

A MODEL OF ENGLISH TEACHING MANAGEMENT OF THE ECCLESIASTICAL SECONDARY SCHOOLS AND THE PUBLIC SCHOOL IN KHON KAEN PROVINCE*

Phramaha Samran Kammasuddho

Department of English

Mahachulalongkornrajavidhaya University, Khon Kean Campus, Thailand

E-mail: Samranpo@hotmail.com

Abstract

The purpose of this research was to study a model of the English teaching management in the ecclesiastical secondary schools and public school in Khon Kaen province and to develop the English communication skills in the ecclesiastical secondary schools and public school in Khon Kaen province. The results of this research was found that the English teaching model used in the highest level was questioning, followed by lecturing in the lower level. The least level of using the English teaching model was graphic diagrams and projects. Problems of English teaching in the ecclesiastical secondary schools and public school in Khon Kaen province were about teachers, learners, modern equipments, etc. The solution to those problems were tutorial, training in the fourfold skill, creation of qualitative teaching media, etc. The result of analyzing the progress in the learners' English communication skills was found that the grades after learning are higher than that before learning of a statistical significance at the level of 0.05.

Keywords: English teaching management, ecclesiastical secondary school, public school

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Introduction

The ecclesiastical secondary schools and public school in Thailand had been established by the Thai Sangha for many decades. Both these schools were still found in Khonkaen province in order to support the monk students and lay students. In the present time, there were many problems in these schools because the state has organized a new educational system separated from the temple and let monks to manage these schools themselves (Phra Ratchaworamuni (Prayut Payutto), 2002 : 25). Similarly, the teachers in these schools had less knowledge of teaching techniques and media, instability of teaching occupation, and low remuneration (Suphaporn Makchaeng, 2001: 265). English teachers had changed all the time. Thus, the schools had to invite teachers or students from other institutions for such a teaching process (Phramaha Chalerm Khemajari, 1998). In addition, the 2016 O-Net examination of an English subject for the grade 12 students in the ecclesiastical secondary schools in all areas of Thailand had the average score: 21.44 (Admission Premium, 2017). It was lower than the satisfied average score: 50.00. Thus, these problems might be concluded according to Sumitra Angwattanakul that the problems came from instructors, learning materials or learners" because students were not aware of importance or benefits of English language (Sumitra Angwattanakul, 1996: 14-15).

The modern technology applied to the learning-teaching process were essential to solve the recent teaching problems (Kidanan Malithong, 2000: 18.) and to increase more efficiency of instruction (Worawit Nithetsin, 2008: 224) because in the ICT age, writing with a pen was changed into typing on the computer screen or phone creatively (Kidanan Malithong, 2005: 50). Thus, the creative production of instruction aids like the computer assisted instruction might solve this English teaching problem in these Sangha schools. This instruction aids gave students the opportunity to practice themselves

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continuously in the English skill: listening, speaking, reading and writing, as well as reviewing the material many times. Similarly, the lack of English teachers would be resolved and the development of English skills for students would be developed continuously. Therefore, the creation and trial of the computer assisted instruction in this research was essential and useful to develop the students' English skills both in the ecclesiastical secondary schools and the public school. Two main objectives of this research were (1) to study the English teaching and learning model of the ecclesiastical secondary schools and public school in Khon Kaen province, and (2) to develop the English communication skills of the Ecclesiastical secondary schools and public school in Khon Kaen province.

Research Methodology

This was a mix method research: a qualitative research and a quasi-experimental research. The first research type dealt with collecting data from interview of 18 key informants, namely the school directors and English teachers in the ecclesiastical secondary schools and the public school, Mueang district, Khon Kaen province, and from books, research textbooks, as well as other relevant academic documents. The second research type dealt with collecting data from the implementation of the computer assisted instruction created for this research. The research areas were 8 ecclesiastical secondary schools and 1 public school, Mueang district, Khon Kaen province, namely the Nong Waen Public School, the Chanthawitthayakhom School, the Watthaphra Hongthetpradit School, the Wat Thatkutkwang School, the Vivek Thamprasit Witthaya School, the Wat Nong Waeng Witthaya School, the Wat Tan Riang Witthaya School, the Praphatson Witthaya School and the Trachu Pittayakhom School. The target population randomized with the purposive sampling was 36 students from the Wat Nong Waeng Public School and the Wat Nong Waeng

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Witthaya School, Nai Mueang Sub-district, Mueang District, Khon Kaen Province, and 18 Key informants i.e. 9 school directors and 9 English teachers from 9 selected Sangha schools, Mueang District, Khon Kaen Province.

The research tools were (1) interview form (2) multiple-choices tests, (3) computer-assisted instruction, and (4) satisfaction questionnaire with Likert's 5-points rating scale. Reliability of these research tools were proposed to 3 experts: (1) an instructional media specialist, (2) an English specialist and (3) a specialist in measurement and evaluation (IOC).

Determination of difficulty (p) and discrimination (r) of the multiple-choices test depended on the Brennan formula's passed criteria 80%. The difficulty between 0.20 to 0.80 and discrimination from 0.20 and above is acceptable (Luan Saiyos, 1996: 182-196). The achievement test was tried out with 20 1st-year students of Mahachulalongkornrajavidyalaya University, Khon Kaen Campus. Here, the test has a difficulty between 0.20 - 0.80 and discrimination between 0.20 - 0.60 which were within the specified criteria.

Data collection was taken from interviewing 18 key informants: 9 school directors and 9 English teachers in the selected ecclesiastical secondary schools and the public school. The other data collection was taken from a pretest, a posttest, an achievement test, and the satisfaction questionnaire before and after using the created computer assisted instruction with the target population.

An analysis of all data from interviewing 18 key informants was summarized with a descriptive report. The analysis of scores from a pretest, a posttest and an achievement test was done to get the percentage, mean, and standard deviation by using t-test (for dependent samples). The results of this analysis were compared to find out difference between the mean scores in order to know efficiency of the created computer-assisted instruction according to the specified 80/80 criteria, and more development of the target

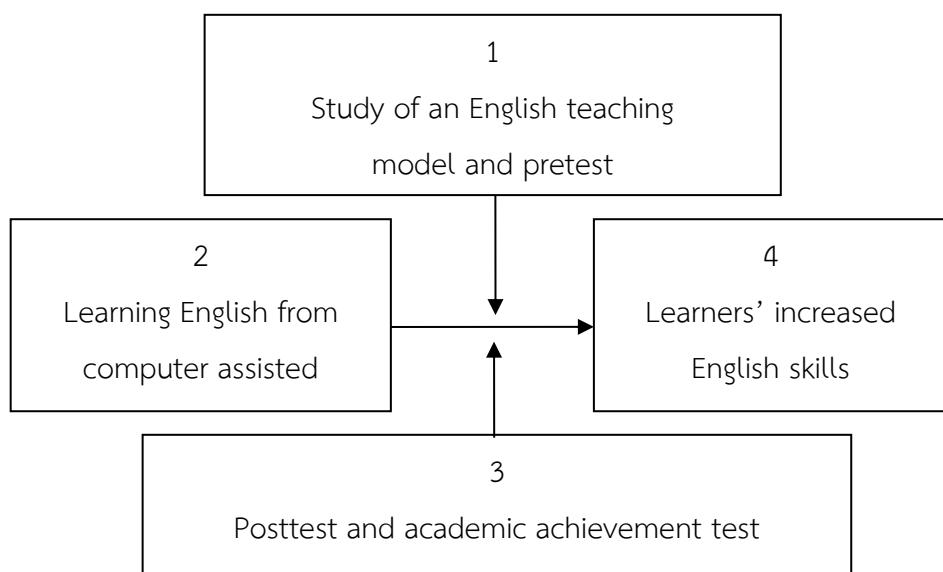
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population's English skill. The data analysis from the satisfaction questionnaire was done with using t-test (for dependent samples) to find out mean and standard deviation in order to know the level of the target population's satisfaction after using the created computer-assisted instruction.

Conceptual framework of research

This research consisted of 4 conceptual frameworks as follows.



The first conceptual framework was an a literature review of the English teaching model from textbooks, researches and the related document and the data collection from interviewing the 18 key informants in the selected ecclesiastical secondary schools and the public School. The pretest was also done with the target population, namely 36 high school students. scores of this test was kept for comparison with a result of the posttest and the academic achievement test in order to find out efficiency of the created the computer assisted instruction and the target population's increased English communication.

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The second conceptual framework was learning English from the created computer assisted instruction which dealt with many clause types: affirmative, interrogative, negative, imperative and exclamatory.

The third conceptual framework was a posttest and an academic achievement test used after the trial of the created computer assisted instruction in the teaching and learning process.

In the fourth conceptual framework, the learners increased their English skills after using the created computer-assisted instruction. Here, scores of the pretest and the posttest were compared to find out difference that represented efficiency of the created computer-assisted instruction according to the specified 80/80 criteria. The pretest-posttest scores were compared with the scores of the academic achievement test to find out whether the target population's English communication was increased or not. The satisfaction questionnaire was used to ask the learners in what level they were satisfied.

Results

No	Objectives	Results of research
1	To study the English teaching model of the ecclesiastical secondary schools and the public school in Khon Kaen Province	<p>The English teaching model used in the highest level was questions (19.14%) followed by a lecture method (17.02%) and audio-visual aids (12.70%) respectively. The least level of using English teaching model was graphic diagrams and projects (2.12%).</p> <p>The instructional media and equipment used in the highest level of teaching English were the internet (24.32%), followed by books and exercises (21.72%). The lowest level of using the instructional media and equipment was a radio</p>

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		<p>cassette recorder and programmed instruction (2.70%).</p> <p>Problems of English teaching were the students' English skill in the low level, their unequal knowledge of English, inability of spelling and reading, and lack of learning enthusiasm and good instructional equipment.</p> <p>Solutions according to key informants' views were as follows. There should be remedial teaching, training in four English skills, activities of seniors helping juniors, the instructional schedule in the morning, using modern technology and innovative media, promotion of teachers' training, producing qualitative instructional media, and stressing on English training for the grade 7-9 students.</p>
2	To develop the English communicational skill of the ecclesiastical secondary schools and the public school in Khon Kaen Province	<p>There was one examined computer-assisted instruction consisted of a pretest, a posttest, an academic achievement test relating to knowledge of the clause types.</p> <p>Data analysis for the efficiency of the constructed computer assisted instruction that was used with the target population, i.e. 36 students got the total scores of the pretest-posttest: 577 points from 720 points (80.13%) and the total scores of the academic achievement test 629 points from 720 points (87.36%). Here, the efficiency of the constructed computer assisted</p>

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	<p>instruction in the experimental field was 80.13% / 87.36% which was higher than the specified criteria of 80/80. Therefore, it was concluded that the constructed computer assisted instruction was very effective in accordance with the first hypothesis.</p> <p>The mean score of the target population's English communicational skill from the academic achievement test after using the constructed computer assisted instruction was $\bar{X} = 17.53$ and $S.D. = 1.20$ which were higher than the average scores from the pretest-posttest before using the constructed computer assisted instruction was $\bar{X} = 16.03$ and $S.D. = 1.38$. The mean difference of those testes was $\bar{X} = -1.88$ and $S.D. = -11.11$ with statistical significance at the level of .05. Thus, the target population's English communicational skill was higher than that before using the constructed computer assisted instruction that followed the second hypothesis.</p> <p>The students' opinion on the constructed computer assisted instruction was found that it was in the high level in every item. When considered in each item, it was found that the learners had the highest level of opinion on the item 10: color corresponding to the illustration ($\bar{X} = 3.80$, $SD = 0.46$), followed by the item 14: the clear name of icons ($\bar{X} = 3.78$, $SD = 0.42$). However, the students have the least level of opinion was the item 5:</p>
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		example of using clear tools and the item 11: icons of clear tools ($\bar{X} = 3.58$, $SD = 0.50$). Thus, it was concluded that this result based on the third hypothesis.
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Discussion

From the interview, the teaching model of questioning was in the highest level in the ecclesiastical secondary schools and the public school, Mueang district, KhonKaen province possibly because of focusing on the interaction between a teacher and learners. This result was in accordance with Pavlov's classical conditional theory that the produced good behavior in students should adjust incentives proper to their background and needs (Thisana Khaemmanee, 2004: 54). Similarly, Thisana Khaemmanee said that a teacher considered an answer and gave feedback or asked other students or other groups until he got an appropriate answer (Ibid.: 137). Likewise, Somsak Jiemthawong said that a effective study depended on the learning process of an opportunity to experience directly more stimuli (1976: 20-26).

The least level of using the English teaching model was a graphic layout and projects (2.12%) probably because of communicational convenience between a teacher and learners who liked using a computer, a mobile phone and internet for easily interchanged information. This was in accordance with Somsak Jiemthawong's idea that if the improper teaching process might affect students' effectiveness (1976: 20-26).

The highest level of using the English instructional media and tools was internet. This was possible because the teaching materials in the internet were diverse about teachers and content. It could make students joyful in learning and release the problem of lacking the English teachers. This was in accordance with Wanit Banchong's view that educational tools help teachers to represent

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facts, skills and stimulate students to learn in various senses and intention without boredom (1971: 87).

In the Ecclesiastical secondary schools and the Public school, Muang district, Khon Kaen province, there were many problems of English teaching: the students' English skill in the low level, their unequal knowledge of English, inability of spelling and reading, and lack of learning enthusiasm and good instructional equipment. These problems were in accordance with Suphaphon's research "**A study of Present Situations of Monks' Educational Management in Thailand**". She found that the Sangha's recent educational administration, legally separated from the national educational system, caused problems of budget management, course management, teaching and learning process, educational quality measurement and evaluation, the quality of educational personnel, welfare, and job security (1999).

Solutions of problems like remedial teaching, training in four English skills, etc. were possibly called the arrangement of environment and activities suitable for learning English. This was in accordance with Chiansri Wiwitsiri's view that the proper environment had to be a good classroom atmosphere, a good relationship between a teacher and learners, appropriate learning places and teaching tools (1984: 23-24). Similarly, Pranee Ramsut commented on the readiness of learners that students had to get maturity and readiness to study and it would increase continuously until adulthood (1985: 79-82).

An analysis of efficiency of the constructed computer assisted instruction in the field trial was found that it was in high efficiency. It might be due to the instructional media created with clear content, easy understanding and interesting design to help the learners to learn quickly and easily. This was in accordance with Thorndike and Skinner's theory that the repetitive action made it complete and stable (Techo Sawananon, 1978: 159-163). Similarly,

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Kanya Suwansaeng provided the view that Learning was a boom due to experience or training taken into the wanted behavior (1995: 224).

The mean score of the target population's English communicational skill from the academic achievement test after using the constructed computer assisted instruction was increased that followed the second hypothesis. This was possible because of the teacher's good knowledge, choosing and using instructional media suitable for students. This was in accordance with Chiansri Wiwitsiri's concept that the teacher had to get good personality, knowledge, teaching methods, use of instructional media (1984: 23-24). Similarly, Wanit Banchong said that that the teacher had to be good in every respect, love teaching and use instructional strategies suitable for subjects (1971: 87).

The students' opinion on the constructed computer assisted instruction was in the high level in every item, possibly because of this instructional media which could be used well in English teaching. This was in accordance with Areewan Sukwisai's research "The Development and Study of Using the Computer Assisted Instruction in Basic Object Oriented Program's 'Variables and Operations'". She found out that the students' satisfaction with the components of the computer assisted instruction was generally at a moderate level ($\bar{X} = 3.42$). Their satisfaction with using computer assisted instruction media was generally in the high level ($\bar{X} = 3.51$) (2010).

Suggestion

In the policy recommendations, the ecclesiastical secondary schools and the public schools could learn problems and ways of problem solution from this research including the promotion of creating more instructional media. In the practical recommendation, active teachers of educational institutions might study a teaching model and a way of creating new instructional media. The recommendation for the next research was what a

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teaching process to make students joyful in English is and what an instructional media could bring students into the world of really English leaning.

Originality and body of knowledge

1. The ecclesiastical secondary schools and the public school required using frequently questions for interaction between a teacher and learners, and internet that contained various sources and details.
2. Problems of English teaching in the ecclesiastical secondary schools and the public school were the students' English skill in the low level, their unequal knowledge of English, inability of spelling and reading, and lack of learning enthusiasm and good instructional equipment. The solution of those problems should be remedial teaching, training in four English skills, seniors helping juniors, the instructional schedule in the morning, using modern technology and innovative media, promotion of teachers' training, producing qualitative instructional media, and stressing on English training for the grade 7-9 students.
3. The quality of the created computer assisted instruction was necessarily examined by colleagues or experts for more improvement. The use of it in the class was another way of finding out weakness and resolving it for higher quality.

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