Following Up the Result of Training Curriculum of Using Classroom Language of English Teacher in Primary School

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Abstract: This study has the purpose of following up the result of training curriculum in using classroom language of English Teacher in primary school under the educational area office, Nakorn Pathom, Thailand, in four aspects: school context, characteristic of leading knowledge and activities from the training, correctness in using classroom language, problems and obstacles in leading knowledge from the training application, and recommendations for further training curriculum arrangement. The employed population in this research were the twenty-eight English teachers in primary-level schools under the Educational Area Office, Nakorn Pathom, who participated in curriculum training of using classroom language. The tools applied in this research were interviews, questionnaires, and observation. The data collection methodologies were traveling to interview and observing teachers' instruction of the schools' performance. The statistical data analysis methodologies were frequencies, percentage, mean, standard deviation, and content analysis. The research results were found: firstly, the school context the schools that participated in teachers' performance - was mostly from the middle-sized schools. The teachers were mostly not graduated from English major nor minor in English subject, mostly having duties in teaching Prathom 1-6; besides these duties, they still have other tasks, such as teaching other subjects and school administrations; secondly, the way of leading knowledge and activities perceived from training application. The participating teachers teaching the English curriculum in classrooms had brought knowledge and activities in various ways by instructing in classrooms at the most. Then, there were limitations on technological materials from the school; and lastly, the recommendation for the next curriculum training is to increase more time for training, arranging training in other topics, and activities accompanying English usages, such as musical activities and games.

Keywords: *Training program evaluation, classroom language, English teacher in primary level, English teacher development curriculum*

INTRODUCTION

Using classroom language means leading English performance in teaching activities in English subject to inspire students towards learning language, and still implementing for students speaking English in classroom correctly, by using simple and brief English phrases and sentences, to communicate in classroom, which will enhance students learning of English and make them capable of using language correctly in the classroom right from the start. Using English became more important when Thailand joined as the member of ASEAN Community, which has determined that the English language is the main language in working and communicating, so it urges the capacity of using English more significantly in life. Taichasensakul (2016) stated that the capable person in using English, which was the global language, would be more preferential in the working market competition. Thailand has to concentrate on the importance

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of using English for Thai youth. We can see the Educational Ministry of Thailand has determined that learning English is must in the basic education core curriculum in 2008, having the purposes for students developing the capacity of English language in communication more (National Education Committee Office, 2011).

From the past report of the studies concerning the English instruction in Thailand, it was found that it still had a lot of problems for the instructors, which affected the students not capable of using English correctly (Charoensuk & Jaipetch, 2017; Unnanantn, 2017; Yusarp, 2012). Hence, it was because most English instructors at the primary level were the class teachers and not graduated from English majors (Masaeng, 1989). The teachers at the primary level were not graduated in English majors, making more than 65 percent (The Ministry of Education, 1997); they comprehended not enough knowledge nor pronounced the words, for they did not practice rightly (Nina & Ali, 2019; Kowilwatee, 1994). It caused the inaccuracy of the content, lacking skill in teaching students about speaking English (Masaeng, 1989; Niamhom, Srisuantang, & Tanpichai, 2018). The study of a new approach in solving teachers problems, not graduating major in English, found that the better way is to send teachers for training to develop knowledge and skill in using English (Chalarak, 2016).

The following up training result is the further enrichment of leading knowledge, skills and attitude perceived from training, applied to the real performance, which Sawadsalee (2005) had stated that the following up of training is a continuous activity. The result of training will appear distinctively in the time of returning to work. Feedback data will be very useful for training managers in improving curriculum and operative techniques for training. The researcher who has the task for teaching, concerning human resource development and community, considers the importance of the English teacher's development in primary schools, has organized training in using English in classroom or classroom language and followed up the result after finishing training in order to bring the research result to improve the training arrangement for English teachers in further occasion.

Objectives of the Research

1. To study the school context of teachers who passed training and still at work performance.
2. To study leading knowledge perceived from training to apply in the classroom.
3. To study the problems and obstacles in leading knowledge perceived from training to apply in the classroom.
4. To study the approaches of improvement for organizing training to use classroom language.

RESEARCH METHODOLOGY

1. Population: Population in this research were the twenty-eight English teachers who taught in primary schools in Nakhorn Pathom Province, who passed the training curriculum of using classroom language.
2. The tools implied in this research were an interview and a questionnaire to follow up on the result of training in using classroom language. The inspection of the qualitative tools was done by taking research tools to the three experts checking the validity, computing Item Objective Congruence (IOC). Then the questionnaire was brought back after correcting data to check the reliability of the questionnaire, which equals 0.79.
3. For collecting data, the researchers went to the schools that the teachers attended who passed the training using the English curriculum in the operative classroom and interviewed the school context together with the answered questionnaire about leading knowledge from training to classroom application, after finishing the training for three months.
4. Data analysis methodologies were frequencies, percentages, needs arrangement, mean, standard deviation, and content analysis.

THE RESEARCH RESULTS

The School Context, Concerning the Teachers who Participated in the Training, is Still at Work

From the interview, it was found that the schools had two forms of English teaching arrangement: declining the curriculum of the Ministry of Education and teaching by long-distance learning through the satellite TV. It was because the schools mainly had a few English teachers, and class teachers had to be the English teachers who were not graduated in English majors, but concentrated on primary education; though they could teach all subjects, but they still were not accurate in subject matter in using English in classroom, not confident, and could not dare to speak English in classroom because they were afraid of speaking. But after training, the teachers had more confidence and dared to use

English in the classroom. Moreover, they had a good attitude towards the use of English in the classroom, thinking that using English was not so difficult anymore.

Leading Knowledge

Leading knowledge perceived from training application both characteristics and level of leading knowledge received from training application, details in Table 1-2:

Table 1 *Characteristics of Leading Knowledge Perceived from Training Application*

Characteristics of using English in the Classroom	fr	%	Rank
1. leading knowledge to use teaching English in the classroom	25	89.28	1
2. leading knowledge for applying in teaching other subjects	21	75.00	2
3. leading knowledge to share and exchange with teachers within the same school	15	53.57	3
4. leading knowledge to greet with students in the time of singing national anthem	12	42.85	4
5. leading knowledge to greet with students while walking to school	11	39.29	5

From Table 1, it was found that the twenty-eight English teachers who passed the training led knowledge received from training application in various figures, sorting three essentials: firstly, the 25 teachers, 89.28 percent, led knowledge in teaching English in classroom, but for the teachers who did not lead knowledge in teaching English, it was because they did not graduate from major English and registered to be a new teacher and worked in teaching English, particularly the schools which taught through satellite; secondly, it led knowledge applying to other subjects by 21 persons, estimating 75 percent; thirdly, it led knowledge to share and exchange with other teachers in the same school (about 15 persons), estimating 53.57 percent. Besides that, it led knowledge outside the classroom, such as greeting students before singing the national anthem and in time of walking in school.

Table 2 *Level of Leading Knowledge Perceived from the Training Application*

Classroom Language		S.D.	Performing Level
1. The beginning of the lesson			
1.1 Greetings	3.64	0.48	High
1.2 Introductions	3.43	0.83	Moderate
1.3 Time to begin	3.29	0.85	Moderate
1.4 Registering	4.21	0.63	High
1.5 Late in class	2.50	0.63	Moderate
2. During the lesson			
2.1 Common instructions	4.39	0.68	High
2.2 Classroom management	4.64	0.55	Most
2.3 Error and correction	2.71	0.65	Moderate
3. The end of the lesson			
3.1 Time to stop	2.86	0.52	Moderate
3.2 Homework	3.86	0.59	High
3.3 Preparing for the next class	3.36	0.55	Moderate
3.4 Saying goodbye & leaving the room	4.46	0.50	High
Total	3.69	0.30	High

From Table 2, it was found that the teachers who passed the training led knowledge received from training application, being high in overall view. By sorting from the highest application topic was the classroom management, especially on the encouragements, because it was good, followed by saying goodbye & leaving the room, and common

instructions, respectively.

The Problems and Obstacles in Leading Knowledge from Training to Use in the Classroom

Teachers' problems: They had other tasks besides a lot of teaching, such as paperwork on the school, causing them to have no time to prepare the instructions of using English in the classroom.

Students' problems: They had a little basic knowledge of English, particularly on vocabularies. They were afraid of speaking English, so they could not dare to dialogue with teachers. Teachers had to teach them by using English together with Thai and using their body language in order that the students would understand more.

The Approaches to Improve Training Management

1. We should organize training on other skills, such as reading and writing English.
2. We should organize training in basic English about grammar and vocabularies.
3. We should add more days and frequencies in training management, by increasing days for training and the amount of two times per semester.

DISCUSSION AND CONCLUSION

From the research results on this title, "Following Up the Result of Training Curriculum of Using English in the Classroom of English Teacher in Primary School", it could be discussed as follows:

Results of Characteristics and Knowledge Level Received from Training Application

The studied results of characteristics and knowledge level received from training application found that most teachers who passed the training in teaching English subjects were at the first rank. It might be the training curriculum emphasizing using English in the classroom. Though, it was the beginning of teaching English, during the process, and the final part of the instruction. We might use simple phrases or sentences that the teachers could use. Together with leading knowledge received from training, it was at a high level. It might be because the teachers had confidence in using English more after passing the training, which is concordant to Pollard (2007), having stated that the teachers training helped them gain more confidence and readiness in organizing the instruction.

The Problems and Obstacles in Leading Knowledge from Training Application in the Classroom

1. The English teachers had a few numbers, causing the class teacher to teach English alternatively, and they did not graduate major in English, caused the obstacles in using English in the classroom, and they didn't have much time to prepare proverbs to use in class, which is concordant to Chamnankhit (1997) who studied the problem of English instruction for Prathom 1 students in the schools under the Office of National Primary Education Committee; it was found that mainly the teachers were not sufficient and not graduated in English major.

2. The teachers had a lot of tasks besides the English instruction, which caused them to have no time to prepare English instruction for the classroom, being the obstacle in using English in the classroom. It is concordant to Sangkhapan (2015) who studied the English teachers problems; he found that the teachers, besides the normal task of teaching English, still have other works. They caused them having less time to prepare English instruction, so they used the Thai language alternatively in teaching English.

3. The students had a little basic knowledge of English, vocabularies, causing the obstacles to using English in the classroom. While the teachers applied English for the instruction and observed, the students did not understand their speaking. So they had to use body language together with Thai and English, which is consequent to Sriyotha (2012). It was found that the majority of students had the problem in English language the most; it was because they had a little basic knowledge on English, could not dare to speak, were shy to express, did not consider the importance of learning English, a little skill on English speaking, which was the main obstacle for teachers in teaching English application.

The Approaches for the Improvement to Organize Training in Using English in the Classroom

We should add more days for training. It may be because the teachers are more interested in improving their teaching; so they want to participate in training, which is consequent to (Uysa, 2012), who found that the teachers who participated in official teachers training curriculum need more to learn their specific profession. It manifests that

the teachers who participate in training consider the need to increase their self-quality and respond to the drive of the educational reform emphasizing on students' quality.

RECOMMENDATIONS

Recommendations for the training are as follows:

1. We should study the followed-up training by using various measurement forms for the attitude changes in using language in the teacher's classroom.

2. We should study the followed-up training continuously to encourage and develop teacher's quality systematically and continuously.

3. We should trace data from the followed-up training to improve training curriculum for further classroom arrangement.

Recommendation for further research are:

1. We should study the factors that affect leading knowledge from training to teaching application in the classroom for the English teachers.

2. We should study the results of leading knowledge from training to use English according to the school administrator's opinions.

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