



**PROBLEMS AND SOLUTIONS IN TEACHING  
ENGLISH OF NON-EDUCATION MAJOR TEACHERS  
IN THAI CONTEXT**

**BY**

**MISS RUJA KETCHUMPOL**

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN  
ENGLISH LANGUAGE TEACHING  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2021  
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INDEPENDENT STUDY PAPER

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ENTITLED

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

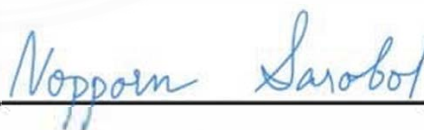
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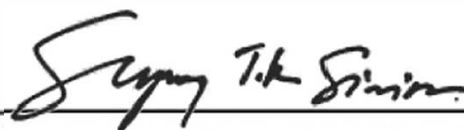
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|---------------------------------|--|
| Independent Study Paper Title   | PROBLEMS AND SOLUTIONS IN<br>TEACHING ENGLISH OF NON-EDUCATION<br>MAJOR TEACHERS IN THAI CONTEXT |
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| Academic Year                   | 2021   |

## ABSTRACT

The purpose of this study was to investigate problems and solutions in teaching English of non-education major teachers in the Thai context. The study was conducted by using questionnaires and semi-structured interviews. The sample of the study was 20 non-education major teachers teaching in school in Bangkok and another province. All of them were asked to answer the questionnaire and the volunteers were asked to give an interview. Seven participants were interviewed after they completed the questionnaires. After obtaining the data, the frequency, percentage, mean and standard deviation were calculated. The data obtained from the interviews were analyzed by the content analysis. The results obtained from the questionnaire and interview revealed that the non-education major teachers had problems in terms of classroom management, student assessment, motivation challenges, instructional media and creating lesson plans. The results also revealed that non-education major teachers solve the problems by employing solutions in terms of teacher aspect, learner aspect, self-development aspect and other aspects. The current study could be useful for non-education major teachers, other teachers, and particularly non-experienced teachers.

**Keywords:** Non-education major teachers, teaching English, problems, solutions

## ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my independent study advisor, Associate Professor Nopporn Sarobol for her professional guidance, intelligent advice, patience and support, in all stages of this study. I have been very lucky to have an advisor who was so kind and cared about my work. Without her cheering and advice, this study would not have been possible.

I am also grateful for the committee, Assistant Professor Dr. Virasuda Sribayak for her comments and advice and the ELT staff officer, Miss Jiraporn Petchthong, for her kindness and assistance.

I would like to thank the twenty participants in this study for their co-operation. This study would not have been successful without their participation.

Finally, I would like to show my appreciation to my family, especially to my mom, for always supporting, encouraging and understanding me. I am also very grateful to my beloved friends; they are always there cheering me up and stood by me through the good and bad times.

Miss Ruja Ketchumpol

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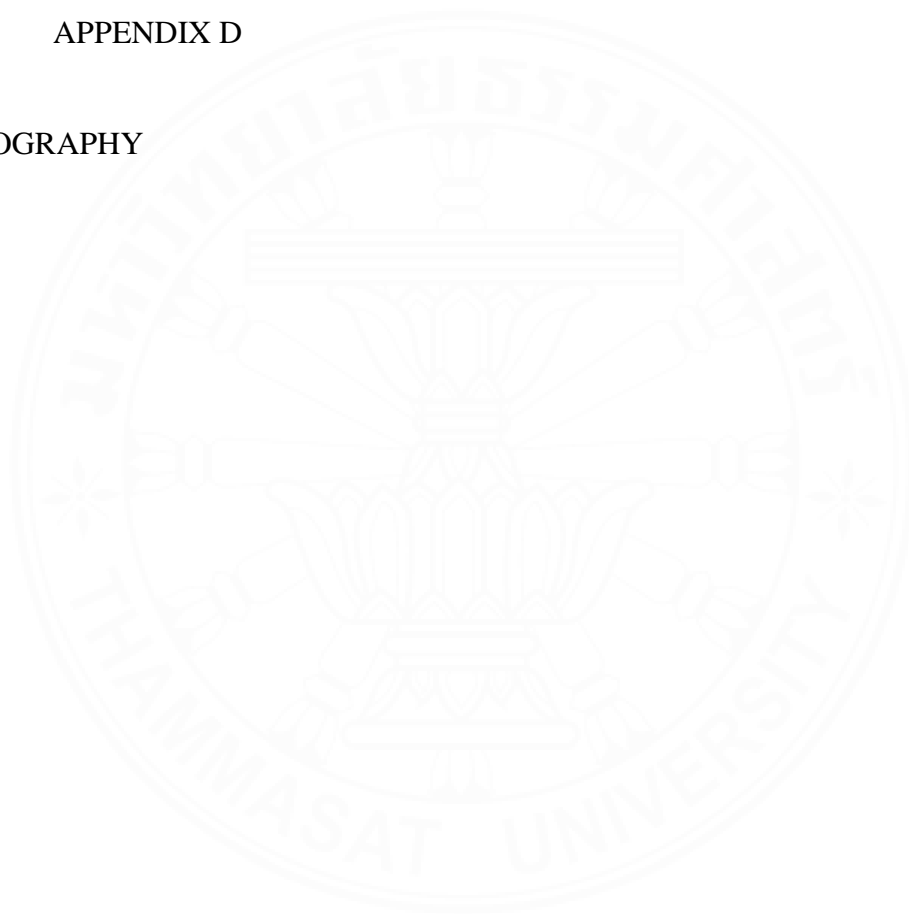
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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

According to the policy of the Ministry of Education, teachers are required to have a minimum 5 years of study in an education major in Thailand and are then qualified to have an internship in teaching in a primary or secondary school (Chareonsettasilp, 2018). Those who graduated from a non-education major and desire to be teachers in school need to further their study by taking the “Graduate Diploma Program in Teaching Profession” in order to obtain certification in teaching (Thaipost, 2019). However, there is a loophole whereby people who hold a degree in specific areas such as English, Science or Mathematics, without a degree in teaching, are also hired to teach in school at least 2 years before submitting their teaching certification to the school if they want to continue working in the education sector (Kornkham, 2014). Likewise, in the United States of America, people who decide to become a teacher in public secondary school after completing their bachelor’s degree in an unrelated major need to enter alternative certification programs. Those who earn an alternative teaching certification usually teach in the subject area in which they majored (Teacher Certification Degrees, 2011).

Non-education major teachers refer to the teachers who teach in their major subject; some of them hold the teaching certification but did not graduate in an education major. They seem to have more problems and have more insufficiency of teaching knowledge than the teachers who have an education major attainment. However, some research has found that education major teachers have less proficiency in English and lack appropriate training, and the findings pointed that the non-education major teachers may receive more experience by facing problems in teaching due to the lack of teaching background knowledge (Seferoglu, 2007).

Teachers who well prepare themselves are able to handle various classroom issues such as disturbances and misbehavior of students. In this case the nature of the

educator plays an imperative part; for example, diverse teachers have distinctive ways of naturally conducting the classroom environment and designs of setting up classroom that fits their purposes (Alzubi, 2013). There can be little doubt that the senior year of major experiences provides the novice teacher a variety of new experiences in the classroom. Such a condition of the teaching process is negatively affected.

Teaching is a complex profession that requires advanced academic education for a minimum of 5 years studying to gain an in-depth understanding of pedagogical content, curriculum, assessment and classroom management (Chareonsettasilp, 2018).

Significantly, a high standard for entering the career is also necessary to prepare teachers for the challenges they are about to face in the real classrooms. However, many schools are hiring teachers holding a bachelor's degree in related subjects, but non-education majors, to address their teacher shortages. While some studies have investigated these challenges and how traditional teachers deal with these problems, research in the area of what those non-education major teachers experience and how they handle the problems is scarce.

## **1.2 STATEMENT OF PROBLEMS**

In an English classroom, the non-education major teachers who do not have any teaching knowledge may not handle well all the problems occurring in the classroom, such as classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of classwork, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students. Alongside these problems, their core teaching may be low quality.

Therefore, the purpose of this study was to explore problems and solutions in the English teaching of non-education major teachers who are experienced in teaching. The result of this study may encourage non-education major teachers to be more efficient in teaching and enable them to cope better with the problems in English classrooms.

### 1.3 RESEARCH QUESTIONS

1. What are the problems non-education major teachers encounter when they teach English?
2. What are the solutions non-education major teachers use to solve their problems?

### 1.4 OBJECTIVES OF THE STUDY

1. To investigate the problems non-education major teachers experience when they teach English.
2. To explore the solutions non-education major teachers use to solve their problems.

### 1.5 DEFINITION OF TERMS

1. **Non-education major teachers** refers to the English teachers with an English major in Thailand who did not graduate with an education degree or did not train in any education major.
2. **Problems** refers to the difficulties occurring both in and outside the classroom which have an effect on teaching and learning.
3. **Problems in teaching** refers to the difficulties encountered by non-education major teachers in the classroom, including the problems that have an effect on their teaching.

### 1.6 SCOPE OF THE STUDY

The study covered problems faced by non-education major teachers occurring in the classroom, and aimed to investigate the solutions used by non-education major teachers in handling these classroom problems when teaching English language. This study includes the teaching methodology and instructional media used in English language learning classroom. The participants were non-education major teachers who have been teaching in Thai schools. The research instruments of this study were a questionnaire and semi-structured interviews.

## **1.7 SIGNIFICANCE OF THE STUDY**

The current research investigated the problems in teaching English encountered by teachers who have a degree in a non-education major and have no teaching knowledge. Also, the researcher gathered the solutions that the teachers may use for solving all the problems from their experience.

The results from the study will provide valuable knowledge and solutions for non-education major teachers, trainee teachers, and also other people who are interested in the field of education, especially in Thailand.

## **1.8 ORGANIZATION OF THE STUDY**

The study was divided into five chapters as follows:

Chapter 1 is composed of the background of the study, statement of problems, research questions, objectives of the study, definition of terms, scope of the study, significance of the study, and organization of the study.

Chapter 2 is composed of a review of literature related to this study, including teaching procedure as non-education major teachers, problems of non-education major teachers, and solutions non-education major teachers have used to deal with problems.

Chapter 3 demonstrates the research methodology; it includes data on the participants of the study, the research instruments for collecting data, and the data analysis.

Chapter 4 interprets the results of the study, referring to the data collection through the questionnaire and semi-structured interviews.

Chapter 5 reveals the summary of findings, discussion, conclusions, and recommendations for further study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents a literature review consisting of five main areas about problems and solutions in teaching English as follows:

#### 2.1 Non-education Major Teachers

#### 2.2 Problems in Teaching English

##### 2.2.1 Classroom Management

##### 2.2.2 Students' Assessment

##### 2.2.3 Motivation Challenges

##### 2.2.4 Instructional Media

##### 2.2.5 Creating Lesson Plans

#### 2.3 Solutions to Problems in Teaching English

#### 2.4 Relevant Research

##### 2.4.1 Research in the Thai Context

##### 2.4.2 Research in the Non-Thai Context

#### 2.5 Conclusion

### **2.1 NON-EDUCATION MAJOR TEACHERS**

Non-education major teachers refer to the teachers who teach in their major subject, for example, science or mathematics; some of them hold teaching certification but did not graduate in education major. They are proficient in their major subject but they lack the teaching knowledge that education major teachers have learnt, such as the approach to encourage students learning performance by



praising their work (Songbatumis, 2017), the ability to transform the content knowledge into knowledge for teaching (Khan, 2011), and the usage of teaching method and instructional media in classroom (Littlewood, 2007).

## **2.2 PROBLEMS IN TEACHING ENGLISH**

According to Kizildag (2009), teachers know that teaching English to students has some predictable difficulties and they can choose their own solutions for solving the problems and progressing their teaching proficiency. Some teachers have had sufficient training to help them in real teaching situations. However, non-education major teachers often solve the problems by designing and adapting their own solutions to be more appropriate with each situation they have faced in their classroom.

In English classrooms, there are many sources of problems, including classroom management, motivation challenges, instructional media execution, and creating lesson plans. These difficulties can be triggered by both students, teachers and the environment. Teachers need to cope with the problems depending on how well-educated and how much experience the teachers have got (Kizildag, 2009). Emery (2012) outlined some issues that occur because of insufficient preparation of teaching: teachers' inability to deal with challenges that take place in the teaching context because of the lack of training, teachers' poor language ability, and teachers whose English is not their subject area but who are hired to teach it. Fatiloro (2015) added that in handling English language teaching problems, teachers must use a variety of methods, such as student-centered methodology. Pande (2013) also believed that through applying various methods, particularly by matching the method and teaching topic, it will help teachers to establish an effective teaching process.

### **2.2.1 CLASSROOM MANAGEMENT**

Previous studies showed many problems that the teachers frequently experience during the first year of working in a school. Demir (2009) revealed that teachers have different experiences of students' problematic behaviors in the process of learning-teaching activities; for example, students do not prepare for the class, or

demonstrate lack of attention and respect. Sasidher, Vanaja and Parimalavenu (2012) listed four main factors which impede classroom management: time, socio cultural differences, lack of student motivation, and large size classes. Teachers' enthusiasm for teaching is also a key point for managing the class.

İnceçay and Dollar (2012) analyzed two interrelated aspects: the efficacy of pre-service teacher training and its relation to their readiness to manage their classrooms. They frequently demonstrated a lot of problems, including classroom discipline, motivating students, dealing with individual differences, insufficient materials and supplies, and dealing with problems of individual students. Similarly, Dickson and Saunders (2014) identified that classroom management is mentioned as the main problem by non-education major teachers, especially dealing with students' behavior. Moreover, Koca (2016) indicated in his research findings that the main problems are classroom management, writing lesson plans, following the curriculum, preparing administration paperwork, getting everything done because of overwhelming workload, setting classroom rules, and leading the class during activities.

### **2.2.2 STUDENTS' ASSESSMENT**

Some studies showed that the student assessment is needed in the classroom to know the progress of the students' learning achievement. English teachers lacked knowledge in student assessment, understanding in the use of testing criteria, and performing breakdown scores (Noom-ura, 2013). Some of the non-education major teachers had problems about students' assessment. For example, they use inappropriate assessment that is more complex and too broad (Xu and Hao, 2017). Facilitating teachers to use classroom assessment has been shown to lead to considerable improvement of students' achievement (Veldhuis & Heuvel-Panhuizen, 2019). But it has also been reported that professional development on classroom assessment had only a small, but consistent positive effect, on student learning (Thompson & Zamboanga, 2004) or failed to yield any statistically significant impact (Randel, Apthorp, Beesley, Clark & Wang, 2016).

### **2.2.3 MOTIVATION CHALLENGES**

Several studies revealed that motivation has an interplay in teaching-learning activities. Özkan and Mishar (2015) stated that students who have high motivation would increase success in their learning. Therefore, motivating students is one of the teachers' responsibilities to focus on; however, such a role is not an easy one. Similarly, motivating students, dealing with individual differences, and dealing with problems of individual students are perceived most often as important factors. Hoa and Mai (2016) also pointed out a reason why students lack motivation; i.e. students believed that they did not need to know words because they were not common, and rarely used in their daily lives, so they had no motivation to learn the words. According to Khajloo (2013), inappropriate teaching materials can affect students' motivation; for example, the students who have higher academic level than others may find it unattractive and boring with repetitive lower-level content for them and this can affect students' motivation and learning attitude toward English language.

Copland, Garton, and Burns (2014) stated that students do not have any ideas on the purpose of learning English, "an attitude which may be exacerbated by their parents". Therefore, teachers should increase positive attitude and students' motivation to help them learn.

### **2.2.4 INSTRUCTIONAL MEDIA**

In teaching, using appropriate instructional media is one of the key principles in creating effective instruction and knowing the characteristics of children is an essential requirement for the teacher in creating effective instruction (Musthafa, 2010). In contrast, the study showed that the inappropriate teaching materials are used in English classroom by non-education major teachers because of their lack of knowledge in teaching and the knowledge of using the instructional media. The instructional media used in class are often too difficult for the level of the students, or are not authentic materials and are unsuited to the student's characteristics. Moreover, some of the teachers often encountered the technical problems (Aini, 2013).

In relation to this, Curtain and Dahlberg (2004) argued that the instruction should be built on topics and contexts that are relevant to the young learners and students' experience which should also be considered in choosing teaching method, media and assessment in order to conduct effective instruction (Barratt-Pugh and Rohl, 2000, as cited in Musthafa, 2010).

### **2.2.5 CREATING LESSON PLANS**

Several studies revealed that it is not only the non-education major teachers who have problems in doing lesson plans but also the education major teachers (Donnell and Tayloy, 2006). Lesson plans created by non-education major teachers are often too difficult, not appropriate for both teachers and learners, and also cannot be used for teaching in real-life classrooms because of the lack of, or too much, classroom activities.

Malick (2015) stated that lesson planning could help the teacher to be systematic in teaching. The pre-service trainee teachers were well aware of lesson planning and its importance, but they found some problems during their planning. Hibanaz (2010) considered that lesson planning provides step-by-step directions. It checks understanding before proceeding. Meddings and Thornbury (2009) epitomized the planning process and the detailed pre-lesson decision-making as a quality of an effective teacher.

### **2.3 SOLUTIONS TO PROBLEMS IN TEACHING ENGLISH**

Non-education major teachers encounter several problems and they have to adopt pedagogical theory and implement the methods in their teaching; however, the reality of classroom teaching means the emergence of solutions created by non-education major teachers. According to Romano and Gibson (2005), the more teaching experience is desired by teachers as having command of a particular content area, the more knowing how to teach it effectively to a specific group of students is a critical skill for successful teaching. Teachers need to choose the best way to deal with students or make them decrease their tension (Ohata, 2005) and to get students

familiar with English and provide them with sufficient exposure to the target language (Songbutumis, 2017).

Moreover, non-education major teachers tend to adopt their experiences as one of the methods or sometimes they put a focus on students' needs and reflect that in their teaching. Making reflections on practice explicit to the beginning teacher is essential as reflection is a knowing response to an immediate situation or issue presented in practice (Calderhead, 1989). Black (2015) explained that reflective teachers are teachers who are concerned about what to do, what methods to use and how the methods affect student performance and meet the needs of their students. In this literature review, the most information is available on the group of non-education major teachers.

## **2.4 RELEVANT RESEARCH**

### **2.4.1 RESEARCH IN THE THAI CONTEXT**

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 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.

Meksophawannagul (2015) studied "Teacher and Learner Views on Effective English Teaching in the Thai Context: The Case of Engineering Students". The

research was aimed at investigating the characteristics of effective English teachers and students as perceived by 35 teachers and 613 students, regarding the English-teaching problems in Thailand. The instruments included two questionnaires on the characteristics of effective teachers and students as perceived by teachers and students, based on five categories: rapport, delivery, fairness, knowledge and creditability, organization and preparation. The questionnaire responses were analyzed both quantitatively and qualitatively. The quantitative data revealed that for the teachers the most important attribute was organization and preparation attributes such as teaching preparation and the use of effective teaching methodology. The qualitative data revealed that the rapport items were important, especially that the teacher should be patient, not insult the students, and give clear advice. However, the students gave more weight to such rapport items as, for example, the teacher having a positive attitude toward to the students and being helpful, generous and caring about them. The qualitative data also revealed that well-prepared lessons and providing fun activities were mostly required for effective teachers. English teaching problems involve four aspects: teachers, learners, English learning content, and other factors.

#### **2.4.2 RESEARCH IN NON-THAI CONTEXTS**

Goldhaber and Brewer (2000) studied the significance of teaching certification in “Does Teacher Certification Matter? High School Teacher Certification Status and Student Achievement”. The sample of students were from students who were in public schools in the 12th grade in California. It consisted of 3,786 students in mathematics and 2,524 students in science. The study concerned the teaching quality of teachers who held a temporary teaching license. To be able to hold the license, teachers had to pass standardized tests or have a minimum point average to enter a teacher education program, depending on the regulations of each state. However, it was unclear whether the exams teachers must pass to enter the profession represent an obstacle to becoming teachers. The result from the study found that the certification has less impact with the teaching quality of teachers. Teachers who hold the teaching certification have lower achievement of their teaching than the teachers who hold the temporary certification, or non-education major teachers. They also found that students of teachers with temporary certification or non-education major teachers do

at least as well as students of teachers with standard teaching certification. In conclusion, there are more institutes in many countries starting to hire the teachers with temporary certification but they need to improve the quality of teachers by training the teachers to be more systematic and for leading them to be the better teachers with high qualifications.

Nel and Muller (2009) 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 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 evidence of poor English language proficiency and language error transfer from teacher to learners. The findings showed that teachers had limited ESL resources and support from colleagues, principals and other sources, and also a limited time frame. Researchers recommended consideration of a variety of models which could 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.

Yang (2010) studied development of a reciprocal teaching/learning system for college remedial reading instruction in Taiwan. The study aimed to report on the design of an online reciprocal teaching and learning system to support teachers and students in college remedial reading instruction. A sample of 129 under-prepared college students voluntarily signed up to participate in a remedial reading program. They were encouraged to use multiple strategies such as predicting, clarifying, questioning, and summarizing, which were supported by the functionalities of dialogue box, chat room, discussion forum, and annotation tool in the system. By utilizing the four strategies, students were encouraged to exercise metacognition in

monitoring and regulating their own reading. When encountering difficulties in using these multiple strategies, students expressed that they observed and learned from the teacher's or their peers' externalization of strategy usage. This study suggests that there may be benefits for teachers in encouraging students to interact with others in order to clarify and discuss comprehension questions and constantly monitor and regulate their own reading.

Ahmed, Rauf, Zeb, Rashid, Rehman, Khan, and Ali (2012) conducted the study entitled “Teachers’ Perceptions of Classroom Management, Problems and its Solutions”. The researchers were concerned about the problem of classroom management in Pakistan. The study aimed to investigate perception of pre-service teachers in classroom management in government schools. The participants were 100 government secondary school teachers. The researchers categorized problems into eight variables as follows:

1. Classroom management
2. Communication pattern
3. Classroom rules and procedures
4. Discipline
5. Lesson planning
6. Materials and space
7. Classroom environment
8. Teacher attitude

The result of the study found that teachers could cope very well with the classroom management problems by managing the teaching and learning process, and using simple language to give more effective explanation to students in classroom. In contrast, the teachers did not use gestures and postures in their classrooms. Moreover, teachers came to school late and did not share classroom regulations with students but made their own rules.

The study also found that teachers used lesson plans effectively but did not use the available classroom materials, space, and different classroom materials for



students learning to motivate the students in classroom activities. Even though the teachers created a friendly classroom environment, teachers did not encourage the students to participate in classroom activities. There were no different classroom activities and teachers did not give students compliments on their coursework and did not like when students asked questions.

The solutions of the study were providing related training to the teachers in classroom management to be able to cope with the problems, eliciting the students by asking questions and participating in learning processes, asking students' opinions about the rules of classroom so they could deal with the rules, and designing different classroom learning activities to avoid disturbance from the students.”

Aini (2013) conducted a study about instructional media in teaching English to young learners. It aimed to investigate the use of instructional media by the teachers in teaching English to young learners, the problems that they encounter in using instructional media, and problem solving for the media utilization challenges. The study was conducted in elementary schools in Kuningan, China. To collect the data, the researcher employed observation and interview techniques. The result of the study indicated that there were five types of instructional media which were generally used by the teachers, comprising: boards, realia, pictures; and books. The teachers faced challenges in both the process of selecting and of using instructional media. The strategy used to solve the problems during selection process was utilizing available media. Meanwhile, ideas to overcome the problems during the use of instructional media were by requesting technician help, borrowing instructional media from other classes and preparing back-up instructional media.

Caspersen and Raaen (2014) studied novice teachers in Norway and how they coped with their problems in teaching English. There were 2 participants in the study, one participant was a 28-year-old male novice teacher from an elementary school in a rural area and the other was a 26-year-old female novice teacher from a lower secondary school in an urban area. The study aimed to compare the ability of novice and experienced teachers to cope with their work, and how this ability was affected by the level of collegial and superior support and collaboration offered.

The researchers categorized the problem into 3 main factors and found that the most common problems in teaching English for novice teachers were being fresh in their workplace by teachers who tried to start and planned the style of teaching. The problem increased anxiety and difficulty in teaching English for the young teachers. The second problem was lacking support from their colleagues and administrators in handling the problems. When teachers lacked support, they decreased their improvement of teaching ability. The next problem was the workplace environment. The study found that a good environment has an effect on the teaching progression and ability to deal with the problems. The results of the study showed that non-education major teachers had similar self-efficacy to the teachers who had an education background, that teachers gained equivalent support as well as the education major teachers received it and they also adapted themselves with other people in their workplace by using their experience. However, non-education major teachers had some difficulty with the workplace because they could not meet some of the needs of their colleagues.

Merc & Subasi (2015) studied “Classroom Management Problems and Coping Strategies of Turkish Student EFL Teachers”. The study aimed to have a closer look at these issues within a qualitative research design by eliciting problems, coping strategies, and the sources of those coping strategies related to classroom management (CM) during teaching practicum. The participants of the study were 12 student EFL teachers (eight female and four male) completing their teaching practicum at Anadolu University, Faculty of Education, English Language Teacher Training Program. The participants were asked to keep diaries related to their CM problems throughout the 12-week teaching practicum. Semi-structured interviews conducted with each teacher candidate and field notes taken by the researchers were also used to collect research data. The analyses of the data indicated that student teachers’ CM problems were mainly because of the pupils in the classroom. Student teachers themselves, teaching points and materials, and the cooperating teachers were also the sources of the CM problems. Various coping strategies were also elicited to deal with the problems mentioned.

Bowling and Ball (2018) studied “Alternative Certification: A Solution or an Alternative Problem” in America. The study revealed that most alternative certified teachers were found to possess abundant technical skill within their discipline, but were lacking in the basic needs found necessary to operate effectively in the classroom. By not participating in traditional teacher education programs, alternatively certified teachers appeared to be at a distinct disadvantage when measuring selected pedagogical and program management skills. Some evidence showed that both traditionally certified first year teachers and alternatively certified teachers’ needs are similar through their requests for professional development. However, it is difficult to know if an alternatively certified teacher is knowledgeable enough on the culture and canons of the profession to truly understand their needs. Given the lack of awareness about their knowledge gaps among new alternatively certified teachers, programs that immersed those teachers into the canons of discipline were warranted.

Rose and Sughrue (2019) studied “Promoting Retention of Alternative Certified Teachers Through Professional Development” in America. The study revealed that both alternative certified teachers and school leaders claimed that school leaders had some understanding of the certification requirements, preparation routes, and challenges of non-traditionally certified teachers. However, school leaders’ expectations for novice alternative certified teacher performance were unrealistic and too advanced in light of their preparation. For instance, they expected the alternative certified teachers to have a deep understanding of pedagogy and the skills needed for high quality instruction.

## **2.5 CONCLUSION**

To summarize, the review of literature presents related studies of problems in teaching English of non-education major teachers and the solutions used by the teachers to solve the problems. Outlined theory and approaches can be brought to apply in this study of problems in English teaching and solutions for non-education major teachers in Thailand.

## CHAPTER 3

### RESEARCH METHODOLOGY

In this chapter, the researcher describes the research methodology that was used in this study. This chapter is divided into four parts:

- 3.1 Participants
- 3.2 Research Instruments
- 3.3 Research Procedures
- 3.4 Data Analysis

#### 3.1 PARTICIPANTS

The purposeful sampling approach was applied in this study to select the sample as the researcher needed to understand the core experience of non-education background teachers who taught English in Thai schools. There were 2 groups of participants. There were 20 participants who were asked about their problems and solutions using the questionnaire and 7 participants who had the willingness to answer questions from an interview. The participants in this study represented non-education major teachers of different teaching experiences. All were non-native English teachers who graduated in English majors. They had at least 5 years of English teaching experience in Bangkok or other provinces.

#### 3.2 RESEARCH INSTRUMENTS

The research instruments of this study were a questionnaire and semi-structured interviews based on research objectives. The questionnaire contained 4 parts for data as follows:

**Part I:** General information; age, gender, degree, years of teaching experience, current school, hours of teaching and number of students per class

**Part II:** Problems in Teaching English of Non-education Major Teachers

**Part III:** Solutions to the Problems in Teaching English

Part II and III of the questionnaires were made up of closed-ended questions with a five-point Likert scale. The participants were asked to tick the level of problems and their agreement according to the given categories. The rating scale utilized the following criteria:

#### Part II

| <b>Range</b> |                         |
|--------------|-------------------------|
| <b>Score</b> | <b>Level of Problem</b> |
| 5            | Very High               |
| 4            | High                    |
| 3            | Moderate                |
| 2            | Low                     |
| 1            | Very Low                |

#### Part III

| <b>Range</b> |                   |
|--------------|-------------------|
| <b>Score</b> | <b>Opinion</b>    |
| 5            | Strongly Agree    |
| 4            | Agree             |
| 3            | Neutral           |
| 2            | Disagree          |
| 1            | Strongly disagree |

**Part IV:** Open-ended Questions about Problems and Solutions in Teaching English

The semi-structured interview contained 4 parts of data as follows:

**Part I:** General information; degree, years of teaching experience, current school, hours of teaching

**Part II:** Interview questions about teaching experience, responsibilities, problems of teaching English in the aspect of classroom management, student assessment, motivation challenges, instructional media and creating lesson plan

**Part III:** Solutions in teaching English

**Part IV:** Suggestions and recommendations

### **3.3 RESEARCH PROCEDURES**

This study explored the problems encountered by non-education major teachers and how they coped with the difficulties. The data were collected from 20 participants by the questionnaire and 7 of them were interviewed in person so that they could feel free to express the experiences they came across as being non-education major teachers. The researcher conducted a pilot study with 7 teachers who were non-education major teachers. The reliability scores were 0.9. Data from surveys and interviews were collected and analyzed. The research procedures used in the data collection were as follows:

#### **3.3.1 RESEARCH DESIGN**

This study aimed to investigate the problems in teaching English experienced by non-education background teachers and the solutions used by them. The survey and the interviews were used to answer the research questions and objectives.

#### **3.3.2 DATA COLLECTION**

The data were collected from 2 groups of participants of non-education major teachers who had been teaching English in schools. The researcher asked the participants for some general information about their experience in teaching, and

about problems and solutions. Participants were considered as the target sample by using a purposive sampling to fit with the objectives of the study.

### 3.4 DATA ANALYSIS

Quantitative data were collected from the survey. The result was analyzed by the IBM Statistical Package for the Social Science (SPSS) Software version 25. The data analysis method was divided as follows:

Part I: Frequency distribution and percentage were used in analysis of answers according to general information.

Part II and III: The data were analyzed by a Likert scale to assess the problems and solutions of non-education major teachers in teaching English as follows:

#### Part II

| <u>Scale</u> | <u>Level of Problems</u> | <u>Mean Range</u> |
|--------------|--------------------------|-------------------|
| 5            | Very High                | 4.21 - 5.00       |
| 4            | High                     | 3.41 – 4.20       |
| 3            | Moderate                 | 2.61 – 3.40       |
| 2            | Low                      | 1.81 – 2.60       |
| 1            | Very Low                 | 1.00 – 1.80       |

## Part III

| <u>Scale</u> | <u>Opinion</u>    | <u>Mean Range</u> |
|--------------|-------------------|-------------------|
| 5            | Strongly Agree    | 4.21 - 5.00       |
| 4            | Agree             | 3.41 – 4.20       |
| 3            | Neutral           | 2.61 – 3.40       |
| 2            | Disagree          | 1.81 – 2.60       |
| 1            | Strongly Disagree | 1.00 – 1.80       |

Qualitative data were collected from the interview. The researcher used the content analysis approach to analyze and interpret the qualitative data, especially the interview transcripts. The data analysis followed the process of grounded theory. The researcher used the techniques of content analysis to identify the problems and the solutions in each category that were gained from the interview. Categories were based on the directions of each problem discussed by the researcher.



## CHAPTER 4

### RESULTS

This chapter reports the findings of problems and solutions in English teaching of non-education major teachers, based on the data from the questionnaires and the semi-structured interviews. The data is elicited from 20 non-education major teachers who have been teaching in Thai schools. The participants were asked to respond to the questionnaire and 7 participants participated in the interviews. The findings are divided into 2 main parts as follows:

4.1 Results from the questionnaires

4.2 Results from the semi-structured interview

#### 4.1 RESULTS FROM THE QUESTIONNAIRES

Four main parts are included in this section; general information, problems in teaching English, solutions, and responses to open-ended questions by the participants.

##### 4.1.1 GENERAL INFORMATION OF THE PARTICIPANTS

This part consists of the background information of all participants, such as age, gender, degree, teaching experience, etc. The results are presented as follows:

**Table 1:** General Information of the Participants from the Questionnaires

| Personal Information |               | Frequency | Percentage   |
|----------------------|---------------|-----------|--------------|
| Gender               | Male          | 5         | 25.0         |
|                      | Female        | 15        | 75.0         |
|                      | <b>Total</b>  | <b>20</b> | <b>100.0</b> |
| Age                  | 21-25 years   | 8         | 40.0         |
|                      | 26-30 years   | 4         | 20.0         |
|                      | 31-35 years   | 7         | 35.0         |
|                      | 36-40 years   | 0         | 0.0          |
|                      | 41-45 years   | 0         | 0.0          |
|                      | Over 46 years | 1         | 5.0          |
|                      | <b>Total</b>  | <b>20</b> | <b>100</b>   |

| Personal Information               | Frequency          | Percentage | Personal Information |
|------------------------------------|--------------------|------------|----------------------|
| Degree                             | Liberal Arts       | 10         | 50.0                 |
|                                    | Humanities of Arts | 7          | 35.0                 |
|                                    | <b>Total</b>       | <b>20</b>  | <b>100.0</b>         |
| Teaching hour (per week)           | 10-15 hours        | 9          | 45.0                 |
|                                    | 16-20 hours        | 8          | 40.0                 |
|                                    | 21-25 hours        | 3          | 15.0                 |
|                                    | <b>Total</b>       | <b>20</b>  | <b>100.0</b>         |
| Number of students (per classroom) | 10-20 students     | 6          | 30.0                 |
|                                    | 21-30 students     | 6          | 30.0                 |
|                                    | Over 31 students   | 8          | 40.0                 |
|                                    | <b>Total</b>       | <b>20</b>  | <b>100.0</b>         |

As shown in Table 1, there were a total of 20 participants. The majority of participants were females (75%); the minority of participants were males (25%). The most common age range of the participants was 21-25 years old (40%), followed by 31-35 years old (35%), 26-30 years old (20%) and more than 45 years old (5%). In terms of degree attainment, most of the participants graduated in a major of Liberal Arts (50%), followed by Humanities of Arts (35%) and Faculty of Arts (15%). There were 45% of participants who taught for 10-15 hours per week, 40% of them taught for 16-20 hours and 15% of them taught for 21-25 hours. Most of the participants had more than 31 students in their classes (40%) followed by 21-30 students (30%) and 10-20 students (30%) per classroom.

#### 4.1.2 PROBLEMS IN TEACHING ENGLISH

To survey problems in teaching English of the non-education major teachers in the aspect of classroom management, motivation challenges, instructional media, and creating lesson plans, the following tables are presented to show the findings.

**Table 2:** Problems in Teaching English in Terms of Classroom Management

| Statements   | Mean | S.D. | Level of problems | Rank |
|--|------|------|-------------------|------|
| 1. Too many students in the classroom                                | 3.75 | 1.33 | High              | 1    |
| 2. Lack of knowledge in learning and teaching activities management  | 2.65 | 1.09 | Moderate          | 4    |
| 3. Lack of knowledge in good environment management in the classroom | 2.70 | 0.98 | Moderate          | 3    |
| 4. Lack of knowledge in group work management                        | 2.20 | 1.15 | Low               | 5    |
| 5. Lack of knowledge in student-centered learning approach           | 2.75 | 1.48 | Moderate          | 2    |
| 6. Lack of confidence in teaching English                            | 2.05 | 1.05 | Low               | 6    |
| Average  | 2.68 | 0.86 | Moderate          |      |

Table 2 shows the rankings of problems in teaching English in terms of classroom management. The item which had the highest level of problem was item 1, “Too many students in the classroom” (mean score = 3.75), which contributed to a high level of interpretation. The item that had the lowest level of problem was item 6, “Lack of confidence in teaching English” (mean score = 2.05), which was ranked at a low level of interpretation. The overall mean score of problems in teaching English in terms of classroom management was 2.68, which indicated a moderate level of problems in teaching English.

**Table 3:** Problems in Teaching English in Terms of Students’ Assessment

| Statements  | Mean | S.D. | Level of problems | Rank |
|---|------|------|-------------------|------|
| 1. Lack of knowledge in students’ assessment        | 2.70 | 1.03 | Moderate          | 1    |
| 2. Lack of planning in performing breakdown score   | 2.20 | 1.01 | Low               | 4    |
| 3. Lack of knowledge in scoring system              | 2.20 | 1.01 | Low               | 5    |
| 4. Using unclear instructions                       | 1.95 | 1.00 | Low               | 6    |
| 5. Using inappropriate criteria                     | 2.45 | 1.15 | Low               | 2    |
| 6. Using the criteria that do not cover the lessons | 2.40 | 1.05 | Low               | 3    |
| Average   | 2.32 | 0.83 | Low               |      |

As can be seen in Table 3, the results of problems in teaching English in terms of student assessment shows that the item which indicated the highest level of problem was item 1, “Lack of knowledge in students’ assessment” (mean score = 2.70), which contributed to a moderate level of interpretation. The item that showed the lowest level of problem was item 4, “Using unclear instructions” (mean score = 1.95), which was ranked at a low level of interpretation. The overall mean score of problems in teaching English in terms of students’ assessment was 2.32, which indicated assessment issues were a low level of problem in teaching English.

**Table 4:** Problems in Teaching English in Terms of Motivation Challenges

| Statements  | Mean | S.D. | Level of problems | Rank |
|---|------|------|-------------------|------|
| 1. Lack of strategies in creating positive learning environment             | 2.60 | 1.14 | Moderate          | 2    |
| 2. Lack of appropriate techniques to increase students’ motivation          | 2.45 | 1.10 | Low               | 4    |
| 3. Lack of interesting learning methodology causing boring in the classroom | 2.55 | 1.10 | Moderate          | 3    |
| 4. Lack of knowledge in educational psychology                              | 3.25 | 1.29 | Moderate          | 1    |
| 5. Lack of interaction in the classroom                                     | 1.90 | 1.12 | Low               | 7    |
| 6. Lack of ability to draw attention from students                          | 2.25 | 1.16 | Low               | 5    |
| 7. Lack of ability to build students’ confidence                            | 2.10 | 0.97 | Low               | 6    |
| Average   | 2.44 | 0.86 | Low               |      |

Table 4 illustrates the results of problems in teaching English in terms of motivation challenges. The item which showed the highest level of problem was item 4, “Lack of knowledge in educational psychology” (mean score = 3.25), which contributed to a moderate level of interpretation. The item that indicated the lowest level of problem was item 5, “Lack of interaction in the classroom” (mean score = 1.90), which was ranked at a low level of interpretation. The overall mean score of problems in teaching English in terms of motivation challenges was 2.44, which indicated a low level problem area in the teaching of English.

**Table 5:** Problems in Teaching English in Terms of Instructional Media

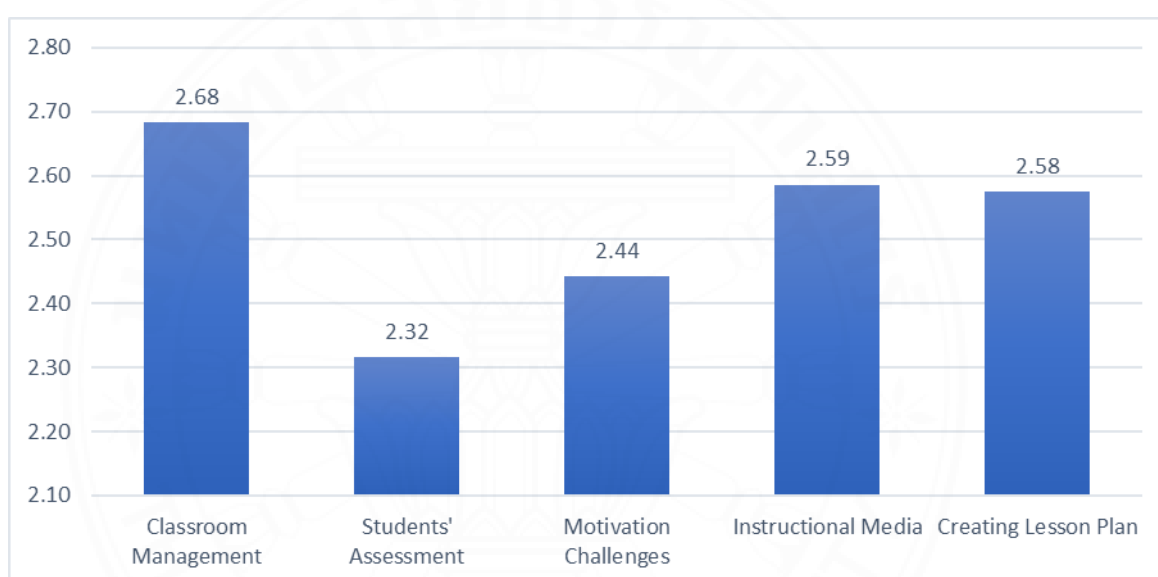
| Statements   | Mean | S.D. | Level of problems | Rank |
|--|------|------|-------------------|------|
| 1. Lack of knowledge in creating instructional media                       | 2.60 | 1.23 | Moderate          | 5    |
| 2. Preparing not enough instructional media for students                   | 2.60 | 1.10 | Moderate          | 4    |
| 3. Not using instructional media in the classroom                          | 2.70 | 1.26 | Moderate          | 3    |
| 4. Using inappropriate instructional media in the classroom                | 1.95 | 1.05 | Low               | 7    |
| 5. Lack of knowledge about how to use instructional media in the classroom | 2.15 | 1.14 | Low               | 6    |
| 6. Unable to use instructional media due to the classroom's condition      | 3.35 | 1.50 | Moderate          | 1    |
| 7. Lack of knowledge in applying instructional media in the classroom      | 2.75 | 1.29 | Moderate          | 2    |
| Average  | 2.59 | 1.22 | Moderate          |      |

Table 5 shows the results considering problems in teaching English in terms of instructional media. The item which had the highest level of problem was item 6, "Unable to use instructional media due to the classroom's condition" (mean score = 3.35), which contributed to a moderate level of interpretation. The item that indicated the lowest level of problem was item 4, "Using inappropriate instructional media in the classroom" (mean score = 1.95), which was ranked at a low level of interpretation. The overall mean score of problems in teaching English in terms of instructional media was 2.59, which indicated a moderate level of problem in this aspect of teaching English.

**Table 6:** Problems in Teaching English in Terms of Creating Lesson Plan

| Statements  | Mean | S.D. | Level of problems | Rank |
|---|------|------|-------------------|------|
| 1. Lack of knowledge in creating the lesson plan                      | 2.60 | 1.39 | Moderate          | 2    |
| 2. Lack of knowledge and understanding in how to use the lesson plan  | 2.55 | 1.19 | Moderate          | 4    |
| 3. Lack of understanding in the scope of the lesson plan              | 2.70 | 1.30 | Moderate          | 1    |
| 4. Unable to use the lesson plan in the real classroom                | 2.50 | 1.10 | Moderate          | 6    |
| 5. Managing inappropriate time in teaching                            | 2.55 | 1.10 | Moderate          | 3    |
| 6. Having the lesson plan that not suitable for level of the students | 2.55 | 1.19 | Moderate          | 5    |
| Average   | 2.58 | 0.97 | Moderate          |      |

Table 6 shows the result of asking about problems in teaching English in terms of creating lesson plan. The item which had the highest level of problem was item 3, “Lack of understanding in the scope of the lesson plan” (mean score = 2.70), which contributed to a moderate level of interpretation. The item that registered the lowest level of problem was item 4, “Unable to use the lesson plan in the real classroom” (mean score = 2.50), which was ranked at a moderate level of interpretation. The overall mean score of problems in teaching English in terms of creating lesson plan was 2.58, which indicated some problems with planning in teaching English.



*Figure 1 Problems in Teaching English of Non-education Major Teachers*

As shown in Figure 1, problems in teaching English in terms of classroom management indicated a high level of problem (mean score = 2.68) followed by problems in teaching English in terms of instructional media (mean score = 2.59) and creating lesson plan (mean score 2.58). Problems in teaching English in terms of motivation challenges and students' assessment were reported in the very low level of problems (mean score = 2.44 and 2.32, respectively).

### 4.1.3 SOLUTIONS TO PROBLEMS IN TEACHING ENGLISH

**Table 7:** Solutions to Problems in Teaching English in Terms of Teacher Aspect

| Statements  | Mean | S.D. | Level of Agreement | Rank |
|---|------|------|--------------------|------|
| 1. Coping with the problems on your own                                 | 3.80 | 1.11 | High               | 8    |
| 2. Coping with the problems from learners' perspectives                 | 4.25 | 0.72 | High               | 6    |
| 3. Preparing to teach in advance  | 4.50 | 0.83 | Very high          | 3    |
| 4. Adapting teaching methodology  | 4.30 | 0.80 | High               | 5    |
| 5. Conducting the classroom research to find ways to solve the problems | 3.85 | 0.88 | High               | 7    |
| 6. Planning how to teach  | 4.90 | 0.45 | Very high          | 1    |
| 7. Adapting the teaching attitude                                       | 4.40 | 0.68 | High               | 4    |
| 8. Further studying on your own, internet or other sources              | 4.70 | 0.47 | Very high          | 2    |
| Average   | 4.34 | 0.74 | High               |      |

As can be seen in Table 7, the results considering solutions to problems in teaching English, in terms of teacher aspects, showed that the item which had the highest level of agreement was item 6, "Planning how to teach" (mean score = 4.90), which was registered at a very high level. The item that had the lowest level of an agreement was item 1, "Coping with the problems on your own" (mean score = 3.80), which was ranked at a high level of interpretation. The overall mean score of the solution to problems part in teaching English in terms of teacher aspect was 4.34, which indicated a high level of interpretation regarding solving problems in teaching English.

**Table 8:** Solutions to Problems in Teaching English in Terms of Learner Aspect

| Statements  | Mean | S.D. | Level of Agreement | Rank |
|---|------|------|--------------------|------|
| 1. Designing modern teaching for students                                 | 4.45 | 0.60 | High               | 5    |
| 2. Listening to learners' perspectives                                    | 4.55 | 0.60 | Very high          | 1    |
| 3. Strengthening learners' motivation                                     | 4.55 | 0.60 | Very high          | 1    |
| 4. Adapting instruction media for the level of the students               | 4.50 | 0.69 | Very high          | 4    |
| 5. Using instructional media to develop learners' English language skills | 4.50 | 0.61 | Very high          | 3    |
| Average   | 4.51 | 0.62 | Very high          |      |

Table 8 shows the results of considering solutions to problems in teaching English in terms of the learner aspect. The items which had the highest level of an agreement were item 2, "Listening to learners' perspectives" (mean score = 4.55) and item 3, "Strengthening learners' motivation" (mean score = 4.55). Both of them contributed to a very high level of interpretation. The item that had the lowest level of an agreement from participants was item 1, "Designing modern teaching for students" (mean score = 4.45), which was still ranked at a high level of interpretation. The overall mean score of interpretation when looking at solving problems in teaching English, in terms of learner aspect, was 4.51, which indicated a very high level of support for the items aimed at solving problems in teaching English.

**Table 9:** Solutions to Problems in Teaching English in Terms of Self-development Aspect

| Statements   | Mean | S.D. | Level of Agreement | Rank |
|--|------|------|--------------------|------|
| 1. Further studying in the teaching field                | 4.50 | 1.00 | Very high          | 1    |
| 2. Attending a meeting or seminar about teaching English | 3.65 | 1.09 | High               | 5    |
| 3. Attending a training course on teaching               | 4.05 | 1.05 | High               | 2    |
| 4. Asking for advice from experts.                       | 4.00 | 0.79 | High               | 3    |
| 5. Observing or taking a visit in other schools.         | 3.70 | 1.30 | High               | 4    |
| Average  | 3.98 | 1.05 | High               |      |

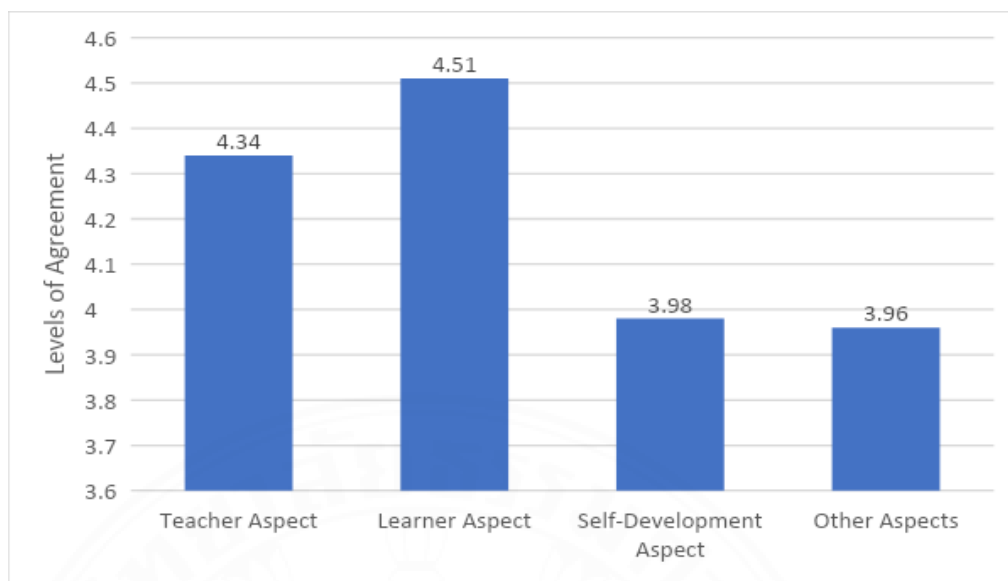


Table 9 shows the results of considering solutions to problems in teaching English in terms of the self-development aspect. The item which had the highest level of an agreement was item 1, “Further studying in the teaching field” (mean score = 4.50), which was ranked with a very high level of interpretation. The item that had the lowest level of agreement was item 2, “Attending a meeting or seminar about teaching English” (mean score = 3.65), which was still ranked at a high level of support. The overall mean score of interpretation for solving problems in teaching English in terms of the self-development aspect was 3.98, which indicated a high level of commitment to solving problems that come up when teaching English.

**Table 10:** Solutions to Problems in Teaching English in Terms of Other Aspects

| Statements  | Mean | S.D. | Level of Agreement | Rank |
|---|------|------|--------------------|------|
| 1. Adapting teaching style into team teaching                         | 3.70 | 1.30 | High               | 4    |
| 2. Observing other classes  | 4.00 | 1.08 | High               | 2    |
| 3. Asking for advice from the supervisors in schools                  | 3.95 | 1.19 | High               | 3    |
| 4. Asking for advice from your colleagues or other seniors in schools | 4.20 | 1.01 | High               | 1    |
| Average   | 3.96 | 1.14 | High               |      |

Table 10 shows the results of looking at solutions to problems in teaching English in terms of other aspects. The item which had the highest level of an agreement was item 4, “Asking for advice from your colleagues or other seniors in schools” (mean score = 4.20), which was responded to at a high level of interpretation. The item that had the lowest level was item 1, “Adapting teaching style into team teaching” (mean score = 3.70), which was ranked at a high level of interpretation. The overall mean score for solutions to problems in teaching English in terms of other aspects was 3.96, which indicated a high level of interpretation for solving problems in teaching English.



*Figure 2 Solutions to Problems in Teaching English of Non-education Major Teachers*

As shown in Figure 2, solutions to problems in teaching English in terms of the learner aspect was in the highest level of agreement (mean score = 4.51). The solutions to problems in teaching English which had the lowest level of agreement was the solutions to problems in teaching English in terms of other aspects (mean score = 3.96).

#### **4.1.4 PROBLEMS AND SOLUTIONS IN TEACHING ENGLISH OF NON-EDUCATION MAJOR TEACHERS**

There were 2 open-ended questions at the end of the questionnaire; these were aimed to elicit more problems, solutions and suggestions from the participants. The participants declared some problems and solutions as follows:

##### **4.1.4.1 QUESTION 1: WHEN YOU STARTED TO TEACH IN SCHOOL, WHAT WERE THE PROBLEMS YOU FACED?**

Based on the feedback to question 1, the responses are grouped into 5 categories; classroom management, student assessment, motivation challenge, instructional media, creating lesson plan and others.

Most of participants mentioned that they had had more problems in the categories of classroom management, such as dealing with the students, controlling the class, students' patience in learning, transferring knowledge to students, and supervising them.

Some of participants had problems with the background knowledge of the students due to the different levels of learners' background knowledge. They also mentioned about the problems from the number of students in their class.

Regarding student assessment, the participants mentioned problems in assessments, including problems in testing criteria and the national examination.

In terms of motivation challenges, the participants said that the learners lacked motivation in learning English. For example, the students did not see the benefits of learning English and did not like to learn English. Moreover, they said that Thai students lack confidence to express themselves by using English and did not concentrate in English class.

For the instructional media, the participants revealed that they lacked knowledge in the use of instructional media; for example, they had insufficient knowledge about using teaching materials in the classroom.

With regards to creating lesson plan, there were some problems with the quality of their lesson plans. The participants mentioned that their lesson plans had low quality and they could not use them for real teaching. Moreover, there were some problems in the content as well. For example, the course content did not correspond to the students' actual knowledge and ability which meant teachers had problems in choosing suitable content for learners.

#### **4.1.4.2 QUESTION 2: WHAT WERE THE SOLUTIONS THAT YOU USED FOR SOLVING THE PROBLEMS?**

In this part, the solutions are divided into four categories: teacher aspect, learner aspect, self-development aspect, and other aspects.

In terms of the teacher aspect, the participants revealed that they found out more teaching techniques to solve their problems and asked for advice from

experienced teachers; responses included adapting it with their situation, preparing teaching in advance, adapting their teaching method, and planning their work more.

In terms of the learners aspect, the participants mentioned that they solved the problems by increasing the students' motivation in learning English by means such as creating a relaxing classroom atmosphere, choosing appropriate activities, creating more activities, and using various teaching materials from YouTube, Quizizz, or Kahoot.

Furthermore, the participants solved problems about classroom management by solutions such as assessing students' language ability, giving assignments according to language level, investigating the students' behavior, adjusting the basic knowledge for students, dividing students into groups with various levels of background knowledge, focusing more on students, arranging students to work in groups, providing some techniques in learning, and arranging a special class for tutoring the weak students.

Also, the participants revealed that they created a relaxing classroom atmosphere or activity that encouraged the students to be more attentive while studying. They used activities as a medium for teaching by providing high level students to be leaders in transferring knowledge to friends in the group; this could stimulate mutual learning and attempted to spread activity through the class for everyone. They created lesson plans relying on the students' knowledge levels as well.

In terms of the self-development aspect, the participants mentioned that they improved themselves to become a higher proficiency teacher. For example, they learned to create and to find the teaching materials from the internet. While teaching in the classroom, they used more English in teaching and they found more information about teaching techniques from many sources for improving their teaching skills.

In terms of other aspects, they reported seeking advice from their colleagues for solutions to their teaching problems, such as adapting the English to their situation, observing other classes, and consulting with their supervisors.

In summary, the non-education major teachers had the highest level of problems in terms of classroom management, and for the solutions, they used various approaches to solve the problems.

## 4.2 RESULTS FROM THE SEMI-STRUCTURED INTERVIEWS

The researcher interviewed 7 participants. The participants were asked on the basis of willingness to give an interview on the last part of the questionnaire. In this section, two main parts are included. General information of the interviewees and their responses to the structured questions from the semi-structured interviews are presented.

### 4.2.1 GENERAL INFORMATION OF THE PARTICIPANTS

This part consists of the general information about the seven interviewees, such as age, teaching experience, hours of teaching, number of students and responsibilities. The results are presented as follows:

**Table 11:** General Information of the Participants from Semi-structured Interviews

| Teacher | Age | Hours of teaching/ week | No. students/ class | Level of the students | Types of school   | Responsibilities                                   |
|---------|-----|-------------------------|---------------------|-----------------------|-------------------|--|
| T1      | 31  | 21-26                   | 21-30               | Secondary             | Government school | Course teacher, Advisor                            |
| T2      | 25  | 21-26                   | 31-40               | Primary               | Private school    | Course teacher, Advisor                            |
| T3      | 29  | 11-16                   | 41-50               | Secondary             | Government school | Course teacher, Advisor, Sub department supervisor |
| T4      | 25  | 21-26                   | 31-40               | Secondary             | Private school    | Course teacher, Advisor                            |
| T5      | 30  | 11-16                   | 31-40               | Secondary             | Government school | Course teacher, Advisor, Department supervisor     |
| T6      | 25  | 17-20                   | 11-20               | Secondary             | Private school    | Course teacher, Advisor                            |
| T7      | 25  | 11-16                   | 11-20               | Primary               | Private school    | Course teacher, Advisor                            |

### 4.2.2 RESPONSES FROM THE PARTICIPANTS

#### 4.2.2.1 PROBLEMS IN TEACHING ENGLISH OF NON-EDUCATION MAJOR TEACHERS

##### Q1. What are the general problems that you have faced in teaching?

Some of the participants had problems about time management because they had a lot of other work as well as teaching. The followings are some examples of their excerpts:

“I often have to cancel the class and go to the meeting instead of teaching.” (T1)

“I have too much responsibility; it makes me lose my time in classroom.” (T3)

“I wish I could have more time for teaching but there are too much activities in the school.” (T4)

“I have more work than teaching, I want to spend more time with the students and have time to prepare my teaching.” (T5)

The participants revealed that because they were non-education major teachers, they had problems in transferring knowledge to students, explaining the information and they lacked confidence and they did not know how to talk to the students. The following are examples of their responses:

“Because I did not graduate in education major, I don’t know how to transfer the knowledge to my students.” (T2)

“I’m not sure about my teaching technique and my content. I feel like I’m an ineffective teacher. I think I have more difficulty than the teachers who graduated in education major.” (T6)

“I don’t know how to explain or how to talk to the students.” (T7)

##### Q2. Do you have any problems in terms of classroom management?

The participants had problems with class numbers, the differences of the learners’ background knowledge that made it difficult to manage, and problems with students’ behavior. The followings are examples of their responses:

“The numerous number of students in each class and their differences of background knowledge are my problems in classroom management.” (T1)

“Some of my students are the students with special need, who have violent behaviors and learn in the same class with normal students.” (T2),

“The students did not do the assignment I gave.” (T7)

Some of them had problems in drawing students' attention, and got wrong advice from other teachers.

"There are some of students who cannot do the exam because they do not pay attention in classroom." (T1), (T2), (T6) and (T7)

"My students do not pay attention." (T3)

"The students don't understand what I taught." (T5), (T6)

"My students are very naughty and I asked for the advice from my senior teacher. After that, I found out, the approach she gave to me is not appropriate for students." (T4)

### Q3. Do you have any problems in terms of student assessment?

Most of the participants had no problems with student assessment and they mentioned about the behavior of the students in their classrooms.

A few of them had problems about the testing criteria and they thought that the exam was too difficult for the students.

"My exam is difficult for the students but that is all in the lesson I have taught them." (T3)

"My school uses the same testing criteria for the same class which has one standard and has an effect with the learning of students because of the differences of students' learning ability." (T4)

"The students do not focus on doing the exam. They always guess the answer so I have to adapt to perform breakdown score." (T5)

### Q4. Do you have any problems in terms of motivation challenges?

The participants found that the students had low motivation in learning and did not participate in the class activity. They revealed that their students were good at mathematics and did not like English.

"The students don't participate in the class activities." (T1), (T2)

"The students are not good at English, so they don't want to learn it." (T3), (T7)

Some of them had students who had low motivation in learning, with low levels of background knowledge and lack of confidence.

"The students have very low background knowledge in English. When I teach them in English, they don't understand me, that make them feel bad." (T4), (T5)

"The students are not confident when they have to speak in English." (T6)

Q5. Do you have any problems in terms of instructional media?

Most of the participants had no problems with the instructional media. However, some of them revealed that they had ineffective teaching material in their class, could not find any of the appropriate instructional media that was suitable for the lesson, and the classroom was not conducive for using the different teaching materials. The followings are some examples of their excerpts:

“I cannot find the interesting instructional media for my students.” (T1), (T4), (T6)

“On my first class, I prepared not enough teaching materials for students.” (T2)

“I did not prepare the teaching material because I don’t know that I have to use it.” (T3)

“The classroom I use for teaching has no projector to show my teaching materials.” (T5)

“I cannot find the teaching materials that match with the content.” (T7)

Q6. Do you have any problems in terms of creating lesson plan?

The participants had no knowledge about creating lesson plan. The lesson plan that they had were inappropriate for the background of learners; they did not include the appropriate instructional media and the timing in the lesson plan did not fit with their teaching. The followings are some examples of their excerpts:

“The time in the lesson plan is not suitable with the real classroom because there are many school activities for student. Some schedule on the lesson plan need to shift temporary.” (T1), (T6), (T7)

“I really don’t have any knowledge about creating the lesson plan, I don’t know how to do it.” (T2)

“I got the lesson plan from school and it is not fit with the culture of Thai students. The period of time and the content was not appropriate with the real classroom.” (T3)

“The lesson plan and real teaching are so different; I have a problem on my first start.” (T4), (T5)

#### **4.2.2.2 SOLUTIONS TO PROBLEMS IN TEACHING ENGLISH OF NON-EDUCATION MAJOR TEACHERS**

Q7. How do you deal with the problems?



In terms of the learner aspect, the participants tried to increase the students' motivation by adapting their teaching methods. For example, they divided their students into groups by mixing the smart students with the weak students. In this way they could help each other to learn. They also revealed the scores of the students to let them know that they should pay more attention in learning, and manage with the student's behavior by observing their students, observing other teachers in dealing with the students, and increasing students' motivation. These are some examples of their excerpts:

“The students will pay more attention if they know their learning score.” (T1)

“Because of the number and the differences of the students in class, I have to combine the student who have different background knowledge together to influence their learning.” (T2)

For some students who had no willingness to learn, the participants talked and gave advice to their students for avoiding the stress of the students. One of the participants revealed that before starting the class, they dealt with the students about the plan of that class. They reviewed the lesson before starting the class to elicit students' background knowledge.

They also changed their speech to the appropriate language competence of the students to help students become familiar with the language, and tried to change the students' attitudes to like learning English. These are some examples of their excerpts;

“I don't want the students to scare of me. So, I talk to them and try to reduce gaps between us.” (T2), (T7)

“I will tell the plan of my class to the students that they can have time for learning and relaxing.” (T3), (T7)

“It takes long time to review the lesson but it is worth because my students clearly understand the content more.” (T4)

“I reduce my speech level and repeat some of new vocabulary many times.” (T4)

“If the students are not confident in practicing, I will let they do until they are confident.” (T6)

“I want my students to like learning English. If they like English, they would be good at it.” (T3), (T4)

In addition, they arranged competitive activity to increase the students' motivation and attention, and helped students review the lesson in the end of the class. They also talked to students and taught them to understand the purpose of the activity to increase their intention in participating in the activity as well. These are some examples of their excerpts:

“I know that my students like to compete with each other, I arrange active activity in class, add more vocabulary and have a quiz at the end of the class.” (T3)

“I arrange the time at the end of the class for reviewing the lesson for my students and I tell them the aims of the activity I used with them.” (T2)

“I observe the students, divide them into groups and everyone should take turn to be the chapter leader in reading subject to help each other learn.” (T3), (T4)

In terms of the teacher aspect, the participants worked in co-operation with other teachers to reduce the problems. Besides, they made the teaching materials and arranged classroom activity by themselves, which better matched with the content the students were going to learn. These are some examples of their excerpts:

“I co-work with my colleague in the department in creating exam. My colleague helps me to check the difficulty level of the exam.” (T2)

“My department has rules that teachers should co-operate in creating lesson plan. So, I don't have any problems with it.” (T3)

“I do the needs analysis and design the course by myself and it works well with my students.” (T4)

“I ask my senior teachers and observe them on how do they deal with the students.” (T4)

“I use various activities in my class so the students won't get bored.” (T5)

“I like drawing. If I couldn't find the teaching material, I will make it by myself.” (T7)

They also tried to manage the classroom by spreading all the teaching material through the class, setting the students into groups, and preparing more materials to fit the class. Moreover, they planned the use of instructional media to fit with their students and modified the content that was not suitable for learners' culture to their culture for more understanding. These are some examples of their excerpts:

“On my first class, the materials were not enough for the students. So, I managed the students to groups and spread the material through the classroom. After that class, I remembered to be more well-prepared of my teaching materials to be enough for my students next time.” (T2)

“I always add more interesting material to my class and I always adapt the content with Thai culture to help my students comprehend the lesson more.” (T3)

“Due to the inappropriate lesson plan, I have to shift some of activities for the suitable time.” (T4)

“I adapt the lesson plan to 1-page lesson plan which is more useful and more appropriate with the class.” (T5)

In assessment problems, they reduced the test score and increased the coursework score. “The students always guess the answer in doing the exam. When they fail, I gave them a chance in doing the remedial exam but they still guess. Then, I adapt my breakdown score planning.” (T5)

In the self-development aspect, they wanted to improve their skills in practical teaching and learn about other approaches of teaching; they also better prepared their teaching in advance. They studied more on methodology and used the student-centered methodology in their teaching. They focused on the productive skills of their students. These are some examples of their excerpts:

“Moreover, I want to improve my skills in teaching practical, doing the online course and use it in real life after the end of Covid-19 period.” (T3)

“I use the student-centered methodology because it could reflex producing language of students.” (T4), (T6)

Even though they did not have problems in student assessment, they attempted to improve themselves by taking a course. These are some examples of their excerpts: “I take the Language Testing and Assessment course in ELT to improve my skills in students’ assessment.” (T6)

In other aspects, they observed and asked for some advice from their supervisors. They revealed that they wanted to develop themselves and wanted to have more time for preparing their teaching and spending time teaching their students. These are some examples of their excerpts:

“I don’t have any knowledge in creating lesson plan. Then, I study the previous lesson plan from my supervisor.” (T1), (T2)

“In the future I want to develop my teaching technique and the way to convey the knowledge to students. (2), (6), (7)

“I prefer to use the content-based and student-centered methodology on my teaching.” (T5)

“First time that I had problems in students’ behavior, I asked my senior teacher and they told me to hit the students for punishment. Shortly, I found that it is not good for the students so I change the way to punish them by using the reason with them and the students behave better.” (T4)

“I believe that if I had more time to prepare my teaching, I would teach more effectively.” (T1), (T3), (T5)

“I want to improve my teaching technique and study more about the teaching methodology.” (T7)

The results reveal that the non-education major teachers have come across ways to address their problems in teaching English in various issues by using their own solutions. The findings of the study will be summarized and discussed in the next chapter.

## **CHAPTER 5**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

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

#### **5.1 SUMMARY OF THE STUDY**

This study of problems and solutions in teaching English of non-education major teachers can be summarized as the following points:

##### **5.1.1 OBJECTIVES OF THE STUDY**

The main objectives of this study were to investigate the problems non-education major teachers experienced when they teach English. Moreover, the study also was conducted to explore the solutions non-education major teachers used to solve their problems.

##### **5.1.2 PARTICIPANTS, INSTRUMENTS AND PROCEDURES**

###### **5.1.2.1 PARTICIPANTS**

The participants of this study were 20 Thai teachers teaching the English subject in primary and secondary schools in Bangkok and other provinces in Thailand. They were selected by purposeful sampling method to complete the questionnaire. Also, 7 participants from the sample were asked to be volunteers in giving data through the semi-structured interviews.

###### **5.1.2.2 INSTRUMENTS**

The research instruments of this study were questionnaire and semi-structured interview. Concerning the format of the questions, closed-ended questions with a 5-point Likert scale, open-ended questions, and semi-structured interview questions were used in the study. The questions in this study were mainly about the personal information of the participants, problems and the solutions in teaching English.

###### **5.1.2.3 PROCEDURES**

Before carrying out the data collection, the questionnaire was validated by an advisor and then piloted with 7 teachers who were non-education major teachers and were not participants in this study. The coefficient of reliability had a 0.9 score.

The period of data collection was from April 10, 2020, to April 28, 2020. The questionnaire was given to 20 non-education major teachers teaching in primary and secondary schools in Thailand. The participants were asked about willingness to give an interview on the last part of the questionnaire. The quantitative data were analyzed by using the Statistical Package for Social Science (SPSS) version 25 in order to investigate the problems and the solutions in teaching English of non-education major teachers. The descriptive statistics were presented by means of percentage, frequency, mean and standard deviation (S.D.). For the qualitative data, the researcher analyzed the qualitative data from the interview transcript by using content analysis.

## **5.2 SUMMARY OF THE FINDINGS**

The findings of this study can be concluded as follows:

### **5.2.1 RESULTS FROM THE QUESTIONNAIRE**

#### **5.2.1.1 GENERAL INFORMATION OF THE PARTICIPANTS**

The findings revealed that the majority of participants were female (75%) whereas 25% of participants were male. The average participants' age was between 21-25 years old (40%). There was only 5% of participants who were more than 46 years old. Most of the participants (50%) graduated from a faculty of liberal arts and only 15% of the participants graduated from a faculty of arts. There were 45% of participants who were teaching for 10-15 hours per week, and 15% of them were teaching for 21-25 hours per week. Most of the participants (40%) had more than 30 students in their class and only 30% of them had 10-20 students per classroom.

#### **5.2.1.2 PROBLEMS IN TEACHING ENGLISH OF NON-EDUCATION MAJOR TEACHERS**

Concerning the problems in teaching for these non-education major teachers, the results from the questionnaire revealed that problems in teaching English, in terms

of classroom management, occurred at a high level (mean score = 2.68), while problems in teaching English in terms of instructional media (mean score = 2.59) and creating lesson plan (mean score = 2.58) were moderately problematic. The lowest level of problems were the problems in teaching English in terms of motivation challenges (mean score = 2.44) and student assessment (mean score = 2.32).

### **5.2.1.3 SOLUTION TO PROBLEMS IN TEACHING ENGLISH OF NON-EDUCATION MAJOR TEACHERS**

The items related to solutions to problems in teaching English in terms of the learner aspect were ranked in the highest level. The solutions to problems in teaching English which had the lowest level were the solutions to problems in teaching English in terms of other aspects.

#### **5.2.1.4 OPEN-ENDED QUESTIONS**

Q1. When you started to teach in school, what were the problems you faced?

Most of the participants answered that they had problems in classroom management such as dealing with the students, controlling the class, students' patience in learning, transferring knowledge to students, differences of students' background knowledge, and supervising them.

Some of them mentioned that they had more problems in motivation challenges and creating lesson plan because some of the students lacked motivation in learning English and also had no self-confidence in producing English in speaking and writing.

In addition, a few participants answered that they had some problems with student assessment, including problems in creating exams that were not too difficult for students.

Q2. What were the solutions that you used for solving the problems?

The majority of participants revealed that they solved problems by trying to increase the students' motivation, developing their own knowledge about teaching English, and adapting appropriate teaching approaches to students.

In addition, some of participants approached solutions to problems in teaching English in terms of the teacher aspect. The participants revealed that they tried to find out more teaching techniques by asking for advice from experienced teachers or senior colleagues, observing other classes, consulting with their supervisors, adapting their teaching methods, and planning their work more.

## **5.2.2 RESULTS FROM THE INTERVIEW**

There were two main issues addressed in the interviews: general information of the interviewees and their responses to the structured questions.

### **5.2.2.1 GENERAL INFORMATION OF THE PARTICIPANTS**

There were seven interviewees participated in the current study. Four participants were between 21-25 years old, two of them were between 26-30 years old and only one participant was 31 years old. Most of them had teaching hours of 21-26 hours per week and some of them had teaching hours of 11-16 hours per week. Some of them were both course teacher and class advisor.

### **5.2.2.2 RESPONSES FROM THE PARTICIPANTS**

#### **5.2.2.2.1 THE PROBLEMS IN TEACHING ENGLISH OF NON-EDUCATION MAJOR TEACHERS**

Q1. What are the general problems that you have faced in teaching?

Most of the participants complained that they did not have enough time to prepare the lessons due to too much workload. Some of them also revealed that they had a problem in transferring knowledge to students because they lacked knowledge of teaching since they did not graduate in an education major.

Q2. Do you have any problems in classroom management?

The majority of participants mentioned that they had problems in drawing students' attention and controlling the students' behavior. They sometimes could not



control the class and could not handle the students who had different levels of background knowledge.

Q3. Do you have any problems in students' assessment?

Most of the participants had no problems in terms of student assessment, while a few of them had some problems in creating exams.

Q4. Do you have any problems in motivation challenges?

Most of the participants revealed that they had problems in terms of motivation challenges; the students had low motivation in learning and did not participate in the class activities. Some of them also revealed that their students had no confidence in producing language.

Q5. Do you have any problems in instructional media?

Most of the participants had no problems in terms of instructional media. Only a few of participants revealed that they could not find suitable materials for the given content and they prepared insufficient materials for the students.

Q6. Do you have any problems in creating lesson plan?

Most of the participants had problems with the timing of the lesson plan which was not suitable for the real teaching class. Some participants also revealed that they had no knowledge about creating lesson plan and the given lesson plan was not appropriate for the students' background.

#### **5.2.2.2.2 THE SOLUTIONS TO PROBLEMS IN TEACHING ENGLISH OF NON-EDUCATION MAJOR TEACHERS**

Q7. How do you deal with the problems?

The majority of the participants solved the problems by increasing students' motivation, adapting their teaching methodology, observing other classes, working to draw the students' attention, using some tactics such as more interesting teaching material, convincing students to join activities, preparing rewards, and studying teaching techniques from other resources.

Some of the participants revealed that they studied more about teaching techniques, teaching methodology, and instructional media by taking courses for developing themselves.

A few participants mentioned that they asked for advice from their colleagues, consulted about the problems with their supervisor, participated in seminars and observed practices in other schools.

### 5.3 DISCUSSION

This part presents the main points of the findings of the present study. The first objective of this study was to investigate the problems non-education major teachers experience when they teach English. The results showed that the participants had problems about classroom management, student assessment, motivation challenges, instructional media obstacle, and creating lesson plan, respectively.

Regarding problems in terms of classroom management, the findings from both quantitative and qualitative data revealed that the non-education major teachers had too little knowledge in learning and teaching activities management. For example, they could not handle too many students in the classroom, students' differences in background knowledge, and students' bad behavior. This result is similar to the findings of the previous studies of Meksophawannagul (2015) and Merc & Subasi (2015), in that the number of students and their behavior in classrooms make it difficult for teachers to manage the classrooms.

Moreover, the findings revealed that the non-education major teachers had problems in student assessment. For example, they did not know how to perform breakdown scores and they created the exams that were too difficult. This result is similar to the research result of Noom-ura (2013) in which investigation with the English teachers revealed that they lacked knowledge in students' assessment, understanding in the use of testing criteria and performing breakdown scores.

Also, the findings of the current study revealed that non-education major teachers had problems in motivation challenges. For example, they lacked appropriate techniques to increase students' motivation. The result is supported by the previous

study of Bowling and Ball (2018) which reported that non-education major teachers could not easily draw the students' attention and increase their motivation in learning English due to lack of effective teaching techniques.

Concerning the problems about instructional media, the findings revealed that the non-education major teachers had difficulties preparing the teaching materials for students; for example, preparing not enough instructional media for students, lacking knowledge in creating appropriate instructional media and knowledge in applying instructional media in the classroom. The results were consistent with Yang's study (2010) which claimed that the English teachers lacked training in the use of instructional media.

The findings of the present study revealed that some of the non-education teachers had problems in creating lesson plan, such as lack of knowledge in creating and using lesson plan. The result is supported by the study of Bowling and Ball (2018), which found that the non-education major teachers had no knowledge of creating lesson plan at the appropriate level of students.

The second objective of this study was to explore the solutions non-education major teachers used to solve their problems in teaching English. The findings revealed that they solved problems in terms of the learner aspect, the teacher aspect, the self-development aspect, and other aspects, respectively.

Regarding the solutions in terms of the learner aspect, the results revealed that the non-education major teachers solved problems by increasing students' motivation through better preparing classroom activities, using interesting instructional media and adapting their teaching methods to better develop learners' English language skills. The result is similar with the study of Aini (2013), which revealed that English teachers prepared instructional media to draw the students' attention and to increase motivation to solve the problems in motivation challenges.

In addition, it was found from the present study that non-education major teachers needed professional development to improve themselves in teaching, such as attending a training course on teaching, attending relevant meetings or seminars, and asking for advice from an expert. The results were consistent with the results of Rose and Sughrue's study (2019), which stated that the English teachers need to access

professional development in teaching techniques to help them overcome the challenges of the classroom for which they were unprepared or did not anticipate.

#### **5.4 CONCLUSIONS**

This study of problems and the solutions of non-education major teachers teaching English focused on the problems that occurred in English classrooms and the solutions used by non-education major teachers to resolve difficulties in teaching English. The present study provides findings on problems in teaching English. According to the findings, the problems faced by non-education major teachers were problems in terms of classroom management, followed by difficulties with instructional media, creating lesson plan, motivation challenges, and student assessment, respectively. Overall, the problems occurring at the most significant level were the problems in terms of classroom management. In other words, the participants revealed that they sometimes could not control the classroom, could not handle the students' behavior, and could not draw the students' attention to the lesson.

However, the study also reveals solutions to these problems for non-education major teachers teaching English. According to the findings, the solutions in terms of the learner aspect used by non-education major teachers were at the highest level followed by solutions in the teacher aspect, self-development aspect, and other aspects.

In other words, the participants revealed that they were trying to increase the students' motivation and attention. Although most of the participants solved problems by solutions in terms of the learner aspect, the participants also tried to solve problems through other aspects as well, such as observing other classes, professional development, and further education.

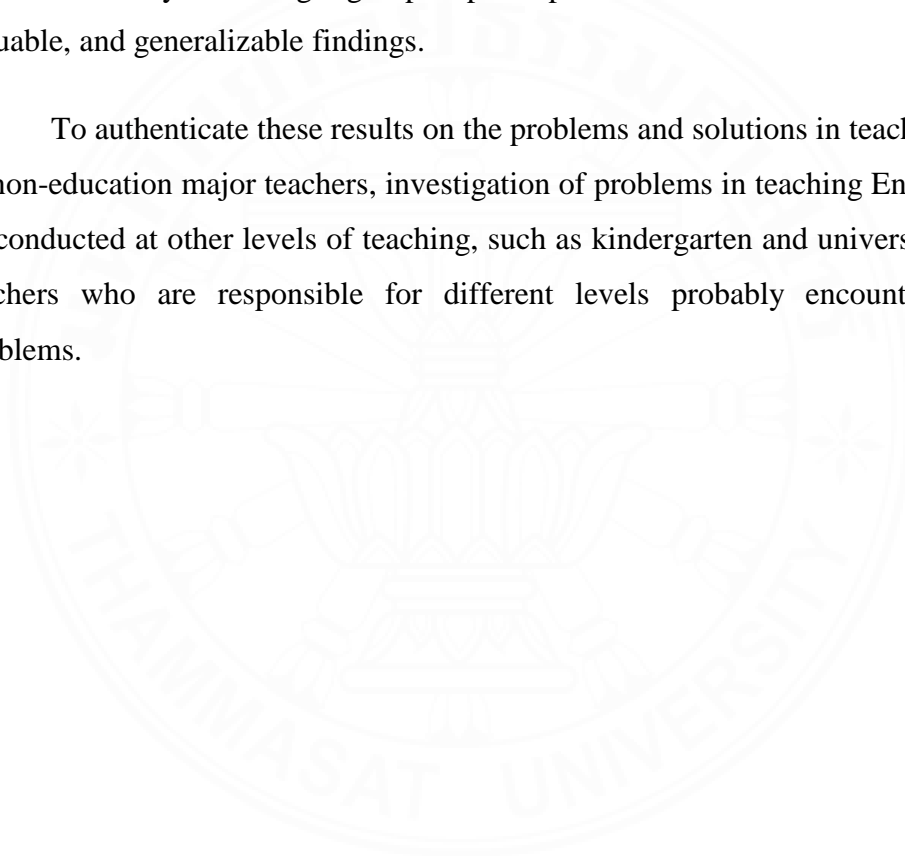
According to the results, even though non-education major teachers have a lot of problems in teaching English, they can address the problems in their English teaching by solutions adopted by themselves. To be successful, the non-education major teachers should study more on teaching techniques, teaching methodology, self-

proficiency development, and problems and solutions that are significant for teaching in Thai classrooms.

### **5.5 RECOMMENDATIONS FOR FURTHER STUDY**

The findings and conclusions of this study are based on research conducted with a small number of Thai participants who teach English; the conclusions might not accurately cover the overall non-education major teacher sector. It is imperative that further study use a larger group of participants in order to obtain more authentic, valuable, and generalizable findings.

To authenticate these results on the problems and solutions in teaching English of non-education major teachers, investigation of problems in teaching English should be conducted at other levels of teaching, such as kindergarten and university, because teachers who are responsible for different levels probably encounter different problems.



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**APPENDICES**

## APPENDIX A

### Questionnaire (English Version)

#### Problems and the Solutions in Teaching English of Non-education Major Teachers

##### Part 1: General Information

Instructions: Please answer the following questions by marking (✓) in the box or fill in the blank.

1. Age                     21 – 25 Years             26 – 30 Years             31 – 35 Years  
     36 – 40 Years             41 – 45 Years             46 + Years
2. Gender                     Male             Female
3. Education     Arts             Liberal Arts  Humanity of Arts  Others  
    (please specify).....
4. Teaching experience  1 – 5 years     6 - 10 years     11 - 15 years
5. Type of school  Government  Private
6. Hours of teaching per week  10 - 15 hours             16 - 20 hours              
    21 - 25 hours     26 - 30 hours
7. Number of students             10 - 20             21 – 30             31+

##### Part 2: Problems in Teaching English

Instructions: Please mark (✓) to rate the level of your problems in teaching English by using the following criteria.

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

| Problems in Teaching English   | Level of Problems |   |   |   |   |
|--|-------------------|---|---|---|---|
|  | 5                 | 4 | 3 | 2 | 1 |
| <b><u>Classroom Management</u></b>                                   |                   |   |   |   |   |
| 1. Too many students in the classroom                                |                   |   |   |   |   |
| 2. Lack of knowledge in learning and teaching activities management  |                   |   |   |   |   |
| 3. Lack of knowledge in good environment management in the classroom |                   |   |   |   |   |
| 4. Lack of knowledge in group work management                        |                   |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 5. Lack of knowledge in student-centered learning approach                  |  |  |  |  |  |
| 6. Lack of confidence in teaching English                                   |  |  |  |  |  |
| <b><u>Students' Assessment</u></b>  |  |  |  |  |  |
| 1. Lack of knowledge in students' assessment                                |  |  |  |  |  |
| 2. Lack of planning in performing breakdown score                           |  |  |  |  |  |
| 3. Lack of knowledge in scoring system                                      |  |  |  |  |  |
| 4. Using unclear instructions   |  |  |  |  |  |
| 5. Using inappropriate criteria   |  |  |  |  |  |
| 6. Using the criteria that do not cover the lessons                         |  |  |  |  |  |
| <b><u>Motivation Challenges</u></b>   |  |  |  |  |  |
| 1. Lack of strategies in creating positive learning environment             |  |  |  |  |  |
| 2. Lack of appropriate techniques to increase students' motivation          |  |  |  |  |  |
| 3. Lack of interesting learning methodology causing boring in the classroom |  |  |  |  |  |
| 4. Lack of knowledge in educational psychology                              |  |  |  |  |  |
| 5. Lack of interaction in the classroom                                     |  |  |  |  |  |
| 6. Lack of ability to draw attention from students                          |  |  |  |  |  |
| 7. Lack of ability to build students' confidence                            |  |  |  |  |  |
| <b><u>Instructional Media</u></b>   |  |  |  |  |  |
| 1. Lack of knowledge in creating instructional media                        |  |  |  |  |  |
| 2. Preparing not enough instructional media for students                    |  |  |  |  |  |
| 3. Not using instructional media in the classroom                           |  |  |  |  |  |
| 4. Using inappropriate instructional media in the classroom                 |  |  |  |  |  |
| 5. Lack of knowledge about how to use instructional media in the classroom  |  |  |  |  |  |
| 6. Unable to use instructional media due to the classroom's condition       |  |  |  |  |  |
| 7. Lack of knowledge in applying instructional media in the classroom       |  |  |  |  |  |
| <b><u>Creating Lesson Plan</u></b>  |  |  |  |  |  |
| 1. Lack of knowledge in creating the lesson plan                            |  |  |  |  |  |
| 2. Lack of knowledge and understanding in how to use the lesson plan        |  |  |  |  |  |
| 3. Lack of understanding in the scope of the lesson plan                    |  |  |  |  |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 4. Unable to use the lesson plan in the real classroom                   |  |  |  |  |  |
| 5. Managing inappropriate time in teaching                               |  |  |  |  |  |
| 6. Having the lesson plan that is not suitable for level of the students |  |  |  |  |  |

### Part 3 Solutions in Teaching English

Instructions: Please mark (✓) to rate the level of your agreements on solutions to problems in teaching English by using the following criteria.

5 = Strongly Agree    4 = Agree    3 = Neutral

2 = Disagree    1 = Strongly Disagree

| Solutions to Problems in Teaching English                                 | Levels of Agreement |   |   |   |   |
|---|---------------------|---|---|---|---|
|   | 5                   | 4 | 3 | 2 | 1 |
| <b>Teacher Aspect</b>   |                     |   |   |   |   |
| 1. Coping with the problems on your own                                   |                     |   |   |   |   |
| 2. Coping with the problems from learners' perspectives                   |                     |   |   |   |   |
| 3. Preparing to teach in advance  |                     |   |   |   |   |
| 4. Adapting teaching methodology  |                     |   |   |   |   |
| 5. Conducting the classroom research to find ways to solve the problems   |                     |   |   |   |   |
| 6. Planning how to teach  |                     |   |   |   |   |
| 7. Adapting the teaching attitude   |                     |   |   |   |   |
| 8. Further studying on your own, internet or other sources                |                     |   |   |   |   |
| 9. Others (Please specify) _____  |                     |   |   |   |   |
| <b>Learner Aspect</b>   |                     |   |   |   |   |
| 1. Designing modern teaching for students                                 |                     |   |   |   |   |
| 2. Listening to learners' perspectives                                    |                     |   |   |   |   |
| 3. Strengthening learners' motivation                                     |                     |   |   |   |   |
| 4. Adapting instruction media for the level of the students               |                     |   |   |   |   |
| 5. Using instructional media to develop learners' English language skills |                     |   |   |   |   |
| 6. Others (Please specify) _____  |                     |   |   |   |   |
| <b>Self-Development Aspect</b>  |                     |   |   |   |   |
| 1. Further studying in the teaching field                                 |                     |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 2. Attending a meeting or seminar about teaching English          |  |  |  |  |  |
| 3. Attending a training course on teaching                        |  |  |  |  |  |
| 4. Asking for advice from experts                                 |  |  |  |  |  |
| 5. Observing or taking a visit to other schools                   |  |  |  |  |  |
| 6. Others (Please specify) _____                                  |  |  |  |  |  |
| <b>Other Aspects</b>  |  |  |  |  |  |
| 1. Adapting teaching style into team teaching                     |  |  |  |  |  |
| 2. Observing other classes  |  |  |  |  |  |
| 3. Asking advice from the supervisors in schools                  |  |  |  |  |  |
| 4. Asking advice from your colleagues or other seniors in schools |  |  |  |  |  |
| 5. Others (Please specify) _____                                  |  |  |  |  |  |

**Part 4: Opinion and Suggestions on Problems and the solutions in teaching English**

Instructions: Please answer the following question

1. When you started to teach in school, what were the problems you have faced?

.....  
 .....  
 .....  
 .....

2. What were the solutions that you used for solving the problems?

.....  
 .....  
 .....  
 .....

Are you willing to give an interview?

Yes                       No

Contact

Name.....

Tel.....

E-mail .....

- Thank you for your kind cooperation -

## APPENDIX B

แบบสอบถาม (ฉบับภาษาไทย)

### Problems and the Solutions in Teaching English of Non-education Major Teachers

แบบสอบถาม เรื่องปัญหาและการแก้ไขปัญหาในการสอนภาษาอังกฤษของครูที่ไม่ได้จบการศึกษาด้านการสอน

ส่วนที่ 1: ข้อมูลส่วนตัว

คำชี้แจง กรุณากรอกข้อมูลลงในช่องว่าง

1. อายุ     21 – 25 ปี     26 – 30 ปี     31 – 35 ปี     36 – 40 ปี     41 – 45 ปี  
 46 ปีขึ้นไป
2. เพศ     ชาย     หญิง
3. การศึกษา ปริญญาตรี คณะ     อักษรศาสตร์     ศิลปศาสตร์     มนุษยศาสตร์  
 อื่นๆ โปรดระบุ .....
4. ประสบการณ์ในการสอนภาษาอังกฤษ     1 - 5 ปี     6 - 10 ปี     11 - 15 ปี
5. ประเภทของโรงเรียน     รัฐบาล     เอกชน
6. ชั่วโมงการสอนต่อสัปดาห์     10 - 15 ชั่วโมง     16 - 20 ชั่วโมง     21 - 25 ชั่วโมง     26 - 30 ชั่วโมง
7. จำนวนนักเรียนเฉลี่ยต่อ 1 ห้องเรียน     10 - 20 คน     21 - 30 คน     31 คนขึ้นไป

ส่วนที่ 2: ปัญหาในการสอนภาษาอังกฤษ

คำชี้แจง กรุณาทำเครื่องหมาย  ลงในช่อง  ตามระดับของปัญหาในการสอน

ระดับ    5 = มีปัญหามากที่สุด    4 = มีปัญหามาก    3 = มีปัญหาปานกลาง  
           2 = มีปัญหาน้อย    1 = มีปัญหาน้อยที่สุด

| ปัญหาในการสอน  | ระดับของปัญหา |   |   |   |   |
|--|---------------|---|---|---|---|
|  | 5             | 4 | 3 | 2 | 1 |
| <b>ด้านการจัดการชั้นเรียน</b>                                    |               |   |   |   |   |
| 1. จำนวนนักเรียนในห้องที่ท่านสอนมีจำนวนมากเกินไป                 |               |   |   |   |   |
| 2. ขาดความรู้ความเข้าใจเรื่องการจัดกิจกรรมการเรียนการสอน         |               |   |   |   |   |
| 3. ขาดความรู้ในวิธีการจัดชั้นเรียนให้อยู่ในสภาพแวดล้อมที่เหมาะสม |               |   |   |   |   |
| 4. ขาดความรู้ในการจัดนักเรียนเข้าทำงานเป็นกลุ่ม                  |               |   |   |   |   |
| 5. ขาดความรู้ในเรื่องวิธีการสอน โดยยึดผู้เรียนเป็นศูนย์กลาง      |               |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 6. ขาดความมั่นใจในการสอน                                    |  |  |  |  |  |
| <b>ด้านการประเมินผลผู้เรียน</b>                             |  |  |  |  |  |
| 1. ขาดความรู้เรื่องการวัดและประเมินผลผู้เรียน               |  |  |  |  |  |
| 2. ขาดการวางแผนในการเก็บคะแนน                               |  |  |  |  |  |
| 3. ขาดความรู้ในการทำคะแนนเก็บ                               |  |  |  |  |  |
| 4. ใช้คำสั่งในการสั่งงานไม่ชัดเจน                           |  |  |  |  |  |
| 5. การทำเกณฑ์ในการประเมินผลไม่เหมาะสม                       |  |  |  |  |  |
| 6. เกณฑ์ในการประเมินผลไม่ครอบคลุมบทเรียน                    |  |  |  |  |  |
| <b>ด้านการสร้างแรงจูงใจของผู้เรียน</b>                      |  |  |  |  |  |
| 1. ขาดเทคนิคในการสร้างบรรยากาศในชั้นเรียน                   |  |  |  |  |  |
| 2. ขาดเทคนิคในการเสริมแรงจูงใจที่เหมาะสม                    |  |  |  |  |  |
| 3. ขาดเทคนิควิธีการสอนที่น่าสนใจ จึงทำให้ผู้เรียนเบื่อหน่าย |  |  |  |  |  |
| 4. ขาดความรู้ในเรื่องจิตวิทยาการศึกษา                       |  |  |  |  |  |
| 5. ขาดการปฏิสัมพันธ์ในชั้นเรียน                             |  |  |  |  |  |
| 6. ขาดความสามารถในการดึงดูดความสนใจจากผู้เรียน              |  |  |  |  |  |
| 7. ขาดความสามารถในการสร้างความมั่นใจให้กับผู้เรียน          |  |  |  |  |  |
| <b>ด้านสื่อการสอน</b>                                       |  |  |  |  |  |
| 1. ขาดความรู้ในการสร้างสื่อการสอน                           |  |  |  |  |  |
| 2. เตรียมสื่อการสอนไม่เพียงพอต่อความต้องการของผู้เรียน      |  |  |  |  |  |
| 3. ไม่ได้ใช้สื่อการสอนในห้องเรียน                           |  |  |  |  |  |
| 4. ใช้สื่อการสอนไม่เหมาะสมกับระดับความรู้ของผู้เรียน        |  |  |  |  |  |
| 5. ขาดความรู้เรื่องวิธีการใช้สื่อการสอน                     |  |  |  |  |  |
| 6. ห้องเรียนไม่เอื้ออำนวยต่อการใช้สื่อการสอน                |  |  |  |  |  |
| 7. ขาดความรู้ในการประยุกต์ใช้สื่อการสอน                     |  |  |  |  |  |
| <b>ด้านการจัดทำแผนการสอน</b>                                |  |  |  |  |  |
| 1. ขาดความรู้ในการจัดทำแผนการสอน                            |  |  |  |  |  |



|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 2. ขาดความรู้ความเข้าใจในวิธีใช้แผนการสอน         |  |  |  |  |  |
| 3. ขาดความเข้าใจในขอบเขตของการทำแผนการสอน         |  |  |  |  |  |
| 4. แผนการสอนที่ท่านทำออกมา ไม่สามารถใช้งานได้จริง |  |  |  |  |  |
| 5. จัดเวลาในการดำเนินการสอนไม่เหมาะสม             |  |  |  |  |  |
| 6. แผนการสอนไม่เหมาะสมกับระดับของผู้เรียน         |  |  |  |  |  |

### ส่วนที่ 3: วิธีแก้ไขปัญหาในการสอนภาษาอังกฤษ

คำชี้แจง กรุณาทำเครื่องหมาย  ลงในช่อง  ตามระดับของความคิดเห็น

ระดับ 5 = เห็นด้วยมากที่สุด 4 = เห็นด้วย 3 = เห็นด้วยปานกลาง

2 = เห็นด้วยน้อย 1 = เห็นด้วยน้อยที่สุด

| วิธีแก้ไขปัญหา   | ระดับความคิดเห็น |   |   |   |   |
|--|------------------|---|---|---|---|
|  | 5                | 4 | 3 | 2 | 1 |
| <b>ด้านครูผู้สอน</b>   |                  |   |   |   |   |
| 1. แก้ปัญหาด้วยวิธีที่คิดขึ้นด้วยตนเอง                                 |                  |   |   |   |   |
| 2. แก้ปัญหาโดยการคิดจากมุมมองของผู้เรียน                               |                  |   |   |   |   |
| 3. เตรียมการสอนล่วงหน้า  |                  |   |   |   |   |
| 4. ปรับเปลี่ยนวิธีการสอน   |                  |   |   |   |   |
| 5. ทำวิจัยเพื่อศึกษาและแก้ไขปัญหาในการสอน                              |                  |   |   |   |   |
| 6. วางแผนในการทำงาน  |                  |   |   |   |   |
| 7. ปรับเปลี่ยนทัศนคติในการสอน  |                  |   |   |   |   |
| 8. ศึกษาค้นคว้าเพิ่มเติมด้วยตนเองจากอินเทอร์เน็ต และแหล่งความรู้อื่น ๆ |                  |   |   |   |   |
| 9. อื่น ๆ _____ (โปรดระบุ)   |                  |   |   |   |   |
| <b>ด้านผู้เรียน</b>  |                  |   |   |   |   |
| 1. ออกแบบการสอนให้ทันสมัยกับผู้เรียน                                   |                  |   |   |   |   |
| 2. รับฟังความคิดเห็นจากผู้เรียน  |                  |   |   |   |   |
| 3. เสริมสร้างแรงจูงใจในการเรียนแก่ผู้เรียน                             |                  |   |   |   |   |
| 4. ใช้สื่อการสอนให้เหมาะสมและครอบคลุมกับระดับของผู้เรียน               |                  |   |   |   |   |
| 5. ใช้สื่อการสอนในการพัฒนาทักษะภาษาของผู้เรียน                         |                  |   |   |   |   |
| 6. อื่น ๆ _____ (โปรดระบุ)   |                  |   |   |   |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>ด้านการพัฒนาตนเอง</b>                   |  |  |  |  |  |
| 1. ศึกษาต่อในสาขาการสอน                    |  |  |  |  |  |
| 2. เข้าร่วมประชุมเพื่อแก้ไขปัญหาในการสอน   |  |  |  |  |  |
| 3. เข้าร่วมการอบรมให้ความรู้เรื่องการสอน   |  |  |  |  |  |
| 4. เข้ารับคำแนะนำจากที่ปรึกษาด้านการสอน    |  |  |  |  |  |
| 5. เข้าร่วมงานสัมมนาในงานในโรงเรียนอื่น    |  |  |  |  |  |
| 6. อื่น ๆ _____ (โปรดระบุ)                 |  |  |  |  |  |
| <b>ด้านอื่นๆ</b>                           |  |  |  |  |  |
| 1. ปรับเปลี่ยนการสอน เป็นการสอนแบบทีม      |  |  |  |  |  |
| 2. สังเกตการสอนจากครูท่านอื่น              |  |  |  |  |  |
| 3. ขอคำแนะนำจากหัวหน้างาน                  |  |  |  |  |  |
| 4. ขอคำแนะนำจากเพื่อนร่วมงานหรือครูรุ่นพี่ |  |  |  |  |  |
| 5. อื่น ๆ _____ (โปรดระบุ)                 |  |  |  |  |  |

**ส่วนที่ 4:** ความคิดเห็นเพิ่มเติมและข้อเสนอแนะเกี่ยวกับปัญหาและการแก้ไขปัญหาในการสอนภาษาอังกฤษ

**คำชี้แจง:** กรุณาตอบคำถามต่อไปนี้

1. เมื่อเข้ามาสอนภาษาอังกฤษในสถาบันการศึกษา ท่านได้เจอปัญหาอะไรบ้าง

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2. ท่านมีวิธีในการปัญหาดังกล่าวอย่างไรบ้าง

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ท่านยินดีให้สัมภาษณ์ข้อมูลเพิ่มเติมหรือไม่

ยินดีให้สัมภาษณ์

ไม่สะดวกให้สัมภาษณ์

ข้อมูลการติดต่อในการให้สัมภาษณ์

ชื่อ - นามสกุล .....

เบอร์โทรที่ติดต่อได้ .....

E-mail .....

ขอขอบคุณที่ให้ความร่วมมือ

## APPENDIX C

### Interview Questions (English Version)

1. What is your name?
2. How old are you?
3. What faculty did you graduate from?
4. How long have you been teaching in the school?
5. How many hours do you teach per week?
6. What type of the school do you teach?
7. What grade do you teach?
8. How many students are there in your class?
9. What are your responsibilities at school?
10. What are the general problems that you have faced in teaching?
11. Do you have any problems in terms of classroom management? If yes, please explain.
12. Do you have any problems in terms of students' assessment? If yes, please explain.
13. Do you have any problems in terms of motivation challenges? If yes, please explain.
14. Do you have any problems in terms of instructional media? If yes, please explain.
15. Do you have any problems in terms of creating lesson plan? If yes, please explain.
16. How do you deal with those problems?

**APPENDIX D**  
**Interview Question (Thai Version)**

1. คุณชื่ออะไร
2. คุณอายุเท่าไร
3. คุณเรียนจบคณะอะไร
4. คุณสอนในโรงเรียนมานานเท่าไร
5. คุณสอนที่ชั่วโมงต่อสัปดาห์
6. คุณสอนในโรงเรียนประเภทใด
7. คุณสอนระดับชั้นใด
8. คุณมีนักเรียนในห้องเรียนกี่คน
9. คุณได้รับหน้าที่อะไรบ้าง
10. ปัญหาทั่วไปที่คุณพบในการสอนมีอะไรบ้าง
11. คุณมีปัญหาในด้านการจัดการห้องเรียนหรือไม่ อย่างไร
12. คุณมีปัญหาในด้านการวัดและประเมินผลหรือไม่ อย่างไร
13. คุณมีปัญหาในด้านการสร้างแรงจูงใจหรือไม่ อย่างไร
14. คุณมีปัญหาในด้านการสื่อสารสอนหรือไม่ อย่างไร
15. คุณมีปัญหาในด้านการทำแผนการสอนหรือไม่ อย่างไร
16. คุณจัดการกับปัญหาเหล่านั้นอย่างไร

## BIOGRAPHY

|                        |   |
|------------------------|---|
| Name                   | Miss Ruja Ketchumpol  |
| Date of Birth          | March 19, 1996  |
| Educational Attainment | 2018: Bachelor of Arts in English for<br>International Communication, Rajamangala<br>University of Technology Suvarnabhumi  |
| Work Position          | <b>English teacher</b> , Wat Saima Community School   |
| Work Experiences       | <b>English teacher</b> , Wat Saima Community School<br><b>English Lecturer</b> , Siam Business Administration<br>Nonthaburi Technological College (SBAC)<br><b>English tutor</b> , Ibot Academy |

