ENGLISH LANGUAGE PROFICIENCY
DEVELOPMENT NEEDS OF
EFL TEACHERS IN SARABURI
BASED ON CEFR PLACEMENT TEST

BY

MR THANET CHATTRANUCHAT

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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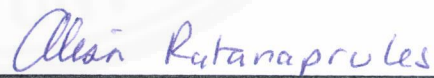INDEPENDENT STUDY PAPER

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ENTITLED

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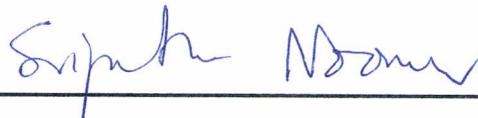
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Independent Study Paper Title	ENGLISH LANGUAGE PROFICIENCY DEVELOPMENT NEEDS OF EFL TEACHERS IN SARABURI BASED ON CEFR PLACEMENT TEST
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ABSTRACT

This study investigated needs of primary EFL teachers in English language proficiency development in the Saraburi Primary Educational Service Area Office 2 (SPESA 2). The aims of the study were (1) to investigate the primary level EFL teachers' needs in improving their English language proficiency, (2) to explore their problems in improving their English language proficiency and (3) to find ways that the primary level EFL teachers can improve their English language proficiency. The answers from primary interviews were used to generate a questionnaire which was distributed to 115 English teachers who had taken the CEFR test. The data was analyzed and presented in the form of descriptive statistics. The results revealed that teachers who were ranked A0, A1, A2, and B1 needed to improve their listening skills the most, followed by speaking, reading and writing, and English communication skill is the most desirable competency, followed by English grammar and structure. The B2 teachers ranked writing skill as the most needed skill to improve, followed by listening, reading and speaking, and they rated very highly the need to expand vocabulary size, while English structure and grammar was the lowest ranking in needs for improvement. The biggest problem that hinders teachers from proficiency development was the lack of experts to assist them and they didn't have enough time due to the amount of administration

assigned to them to do. Lastly, in order to develop proficiency, they preferred to learn English with native speakers, and getting advice from experts, as well as furthering their studies in Thailand.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
ASEAN	Association of Southeast Asian Nations
CEFR	the Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
EF	English Proficiency Index
EFL	English as a Foreign Language
OBEC	Office of the Basic Education Commission
O-NET	Ordinary National Education Test
SPESA 2	Saraburi Primary Educational Service Area Office 2
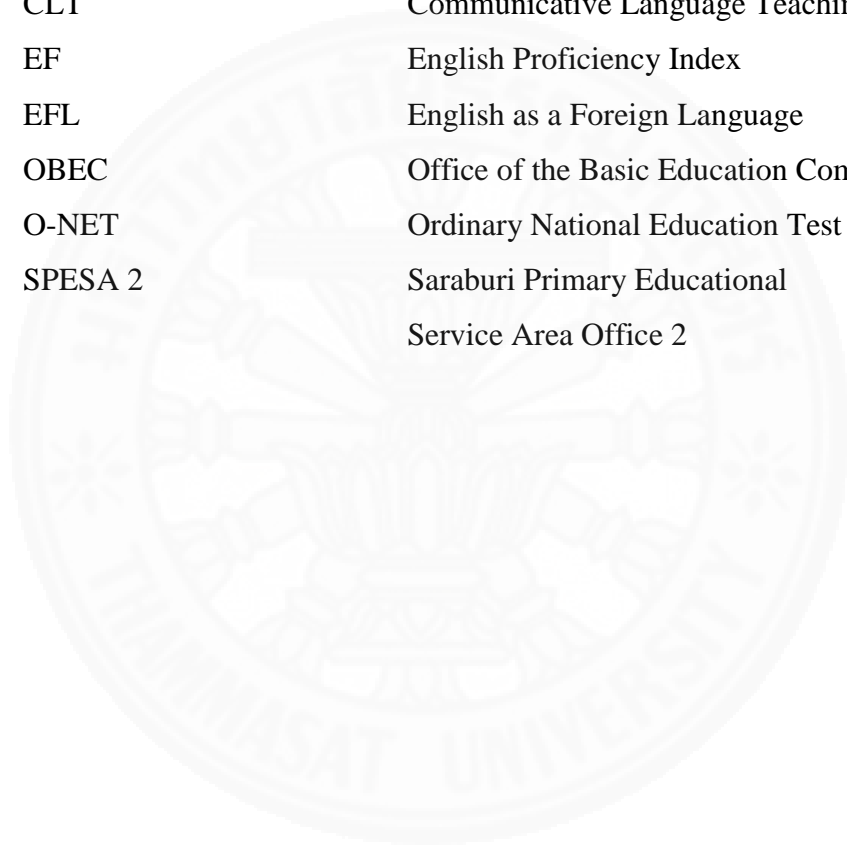
CHAPTER 1
INTRODUCTION

1.1   BACKGROUND

It is hard to deny that English language is widely used internationally as it serves as the dominant Lingual Franca. In countries where English is considered as a foreign language (FL), people heavily rely on learning English in a classroom setting. In the countries where English is not their native language, governments introduce English as a compulsory subject for school students to learn since they are young (Nunan, 2003, and Butler, 2004). For Thai students, they must take English language classes from grade one (6-7 years old). The Basic Education Core Curriculum of Thailand (2008) describes the importance of learning foreign languages, especially English, which is now crucial for Thais as the language is a mean for retrieving knowledge, further education, and the most important reason is the use of the language for communication. Moreover, learning foreign languages gives students more understanding of the diversity of world cultures and of the world community.

The ultimate goal of the core curriculum is that Thai students are able to use English in daily life in all four skills - speaking, writing, reading and listening - to be able to communicate in various topics on a daily basis. With this expectation, the people who have the need to make it happen are English teachers. They are in charge of teaching English for pupils through twelve years of learning in the regular school setting.

However, when students take an O-NET, Ordinary National Education Test, the scores of English language are rather low in all three levels, grade 6, grade 9 and grade 12. Students' performance in English is not satisfactory (Noom-ura, 2013; Kanoksilapatham, 2014). In the academic year of 2015, the results of the three levels, out of the total of 100, were 36.61, 30.62 and 24.98 respectively (NIEST, 2017). According to EF Education First (EF) reports, the EF English Proficiency Index 2016, an English skills comparison, has registered millions of people around the world to measure English proficiency, Thailand is categorized at a 'very low proficiency' level,

ranking 56th out of 72 countries. In ASEAN, where English is declared to be the official language, out of eight countries in which EF has tested, Thailand English proficiency ranks 6th out of 8 ASEAN countries. The highest proficiency in ASEAN is Singapore, followed by Malaysia, Philippines, Vietnam, Indonesia, Thailand, Cambodia and Laos respectively.

It is difficult to give a clear account for the main reasons underlying why the Thai results are considerably low. However, English teachers may play an important role to deal with this problem. According to Yilmaz (2016), teachers are the first agents who confront the need to change students' profiles. So one concerning is to support English teachers to teach effectively. Several characteristics of effective teachers are given by Ramazani (2014) who stated that subject matter knowledge, pedagogical knowledge, and socio-affective skills can apparently make effective teachers. Simply put, a teacher of English must have a good command of the language, know how to teach, and love to teach.

Starting from year 2014, the Ministry of Education of Thailand (OBEC, 2014) proclaimed the reformation of English language learning in Thailand. One of the issues referred, to enhancing teachers' abilities in English teaching by adopting Communicative Language Teaching (CLT) methods in teaching along with the Common European Framework of Reference for Languages (CEFR). To begin with this purpose, English teachers are required to take the CEFR placement test, then follow up training programs are provided to help and maintain the teachers' development. The training programs are different throughout the country. In addition to the curriculum design, implementing of CEFR is currently fundamental in designing lesson plans, teaching methods, testing, assessment, and to develop teachers themselves (OBEC, 2014).

The first group of people who need to understand and make use of the new reformation policy is English teachers. In 2015, the Office of the Basic Education Commission (OBEC) required English teachers to take the CEFR test. Across the country, all English teachers took the examination to register their language level competency. The expected level for graduated people is B2 level or higher. In Saraburi Primary Educational Service Area Office 2 (SPESA 2), 195 teachers took the placement

test during the academic years of 2015-2016. The results of the placement tests are shown in Table 1.1.

Table 1.1

Result of CEFR Placement Test Among EFL Teachers in SPESA 2

Level	Teachers (N=195)	Percentage
B2	2	1.03
B1	15	7.69
A2	111	56.92
A1	57	29.23
A0	9	5.13
Total	195	100

When the test results in Table 1.1 were classified by CEFR framework, there were none of teachers being proficient users of English (C1 and C2 levels). Only 8.72% or seventeen teachers were independent users (B1 and B2), while the majority of the teachers (56.92 and 29.23%) were basic users, mainly at the waystage level (A2) and breakthrough level (A1). Nine of them were non-users of English (A0). This indicates the unsuccessful learning and teaching of English in Thailand because the learner proficiency does not reach the expected levels as shown in Table 1.2 below.

Table 1.2

Expected Levels of CEFR Framework for Thai Students

No.	Educational levels	Expected levels of CEFR
1.	Grade 6 (Prathom 6)	A1
2.	Grade 9 (Matthayom 3)	A2
3.	Grade 12 (Matthayom 6) or Higher Vocational Certificate	B1
4.	Bachelor's Degree, Master's Degree	B2

After the test, seminars were held for teachers who got A0 - A2. On the other hand, teachers who got B1-B2 needed to take online courses for 140 hours. Those

placed in A levels were required to attend 5-day-training which mainly aimed to improve their English skills. However, from the researcher's observation at the training sessions and some talks with the teachers who attended the sessions, they found the training was boring and didn't meet with their expectation which led to many absentees in the following days of the training. The CEFR placement test requires a wide range of English skills and knowledge – listening, reading, writing and an ample vocabulary bank size, but unfortunately, most of the time, grammar translation has been taught in the training; for example, present tense or adjectives. It is mentioned in the handbook of CEFR application in the classroom that Communicative Language Teaching (CLT) should be employed in training programs where the objective is based on the CEFR framework (Cambridge, 2010).

According to Butler (2004), high proficiency in English teachers is one of the most important factors that is likely to increase students' achievement. Professional development of English teachers in improving language proficiency is apparently to impact directly with teachers' competence. Stakeholders in EFL education, generally, perceive teachers' English language proficiency as one of the most essential traits of good English teachers (Choi & Lee, 2016). Ghasemboland and Hashim (2013) suggest that English teachers with good command of English language can affect confidence, professional status and ability in implementing pedagogical trining, which relies on the communicative approach. Nunan (2003) mentions that in developing countries where English is not the native language, English language skills of teachers are inadequate and governments should take this into consideration and provide funding in developing nonqualified teachers.

Laohawiriyanon, Lukthong, and Kongpud (2011) pointed out that common problems found in English teachers in Thailand were the lack of English language knowledge and skills which cause them to lack confidence in teaching. According to Molle (2013), it seems that teachers with high ability of English command are one of the factors inspiring students to become proficient in English and meet with the expected levels based on the CEFR framework when they complete each grade level as shown in Table 1.2.

To push students to reach the certain expected levels (i.e. students who have completed grade 6 should pass B1 level), teachers who teach them should register at least B2 in order to deal with the class. This concept goes along with the Ministry of Education regulation that to be a teacher in K12 in Thailand, people must have at least a Bachelor's degree. It is clear that teachers should be higher qualified than students. Proficiency levels of English language are important for English teachers; the higher the level of proficiency, the better, as the competence of language teachers will influence the learner's confidence in using English, the content of teaching, and student motivation and will foster students to be successful in their language learning (Butler, 2004). It is essential that Thai teachers teaching English should have solid understanding of the English language (Kanoksilapatham, 2014).
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More importantly, a language teacher should acquire a higher proficiency level than the students whom they are teaching. When it was found that teachers of English were not proficient enough and in order to deal with the inadequate English proficiency of English teachers in Thailand, the provision of professional development appears to be one solution to change this situation. It is also suggested in the new reformation of English teaching policy in Thailand (OBEC, 2014) that schools or educational organizations should find appropriate methods to improve teachers' language proficiency. Language learning is crucial for learners as it is a life-long process; language teachers are often considered good examples for learners to accumulate knowledge of language. The teachers' proficiency should be improving over time and they must be good role models for their students (Valmori & Costa, 2016). However, to help teachers to improve by whatever ways possible, some basic information should be obtained.

1.2   STATEMENT OF PROBLEM

The result of placement tests triggers the interest of the researcher to explore the problematic areas for English language teachers in need of proficiency development influenced by CEFR levels. English teachers play a crucial role to help students learning. Adequate language knowledge of teachers is a must for the teachers who confront the language classroom. It is also known that people at a young age, before

the period of Critical Period Hypothesis can acquire languages quite well and can become bilingual (Lightbown & Spada, 2013). The results from the CEFR placement tests show the problems among English teachers. CEFR supports the learning through CLT. Now the Ministry of Education is making a lot of effort to change the old traditional teaching method in Thailand (grammar translation) where the students rarely have a chance to use the language in communication. Unfortunately, teachers themselves have a problem with English for communication as well. Before expecting satisfactory outcomes from the students, and ability to use English for daily life, teachers should be the first who need to develop. Developing teachers' proficiency would influence the students where the teachers have mastered their teaching subject, English language.

Another concern of this study involves the needs of two different groups of the teachers. At present, primary school English teachers in SPESA 2 are of two mainstreams: some graduated in an English major or related field and others are non-English major teachers. Normally, primary teachers in Thailand are required to teach more than one subject and some schools have no English major teachers but they need to teach English as well as other subjects. The results from the CEFR placement tests varied from very low to high level. Since one size does not fit all, the findings from each level of CEFR placement test will be separated in order to see the results more clearly. If some training sessions are provided for English proficiency development, it is doubtful if all levels of teachers can be trained together or they have to be trained separately.

1.3   RESEARCH QUESTIONS

To this end, the following research questions are proposed for this study:

1.   What are the needs of the primary EFL teachers to improve their English language proficiency?

2.   What are the problems of the primary EFL teachers in improving their English language proficiency?

3.   How can the primary EFL teachers improve their English language proficiency?

1.4   RESEARCH OBJECTIVES

This research has three major objectives.

1.   To explore the primary level EFL teachers' needs in improving their English language proficiency

2.   To investigate the primary level EFL teachers' problems in improving their English language proficiency

3.   To find ways that the primary level EFL teachers can improve their English language proficiency

1.5   SCOPE OF THE STUDY

The study focuses on the need of English teachers' professional development after they have taken the CEFR placement test. The study aims to reveal the particular areas of problems of the teachers. The teachers who were in this study were teaching in primary schools in Saraburi Primary Educational Service Area Office 2, Saraburi, Thailand. The study site is specifically in the area of five districts in which are Kaeng Koi, Muag Lek, Wihan Daeng, Hin Kong and Wang Mwueng. There are 141 schools in SPESA 2, and at least one English teacher in each school who has taken the CEFR placement test during 2015-2016 was in the population in this study. The recorded data shows that there were 195 teachers who took the placement test. The population of the study is one teacher per one school; the population is 141 EFL teachers but after excluding the teachers who had never taken a CEFR placement test, the total population was 115.

1.6   LIMITATIONS

The samplings consisted of English teachers who were responsible to teach only for primary level in 5 districts in Saraburi, Thailand. 115 EFL teachers who had taken a CEFR placement test were included in this study. The sample size may be considered small in numbers when compared to the total of 15,000 primary level EFL teachers in Thailand. Therefore, implications of the findings may possibly be generalized to the specific context of primary level English teachers where teachers have similar CEFR placement test levels.

1.7   DEFINITIONS OF TERMS

English Language Proficiency Development refers to English language proficiency that involves communication competence; ability to use the language for expressing and understanding accurately, fluently and appropriately in certain contexts where the language is used. Proficiency development is the methods of English teachers developing their language competence.

Needs Analysis – Needs Analysis refers to the systematic ways in which to explore the problems and what the English teachers want to improve for their English skills.

Common European Framework of Reference for Languages (CEFR) – CEFR is a reference framework designed to promote transparency and coherence in language, especially for education. It is used to set the level of language requirements for Thai learners to achieve when they finish a certain grade.

English teachers – English teachers refers here to teachers who taught English for Primary and Lower Secondary level in schools managed by Saraburi Primary Educational Service Area Office 2 between the years of 2015-2016. They were made up of both English major and non-English major teachers.

1.8   SIGNIFICANCE OF THE STUDY

Study of the needs of EFL teachers for improving English language proficiency is necessary as the teachers play a crucial role in language learning. This investigation can significantly provide empirical illustration results to facilitate up-coming training programs.

1. The results of the study will reveal the real needs of EFL teachers in developing English language proficiency to reach the target proficiency which is based on the CEFR placement test.

2. Also stated in the new reform of the English language teaching policy of Thailand 2014, educational organizations must be involved in the development of English teachers. Organizations can take this outcome into account to design the most suitable training sessions.

3. As the teachers face up directly with the students, teachers demonstrate how the English language is used. Therefore, it is important for language learners that instructors have a high level of English proficiency because the teachers can affect students' performance.

1.9   ORGANIZATION OF THE STUDY

Chapter 1 presents the background of this study, the statement of problem, research questions, research objectives, scope of study, limitations, definitions of terms, and significance of the study.

Chapter 2, literature review, is comprised of concepts of need analysis, background of CEFR, professional development, proficiency, problems of English language proficiency development and relevant research studies.

Chapter 3 presents the methodology of the study which includes information on the participants, research design, data collection, preliminary interviews, and data analysis.

Chapter 4 discusses the research findings.

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

CHAPTER 2
REVIEW OF LITERATURE

This chapter of the study of English language proficiency development needs of EFL teachers based on CEFR placement test covers six concerning areas which are: needs analysis, CEFR placement tests, professional development, English language proficiency, problems in developing English proficiency and relevant research studies.

2.1   NEEDS ANALYSIS

Needs Analysis (NA) is defined by many scholars. Dudley-Evans and St. John (2013) clarified it as the process of establishing the 'what' and 'how' done by collecting data. It would be good if the questions are asked and the obtained answers are analyzed. The concept of 'needs' is described in different perspectives that make the growing of needs' definitions. Perceived needs or 'objective' needs are derived by outsiders from facts and can be verified, while felt needs or 'subjective' needs are derived from insiders, related to cognitive and affective factors. Likewise, the terms are also paired with situation analysis to elaborate the needs analysis as:

-        Target situation analysis (TSA), objective, product-oriented needs
-        Learning situation analysis (LSA), subjective, process-oriented needs
-        Present situation analysis (PSA), what learners already know, estimating strengths and weaknesses in language, skills and learning experience .

According to Dudley-Evans and St. John (2013), these three situation analysis aspects determine the clearer picture of the whole process of needs analysis. The first aspect that should be investigated is the analysis of the present situation (PSA). This can show what the target group is, (here it is English teachers), and when already known, we can estimate the strengths and weaknesses of the skills. Secondly, target situation analysis (TSA) should be analyzed; this should analyze both learners' needs and the prospects of stakeholders to find the balance of the expectation. Lastly, the learning situation analysis (LSA) should get emphasis as well; knowing how the learners want to learn, especially for language learning, is important since there are many ways to accommodate the learners. All the aspects of the needs analysis should

be taken into account to develop the most effective training course and to diminish the previous drawbacks that have happened.

Based on Sava (2012), the needs are defined as they relate to the context in which the respective needs exist. It is the difference between the existing situation and the desirable situation, in other words, it describes 'problems' of a target population and possible solutions with which to deal with such problems. The connotation of needs itself depends on the context concerned; for example, in then specific contexts such as sociological, economic, psychological, and educational.

In this study, education context is taken into account, as mentioned by Sava (2012), with the needs referring to the goals and the 'out-to-be' level of competence which has been set. Needs involves individuals awareness of the benefits of learning for improving their being by considering what they know and what they have to learn to reach the goals.

For job training, training needs analysis is the investigation in systematic ways within an organization; its benefits are to identify performance goals and knowledge, and abilities needed to achieve the goals (Skillnets, 2013). Doing training needs analysis can answer questions that require useful information; for example; (adopted from Skillnets, 2013) What is the problem?, What are the key skills linked with the problem?, What are the keys skills gap?, and Do we need additional tutor support?

For teachers, Al-Qahtani (2015) discusses teachers' needs for development, stating that because of changing in the curriculum, the expectation from the community and the role as facilitators in classroom, good command in English can provide much confidence in using the language. Teachers also need more care, more professional development, and more training courses; therefore, it is crucial to study the needs of teachers to identify 'what' and 'how' they prefer in attending the most effective training sessions.

2.2   COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

The Ministry of Education, Thailand, brought this framework into the country in 2014 (OBEC, 2014). A clear definition of CEFR is in a published book by the Council of Europe as it is the framework of common basis for language syllabuses, curriculum guidelines, examinations, textbooks, etc. (Cambridge, 2001). This framework reveals what language learners need to know for communication and what knowledge and skills are required for them to use the language productively. The descriptions are covered with the cultural context as well. The intention of this is to break the barriers of professional working communication in Europe where the communication of modern languages is based on different educational systems. The framework tries to cope with the complexity of human language by dividing language competence into separate components. The Common Reference Level explains levels of proficiency required by existing standards, tests and examinations. The descriptions of each level are shown as a global scale, making for non-specialist users understand and offering teachers and curriculum planners' clear definition. According to Arikan (2015), CEFR aims to provide practical and theoretical fundamentals for developing foreign language teaching curricula, materials, and methods of assessment. The contents in the CEFR placement test are covered along with the communicative language, plurilingual and pluricultural competence.

Table 2.1 Descriptions of CEFR reference levels

Basic User	A1 Breakthrough	- Can understand with ease virtually everything heard or read. -Can summarize 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.

	A2 Waystage	- Can understand a wide range of demanding, longer texts, and recognize 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 organizational patterns, connectors and cohesive devices.
Independent User	B1 Threshold	- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. - 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.
	B2 Vantage	- 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 & ambitions and briefly give reasons and explanations for opinions and plans.

Proficient User	C1 Effective operational proficiency	- 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.
	C2 Mastery	- 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.

Note. From "Common Reference Levels: global scale" by Cambridge Press, 2001, *CEFR: Common European framework of reference for languages: learning, teaching, assessment*, p. 24.

2.3   PROFESSIONAL DEVELOPMENT

In the educational field, professional development has been given definition in different ways. Mizell (2010) stated that professional development is the strategy used to ensure continuing practice throughout one's career. In the professional fields such as doctors, lawyers, accountants, engineers, educators and others in variety of professions, they engage in some kind of professional development to gain new knowledge and skills which is to improve their current job's performance. Professional development will be effective when it is focused on the needs of participants. In education, to improve teaching and student learning, professional development helps to improve educators since they can learn for better performance. The consequence of teachers' performance levels directly affects students learning at all levels.

Borko (2004) points out that a professional development program included with relevant subject matters that teachers teaching can help teachers develop their understanding in knowledge of subjects. Therefore, the richness of their conceptual understanding in subject matters can foster learners' comprehension. Al-Qahtani (2015) claims that it is essential for teachers, even for experienced teachers, to have consideration of their professional development, which promotes students' learning as well.

Professional development of English teachers is concerned with developing their own proficiency and their teaching skills/strategies. This study's main focus is on the teachers' English proficiency only.

2.4 ENGLISH PROFICIENCY

Diverse interpretations of language proficiency are given in definitions. Murray and Hicks (2014) concluded the related concepts of English language proficiency including study skills, English for academic purposes, communicative competence, academic literacy, communication skills and professional communication. There is not given a clear cut definition but overlapping ones which can be grouped in three terms - general proficiency, academic literacy and professional communication skills. To fit with this present study, general proficiency suits the context best. According to Murray and Hicks (2014), general proficiency refers to general communicative competence, ability of using language to express and understand meaning accurately, fluently and appropriately in certain context.

Based on a can-do statement of CEFR description for B2 level, language users should be able to understand the main points of familiar matters regularly encountered in work, school and leisure, and can briefly give reasons and explanations describing experiences and events, dreams, hopes and ambitions (Cambridge, 2001). This can-do statement describing competency of B2 level goes along with the concept purposed by Murray and Hicks (2014). Those who have earned a Bachelor's degree should be placed in B2 level as mentioned in OBEC 2014.

Freeman, Katz, Gomez, and Burns (2015) explain that the notion of language proficiency as 'common of English' has rarely been clarified; however, policies and practices have been drawn up to describe general language proficiency framework, for

example, CEFR and ACTFL - the American Council on the Teaching of Foreign Language Proficiency Guidelines. Definitions in such frameworks have been widely used which in certain contexts distinguish between knowledge and use of the language.

2.5   PROBLEMS IN DEVELOPING ENGLISH PROFICIENCY

Proficiency development might not be successful if the teacher's voice is not considered. Continuously, teachers need to gain themselves knowledge and skills. However, previous English proficiency development training held by many organizations still faces a dilemma. According to Wichadee (2012), it indicated that English teachers are concerned with their development but face many obstacles that make it difficult to carry on their development; for example, heavy teaching loads, other assigned works, institutions not supporting, not enough budget and no topic of interest. These obstacles usually keep teachers busy so they can not undertake the proficiency development activities. The study was also found that with the busy schedule, they could not join the training and teachers felt guilty leaving the classrooms. Several teachers mentioned that the contents in trainings did not suit their needs and expectation, it would be better if teachers could choose the contents by themselves.

English proficiency of English teachers seems to be more complex than for other groups of people as the high English proficiency teachers will affect learners' language learning as teachers are role models in the classroom. Freeman et al. (2015) point out that English proficiency of teachers is in high demand for development in the developing countries context. Teachers face the increasing of expectations from community, educational administrations and policymakers which is why teachers are so much in need of developing their English. Noom-ura (2013) mentions that there have been attempts to improve English proficiency in Thailand and teachers are aware of the problems of English learning in Thailand and that there are some causes amongst teachers. English proficiency improvement is necessary, especially in listening-speaking and writing skills.

According to Klinkerd (2015), there were many problems that involved teachers' development programs. The result showed that English teachers needed to develop listening and speaking skills as the teachers found such skills were their weaknesses. The problems that the teachers found from their previous training were

that the training that had no follow-up action or the teachers did not have a chance in providing feedback on the training course. Another concern was the teachers having limited time in developing the language since they had tight teaching hours. Moreover, even though attended training programs, the topics were irrelevant with their needs.

Al-Qahtani (2015) clarifies some problems in training programs, stating duration of training is important, the longer the better, and teachers can gain plenty of knowledge by spending more time in programs. Follow-up, as mentioned previously, is useful as it can show the teachers' progress after finishing the training. Relevant material in the context taught in training with teachers' practical use can make for the memory retention.

From suggestions of many scholars, the understanding of teachers' voice is significant in planning further training programs. The problems that have been found previously can be applied in questionnaires to investigate if EFL teachers in Saraburi have similar problems or any particular needs for the training. Primary level teachers in this context might have some different backgrounds that could lead to different needs since the teachers are made up of two groups: English major and non-English major.

2.6   RELEVANT RESEARCH STUDIES

Laohawiriyanon, Lukthong, and Kongpud (2011) investigated the English teaching skill development of primary English teachers at Songkla Educational Region 2. The study lasted for two years to see the development of participants. The samplings included two groups, 9 teachers and 180 students. In the first year of study, the teachers needed to develop their lesson plan by attending the training sessions and workshop then in the second year, the developed lesson plans were implemented. Various instruments were used to gather the data, for example, English language test, teaching knowledge test, and questionnaires. Based on the findings, researchers recommended that teachers should attend training sessions and workshops continuously to improve their English language knowledge and skills and all aspects of English language teaching. Teachers who had participated in the training programs should share their knowledge with other teachers as a part of professional development.

Wichadee (2012) studied the factors that are related to professional development of English language university teachers in Bangkok. The objectives of the study were to find how much the teachers developed themselves, to identify what factors that influenced developing behaviors and to search for the activities and obstacles affecting teachers' self-development. The results provided the essential information for administrators to use as a basis in designing suitable programs, funding and the provision of time for effective training. The sampling was 1020 English language university teachers in the Bangkok metropolitan area in three classified institution groups which were government universities, private universities, and Rajabhat universities. A three-part questionnaire was employed in this study. The findings showed that teachers tended to develop their proficiency by sharing knowledge, reading academic papers and attending workshops. The obstacles they found were heavy teaching loads and many special assignments which kept teachers busy while they wanted to develop themselves. They also felt guilty and uncomfortable leaving their class for self-development activities.

Kitjaroonchai (2013) surveyed teachers' attitudes towards English learning in Saraburi. The study included 203 primary and lower secondary school teachers. 57 percent of the participants needed improvement for their English skills, and 15 percent admitted that their English was unacceptable. The causes of the problems were most of the teachers had no chance using English outside classroom. Teachers agreed and strongly agreed (86.2%) that English is a universal language for communication, but only 8.9% strongly agreed that they like to speak English. The findings showed that teachers had slightly positive attitudes towards learning English.

Noom-ura (2013) conducted a study of Thai teachers' professional development needs and English-teaching problems in Thailand. It aimed to explore the problems of secondary school teachers and to find whether they need any professional development. The subjects of the study were randomly selected, thirty-four English language teachers from nine schools in three Secondary Educational Service Area Offices in the central region of Thailand. Various possible factors that might cause the problems were presented to the teachers - teacher quality, the student motivation, the curricula and

textbooks, the assessment methods, teaching aids, class size, and time allocation were covered in the questionnaires. The results showed that teachers were aware of continuing professional development. They were highly concerned on all areas contributing to their career success. To put it precisely, their main focus was on teaching productive skills and they were also concerned about their own English proficiency development, especially in listening-speaking and writing skills,

Nel and Muller (2010) conducted a study of the impact of teachers' limited English proficiency on English second language learners in South African schools. The aims were to investigate the limited English proficiency of final year student teachers who would teach ESL learners where teachers' language proficiency would influence learners in the future. There were two phases of this study; the qualitative component which comprised of the portfolios of 17 teachers enrolled in an inclusive course at Unisa. And the other was the questionnaires which were mailed to 400 student teachers enrolled at the same course, the Inclusive course at Unisa. Teachers' and learners' written works were compared, from the student teachers and their students. The evaluation of the portfolios of the student-teachers showed the evidence of poor English language proficiency and language error transfer from teacher to learners. The finding showed that teachers had limited ESL resources and support from colleagues, principals and other sources, and a limited time frame. Researchers recommended that there were a variety of models which meet the different needs and circumstances of professional development. Rigorous evaluation and follow-up support were seen as necessary to ensure the practical application of knowledge and skills.

Valmori and Costa (2016) investigated language teachers' engagement in professional development by employing the grounded theory approach. Nine teachers who taught English as a foreign language in college preparation and vocational schools, in Italy, were investigated. The participants of the study who were interested in professional development had to decide how to (1) engage in professional development activities, and (2) maintain their engagement with or without a supportive community. The data was collected by interviews. The study showed that activated and aligned self-guides for language teachers help foster teacher engagement to maintain their

proficiency. The results can be used as resources for designing professional development courses that relate to teachers' school environments through a bottom-up approach which includes three keys elements - foreign language proficiency, non-nativeness and motivation. To keep teachers continually maintaining their proficiency, both contextual and individual factors need to interact together to reinforce the action.

To sum up, all the studies mentioned above showed practitioners' awareness of the necessity of professional development. Some were concerned with both pedagogy and proficiency areas. This current study, however, focuses only on English proficiency development. With regards to previous results, continuing of language proficiency development of teachers involves both internal and external factors for teachers. Self-awareness and enforcement from the educational authority play a role together in keeping teachers' development ongoing.

Teachers are concerned in the problem areas of listening and speaking skills since they mention that there is a little chance in practicing such skills outside the classroom. The CEFR may force teachers a further step in motivating them to involve themselves more in proficiency development.

CHAPTER 3
RESEARCH METHODOLOGY

This study was conducted to shed light on the needs of English proficiency development of English teachers to enhance their language competence and for language self-improvement of teachers in Saraburi Primary Educational Service Area Office 2 (SPESA Office 2). This chapter includes information on the participants, research design, data collection, preliminary interviews, and data analysis.

3.1   PARTICIPANTS

The participants in this study were selected from all 141 schools in SPESA 2, one teacher for one school. The samples had taken the CEFR test held by the SPESA 2 between the years of 2015-2016. The focus group of this study was teachers who were responsible for teaching English language; some had graduated with an English major and some with non-English major. The reason why some schools have non- English major teachers is due to the small numbers of students; some schools have only three or four teachers who need to take care of students from kindergarten to grade six. On the other hand, many schools have English teachers who hold an English field degree and adequate teachers for all the school levels. In such schools, teachers are specialized for their responsible subject matter; for example, teachers who hold a science related field degree teach science; or teachers who hold a Thai language degree, they teach Thai. Teachers from both groups of schools are interesting to explore as they both need professional development in which to elaborate their skills and knowledge and consideration needs to be given to implementing the most effective training. However, after excluding the teachers who had never taken a CEFR test, the population totaled 115.

3.2   RESEARCH DESIGN

To explore the needs and problems of English teachers in SPESA 2, the research was involved two stages. Stage 1 was a preliminary interview and stage 2, a questionnaire used as a data collection instrument.

The first stage was a semi-structure preliminary interview. The questions related to the research objectives were put to 10 participants to gain information on teachers' needs and problems. Samplings were gained by means of purposive sampling. Based on CEFR reference level, 2 participants from each level, namely, A0, A1, A2, B1, and B2 were chosen. The answers were used for making the questionnaire.

The second stage, the questionnaire in the form of a 5-point Likert scale and open-ended questions was generated making use of the interview answers, some adopted from Klinkerd (2016) and reviewed from previous related studies. To avoid misinterpreting, the questionnaire was written equivalently in Thai and another version in English. The pilot test was distributed to some English teachers in the SPESA 2 in order to analyse reliability and then it was revised as a final version. The revised version of the questionnaire was distributed to teachers who teach English in schools in SPESA 2, Saraburi, Thailand.

3.3   DATA COLLECTION

Both quantitative and qualitative analysis procedures were applied to collect the data. Stage one, which was a preliminary interview, was done first. The information from interviewees was grouped and used for generating the questionnaire. The interviews were arranged by face-to-face means or telephone calls.

After the questionnaire had been revised, it was duplicated and sent to all schools via e-office with the help of the teacher supervisor at SPESA 2. Then the completed questionnaire from each English teacher was sent back to the SPESA 2 via either hardcopy or electronic file by email. The questionnaires were collected for analyzing.

3.4 DATA COLLECTION FROM PRELIMINERY INTERVIEWS

The semi-structured interviews were used for ten participants. There were six questions in which to investigate what were the teachers' needs in proficiency development and what problems they had.

Question 1; Do you think that the CEFR represents your language proficiency?

All of the participants agreed that the CEFR placement test fairly represented their English language abilities. Some also stated that there should be a speaking skill task in the test.

Question 2; Do you want to improve your English proficiency? (If yes) In what skills do you want to develop first?

All of the participants said that they needed to improve their English proficiency. They would like to develop their listening skill. There were comments that in the CEFR placement test, the teachers of A0, A1, A2 levels said that it was difficult to understand the accents of the speakers.

Question 3; Do you have any topics you are interested in to develop your English proficiency other than the 4 core skills (listening, speaking, reading, writing)?

Most of the participants needed to practice communication skill because it was important in the CEFR test and could apply to their teaching.

Question 4; What problems do you have when you need to develop English proficiency?

There were many problems that teachers mentioned; for example, there was limited time to do development because there were a lot of teaching hours and assigned special works.

Question 5; How do you want to develop your English proficiency?

Participants offered various methods on how to develop English proficiency. The small group training with native English speakers was recommended most. Also, it was suggested that such training should have follow-up activities.

Question 6; Can you give some problems that you have found from the previous training or seminar activities?

In previous training, teachers mentioned that there were no follow-up activities and sometimes there were too many attendants in the seminars. Moreover, some previous training did not have interesting topics and did not match the needs of the teachers.

In sum, after gathering the information, it was grouped in categories and combined with previous studies to generate the questionnaire.

3.5   DATA ANALYSIS

The contents in the questionnaire were transcribed, reviewed and grouped related to each area of problems and how to solve it. After the raw data were obtained, descriptive statistics, percentages and frequencies were applied to analyze the data.

Part 1: The opinions of the participants from the questionnaires are scaled as they are interpreted by mean range. The function used for finding the mean score is as following;

$$\overline{X} = \frac{\sum X}{n}$$

According to Srisaard (2010, p.102), in the area of behavior and educational research, for more accuracy of interpreting the data, the mean range is interpreted as following;

Scale	Mean score	Interpretation of scale
5	4.51 – 5.00	Very high
4	3.51 – 4.50	High
3	2.51 – 3.50	Moderate
2	1.51 – 2.50	Low
1	1.00 – 1.50	Very low

At first, returned filled-in questionnaires were screened and the researcher excluded the respondents who had never taken the CEFR placement test. To follow along with the research objectives in finding the needs of primary EFL teachers proficiency development based on the CEFR placement test, the questionnaires were grouped by the level of CEFR, namely, A0, A1, A2, B1, and B2, to see more specific needs in the areas that they wanted to improve. Then, the questionnaires were combined again to find the problems found by respondents in proficiency development.

Part 2: The two additional open-ended questions asking for suggestions regarding the ways to improve English proficiency and how to make a successful training course were asked. The opinions of the respondents were grouped if matched to see the responses more clearly.
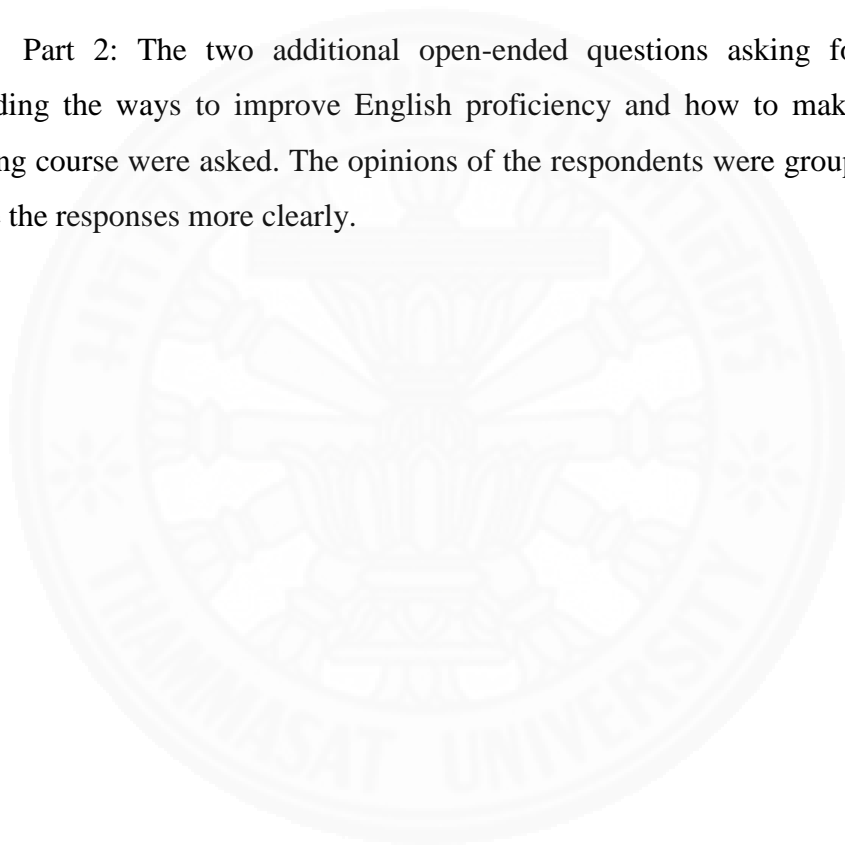
CHAPTER 4
RESULTS

This chapter contains the findings of this research which aimed to investigate the needs of the primary EFL teachers to improve their English language proficiency in SPESA 2. The objective of this quantitative study was to explore the primary level EFL teachers' needs in improving their English language proficiency and to find the primary level EFL teachers' problems in improving their English language proficiency. The participants of the study were 115 primary level EFL teachers in SPESA 2, Thailand, who had taken a CEFR placement test between the years of 2015-2016. There were two groups of teachers' bachelor's degree backgrounds: English language field majors and the non-English majors. Both groups of teachers were included in this study. The research instruments were preliminary interviews and questionnaire which employed a five-point Likert scale to collect the data from the participants. The findings are expected to reveal the real needs of EFL teachers in terms of English proficiency development. Since the Ministry of Education has introduced the framework of CEFR as the reference for implementing the English lessons throughout the country, teachers themselves should be aware of the changing policy and put their effort into expanding their horizon to reach the expected level of CEFR. There are four parts in this chapter as following;

Part 1: General Background

Part 2: Needs of English proficiency for primary EFL teachers

Part 3: Problems of English proficiency for primary EFL teachers

Part 4: Ways to improve English proficiency

4.1.   GENERAL BACKGROUND

Part 1: General Background

Table 4.1

Gender of the Respondents

Gender	*Frequency*	*Percent*
Male	19	16.52
Female	96	83.48
Total	115	100

Table 4.1 shows the information about the gender of respondents. The majority of the participants were female at 83.48% and the minority of the respondents was male at 16.52%.

Table 4.2

Age of the Respondents

Age	*Frequency*	*Percentage*
20-30 years old	40	34.78
31-40 years old	45	39.13
41-50 years old	14	12.17
51-60 years old	16	13.91
60+ years old	0	0.00
Total	115	100

Table 4.2 shows the information about the age of the respondents. The majority was aged between 31-40 years old, followed by those aged between 20-30 years old, 34.78%. There was no respondent aged more than 60 years old. The reason why there was a choice for this age was because there was a program for hiring retired teachers to extend their teaching by 1-year contract.

Table 4.3

Education Background of the Respondents

Degree	Frequency	Percentage
Bachelor's degree	76	66.09
Master's degree	39	33.91
Doctoral degree	0	0.00
Total	115	100

Table 4.3 shows the information about the education of respondents. The majority of the group held a bachelor's degree (66.09%) and the minority of the respondents held a master's degree (33.91%). There was no respondent held a doctoral degree.

Table 4.4

Bachelor's Degree Majors

Major	Frequency	Percentage
1. English field major (including English major, English Language Teaching, and other related English majors, e.g. Business English, English for Communication)	87	75.65
2. Non-English major	28	24.35
Total	115	100

Table 4.4 presents the field of participants' bachelor's degree. The majority of the participants held an English major degree (75.65%) while there were 24.34% of participants who held a non-English major degree.

Table 4.5

Years of Teaching English

Years	Frequency	Percentage
1-5 years	60	52.17
6-10 years	28	24.35
11-15 years	10	8.70
16-20 years	8	6.96
20+ years	9	7.83
Total	115	100

Table 4.5 shows the information about years of teaching experience. The majority had experience between 1-5 years (52.17%) followed by 6-10 years of experience (24.35%). The minority group of the participants had experience between 16-20 years (6.96%).

Table 4.6

Attending English Proficiency Development Activities

Attending English proficiency development	Frequency	Percentage
Yes	103	89.57
No	12	10.43
Total	115	100

Table 4.6 shows that the majority of the participants had attended some English proficiency development activities (89.57%) while 10.43% had never attended such activities.

Table 4.7

Frequency of Attending English Proficiency Development

Frequency of attending English proficiency development	Frequency	Percentage
1-2 times	45	43.69
3-4 times	30	29.13
more than 4 times	28	27.18
Total	103	100

Table 4.8 presents the frequency of participants attending English proficiency development activities in the last three years. There were 12 participants who had never attended such activities; they were excluded in calculation. There was 43.69% of participants who had been to these activities 1-2 times, 29.13% had attended the activities 3-4 times, and 27.18% of the participants had joined the activities more than 4 times.

Table 4.8

Organizations that held the English Proficiency Development Activities

Organization	Frequency	Percentage
SPESA 2	75	72.82
Others - University, Institute, Private sectors	28	27.18
Total	103	100

Table 4.8 illustrates the organizations that held the English proficiency development activities. The majority of the participants attended the activities held by SPESA 2, at 72.82%, while 27.18% of the participants had not attended any activities held by SPESA 2.

Table 4.9

Levels in CEFR Placement Test

Level in CEFR placement test	Frequency	Percentage
B2	2	1.74
B1	9	7.83
A2	68	59.13
A1	32	27.83
A0	4	3.48
Total	115	100

Table 4.9 shows the level in the CEFR placement test achieved by the participants. The majority (about 90%) of the participants were rated below A2 level. Only about 10% of them obtained the expected level of B1 and B2.

Table 4.10

Primary Level EFL Teachers Wanting to Develop English Proficiency

Teachers want to develop English proficiency	Frequency	Percentage
Yes	102	88.70
No	13	11.30
Total	103	100

Table 4.10 presents whether the respondents wanted to attend programs for English proficiency development. The majority of the respondents wanted to join the English proficiency development activities (88.70%) while 11.30% did not want to develop their proficiency further.

As the results shown above, the findings revealed that the majority of respondents were female (83.48%) and rest were male (16.52%). In regard to age of respondents, the majority was aged between 31-40 years old (39.13%) and the minority group was aged 41-50 years old (12.17%). About 66% of respondents held a Bachelor's degree and 33.91% held a Master's degree. With regard to the Bachelor's degrees, there were two

groups of respondents, one with English field majors (75.65%) and non-English majors (24.34%). The majority of respondents had 1-5 years of English language teaching experience (52.17%) while the minority group had teaching experience between 16-20 years (6.96%). The majority had attended some English proficiency development activity (89.57%) while there were just 10.43% of respondents who had never attended the activities. In regard to frequency of attending the activities in the last three years, the majority had attended for 1-2 times (43.69%) while the minority group had attended the activities more than 4 times (27.18%). In previous English language proficiency development activities, the events were held by SPESA office 2 (72.82%), with 27.18% held by other organizations. Regarding the levels in CEFR placement tests, the majority of respondents got A2 level (59.13%), the smallest group got B2 level (1.74%).

4.2 NEEDS FOR ENGLISH PROFICIENCY DEVELOPMENT

Table 4.11
Needs for English Language Skills Development

English Core Skills	*n*	*Mean*	*SD*	*Level of Interpretation*
1. Listening skill	115	4.50	0.654	High
2. Speaking skill	115	4.30	0.763	High
3. Reading skill	115	4.04	0.730	High
4. Writing skill	115	4.04	0.759	High

Table 4.11 shows the English core skills that primary EFL teachers need for developing. Listening skill was the skill that participants needed to develop most, with the mean score of 4.50, followed by speaking skill (mean score 4.30) which also ranks as the high needed level. Reading and writing skills were slightly less in demand as needs in development, both with mean scores of 4.04.

Table 4.12

Needs for English Competency Development

English Competency	n	Mean	SD	Level of Interpretation
1. English structure, English grammar	115	4.20	0.638	High
2. Phonology	115	3.97	0.687	High
3. Vocabulary (multi-word combinations, collocation)	115	4.08	0.715	High
4. Spelling and punctuation	115	3.90	0.765	High
5. English culture	115	3.86	0.748	High
6. English communication skill	115	4.43	0.690	High
7. Others		-		-

Table 4.12 illustrates that the needs for English communication skill were the most rated needs of development, followed by English structure, vocabulary, phonology, spelling and pronunciation, and culture.

To explore more in detail, the returned questionnaires were divided into levels of the CEFR score which participants got. In this way, the results would reveal the real needs of primary EFL teachers in English proficiency development based on CEFR placement tests. The results show as follows:

Table 4.13

Needs for English Language Skills Development: A0

English Core Skills	n	Mean	SD	Level of Interpretation
1. Listening skill	4	4.75	0.500	Very High
2. Speaking skill	4	4.50	0.577	High
3. Reading skill	4	4.00	0.000	High
4. Writing skill	4	3.75	0.500	High

As shown in Table 4.13, the needs for English language skills development among respondents with A0 level, listening skill was the most need to develop (mean score = 4.75). The least need of development was writing skill (mean score = 3.75).

Table 4.14

Needs for English Competencies Development: A0

English Competencies	n	Mean	SD	Level of Interpretation
1. English structure, English grammar	4	4.25	0.500	High
2. Phonology	4	3.50	0.577	High
3. Vocabulary (multi-word combinations, collocation)	4	3.25	0.500	High
4. Spelling and punctuation	4	3.50	0.577	High
5. English culture	4	3.50	0.577	High
6. English communication skill	4	4.75	0.500	Very High
7. Others		-	-	

Table 4.14 shows the needs in English competencies that primary EFL teachers who got A0 level need to develop. English communication skill was the most in need for development, interpreted with "Very High" (mean score = 4.75), while 'vocabulary' was the least ranked need (mean score = 3.25) amongst all the needs that were rated 'high'.

Table 4.15

Needs for English Language Skills Development: A1

English Core Skills	n	Mean	SD	Level of Interpretation
1. Listening skill	32	4.38	0.660	High
2. Speaking skill	32	4.25	0.762	High
3. Reading skill	32	4.06	0.669	High
4. Writing skill	32	4.06	0.669	High

As shown in Table 4.15, the analysis of needs for English language skills development among respondents with "A1" level in CEFR showed listening skill was the most needed to develop (mean score = 4.38). The least needs for development were reading and writing skills (mean score = 4.06).

Table 4.16

Needs for English Competency Development: A1

English Competency	n	Mean	SD	Level of Interpretation
1. English structure, English grammar	32	4.19	0.738	High
2. Phonology	32	3.94	0.619	High
3. Vocabulary (multi-word combinations, collocation)	32	4.13	0.660	High
4. Spelling and punctuation	32	4.00	0.622	High
5. English culture	32	3.94	0.564	High
6. English communication skill	32	4.31	0.644	High
7. Others	-	-	-	-

Table 4.16 shows the needs for English competencies that primary level EFL teachers who got "A1" level reported as needing to develop in all areas as 'high.'. Their English communication skill was the most in need for development being interpreted as "High" (mean score = 4.31). "Phonology" and "English culture" were the least reported needs (mean score = 3.94) in development.

Table 4.17

Needs for English Language Skills Development: A2

English Core Skills	n	Mean	SD	Level of Interpretation
1. Listening skill	68	4.60	0.601	Very High
2. Speaking skill	68	4.35	0.728	High
3. Reading skill	68	4.09	0.748	High
4. Writing skill	68	4.09	0.787	High

As shown in Table 4.17, regarding the needs in English language skills development among respondents with "A2" level CEFR were rated very high in listening skill (mean score = 4.60). The lowest ranked among 'high' needs in development were reading and writing skills (mean score = 4.09).

Table 4.18

Needs for English Competency Development: A2

English Competency	n	Mean	SD	Level of Interpretation
1. English structure, English grammar	68	4.19	0.580	High
2. Phonology	68	3.99	0.723	High
3. Vocabulary (multi-word combinations, collocation)	68	4.06	0.751	High
4. Spelling and punctuation	68	3.84	0.840	High
5. English culture	68	3.85	0.797	High
6. English communication skill	68	4.46	0.700	High
7. Others	-	-	-	-

Table 4.18 shows the high' needs in English competencies that primary level EFL teachers who got "A2" level needed to develop. English communication skill was the most in need for development as it was interpreted with "High" level (mean score = 4.46). "Spelling and punctuation" was the least required skill (mean score = 3.84) in development.

Table 4.19

Needs for English Language Skills Development: B1

English Core Skills	n	Mean	SD	Level of Interpretation
1. Listening skill	9	4.33	0.866	High
2. Speaking skill	9	4.33	1.000	High
3. Reading skill	9	3.78	0.972	High
4. Writing skill	9	3.78	0.972	High

As shown in Table 4.19, the needs for English language skills development among respondents with "B1" level indicated that there were two skills that were reported as the most needed to develop: listening and speaking skills (mean score = 4.33). There two skills that ranked lower were reading and writing skills (mean score = 3.78).

Table 4.20

Needs for English Competency Development: B1

English Competency	n	Mean	SD	Level of Interpretation
1. English structure, English grammar	9	4.56	0.527	Very High
2. Phonology	9	4.22	0.667	High
3. Vocabulary (multi-word combinations, collocation)	9	4.33	0.500	High
4. Spelling and punctuation	9	4.22	0.667	High
5. English culture	9	3.78	0.972	High
6. English communication skill	9	4.67	0.707	Very High
7. Others	-	-	-	-

Table 4.20 shows the needs of 'very high' and 'high' for English competencies which primary EFL teachers who got "B1" level needs for development. English communication skill was the most in need of development, interpreted as "Very High" (mean score = 4.67). English culture was ranked the lowest (mean score = 3.78).

Table 4.21

Needs for English Language Skills Development: B2

English Core Skills	n	Mean	SD	Level of Interpretation
1. Listening skill	2	3.50	0.707	Moderate
2. Speaking skill	2	3.00	0.000	Moderate
3. Reading skill	2	3.50	0.707	Moderate
4. Writing skill	2	4.00	0.707	High

As shown in Table 4.21, three English language skills development among respondents with "B2" level were rated moderate, while writing skill was the most needed to develop (mean score = 4.00)and the lowest rank was speaking skill (mean score = 3.00).

Table 4.22

Needs for English Competency Development: B2

English Competency	n	Mean	SD	Level of Interpretation
1. English structure, English grammar	2	3.00	0.000	Moderate
2. Phonology	2	3.50	0.707	Moderate
3. Vocabulary (multi-word combinations, collocation)	2	4.50	0.707	High
4. Spelling and punctuation	2	3.50	0.707	Moderate
5. English culture	2	4.00	1.414	High
6. English communication skill	2	4.00	1.414	High
7. Others	-	-	-	-

Table 4.22 shows the needs for English competencies those primary level EFL teachers who got "B2" level needed for development. Expanding vocabulary size was the most in need for development as it was interpreted with "High" (mean score = 4.50). While English structure was the least interested needs (mean score = 3.00) for development.

To show a clear picture of the needs of different levels of teachers, the bar graphs are presented in Figure 4.1.
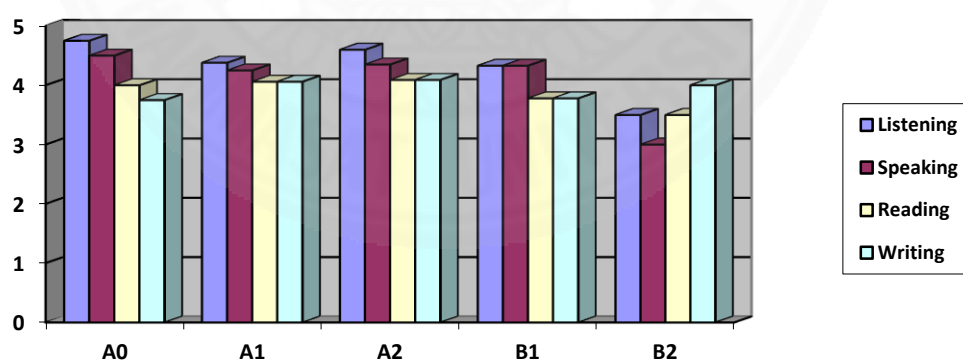
Figure 4.1

Different Needs for English Proficiency Development in each Level of the Primary EFL Teachers Based on CEFR Level in regard to the four-core skills

Figure 4.1 illustrates the different needs for English proficiency development in each level of teachers. Teachers with the levels A0, A1, A2, and B1 tended to have the same needs in which they were more focusing on the needs for development in listening and speaking skills. On the other hand, teachers with B2 level had more focus on development of writing skill.
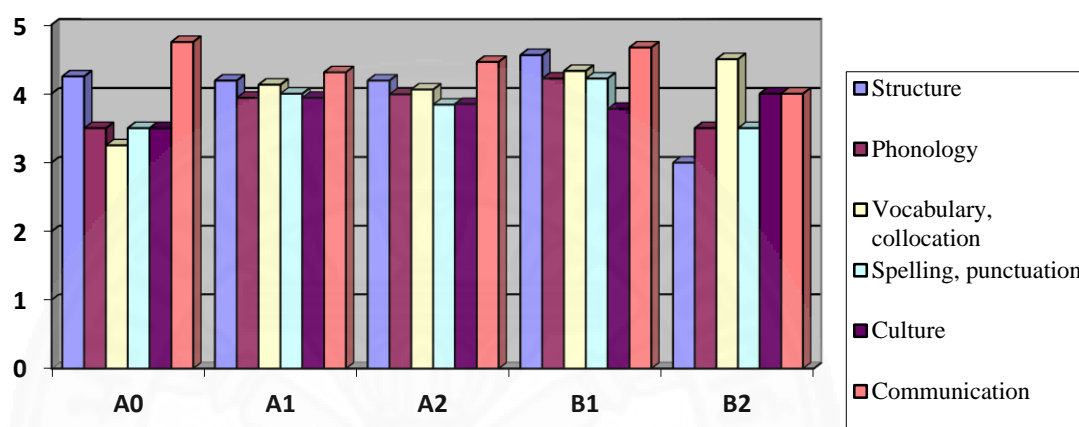
Figure 4.2

Different Needs for English Proficiency Development in each Level of the Primary EFL Teachers Based on CEFR Level in regard to English Competency Development

Figure 4.2 illustrates the different needs for English proficiency development in each level of teachers with regard to English competency development. Teachers with the levels A0, A1, A2, and B1 tended to have the same needs, i.e. they focused more on the needs for development in structure and grammar, and especially communication skill was ranked as the most needed by all groups. On the other hand, teachers with B2 level were more focusing on development of vocabulary and spelling competencies with less emphasis on structure and grammar.

4.3 PROBLEMS IN IMPROVING ENGLISH PROFICIENCY DEVELOPMENT

Participants were asked to rate the problems that they found as the obstacles of proficiency development. There were 17 items, grouped into the areas of problems as following:

Table 4.23

Problems Primary EFL Teachers Have in English Proficiency Development

Problems of English proficiency development	*Mean*	*SD*	*Level of Interpretation*
1. You don't know how to develop your English proficiency: listening, speaking, writing and reading skills.	2.78	0.925	Moderate
2. You don't have any topic of interest to develop.	2.13	0.874	Low
5. You don't have experts to give you some advice about developing your proficiency.	3.56	1.019	High
6. You can't apply your theoretical knowledge of English to practical use.	2.92	0.919	Moderate
7. You have been developing many skills at the same time, so it is difficult to focus on particular skills in the CEFR placement test.	3.31	0.949	Moderate
8. It is not convenient attending the seminars, training programs or conferences.	2.97	1.112	Moderate
9. You have financial problems in doing proficiency development.	3.16	0.899	Moderate

Table 4.23 illustrates the problem which was ranked highest i.e. the teachers didn't have experts to give some advice on proficiency development, followed by seeing it as difficult to focus on particular skills in the CEFR placement test. Some of them rated their financial problems in trying to develop proficiency as moderate.

Table 4.24

Problems with the Available Time in Proficiency Development

Problems of English proficiency development	Mean	SD	Level of Interpretation
3. You don't have enough time to develop your English proficiency because you have too many teaching hours.	3.43	1.109	Moderate
4. You don't have enough time because you have a lot of documents or special assigned works.	3.55	1.086	High
10. You have to take care of your family, so it is an obstacle for developing your proficiency.	2.92	1.229	Moderate

Table 4.24 shows that the primary EFL teachers rated having not enough time for proficiency development as high due to having a lot of paper work, followed by having too many teaching hours. They rated family obligation as a problem at a moderate level.

Table 4.25

Problems Found in Previous Training Activities by the Primary EFL Teachers

Problems of English proficiency development	Mean	SD	Level of Interpretation
11. The previous training programs you participated in lacked follow-up activities.	2.95	0.907	Moderate
12. You have problems with the period of training programs, seminars or conferences; for example, they are too long or too short.	3.45	0.881	Moderate
13. The topics in seminars, training programs or conferences don't meet your needs of development.	3.01	0.918	Moderate

Table 4.25 shows that the previous training courses were either too long or too short. They rated all items as moderate problems involving the lack of follow-up activities and the training not responding to their needs.

Table 4.26

Problems with the Resources and Support to Accommodate the Proficiency

Development

Problems of English proficiency development	Mean	SD	Level of Interpretation
14. The learning resources or useful tools such as books, journals and printed materials are not adequate for developing your proficiency.	2.82	1.022	Moderate
15. The learning resources accessed via internet or distance learning are not adequate for developing your proficiency.	2.69	1.012	Moderate
16. You don't get support from the organizations to attend the English training programs, seminars or conferences.	2.27	0.930	Low
17. You don't get support from the organizations to further your study in Master's degree or Doctor's degree.	2.31	1.079	Low

As can be seen in Table 4.26, the teachers did not find resources and support for proficiency development as problematic. They rated all areas as moderate and low.

4.4 THE WAYS THE PRIMARY EFL TEACHERS NEED TO DEVELOP ENGLISH PROFICIENCY

Participants were asked to choose the appropriate ways of how to develop their English proficiency. There were 13 items in this part which were grouped into categories as follows:

Table 4.27

Ways to Develop English Proficiency by Self-development, Discussion, and Receiving Advice

Ways to develop English proficiency	Mean	SD	Level of Interpretation
1. You need to learn by yourself from reading related books, journals, or research papers.	3.44	0.808	Moderate
2. You need to search for knowledge by yourself from Internet and Information Technology.	3.83	0.901	High
3. You need to discuss or share knowledge with your colleagues.	3.46	0.901	Moderate
4. You need suggestions from experts.	4.11	0.856	High

Table 4.27 shows the ways that the teachers preferred the most to develop their proficiency was getting suggestions from experts, followed by searching for knowledge through information technology, sharing knowledge with colleagues and learning from reading related books, journals, or research papers.

Table 4.28

Ways to Develop English Proficiency by Attending Training Activities

Ways to develop English proficiency	Mean	SD	Level of Interpretation
5. You need to attend seminars or conference.	3.63	0.986	High
6. You need to attend workshops or short courses provided from a Language Institute.	3.70	1.010	High
7. You need to take English courses with Thai teachers.	3.33	1.024	Moderate
8. You need to take English courses with native English teachers	4.14	0.837	High
9. You need to take English courses in university e.g. diploma in English language	3.65	1.093	High
12. You need to have training course in Thailand	3.88	0.850	High
13. You need to have training courses in other countries	3.17	1.320	Moderate

Table 4.28 illustrates the best ways to develop English proficiency by attending training activities. The results showed that the most important preference was to take English courses with native English teachers. The moderately preferred methods of training were taking English courses with Thai teachers and having training in other countries.

Table 4.29

Ways to Develop English Proficiency by Further Studies for Master's Degree or

Doctoral Degree

Ways to develop English proficiency	Mean	SD	Level of Interpretation
10. You need to further study in Master's degree or Doctoral degree in Thailand	3.57	1.140	High
11. You need to further study in Master's degree or Doctoral degree in other countries	3.13	1.218	Moderate

Table 4.29 shows that the teachers prefer to further their studies in Thailand rather than in other countries.

Table 4.30

Organizations to Hold the English Proficiency Development Activities

Organizations to hold the activities	Mean	SD	Level of Interpretation
1. Your own school	2.91	0.992	Moderate
2. Schools grouped in the same educational services area	3.26	0.947	Moderate
3. Local PEER center	3.62	0.854	High
4. Your Educational Service Area Office	3.83	0.816	High
5. Private organizations	3.00	1.017	Moderate
6. Universities/ Institute	3.29	1.122	Moderate
7. Organization of English teachers in Thailand (Thailand TESOL)	3.30	1.177	Moderate
8. Language Institute of OBEC	3.45	0.976	Moderate
9. Others	-	-	-

As shown in Table 4.30, the most preferred organization to hold the events for English proficiency development was the Educational Service Area Office, followed by local PEER centers- Primary Education English Resource. On the other hand, the least preferred organization to hold the training was the teachers' own schools.

4.5   SUGGESTIONS FOR WAYS TO IMPROVE ENGLISH PROFICIENCY

There were two open-ended questions at the end of questionnaire which aimed to gain more opinions from the participants. According to the answers from participants, they were grouped in order to show the patterns of matching opinions where respondents agreed on the same way.

4.5.1 Question 1: What are the areas of English proficiency that teachers needs to develop for the CEFR placement test?

There were 115 opinions or suggestions written for this question. The answers were grouped in 5 top rankings as following:

Table 4.31

Areas of English Proficiency that Teachers Needs to Develop for the CEFR Placement Test

Rank	areas of needs in proficiency development	*percentage*
1.	all 4 skills	32.48
2.	listening skill	23.08
3.	communicative language	15.38
4.	speaking skill	6.84
5.	grammar /structure	5.98
-	others	16.24

Table 4.31 presents the possible areas that primary level EFL teachers need to develop for the CEFR placement test. The results show the first five ranked areas of respondents' suggestions. All four skills of English language, listening, speaking, reading, and reading were suggested the most often, by 32.48%. Solely focusing on listening skill was another desired need in proficiency development (23.08%), followed by communicative language which got 15.38%.

4.5.2 Question 2: What makes English proficiency development training successful?

Out of 115 respondents, there were 95 opinions or suggestions answered for this question. The answers were grouped in 5 top rankings as following:

Table 4.32

Ways to Make English Proficiency Development Training Successful

Rank	the ways to make training successful	*percentage*
1.	having follow-up activities	13.68
2.	holding the training continually	11.58
3.	grouping attendants depending on their levels of proficiency	10.53
4.	having more practicing in the training	9.47
5.	learning with native speakers	8.42
	others	46.32

Table 4.32 presents the possible ways to make English proficiency development successful. The results show the first five preferred ways suggested by respondents. Having follow-up activities was suggested the most often by 13.68% of the respondents, followed by "holding the training continually", (11.58%), and "grouping attendants by their levels of proficiency, (10.52), respectively.

CHAPTER 5
DISCUSSION AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the finding, (3) discussion, and (4) recommendations for further research.

5.1 SUMMARY OF THE STUDY

5.1.1 Objectives of the study

There were three objectives of this study which were: (1) to investigate the primary level EFL teachers' needs in improving their English language proficiency, (2) to find the primary level EFL teachers' problems in improving their English language proficiency, and (3) to find ways that the primary level EFL teachers can improve their English language proficiency.

5.1.2 Subjects, materials, and procedures

The subjects of this study were 115 primary EFL teachers in SPESA 2, Saraburi, Thailand who had taken CEFR placement test between the years of 2015-2016. The preliminary interview and questionnaire were used to obtain the data which then were analyzed.

5.2 SUMMARY OF THE FINDINGS

The findings of the data analysis regarding the research questions are as follows:

5.2.1 What are the needs of the primary EFL teachers to improve their English language proficiency?

The findings of the needs of English proficiency development for primary level EFL teachers revealed that listening skill was the area of most interest to improve (mean score = 4.50), followed by speaking skill (mean score = 4.38), reading skill (mean score = 4.13), and writing skill (mean score = 4.04).

Teachers ranked in A0, A1, A2, and B1 level had the same rated order of the skills which they wanted to improve. Listening skill was the highest rated: scores were 4.75, 4.38, 4.60, and 4.33 respectively. Speaking skill was the second highest rated with 4.50, 4.25, 4.35, and 4.33 respectively. This was followed by reading skill, which was rated at 4.00, 4.06, 4.09, and 3.78 respectively. The lowest rated was writing skill which scored 3.75, 4.06, 4.09, and 3.78 respectively. On the other hand, B2 level teachers rated writing skill (4.00) as the most needed in development, followed by listening (3.50), reading (3.50) and speaking (3.00) respectively.

From the analyzed data, it revealed that, except for teachers with B2 level of CEFR, teachers with A0, A1, A2, and B1 put more emphasis on listening skill as the most significant need in proficiency development.

5.2.2 What are the problems of the primary EFL teachers in improving their English language proficiency?

This study had the aim to get more details on finding the problems of primary level EFL teachers in improving their English proficiency.

According to these findings, obstacles included the teachers' having no experts to give advice about how to develop the proficiency (mean score = 3.56), followed by the teachers having no time for the proficiency development since they had a lot of documents or special assigned works (mean score = 3.55), and because they had too many teaching hours, so they have no time to develop their language proficiency (mean score = 3.43).

5.2.3 How can the primary EFL teachers improve their English language proficiency?

This study intended to find possible solutions for the primary EFL teachers who wanted English proficiency development. According to the results, teachers preferred to take a course with native English speakers (mean score = 4.14). Getting advice from experts in English language was the next preferable way for the teachers in improving their proficiency. For further study in higher levels, such as Master's degree or Doctoral degree, they preferred to study in Thailand (mean score = 3.57). Moreover, the

participants agreed that the organizations that hold the training activities should be the Educational Service Area Office.

5.3 DISCUSSION

This research was intended to find the needs for proficiency development of primary level EFL teachers based on CEFR placement tests. Teachers have a priority role in teaching the English language to learners. They seem to be the role models for how the language is used. The high command of English language proficiency can have an effect directly on students' learning. The objectives of this study were to explore the needs and problems of the teachers in proficiency development. In addition, suggestions for improving English language proficiency for the primary EFL teachers are given.

5.3.1 The primary level EFL teachers' needs in improving their English language proficiency

From the analyzed data, it was revealed that, except for teachers with B2 level of CEFR, with A0, A1, A2, and B1 levels reported that listening skill was the most significant need for their development. The results match with the work of Noom-ura (2013) who conducted research on Thai teachers' professional development and English-teaching problems in Thailand and also found that teachers were aware of their language proficiency that they needed to develop, and they put an emphasis on developing listening-speaking skills. From the respondents' suggestions, more focus on practicing listening skill is necessary in the training sessions.

They also suggested that there should be more demonstrating of the CEFR placement test to check the understanding of the trainees whether they would be able to apply the knowledge into practice because there is a big part in the CEFR placement test dedicated to listening skill. Regarding teachers with B2 level, on the other hand, they mentioned that writing skill was the most necessary skill they want to develop. As mentioned by the respondents, the educational organizations who hold the training activities should group participants into levels of language competencies since the results of this study reveal that there are different needs in each level and they also

suggest that they will be more comfortable in joining the training with people in the same level of language proficiency.

Moreover, to support and extend language proficiency, further language competencies were rated by the respondents suggesting the most effective training for primary level EFL teachers. Regarding the needs in improving English competencies, English for communication skill was the highest rated area (mean score = 4.43). These results relate to the finding of Kitjaroonchai (2013), who investigated teachers' attitudes towards English learning and found the participants admitted that they had limited knowledge of English, mentioning that there was no chance to practice English outside their classroom, even while they acknowledged that English is used worldwide. If there was a chance of practicing their skills, it should be promoting English for communication abilities.

Similar to the needs in language core skills, teachers with B2 level were interested in expanding their vocabulary knowledge while the rest of the teachers were concerned more with English for communication. This outcome goes the same way as that mentioned by Cambridge (2011) in can-do statements of B2 level of CEFR reference respondents. It is important that B2 teachers can learn to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, and can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. To achieve this, teachers with B2 level may want to expand their English vocabulary to more varieties or purposes. They see that their English for communication is acceptable.

5.3.2 The primary EFL teachers' problems in improving their English language proficiency

The finding related to the problems of primary level EFL teachers towards the English proficiency development included having no experts to give advice about how to develop the proficiency (mean score = 3.56).The result is consistent with Laohawiriyanon et al. (2011) who stated that teachers who had participated in the training programs should share their knowledge with other teachers as a part of professional development; trained teachers should have more techniques and advice from attending the training so it is easier to extend the outcomes among their peers.

Another problem is that teachers having no time for the proficiency development due to teachers having a lot of documents or special assigned works (mean score = 3.55), and because they have too many teaching hours, resulting in having no time to develop their language proficiency (mean score = 3.43). The result is in consistent with the findings of Wichadee (2012) who studied the factors that related to professional development of English language teachers in Bangkok. The results showed that teachers wanted to develop themselves but the obstacles were their heavy teaching loads and the many special assignments given from administration which kept teachers busy and they felt guilty leaving their class for attending training activities.

The least problem reported by respondents was they did not have topic interests to develop; for this reason, it meant that they might know what the problems areas were (mean score = 2.13). This was followed by the problem that they did not get support from the relevant organizations to attend the proficiency development activities (mean score = 2.27). According to Table 4.8 in Chapter 4 above, SPESA Office 2 had held seminars or training activities many times in the last three years so that most of the teachers did get support from the various educational organizations. The problem about getting support for further education with a master's degree was comparatively low, which may result from the fact that a third of the participants were already master's degree holders. Among the rest, it is probable that only a few teachers wanted to continue their studies.

According to the findings of problematic areas found by teachers, having no experts to give suggestions for proficiency development was considered to be the biggest problem. Besides, teachers stated that they had been assigned special works to do that kept them busy until they could hardly find available time to improve their proficiency. That is to say, teachers reported that they knew how to develop their language proficiency and had already identified topics of interest but they could not do it effectively.

5.3.3 Improving English language proficiency for the Primary EFL teachers

This study intended to find the possible solution for the primary EFL teachers who wanted English proficiency development. According to the results, teachers preferred to take a course with native English speakers (mean score = 4.14), followed

by their need for suggestions from experts (mean score = 4.11), and they needed to have training courses in Thailand (mean score = 3.88). Klinkerd (2016) supported the idea that Thai primary English teachers preferred to take English training courses with native English teachers. This is also similar to the study of Kitjaroonchai (2013) where Thai teachers wanted to practice more in communicative language settings where they required someone to be interlocutors, and that native English teachers may be a good choice for training and native teachers can provide useful advice as well.

On the other hand, the least preferred way to improve language proficiency turned out that they did not want to study a Master's degree abroad (mean score = 3.13). This result might be due to the fact that there were 33.91% of respondents who held the Master's degree already and they might find it hard to spend one or two years abroad leaving their families and schools.

The primary EFL teachers also rated their preferred organization to hold the events for English proficiency development; the most highly rated was the Educational Service Area Office (mean score = 3.83), followed by PEER centers (mean score = 3.62), and Language Institute of OBEC (mean score = 3.45). The least preferred organization was the teachers' own school (mean score = 2.91), followed by private organization (mean score = 3.26), and school groups (mean score = 3.00).

According to the results of what organizations should hold the English proficiency development activities, it was revealed that the training held by the local Education Service Area Office seemed to be the most convenient among the respondents since there were many benefits. For example, the traveling distance to the venue was not far from the school; courses are usually held on weekends which would not interfere with the teaching hours. Teachers noticeably suggested ways in improving the proficiency development by having follow-up activities, holding the training continually, and grouping attendants by their levels which might help in increasing effective training activities. Duration of training somewhat affects the results of training, and respondents mentioned that courses are too short, 2-3 days. They

suggested in the open-ended part of the questionnaire that a week may be a better duration leading to effective outcomes.

5.4 RECOMMENDATIONS

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

1. The samples of the study can be extended to other groups of teachers, namely, secondary level teachers.

2. Further research may be undertaken with students to find if they have the same problems and needs as teachers do.
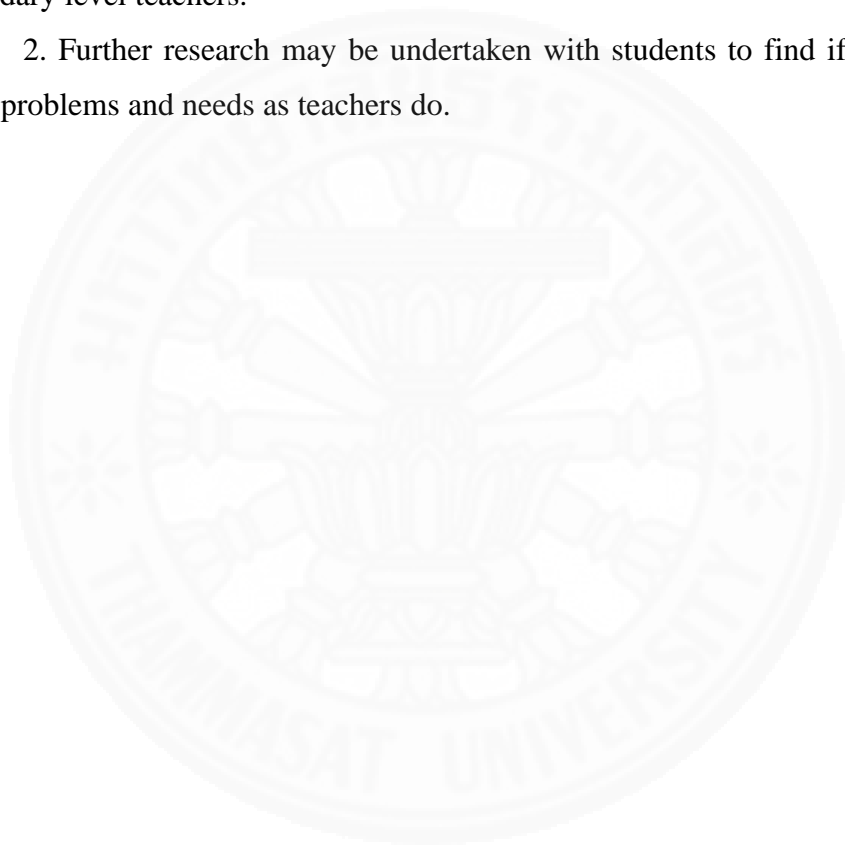
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APPENDICES

APPENDIX A
QUESTIONNAIRE (ENGLISH VERSION)
English Language Proficiency Development Needs of EFL Teachers

This study is a part of Independent Study for Master's Degree in English Language

Teaching at Thammasat University. The main purpose of the questionnaire is to

identify the needs and problems of EFL primary teachers in terms of proficiency

development. Please answer the questions honestly. Your information will be kept

confidentially and will be used for educational purpose only.

The questionnaire contains four parts
Part 1: General information
Part 2: Needs For English proficiency development for primary English teachers
Part 3: Problems of English proficiency for primary English teachers
Part 4: Ways to improve English proficiency

Part 1: General information
Instructions: Please answer the following questions by marking (✓)
in the parenthesis.
1. Sex   1. ( ) Male   2. ( ) Female
2. Age   1. ( ) 20-30 years   2. ( ) 31-40 years   3. ( ) 41-50 years
                4. ( ) 51-60 years   5. ( ) More than 60 years
3. Highest Educational background
        1. ( ) Bachelor's degree   2. ( ) Master's degree
        3. ( ) Doctoral degree   4. ( ) Others (Please specify ……………….)
4. Bachelor's degree major, please specify your major
        1. ( ) English Major   2. ( ) English Language Teaching
        3. ( ) Others English related Major (Please specify………………)
        4. ( ) Non-English Major (Please specify………………………)
5. How long have you been teaching English?
        1. ( ) 1 – 5 years   2. ( ) 6 – 10 years   3. ( ) 11 – 15 years
        4. ( ) 16 -20 years   5. ( ) More than 20 years
6. Have you ever attended the English proficiency training programs or seminars?
        1. ( ) Yes   2. ( ) No (Please skip No.7-8)
7. How many times did you attend the training or programs in developing English
proficiency within the last three years?
        1. ( ) 1-2 times   2. ( ) 3-4 times   3. ( ) More than 4 times
8. What were the organizations that you attended the English proficiency training or
seminars?
……………………………………………………………………………
9. Have you ever taken CEFR placement test?
        1. ( ) Yes (Please specify your level ………….)   2. ( ) No
10. Do you want to develop your English proficiency?
        1. ( ) Yes   2. ( ) No

Part 2: Needs For English proficiency development for primary English teachers
Instructions: Please read, consider each statement and put ✓ in the levels that suit you best.

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

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

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

2) Please rate the areas for English competence you want to develop in order to benefit your English proficiency

English Competence	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
1. English structure, English grammar					
2. Phonology					
3. Vocabulary (multi-word combinations, collocation)					
4. Spelling and punctuation					
5. English culture					
6. English communication skills					
7. Others (Please specify …………………………..)					

Part 3: Problems of English proficiency development and solutions

1) Problems of English proficiency development for primary English teachers

Problems of English proficiency development for primary English teachers	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
1. You don't know how to develop your English proficiency: listening, speaking, writing and reading skills.					
2. You don't have any topic interest to develop.					
3. You don't have enough time to develop your English proficiency because you have too many teaching hours.					
4. You don't have enough time because you have a lot of documents or special assigned works.					
5. You don't have experts to give you some advice about developing your proficiency.					
6. You can't apply your theoretical knowledge of English to practical use.					
7. You have been developing many skills at the same time, so it is difficult to focus on particular skills in the CEFR placement test.					
8. It is not convenient attending the seminars, training programs or conferences.					
9. You have financial problems in doing professional development.					
10. You have to take care of your family, so it is an obstacle for developing your proficiency.					
11. The previous training programs you participated in lacked following activities.					
12. You have problems with the period of training programs, seminars or conferences; for example, they are too long or too short.					
13. The topics in seminars, training programs or conferences don't meet your needs of development.					
14. The learning resources or useful tools such as books, journals and printed materials are not adequate for developing your proficiency.					
15. The learning resources accessed via internet or distance learning are not adequate for developing your proficiency.					
16. You don't get support from the organizations to attend the English training programs, seminars or conferences.					
17. You don't get support from the organizations to further your study in Master's degree or Doctor's degree.					
18. Others (Please specify)…………………					

2) Pleas rate your needs for developing your English proficiency

Ways to develop English proficiency	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
1. You need to learn by yourself from reading related books, journals, or research papers					
2. You need to search for knowledge by yourself from Internet and Information Technology					
3. You need to discuss or share knowledge with your colleagues.					
4. You need suggestions from experts.					
5. You need to attend seminars or conference.					
6. You need to attend workshops or short courses provided from a Language Institute.					
7. You need to take English courses with Thai teachers.					
8. You need to take English courses with native English teachers					
9. You need to take English courses in university e.g. diploma in English language					
10. You need to further study in Master's degree or Doctor's degree in Thailand					
11. You need to further study in Master's degree or Doctor's degree in other countries					
12. You need to have training courses in Thailand					
13. You need to have training courses in other countries					
14. Others (Please specify)……………………… ………………………………………………..					

3) Please rate the educational organizations in which to be responsible for arranging the English proficiency development training.

Responsible educational organizations for English proficiency development training	(5) Very High	(4) High	(3) Moderate	(2) Low	(1) Very Low
1. Your own school					
2. Schools grouped in the same educational services area					
3. Local PEER center					
4. Your Educational Service Area Office					
5. Private organizations					
6. Several universities					
7. Organization of English teachers in Thailand (Thailand TESOL)					
8. Language Institute of OBEC					
9. Others (Please specify)……………………….. ………………………………………………..					

Part 4: Ways to improve English proficiency
Instructions: Please give your opinions or suggestions.

4.1) What are the areas of English that teachers need for their proficiency development for the CEFR placement test?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
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4.3) What makes English proficiency development training successful?
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……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Thank you for your cooperation
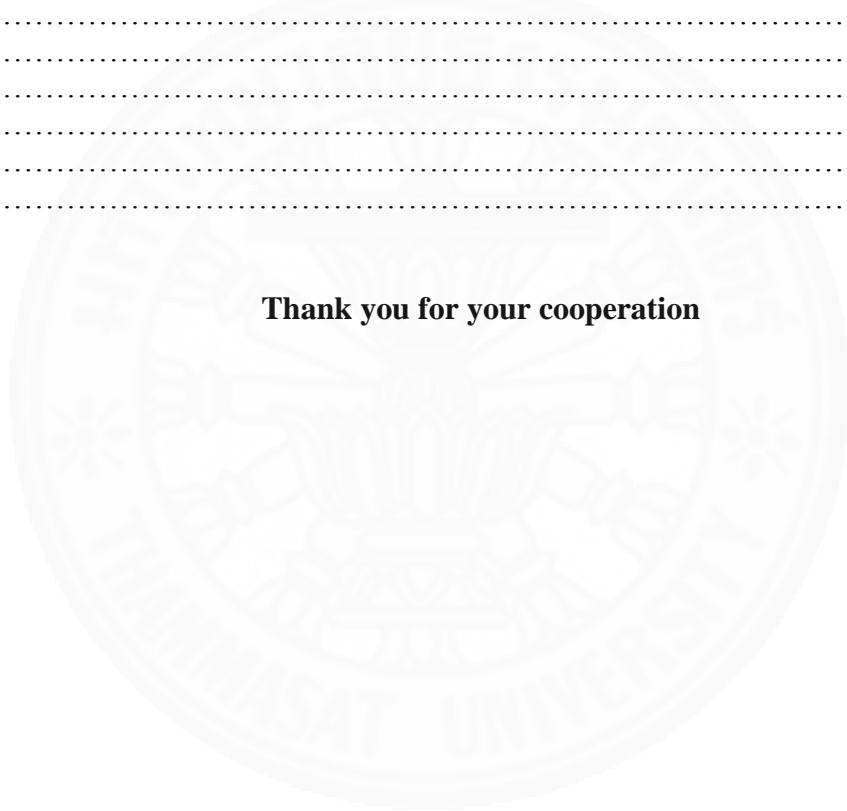
APPENDIX B

แบบสอบถาม (ฉบับภาษาไทย)

งานวิจัยนี้เป็นส่วนหนึ่งของวิชาการค้นคว้าอิสระหลักสูตรการสอนภาษาอังกฤษ ระดับปริญญาโท มหาวิทยาลัยธรรมศาสตร์ โดย วัตถุประสงค์หลักของแบบสอบถาม คือ ระบุความต้องการและปัญหาด้านการพัฒนาศักยภาพด้านภาษาอังกฤษของครูในระดับ ประถมศึกษา ตามกรอบอ้างอิง CEFR โปรดตอบแบบสอบถามตามความเป็นจริง ข้อมูลของท่านจะถูกเก็บเป็นความลับ และใช้เพื่อ การศึกษาวิจัยนี้เท่านั้น

แบบสอบถามประกอบด้วย 4 ส่วน

ส่วนที่ 1 : ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

ส่วนที่ 2 : ความต้องการในการพัฒนาศักยภาพด้านภาษาอังกฤษของครูผู้สอนภาษาอังกฤษ

ส่วนที่ 3 : ปัญหาในการพัฒนาศักยภาพด้านภาษาอังกฤษและวิธีการแก้ไข

ส่วนที่ 4 : คำแนะนำในการพัฒนาศักยภาพด้านภาษาอังกฤษ

ส่วนที่ 1 : ข้อมูลพื้นฐาน

คำแนะนำ: กรุณาเขียนเครื่องหมายถูก (✓) ลงในวงเล็บที่กำหนดให้ โดยเลือกตามตัวเลือกที่ตรงกับตัวเองมากที่สุด

1. เพศ 1. ( ) ชาย 2. ( ) หญิง

2. อายุ 1. ( ) 20-30 ปี 2. ( ) 31-40 ปี 3. ( ) 41-50 ปี

4. ( ) 51-60 ปี 5. ( ) 60 ปีขึ้นไป

3. การศึกษาสูงสุด

1. ( ) ปริญญาตรี 2. ( ) ปริญญาโท 3. ( ) ปริญญาเอก 4. ( ) อื่นๆ โปรดระบุ....................................

4. โปรดระบุสาขาในระดับปริญญาตรี

1. ( ) ภาษาอังกฤษ 2. ( ) การสอนภาษาอังกฤษ

3. ( ) สาขาที่เกี่ยวข้องกับภาษาอังกฤษอื่นๆ โปรดระบุ...

4. ( ) สาขาอื่นๆ ที่ไม่เกี่ยวข้องกับภาษาอังกฤษ โปรดระบุ...

5. คุณมีประสบการณ์ในการสอนภาษาอังกฤษเท่าใด

1. ( ) 1-5 ปี 2. ( ) 6-10 ปี 3. ( ) 11-15 ปี

4. ( ) 16-20 ปี 5. ( ) มากกว่า 20 ปี

6. คุณเคยเข้าร่วมการอบรมหรือสัมมนาเกี่ยวกับการพัฒนาศักยภาพทางด้านภาษาอังกฤษหรือไม่

1. ( ) เคย

2. ( ) ไม่เคย (กรุณาข้ามไปทำข้อ 9)

7. คุณเข้าร่วมการอบรมหรือสัมมนาเกี่ยวกับการพัฒนาศักยภาพทางด้านภาษาอังกฤษมาแล้วกี่ครั้งในรอบ 3 ปี

1. ( ) 1-2 ครั้ง 2. ( ) 3-4 ครั้ง 3. ( ) มากกว่า 4 ครั้ง

8. หน่วยงานใดเป็นผู้ดำเนินการจัดการอบรมหรือสัมมนาการพัฒนาด้านภาษาอังกฤษที่คุณเคยเข้าร่วมกิจกรรมด้วย

....

9. คุณเคยสอบวัดระดับความสามารถด้านภาษาอังกฤษตามกรอบการอ้างอิง CEFR หรือไม่

1. ( ) เคย (โปรดระบุระดับผลการสอบของคุณ ....) 2. ( ) ไม่เคย

10. คุณต้องการพัฒนาศักยภาพด้านภาษาอังกฤษของคุณหรือไม่

        1. ( ) ใช่   2. ( ) ไม่

ส่วนที่ 2 ความต้องการในการพัฒนาศักยภาพด้านภาษาอังกฤษของครูผู้สอนภาษาอังกฤษ

คำชี้แจง กรุณาทำเครื่องหมายถูก ✓ ลงในตารางเพื่อระบุระดับความสำคัญตามความคิดเห็นของคุณมากที่สุด

5 = มากที่สุด   4 = มาก   3 = ปานกลาง   2 = น้อย   1 = น้อยที่สุด

1) กรุณาระบุทักษะภาษาอังกฤษที่คุณต้องการพัฒนาเพื่อเพิ่มศักยภาพด้านภาษาอังกฤษของคุณ

ทักษะภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
1. คุณต้องการพัฒนาทักษะด้านการฟัง					
2. คุณต้องการพัฒนาทักษะด้านการพูด					
3. คุณต้องการพัฒนาทักษะด้านการอ่าน					
4. คุณต้องการพัฒนาทักษะด้านการเขียน					

2) กรุณาระบุสมรรถนะ ภาษาอังกฤษที่คุณต้องการพัฒนาเพื่อเพิ่มศักยภาพทางด้านภาษาอังกฤษ

สมรรถนะภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
1. คุณต้องการพัฒนาด้านหลักภาษา และ โครงสร้างทางภาษา (English structure, English grammar)					
2. คุณต้องการพัฒนาด้านสัทศาสตร์ (Phonology)					
3. คุณต้องการพัฒนาด้านคลังคำศัพท์ คำศัพท์ที่มักเกิดร่วมกัน กริยาวลี (vocabulary, multi-word combinations, collocation)					
4. คุณต้องการการพัฒนาด้านการสะกดคำและการใช้เครื่องหมายวรรคตอน (spelling and punctuation)					
5. คุณต้องการศึกษาเกี่ยวกับวัฒนธรรมของเจ้าของภาษา (English culture)					
6. คุณต้องการพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร (English communication skills)					
7. คุณต้องการพัฒนาด้านอื่น ๆ โปรดระบุ......................................					

ส่วนที่ 3: ปัญหาและอุปสรรคในการพัฒนาศักยภาพด้านภาษาอังกฤษและวิธีการแก้ไข

1) ปัญหาและอุปสรรคในการพัฒนาศักยภาพภาษาอังกฤษ

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ตามระดับปัญหาที่เป็นอุปสรรคในการพัฒนาศักยภาพด้านภาษาอังกฤษของคุณมากที่สุด

ปัญหาในการพัฒนาศักยภาพภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
1. คุณไม่ทราบว่าจะพัฒนาศักยภาพด้านภาษาอังกฤษอย่างไร					
2. คุณพบว่าไม่มีหัวข้อใดที่คุณต้องการพัฒนาศักยภาพ					
3. คุณไม่มีเวลาในการพัฒนาศักยภาพด้านภาษาอังกฤษเพราะมีชั่วโมงสอนมากเกินไป					
4. คุณมีงานที่ได้รับมอบหมายเพิ่มเติมอื่น ๆ มากจนไม่มีเวลาในการพัฒนา					
5. คุณไม่มีผู้เชี่ยวชาญมาให้คำแนะนำในการพัฒนาศักยภาพด้านภาษาอังกฤษของคุณ					
6. คุณไม่สามารถนำความรู้ภาษาอังกฤษด้านทฤษฎีไปใช้ในการปฏิบัติ					
7. คุณพัฒนาหลายทักษะไปพร้อมๆ กันจึงเป็นการยากที่จะเจาะจงทักษะสำคัญในการสอบ CEFR					
8. คุณรู้สึกไม่สะดวกในการเข้าร่วมกิจกรรมการประชุม อบรม สัมมนา					
9. คุณมีปัญหาด้านการเงินในการพัฒนาศักยภาพด้านภาษาอังกฤษ					
10. คุณจำเป็นต้องดูแลครอบครัวของคุณ ทำให้เป็นอุปสรรคต่อการพัฒนาศักยภาพด้านภาษาอังกฤษของคุณ					
11. การประชุม อบรม สัมมนาที่ผ่านมา ไม่มีการติดตามความก้าวหน้าของผู้ที่เข้าร่วมกิจกรรม					
12. คุณพบว่าระยะเวลาในการจัดกิจกรรมเป็นหนึ่งในปัญหาของการอบรม เช่น ระยะเวลานานเกินไป หรือ สั้นเกินไป					
13. คุณพบว่าหัวข้อในการประชุม อบรม สัมมนานั้น ไม่ตรงกับความต้องการในการพัฒนาด้านภาษาของคุณ					
14. แหล่งการเรียนรู้ต่างๆ เช่น หนังสือ วารสาร หรือสิ่งพิมพ์อื่นๆ มีไม่เพียงพอต่อการพัฒนาศักยภาพด้านภาษาของคุณ					
15. แหล่งการเรียนรู้ผ่านทางเทคโนโลยีเช่น การเรียนรู้ผ่านอินเตอร์เน็ต เรียนรู้ผ่านดาวเทียม มีไม่เพียงพอต่อการพัฒนาศักยภาพด้านภาษาของคุณ					
16. คุณไม่ได้รับการสนับสนุนจากหน่วยงานของคุณในการเข้าร่วมการประชุม อบรม สัมมนา ที่จัดขึ้นเพื่อพัฒนาศักยภาพภาษาอังกฤษของคุณ					
17. คุณไม่ได้รับการสนับสนุนจากหน่วยงานของคุณในการศึกษาต่อในระดับปริญญาโทหรือปริญญาเอก					
18. คุณพบว่ามีปัญหาด้านอื่น ๆ โปรดระบุ.........................					

2) กรุณาระบุวิธีการในการพัฒนาศักยภาพภาษาอังกฤษ ตามระดับที่เหมาะสมกับคุณ

วิธีในการพัฒนาศักยภาพ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
1. คุณต้องการศึกษาด้วยตนเองโดยการอ่านจากหนังสือ วารสาร หรือสื่อสิ่งพิมพ์อื่น ๆ					
2. คุณต้องการศึกษาหาความรู้ด้วยตนเองผ่านการค้นคว้าทางอินเตอร์เน็ตและแหล่งของมูลเทคโนโลยีสารสนเทศอื่น ๆ					
3. คุณต้องการอภิปรายและแลกเปลี่ยนความรู้กับเพื่อนร่วมงาน					
4. คุณต้องการได้รับคำแนะนำในการพัฒนาศักยภาพจากผู้เชี่ยวชาญ					
5. คุณต้องการเข้าร่วมประชุม อบรม สัมมนา					
6. คุณต้องการเข้าร่วมเรียนหลักสูตรระยะสั้นของสถาบันภาษาต่างๆ					
7. คุณต้องการเรียนภาษาอังกฤษกับครูชาวไทย					
8. คุณต้องการเรียนภาษาอังกฤษกับครูชาวต่างชาติเจ้าของภาษา					
9. คุณต้องการศึกษาหลักสูตรประกาศนียบัตรในมหาวิทยาลัยในสาขาภาษาอังกฤษหรือเกี่ยวข้อง					
10. คุณต้องการศึกษาต่อในหลักสูตรปริญญาโทหรือปริญญาเอกในสาขาที่เกี่ยวข้องกับภาษาอังกฤษในประเทศไทย					
11. คุณต้องการศึกษาต่อในหลักสูตรปริญญาโทหรือปริญญาเอกในสาขาที่เกี่ยวข้องกับภาษาอังกฤษในต่างประเทศ					
12. คุณต้องการให้มีการอบรมในประเทศไทย					
13. คุณต้องการให้มีการอบรมในต่างประเทศ					
14. อื่น ๆ โปรดระบุ ……………………………………………					

3) โปรดระบุหน่วยงานที่รับผิดชอบจัดกิจกรรมการพัฒนาศักยภาพด้านภาษาอังกฤษที่เหมาะสม

หน่วยงานที่จัดกิจกรรมการพัฒนาศักยภาพภาษาอังกฤษ	(5) มากที่สุด	(4) มาก	(3) ปานกลาง	(2) น้อย	(1) น้อยที่สุด
1. โรงเรียนของคุณ					
2. กลุ่มสหวิทยศึกษาในพื้นที่					
3. ศูนย์พัฒนาการเรียนการสอนภาษาอังกฤษระดับประถมศึกษา (PEER)					
4. สำนักงานเขตพื้นที่การศึกษา, สำนักงานศึกษาธิการจังหวัด					
5. หน่วยงานเอกชน					
6. มหาวิทยาลัย					
7. สมาคมครูผู้สอนภาษาอังกฤษแห่งประเทศไทย (Thailand TESOL)					
8. สถาบันภาษา สำนักงานกรรมการการศึกษาขั้นพื้นฐาน					
9. หน่วยงาน อื่น ๆ โปรดระบุ …………………………					

ส่วนที่ 4: คำแนะนำในการพัฒนาศักยภาพด้านภาษาอังกฤษ

คำชี้แจ้ง กรุณาเสนอความคิดเห็นของท่านในหัวข้อต่อไปนี้

4.1) คุณคิดว่าครูผู้สอนภาษาอังกฤษควรพัฒนาศักยภาพภาษาอังกฤษในด้านใด เพื่อเตรียมพร้อมกับการสอบวัดระดับความสามารถภาษาอังกฤษตามกรอบอ้างอิง CEFR

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4.2) คุณคิดว่าในการจัดโครงการอบรมการพัฒนาศักยภาพภาษาอังกฤษของครูผู้สอนภาษาอังกฤษจะสำเร็จได้ดี ควรมีการจัดการอย่างไร

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<div align="center">ขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามครบถ้วน</div>

BIOGRAPHY

Name	Mr. Thanet Chattranuchat
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