there are few published statements about the implications of the CEFR despite the fact that there are guides and articles. Moreover, an intergovernmental CEFR Forum stated that curriculum developers need to be guided in practice so as to develop teaching materials to suit the proficiency level in different contexts as well as to be accessible for teachers (Council of Europe, 2007).

The Minister of National Education in Turkey (MONE) has fostered the CEFR through in-service teacher training programs. In 2009, there was a group of seminars called "Training of English Teachers" that was conducted throughout the whole

country. However, before the MONE organized to do so, the MONE twice piloted the European Language of Portfolio (ELP) and the CEFR. The first piloting was conducted with 20 schools in two towns in the 2001-2002 Academic Year. To extend the evaluation, the second piloting was undertaken during the 2006-2007 Academic Year (Sahinkarakus, Yumru, & Inozu, 2009). Almost 48,000 English language teachers were trained in the principles of the CEFR. So far, 48 cities in the country have participated in these trainings. The contents of the programs were about new English language curriculum, integrated language teaching, language assessment, and materials design based on the framework of the CEFR (MONE, 2011).

Kir (2011) explored 73 teacher trainers' views on foreign language teacher training based on CEFR in Turkey. The findings showed that CEFR training is necessary for teachers. Due to the fact that Turkey is a member of the Council of Europe, a foreign language teacher training program has to be promoted.

The European Parliament's Committee on Education and Culture (2013) revealed that in-service teacher training is necessary for teachers in order to enhance their competence. Five European countries that use English as a foreign language such as Austria, Sweden, Hungary, the Netherlands and France have promoted programs to implement English language teaching. The teacher programs provide an introduction to the framework and train teachers to know how it works and how they can apply the CEFR in their context. Also, the refresher courses focus on how to evaluate the learning outcomes of their students based on CEFR.

Especially in Hungary, the system of teacher training is very important. Accordingly, teachers are required to take part in at least one in-service teacher training every seven years. Furthermore, the CEFR is taken into account in in-service teacher training programs. To attend a training course on CEFR, teachers are provided the possibility. By doing so, the knowledge of training teachers relies on their own motivation to learn about the CEFR or depends on the requirements of the government. As a result, teachers are able to design their plans and lessons based on CEFR. However, it seems to be difficult to ensure if they actually use CEFR in their teaching context.

Hismanoglu (2013) investigated 72 prospective EFL teachers concerning general teacher characteristics that can be gained via a CEFR specific program,

through distributing a questionnaire. The result revealed that the majority of participants understand the CEFR contents and they can adapt in their English language teaching. At this point, they are able to design learning environments that suit the students' courses, especially in courses focusing on language skills. In addition, the finding showed that a curriculum of foreign language training should be taken into account in education faculties.

Kir and Sülü (2014) determined language teachers' views on the use of CEFR. The study concluded that foreign language teachers need to be trained on CEFR. The teacher training programs should train teachers about the CEFR in terms of how to develop materials, how to design for set objectives and skills teaching as well as how to assess student's achievement more effectively in their language teaching. In addition, the findings suggested that pre-service teachers should be trained about the CEFR as well.

To conduct this study about opinions toward teacher training based on CEFR, the researcher selected two frameworks from the studies of Hismanoglu (2013) and Kir and Sülü (2014) whose questionnaire items focused on guidance both for trainers and trainees. The questionnaire questions in this study were adapted in order to ask about both the characteristics of effective continuing professional development and what the teachers gained through a training program in terms of teaching context, methodology, resources, lesson planning, independent learning and assessment based on CEFR.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methodology and procedures conducted in the study to answer the research question: *What are EFL teachers' opinions toward continuing professional development on CEFR?*

3.1 Participants

The participants in the study were a total of 50 Thai English language teachers in the primary level and secondary level of public schools in the central region of Thailand. They had attended the continuing professional development (CPD) on CEFR (Boot Camp 2) at the Central Regional English Training Centre, which was held at Triam Udom Suksa School, during 21st November – 9th December, 2016. The main reason why the study was conducted by choosing training teachers in Boot Camp 2 was the accessibility for data collecting. As the participants are in the same profession as the researcher, English language teaching, and the training took place in Bangkok, it was convenient to collect the data. In addition, the duration of time for Boot Camp 2 was close to the period of time when this study was starting to be conducted. The researcher was also able to investigate if the participants could apply the training contents in their real teaching context that answered the questionnaire question. Therefore, selecting the participants attending Boot Camp 2 was appropriate timing to collect the data in terms of their opinions toward CPD on CEFR.

3.2 Research Instrument

In order to investigate the opinions toward the programme, a Likert-scale questionnaire was used to conduct the study. The researcher adapted the questionnaire developed by Kir and Sülü (2014) and Hismanoglu (2013). Also, the questionnaire questions were developed from the contents in the course outline as shown in the literature review and a pilot study. There were four parts in the questionnaire with 38 questions in total as follows:

Part 1: Teacher's demographic information

In this part, there were six questions asking about gender, age, educational level, teaching experience, training experience in English language teaching, and experience related to the CEFR.

Part 2: Characteristics of Effective CPD

This part asked about the characteristics of effective CPD via eight statements based on type, content, duration of time, timing, resources, grouping, collaborative activity, and leadership and sustained administrative support.

Part 3: Teachers' opinions toward CPD on CEFR (Boot Camp 2)

The respondents were asked about the training course with 22 questions in total. The questions were in terms of knowledge of CEFR in teaching context, teaching methodology, lesson planning, independent learning and assessment.

A five-point Likert scale was used in Part 2 and Part 3 with the following criteria:

Scale	Level of Agreement
5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

Part 4: The open-ended questions

Two open-ended questions enabled the respondents to write a free response in their own terms for exploring further comments and suggestions about Boot Camp 2 and the CEFR application in teacher education.

To be reliable, the questionnaire was revised by two experts before distributing to the respondents. Also, four Thai English language teachers piloted this questionnaire in order to see whether the questions and the statements were comprehensible. The questionnaire was in two versions: English and Thai.

3.3 Procedures

3.3.1 Research design

Convenient sampling was conducted for contributing the questionnaire. Online questionnaires were sent to the training teachers who attended Boot Camp 2 at the Central Regional English Training Centre, asking the participants fill out the questionnaire. Out of 75, only fifty questionnaire responses were collected to analyze the data because of the limited time for analysis. The collected data was then analyzed, presenting the results through a descriptive frequency analysis.

3.3.2 Data Collection

The questionnaires in Thai version were distributed to the respondents in order to avoid misunderstanding in the statements of the questionnaire. A total of 50 Thai English language teachers who attended Boot Camp 2 at the Central Regional English Training Centre from 21st November to 9th December, 2016, were asked to respond to the questionnaire. After revising from the experts, the data collection tool was distributed through a website called www.surveymonkey.com. One of the reasons why the researcher chose the online questionnaire form was because it was instantly accessible for the respondents who could do the questionnaire at any time, and this allowed respondents to quickly respond to the questionnaire via the internet. In addition, it reduced the research costs. After collection, the data was then analyzed.

3.4 Data Analysis

Results of the online questionnaires from the Survey Monkey website were exported to analyze through the Statistical Package for Social Sciences (SPSS) software in terms of descriptive and inferential statistics as follows:

- In the first parts, the demographic information was analyzed by the percentage and frequency count.
- In the second part and the third part, characteristics of effective CPD and teachers' opinions toward Boot Camp 2, were calculated by using a Mean and Standard Deviation (S.D.). The Mean and the Standard Deviation were reported from the data which was interpreted as the following:

Mean scores	Level of interpretation
4.51-5.00	Very high
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Very low

- In the fourth part, the written statements from the open-ended questions were analyzed as a qualitative content analysis with the aim of further investigation of the weaknesses of the programme and the CEFR application in teacher education. All responses were read thoroughly before they were summarised. Then, they were assigned into the related categories in order to find out major themes and to identify patterns and trends in the responses.

CHAPTER 4

RESULTS AND DISCUSSION

As stated in Chapter 1, this study aimed to investigate EFL teachers' opinions toward continuing professional development (CPD) on CEFR. This chapter reports the results and discussion of the study that answered the research question.

4.1 Results

This part is divided into four parts based on the questionnaire as follows:

Part 1: Teachers' demographic information

Part 2: Teachers' opinions toward characteristics of effective CPD

Part 3: Teachers' opinions toward CPD on CEFR (Boot Camp 2)

Part 4: Comments and suggestions from the open-ended questions

4.1.1 Teachers' Demographic Information

This part describes the demographic information of the respondents in terms of gender, age, educational level, teaching experience, training experience in English language teaching, and experience related to the CEFR. The total respondents were fifty English language teachers who participated in Boot Camp 2 at the Central Regional English Training Centre.

According to the findings, there were more female teachers than male teachers in Boot Camp 2 at the Central Regional English Training Center. Almost half of them (48%) did not have much experience in teaching, as the age range was between 21 to 30 years old. 48% of the respondents had only 1 to 5 years of teaching experience. So the data reveals that training teachers having 1 to 5 years of experience were promoted to attend this course. However, even though the majority of the respondents had only 1 to 5 years of teaching experience, almost half of them (48%) held a master degree. Also, most teachers (94%) had experience in developing their English knowledge and skills before attending this programme. In addition, 74% of the respondents had prepared themselves for the new framework for teaching English

language, the CEFR, before participating in this training course. Regarding this part, the findings in each question show obviously in the following tables.

Table 4.1 Gender

Gender	Frequency (N)	Percentage (%)
Male	15	30
Female	35	70
Total	50	100

As can be seen in Table 4.1, the overall total of the participants was fifty. The majority of the respondents were 35 females (70%) and the rest were 15 males (30%).

Table 4.2 Age

Age Group	Frequency (N)	Percentage (%)
21-30 year-old	24	48
31-40 year-old	18	36
41-50 year-old	4	8
51-60 year-old	4	8
Total	50	100

According to Table 4.2, almost half of the respondents (48%) were between 21-30 years old. 18 respondents (36%) were 31-40 years old. The age group of 41-50 years old and 51-60 years old are the lowest proportion at the same number (8%).

Table 4.3 Educational Level

Educational level	Frequency (N)	Percentage (%)
Bachelor	26	52
Master	24	48
Total	50	100

As shown in Table 4.3, it indicates that the respondents who held a bachelor's degree (52%) were slightly more in number than those who held a master's degree (48%).

Table 4.4 English Teaching Experience

Years of English teaching experience	Frequency (N)	Percentage (%)
Less than 1 year	2	4
1-5 years	24	48
6-10 years	10	20
more than 10 years	14	28
Total	50	100

Table 4.4 shows that out of 50 respondents, almost half of the respondents (48%) had 1-5 years of English teaching experience. 28% of the respondents had more than 10 years teaching experience and 20% of the respondents had 6-10 years of teaching experience. Only 4% had less than 1 year of teaching experience.

Table 4.5 English Training

Have you ever attended an English language training course?	Frequency (N)	Percentage (%)
Yes	47	94
No	3	6
Total	50	100

The table shows that almost all (94%) of the respondents had already attended an English language training course, whereas only a few (6%) of the respondents had not attended an English language training course before.

Table 4.6 Experience about the CEFR

Have you ever read about English language teaching based on CEFR?	Frequency (N)	Percentage (%)
Yes	37	74
No	13	26
Total	50	100

As shown in Table 4.6, most of the respondents had read documents about English language teaching based on CEFR (74%). However, approximately one-third of the respondents (26%) had not read any documents yet.

4.1.2 Teachers' Opinions toward Characteristics of Effective CPD

In this part, the characteristics of effective CPD were analyzed regarding type, content, duration of time, timing, resources, grouping, collaborative activity, and leadership and sustained administrative support, using the five-point Likert scale. The findings are presented in the descriptive statistics with Mean (\bar{X}) and Standard Deviation (S.D.) of respondents' opinions.

Table 4.7 Opinions toward Characteristics of Effective CPD

Statement	Mean	S.D.	Level
1. Workshop activities can develop my English competence.	4.24	0.71	High
2. The contents of training are appropriate with my need and knowledge.	4.16	0.64	High
3. The duration of training course is suitable to enhance my English teaching skills.	3.50	0.90	Moderate
4. 3-week training course is suitable for developing your English skills.	3.20	1.04	Moderate
5. Resources are worthwhile for attending in this training.	3.78	0.78	High
6. The number of training participants and the composition of group are suitable.	4.24	0.76	High
7. The training activities are collaborative learning.	4.34	0.65	High
8. My school leader has supported this training.	4.40	0.77	High
Total average mean score	3.98	0.78	High

The teachers highly agreed that they gained support from school leaders. Collaborative activities in the training programme received the second ranking, followed by workshop activities, number of participants and grouping. They

moderately agreed that the duration of the training programme was sufficient to enhance their English and teaching abilities.

4.1.3 Teachers' Opinions toward CPD on CEFR (Boot Camp 2)

This part sought respondents' opinions toward the training course related to what they gained from the programme regarding knowledge of CEFR in teaching context, teaching methodology, lesson planning, independent learning, and assessment. A five-point Likert scale was employed to determine the degree of positive opinions. The descriptive statistics of Mean (\bar{X}) and Standard Deviation (S.D.) were conducted to evaluate this data. Among the total of 22 statements from the questionnaire, the results were divided into five aspects as follows.

Table 4.8 Opinions toward Knowledge of CEFR in Teaching Context

Statement	Mean	S.D.	Level
1. I can gain knowledge and skills about the CEFR.	3.94	0.58	High
2. I can understand and integrate the contents of the CEFR training program as appropriate in my teaching contexts.	3.96	0.56	High
17. I can deal with spoken and written errors in ways that support learning processes and do not lose confidence and communication.	3.92	0.69	High
20. I can balance and vary the activities in order to suit with a variety of competencies and skills.	3.88	0.82	High
Total average mean score	3.93	0.66	High

Table 4.8 shows that the respondents highly rated that they were able to apply the contents from the programme in their teaching context while it seems to be difficult for them to balance the activities appropriately as this aspect was rated as the lowest (although still registering as a 'high'). However, the overall respondents' opinion toward knowledge gained about CEFR in their teaching context was positive.

Table 4.9 Opinions toward Teaching Methodology

Statement	Mean	S.D.	Level
4. I can choose appropriate vocabulary to teach students based on their needs and interests.	3.94	0.70	High
7. I can examine students' needs in relation to reading and produce effective need-analysis questions.	3.88	0.68	High
10. I can create a supportive atmosphere inviting students to engage in speaking activities.	4.00	0.75	High
11. I can understand and identify inductive and deductive approaches to teaching grammar.	3.74	0.98	High
14. I can select appropriate activities in order to practice and develop different listening strategies.	3.86	0.63	High
15. I can apply pre-writing techniques in order to practice writing skill.	3.94	0.68	High
Total average mean score	3.89	0.74	High

Table 4.9 shows that speaking technique was highly agreed to be effective among all the statements, followed by vocabulary methodology and writing technique. The lowest ranked was grammar methodology, which still ranked at a 'high' level. Overall, the respondents' opinions toward teaching methodology were positive.

Table 4.10 Opinions toward Lesson Planning

Statement	Mean	S.D.	Level
3. I can plan and design lessons and materials in order to develop student's skills.	3.88	0.59	High
8. I can design different activities to develop and practice different reading strategies based on the purpose of reading.	3.90	0.64	High
12. I can design a grammar lesson using an inductive approach.	3.62	0.80	High
13. I can design and plan classroom listening activities more effectively.	3.84	0.64	High
Total average mean score	3.81	0.67	High

As shown in Table 4.10, the respondents highly agreed that they were able to design reading lessons, whereas designing grammar lessons was rated at the lowest rank. However, the overall opinion was positive.

Table 4.11 Opinions toward Independent Learning

Statement	Mean	S.D.	Level
18. I can apply activities that help students to reflect on their existing knowledge and competences.	3.82	0.62	High
19. I can be flexible when working the lesson plan that responds to student's interests.	3.94	0.68	High
21. I can support students in selecting tasks and activities based on their needs and interests.	3.82	0.71	High
22. I can plan and organize an integrated project work by myself or by cooperating with other teachers.	3.92	0.66	High
Total average mean score	3.88	0.67	High

Table 4.11 shows that the respondents agreed very positively that they were able to plan lessons flexibly in order to support their students' independent learning, while applying activities to support students elicit their knowledge and selecting tasks based on students' needs and interests were agreed as the lowest rank. Overall, the level of agreement was at a high level.

Table 4.12 Opinions toward Assessment

Statement	Mean	S.D.	Level
5. I can evaluate and select tasks that help students to use new vocabulary in speaking.	3.78	0.70	High
6. I can evaluate and select tasks that help students to use new vocabulary in reading and writing.	3.82	0.68	High
9. I can evaluate and modify activities to make students more effective in developing speaking skill.	3.94	0.81	High
16. I can evaluate and select meaningful writing activities to develop students to be aware of different text types (stories, letters, reports etc.)	3.78	0.70	High
Total average mean score	3.83	0.72	High

As shown in Table 4.12, it is obvious that evaluating speaking skill has the highest rank, whereas evaluating vocabulary and evaluating writing skill were agreed as the lowest rank in this area. The total average mean score was interpreted to be at the high level.

Briefly, the ranking mean scores of the five main aspects gained from the training can be seen more clearly in Figure 4.1 below.

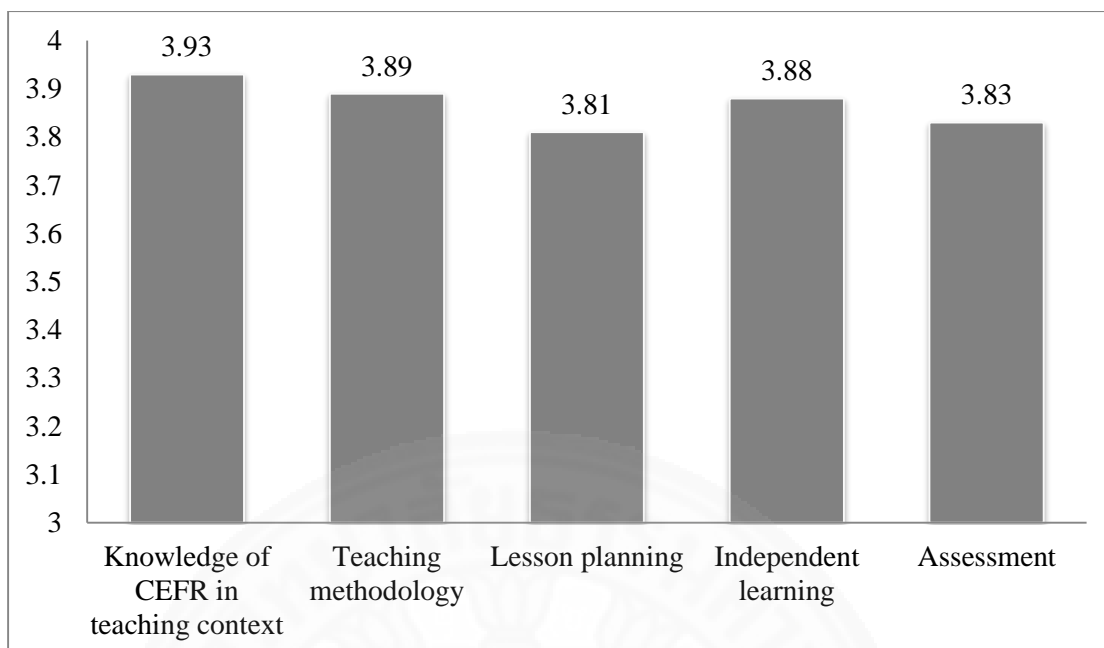


Figure 4.1 Comparison between five aspects of what the respondents gained from the Boot Camp 2

It is significantly shown that regarding knowledge of CEFR in the teaching context it was agreed that the teachers gained a lot from the programme. The second ranked aspect was teaching methodology, followed by independent learning and assessment respectively. The teachers seem to be less satisfied with lesson planning as they agreed to rate this aspect as the lowest ranked item.

4.1.4 Comments and Suggestions of the Respondents

This part presents the additional comments and suggestions reported from the two open-ended questions in the questionnaire. Many participants gave various comments and suggestions. This part expresses a summary of the qualitative data from the questions as follows:

1. What are the weaknesses of this training course?
2. Do you think that the CEFR should have a place in teacher education?

Why (not)?

4.1.4.1 The Weaknesses of the Programme (Boot Camp 2)

In the open-ended question in this part of the study, the researcher asked about any weaknesses of this training course. Out of 50, 32 (64%) respondents gave comments about both effective characteristics of the programme and knowledge and skills that they gained through the course regarding time, resources, teaching context, and teaching methodology. The answers in this part can be summarized as follows:

(1) Time

Eleven respondents (22%) disagreed with the duration of the programme. Seven respondents (14%) suggested that the training course should be extended to more than three weeks (for example to 4 or 5 weeks) in order to develop their skills and knowledge more effectively. Some of them claimed that the content that they gained was insufficient in practice for their real context. Some commented that the contents and the time allotted were not in balance. There were a lot of contents that they were required to work on, so a 3-week training programme was too short. They felt they were not able to pick up enough knowledge and the ideas from this course. On the other hand, 4 respondents (8%) argued that this 3 week professional development programme was too long. They claimed it affected their teaching because they missed their classes at school while away for this programme. They mentioned that it meant their students were unable to complete study English in class which led to lower achievement in English language.

(2) Resource

One of the respondents commented that the ability of the trainers was not sufficient for the attendees to enhance their English language proficiency.

(3) Teaching Context

Six comments (12%) concerned context application. They claimed that the contents from this training course were impractical for their real classrooms due to the fact that the contents were too difficult for their students' ability and the size of class was too big for adapting the activities that they worked on from this programme. In addition, they suggested that the training course should have a place for a follow up

session and evaluation in order to ensure whether they could apply their knowledge and skills in their real context or not.

(4) Teaching Methodology

Six respondents (12%) commented about the contents in relation to teaching approach and teaching activity. They mentioned that some instructional techniques, materials, and tasks were not suitable for the students' needs. One of the comments revealed the irrelevance of the knowledge and the application. It was claimed that English language teaching in school focused on grammar for doing the required tests. Conversely, the skills and knowledge that they acquired from the training course emphasized the communicative teaching method.

4.1.4.2 The CEFR Application in Teacher Education

In terms of the CEFR application in teacher education, almost half of the total respondents (46%) gave the comments in this part. Nevertheless, there were two different answers in this area.

(1) Agreement

Twenty respondents (40%) agreed that the CEFR should have a place in teacher education. They suggested that the CEFR was the international standard for English language. If this framework was taken into account in the English language education programme, pre-service teachers would have a better understanding and standard level of teaching in terms of listening, speaking, reading, and writing skills that was consistent with this concept before teaching in a real context. However, they suggested that curriculums for teacher education should be designed and developed appropriately for the context of Thai society regarding benchmarks and indicators, as well as assessment and evaluation.

(2) Disagreement

In contrast, there were three respondents (6%) disagreed that the CEFR should have a place in teacher education. They argued that it was difficult to apply this framework for English language teacher education in the Thai context. They also

mentioned that this framework was designed for European countries, not for Asian countries. Therefore, some content in this framework would not achieve any development of English language skills.

4.2 Discussion

In this part, the following discussion reveals the findings from three parts of the results. The findings support the previous studies that were reviewed in Chapter 2 as follows:

4.2.1 Teachers' Opinions toward Characteristics of Effective CPD

Referring to the findings of the study, the top three characteristics as perceived by the participants in Boot Camp 2 as effective characteristics of CPD were support from school administrators, followed by collaborative activity, and type and grouping respectively. However, a 3 week training course seemed to be unsatisfactory for the participants because they rated this characteristic only at the moderate level. It can be concluded that receiving support from headteachers was the first main factor of effective CPD, whereas the duration of time received the lowest level of agreement. This finding is not consistent with the study of Tantranont (2009). Her study revealed that the first characteristic of effective CPD was sufficient time and resources, followed by collaborative activities, and support from head teachers and peers.

Nevertheless, the result in this area is similar to the study of Davies and Preston (2002), who suggested that effective CPD depended on support from educational leadership in terms of appointing a staff developer, allocating funds, and offering opportunities to participate in training courses. Referring to the findings of the study, it is necessary for schools to have effective leadership for encouraging and supporting teachers to develop their skills and keep their knowledge updated consistent with change in society.

4.2.2 Teachers' Opinions toward CPD on CEFR (Boot Camp 2)

This part reveals the general knowledge that the participants gained most through the training programme was knowledge of CEFR in the teaching context, followed by teaching methodology, independent learning, assessment, and lesson planning respectively. Referring to Bloom's taxonomy (as cited in The International

Assembly for Collegiate Business Education, 2014), the conclusion can be inferred that the first priority that the participants gained from the programme was knowledge which could be acquired from understanding the principles and concepts of the CEFR. It follows that they seemed to be able to apply some teaching methodology gained from the training in their own context, which is Bloom's third cognitive level, followed by independent learning referring to analysis, assessment referring to evaluation, and lesson planning referring to synthesis respectively.

Moreover, the result in this part confirmed the findings of Kir and Sülü (2014) and Hismanoglu (2013) whose research found that the majority of the participants understood the CEFR contents and they were able to adapt in their English language teaching, including designing learning atmosphere and context, and developing materials based on student needs and interests.

4.2.3 Comments and Suggestions regarding the Boot Camp 2 and the CEFR Application

According to the open-ended questions asking about the weaknesses of the training course, there were some suggestions related to the duration of time. They suggested that the programme should be extended to more than three weeks. This comment was very similar to those in the study of Brown, Edmonds and Lee (2001). Their study revealed that the professional development should be extended over a period of time in order that the participants would develop their ability more.

Some of the participants commented about the contents of the programme concerning teaching methodology. They suggested that some contents were not what they needed. They also claimed that the contents they acquired were inappropriate for their students' needs. Referring to Desimone et al. (2002), they mentioned that the content of professional development should rely on teacher's need and teacher's content knowledge.

Regarding the CEFR application in teacher education, almost half of the participants agreed that the CEFR should have a place in teacher education programmes. This suggestion confirmed the study of Kir and Sülü (2014) and Hismanoglu (2013) that the CEFR should be taken into account in education faculties for pre-service teachers.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of four parts. This first part presents a summary of the study. The second part summarizes the findings. The third part presents the conclusions. The last part is recommendations for further research.

5.1 Summary of the Study

This part summarizes the objective and methodology of the study as follows:

5.1.1 Objective of the Study

The purpose of the study was to investigate EFL teachers' opinions toward continuing professional development (CPD) related to CEFR in Boot Camp 2, considering the characteristics of effective CPD and determining what the participants gained from the training course in terms of knowledge of CEFR in teaching context, teaching methodology, lesson planning, independent learning, and assessment.

5.1.2 Subjects, Research Instrument, and Procedures

The subjects of the study were 50 EFL teachers from Thai public schools who participated in Boot Camp 2 at the Central Regional English Training Centre, Triam Udom Suksa School, from 21st November to 9th December, 2016. A questionnaire with closed-ended questions, five-point Likert scales, and open-ended questions was used as the research instrument to collect the data. The questionnaire was divided into four parts: the demographic information of the participants, opinion toward characteristics of effective CPD, opinions toward CPD with regard to CEFR, and comments and suggestions about the weaknesses of the programme and the CEFR application in teacher education. The data was collected through a website called www.surveymonkey.com. The questionnaires were distributed to the respondents during April, 2017. After the data were collected, the researcher analyzed the data through the Statistical Package for Social Sciences (SPSS) software in terms of descriptive and inferential statistics. The analytical data indicated the frequency, percentage, mean score, and the standard deviation. The results are presented in the form of tables.

5.2 Summary of the Findings

The results of the study can be summarized as follows:

5.2.1 Demographic Information

According to the study, the majority of the respondents were female. All of them attended Boot Camp 2 at the Central Regional English Training Centre. In terms of the age range, the majority of the respondents were between 21 to 30 years old. Most of them had 1 to 5 years of teaching experience. Regarding the highest educational level, 52% of the respondents held bachelor degrees and the rest held a master degree.

In terms of experience with training courses, almost all respondents (94%) had experience in English language training courses. Referring to experience with the CEFR, the majority of the participants had read the documents about English language teaching based on CEFR.

5.2.2 Teachers' Opinions toward Characteristics of Effective CPD

The findings of this part revealed that the respondents scored support from school leaders as the first priority of the characteristics of effective CPD. The second ranking was for collaborative activity. Also, there were two characteristics, type and grouping, in the third place. The overall mean score in terms of the characteristics of effective CPD was at the high level of interpretation. It shows that this training course was highly effective.

5.2.3 Teachers' Opinions toward CPD on CEFR (Boot Camp 2)

5.2.3.1 Opinions toward knowledge of CEFR in Teaching Context

The finding shows that the respondents highly rated the proposition that they gained knowledge and skills about CEFR; they were able to integrate what they gained in their teaching context; they could deal with spoken and written errors appropriately and vary activities to suit a variety of competencies and skills.

5.2.3.2 Opinions toward Teaching Methodology

The result reveals that speaking technique was ranked the highest, followed by vocabulary methodology and writing technique. The lowest ranking was grammar methodology. Overall, the respondents' opinion toward teaching methodology was positive being interpreted at the high level.

5.2.3.3 Opinions toward Lesson Planning

The study found that the respondents strongly agreed that they were able to design reading lessons, followed by designing listening lessons and designing grammar activities respectively. Moreover, the overall opinion was agreed positively.

5.2.3.4 Opinions toward Independent Learning

The findings revealed that the respondents strongly agreed that they were able to plan the lesson flexibly in order to support their students' independent learning while applying activities to support students, eliciting their knowledge and selecting tasks for student needs and interests were rated as the lowest. Overall, the level of agreement was at a high level.

5.2.3.5 Opinions toward assessment

The result indicated that evaluating speaking skill had the highest mean score, whereas evaluating reading skill and writing skill were agreed at the lowest ranking. The total average mean score was interpreted at a high level.

According to the mean score of the five aspects that the respondents acquired from the programme, it can be concluded that knowledge of CEFR in the teaching context was the highest ranking, followed by teaching methodology, and independent learning. Assessment was the fourth ranked aspect and lesson planning was last. The overall opinions toward the aspects in this area were at the high levels.

5.2.4 Comments and Suggestions

5.2.4.1 The Weaknesses of Boot Camp 2

The majority of the participants were concerned about a 3 week training course. They suggested that the programme should be extended to more than three weeks. Moreover, some claimed that the contents of the training course should respond more to the needs that suit their students' abilities.

5.2.4.2 The CEFR Application in Teacher Education

Almost half of the participants agreed that the CEFR should be taken into account in teacher education in order to prepare pre-service teachers to have a better understanding before working in their real teaching context.

5.3 Conclusions

The results of the study provide understanding of EFL teachers' opinions toward continuing professional development (CPD) on CEFR, Boot Camp 2. The findings and suggestion have been revealed in this research. The most important issues are summarized below.

The characteristic of effective CPD that training teachers in Boot Camp 2 placed as the most important was support from school leaders as the first priority to encourage and support them to attend the programme in order to develop their skills and knowledge more effectively. However, duration of the 3 week training course tended to bring disagreement as it was rated at the lowest place. For the overall opinions, the result shows that the training teachers had positive opinions regarding characteristics of effective CPD.

In terms of opinions toward Boot Camp 2, the result showed that a large group of training teachers agreed that knowledge of CEFR in teaching context was the issue that they learned most about in this training course, especially creating communicative activity in their real contexts. In addition, lesson planning was rated at the lowest rank indicating they were less likely to acquire competence in this programme. However, most of the participants gave an overall opinion with positive responses.

5.4 Recommendations for Further Research

Based on the findings and conclusions of this study, there are four important issues recommended for further research.

5.4.1 The focus of the appropriate timing for effective CPD on CEFR: This topic requires further research using a qualitative method such as interviewing in order to collect in-depth information. According to the findings from the questionnaire, there were many respondents concerned about this aspect of Boot Camp.

5.4.2 Observation of trained teachers in application of what they learned: In order to ensure whether the teachers really apply the content that they gain through the training course in their real context, observations would be useful to support the findings in the questionnaire.

5.4.3 The generalization of the participants: Since this study was limited to the training teachers in Boot Camp 2 at the Central Regional English Training Centre, the results cannot be generalized. Therefore, further research should be conducted in other generations of Boot Camp and other Regional Training Centres.

5.4.4 The post-assessment of the participants: Referring to the participants' requirement to do a self-assessment before attending the training course, they should also be required to do the assessment again in order to evaluate how much they gained through the programme.

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APPENDICES

APPENDIX A

Questionnaire in English

**EFL Teachers' Opinions toward Continuing Professional
Development on CEFR**

This questionnaire is a part of the independent study submitted in partial fulfillment of the requirement for the Master of Arts in English Language Teaching, Language Institute, Thammasat University. The purpose of this questionnaire is to investigate EFL teachers' opinions toward continuing professional development on CEFR among Thai teachers who are teaching English in primary level and secondary level and had attended in the Boot Camp 2 at the Central Region English training Centre during 21st November to 9th December, 2016.

The information obtained from this questionnaire is merely for research purpose. Your answer will be regarded as strictly confidential. Please feel free to answer all the questions as your opinions.

The questionnaire consists of three parts

Part 1: Your demographic information

Part 2: Characteristics of Effective CPD

Part 3: Your opinions toward continuing professional development on CEFR

Part 3: Your comments and suggestions in CPD on CEFR (Boot Camp 2) and the CEFR application in teacher education

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Part 1: Teacher's demographic information

Instructions: Please mark X in the box that most matches your information.

- 1) Gender Male Female
- 2) Age
- 21-30 year-old 31-40 year-old
- 41-50 year-old 51-60 year-old
- 3) Educational level
- Bachelor Master Ph. D.
- 4) How long have you been teaching English?
- Less than 1 year 1-5 years

6-10 years

 More than 10 years

5) Have you ever attended in English language training course?

 Yes

 No

6) Have you ever read about English language teaching based on CEFR?

 Yes

 No

Part 2: Characteristics of Effective CPD

Instructions: Please rate each statement in the levels of your beliefs.

Statement	Strongly				Strongly
	Agree	Agree	Neutral	Disagree	Disagree
	5	4	3	2	1
1. Workshop activities can develop my English competence.					
2. The contents of training are appropriate with my need and knowledge.					
3. The duration of training course is suitable to enhance my English teaching skills.					
4. 3-week training course is suitable for developing your English skills.					
5. Resources are worthwhile for attending in this training.					
6. The number of training participants and the composition of group are suitable.					
7. The training activities are collaborative learning.					
8. My school leader has supported this training.					

Part 3: Your opinions toward continuing professional development on CEFR

Instructions: Please rate each statement in the levels of your beliefs.

Statement	Strongly				Strongly
	Agree	Agree	Neutral	Disagree	Disagree
	5	4	3	2	1
1. I can gain knowledge and skills about the CEFR.					
2. I can understand and integrate the contents of the CEFR training program as appropriate in my teaching contexts.					
3. I can plan and design lessons and materials in order to develop student's skills.					
4. I can choose appropriate vocabulary to teach students based on their needs and interests.					
5. I can evaluate and select tasks that help students to use new vocabulary in speaking.					
6. I can evaluate and select tasks that help students to use new vocabulary in reading and writing.					
7. I can examine students' needs in relation to reading and produce effective need-analysis questions.					

Statement	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
8. I can design different activities to develop and practice different reading strategies based on the purpose of reading.					
9. I can evaluate and modify activities to make students more effective in developing speaking skill.					
10. I can create a supportive atmosphere inviting students to engage in speaking activities.					
11. I can understand and identify inductive and deductive approaches to teaching grammar.					
12. I can design a grammar lesson using an inductive approach.					
13. I can design and plan classroom listening activities more effectively.					
14. I can select appropriate activities in order to practice and develop different listening strategies.					

Statement	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
15. I can apply pre-writing techniques in order to practice writing skill.					
16. I can evaluate and select meaningful writing activities to develop students to be aware of different text types (stories, letters, reports etc.)					
17. I can deal with spoken and written errors in ways that support learning processes and do not lose confidence and communication.					
18. I can apply activities that help students to reflect on their existing knowledge and competences.					
19. I can be flexible when working the lesson plan that responds to student's interests.					
20. I can balance and vary the activities in order to suit with a variety of competencies and skills.					
21. I can support students in selecting tasks and activities based on their needs and interests.					

Statement	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
22. I can plan and organize an integrated project work by myself or by cooperating with other teachers.					

Part 4: Your comments and suggestions in CPD on CEFR (Boot Camp 2) and the CEFR application in teacher education

Instructions: Please give your comments and suggestions.

1. What are the weaknesses of this training course?

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2. Do you think that the CEFR should have a place in teacher education? Why (not)?

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APPENDIX B

แบบสอบถามเรื่องความคิดเห็นของครูสอนภาษาอังกฤษที่มีต่อการพัฒนาวิชาชีพอย่างต่อเนื่อง

ตามกรอบความคิด CEFR

คำชี้แจง

แบบสอบถามนี้เป็นส่วนหนึ่งของวิชาการค้นคว้าอิสระหลักสูตรการสอนภาษาอังกฤษ (ภาคภาษาอังกฤษ) ระดับปริญญาโท มหาวิทยาลัยธรรมศาสตร์ โดยวัตถุประสงค์หลักของแบบสอบถาม คือสำรวจความคิดเห็นที่มีต่อการพัฒนาวิชาชีพอย่างต่อเนื่องตามกรอบความคิด CEFR ตามโครงการพัฒนาครูแกนนำด้านการจัดการเรียนการสอนภาษาอังกฤษระดับภูมิภาค ของครูสอนภาษาอังกฤษระดับประถมศึกษาและมัธยมศึกษาของโรงเรียนรัฐบาลที่ผ่านการอบรม Boot Camp รุ่น 2 ในระดับภูมิภาคส่วนกลาง โปรดตอบแบบสอบถามตามความจริง ข้อมูลของท่านจะถูกเก็บเป็นความลับและถูกใช้เพื่อการศึกษาในวิจัยเท่านั้น

แบบสอบถามประกอบด้วยชุดคำถาม 4 ส่วน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 ลักษณะของการพัฒนาวิชาชีพอย่างต่อเนื่องที่มีประสิทธิภาพ

ตอนที่ 3 ความคิดเห็นที่มีต่อโครงการพัฒนาครูแกนนำด้านการจัดการเรียนการสอนภาษาอังกฤษระดับภูมิภาค Boot Camp รุ่น 2

ตอนที่ 4 ความคิดเห็นและข้อเสนอแนะเพิ่มเติมที่มีต่อการอบรมครั้งนี้และการนำกรอบความคิด CEFR มาใช้ในระบบการศึกษาของครูไทย

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ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: กรุณาใส่เครื่องหมาย X หน้าข้อความที่ตรงกับตัวท่านมากที่สุด

1) เพศ ชาย หญิง

2) อายุ

21-30 ปี

31-40 ปี

41-50 ปี

51-60 ปี

3) ระดับการศึกษาสูงสุด

ปริญญาตรี

ปริญญาโท

ปริญญาเอก

4) คุณมีประสบการณ์สอนภาษาอังกฤษมาเป็นระยะเวลาานานเท่าใด

น้อยกว่า 1 ปี

1-5 ปี

6-10 ปี มากกว่า 10 ปี

5) คุณเคยมีประสบการณ์การอบรมภาษาอังกฤษหรือไม่

 เคย ไม่เคย

6) คุณเคยศึกษาข้อมูลเกี่ยวกับการสอนภาษาอังกฤษตามกรอบความคิด CEFR หรือไม่

 เคย ไม่เคย**ตอนที่ 2 ลักษณะของการพัฒนาวิชาชีพอย่างต่อเนื่องที่มีประสิทธิภาพ**

คำชี้แจง: โปรดอ่านและพิจารณาข้อความแต่ละข้อและใส่เครื่องหมาย ✓ ลงในช่องให้ตรงกับความคิดเห็นของท่านมากที่สุดเพียงคำตอบเดียว

ข้อความ	เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
1. กิจกรรมการฝึกอบรมครั้งนี้สามารถพัฒนาความสามารถทางภาษาอังกฤษของท่านได้					
2. เนื้อหาของการอบรมตรงกับความต้องการและความสนใจของท่าน					
3. วันและเวลาที่ดำเนินการอบรมเหมาะสม					
4. ระยะเวลาของการอบรม (3 สัปดาห์) เพียงพอต่อความต้องการของท่าน					
5. สื่อและอุปกรณ์ที่ใช้ในการอบรมเพียงพอต่อท่าน					
6. จำนวนของผู้เข้าอบรมและการแบ่งกลุ่มเหมาะสม					
7. รูปแบบของกิจกรรมการอบรมเป็นการเรียนรู้แบบร่วมมือ					
8. ผู้บังคับบัญชาของท่านให้การสนับสนุนในการอบรมครั้งนี้					

ตอนที่ 3 ความคิดเห็นที่มีต่อโครงการพัฒนาครูแกนนำด้านการจัดการเรียนการสอนภาษาอังกฤษ
ระดับภูมิภาค Boot Camp รุ่น 2

คำชี้แจง: โปรดอ่านและพิจารณาข้อความแต่ละข้อและใส่เครื่องหมาย ✓ ลงในช่องให้ตรงกับความคิดเห็นของท่านมากที่สุดเพียงคำตอบเดียว

ข้อความ	เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
1. ท่านได้รับความรู้และทักษะเกี่ยวกับการสอนภาษาอังกฤษรอบความคิด CEFR					
2. ท่านเข้าใจเนื้อหาและสามารถนำไปใช้ในการสอนภาษาอังกฤษตามบริบทที่เหมาะสมได้					
3. ท่านสามารถออกแบบบทเรียนและสื่อเพื่อพัฒนาทักษะของผู้เรียนได้อย่างมีประสิทธิภาพ					
4. ท่านสามารถเลือกคำศัพท์ในการสอนได้เหมาะสมกับความต้องการและความสนใจของผู้เรียน					
5. ท่านสามารถเลือกภาระงานที่ผู้เรียนสามารถนำคำศัพท์ใหม่ไปใช้ในการพูดได้					
6. ท่านสามารถเลือกภาระงานที่ผู้เรียนสามารถนำคำศัพท์ใหม่ไปใช้ในการอ่านและเขียนได้					
7. ท่านสามารถพิจารณาเลือกเนื้อเรื่องและตั้งคำถามเพื่อตรงกับความเข้าใจของผู้เรียนได้					
8. ท่านสามารถออกแบบกิจกรรมเพื่อพัฒนาและฝึกฝนเทคนิคการอ่านอย่างหลากหลายได้ตรงตามวัตถุประสงค์					

ข้อความ	เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
9. ท่านสามารถปรับกิจกรรมการสอนให้มีประสิทธิภาพยิ่งขึ้นเพื่อพัฒนาทักษะการพูดของผู้เรียนได้					
10. ท่านสามารถสร้างบรรยากาศการเรียนรู้โดยกระตุ้นให้ผู้เรียนได้มีส่วนร่วมผ่านกิจกรรมการฝึกทักษะการพูด					
11. ท่านเข้าใจและสามารถแยกแยะการสอนไวยากรณ์แบบ deductive และ inductive ได้					
12. ท่านสามารถออกแบบบทเรียนไวยากรณ์โดยใช้วิธีการสอนแบบ inductive ได้					
13. ท่านสามารถวางแผนและออกแบบกิจกรรมการฝึกทักษะการฟังได้อย่างมีประสิทธิภาพ					
14. ท่านสามารถเลือกกิจกรรมเพื่อพัฒนาและฝึกฝนทักษะการฟังได้อย่างหลากหลายและมีประสิทธิภาพ					
15. ท่านนำเทคนิค pre-writing มาฝึกฝนทักษะการเขียนได้					
16. ท่านสามารถเลือกกิจกรรมเพื่อพัฒนาทักษะการเขียนของผู้เรียนได้ เช่น นิทาน, เรื่องเล่า, จดหมาย, รายงาน เป็นต้น					

ข้อความ	เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
17. ท่านสามารถแก้ไขข้อผิดพลาดทางภาษาพูดและภาษาเขียนในวิธีที่ส่งเสริมการเรียนรู้โดยไม่ทำให้ผู้เรียนขาดความมั่นใจในการสื่อสาร					
18. ท่านสามารถใช้กิจกรรมที่ช่วยให้ผู้เรียนสามารถดึงความรู้ความสามารถที่มีอยู่ออกมาใช้ได้					
19. ท่านสามารถปรับแผนการสอนให้เข้ากับความต้องการของผู้เรียนได้					
20. ท่านสามารถปรับกิจกรรมให้เข้ากับความรู้ความสามารถของผู้เรียนได้อย่างหลากหลาย					
21. ท่านสามารถส่งเสริมการเรียนรู้ของผู้เรียนโดยเลือกภาระงานและกิจกรรมได้ตรงกับความต้องการและความสนใจของผู้เรียน					
22. ท่านสามารถวางแผนและดำเนินกิจกรรมการสอนได้ด้วยตนเองและกับเพื่อนร่วมงาน					

ตอนที่ 4 ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

คำชี้แจง: โปรดแสดงความคิดเห็นและข้อเสนอแนะเพิ่มเติมที่มีต่อการอบรม Boot Camp รุ่น 2 และการนำกรอบความคิด CEFR มาใช้ในระบบการศึกษาคู

1. ข้อเสียหรือข้อดีของการอบรมโครงการพัฒนาครูแกนนำด้านการจัดการเรียนการสอนภาษาอังกฤษระดับภูมิภาค Boot Camp (รุ่น 2) คืออะไร

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2. ท่านคิดว่ากรอบความคิด CEFR ควรจะถูกนำมาใช้เป็นแนวทางการสอนภาษาอังกฤษในระบบการศึกษาของครูไทยหรือไม่ เพราะเหตุใด

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BIOGRAPHY

Name	Miss Chutima Thongsri
Date of Birth	January 2, 1987
Educational Attainment	2010: Bachelor of Education, Srinakharinwirot University
Work Position	Official teacher Dipangkornwittayapat (Taweewattana) Under Royal Patronage School
Work Experiences	December 2015 - Present: Official teacher Dipangkornwittayapat (Taweewattana) Under Royal Patronage School, Bangkok June 2015 – December 2015: English language teacher Triam Udom Suksa School, Bangkok May 2012 – April 2015: English language teacher Rajini School, Bangkok May 2010 – April 2012: English language teacher Don Bosco Technological College, Bangkok