

กลวิธีการสอนภาษาอังกฤษสำหรับครูประถมศึกษาในจังหวัดเชียงราย

English Teaching Strategies for the Primary School Teacher in Chiang Rai

จุฬาลักษณ์ ทองอินทร์^{1*} ศรีชัย มุ่งไชสง² ณัฐพลด สันธิ²

¹ศิลปศาสตร์มหบันฑิต สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยราชภัฏเชียงราย

²ที่ปรึกษาวิทยานิพนธ์

Chulalack Thong-in^{1*} Sornchai Muangthaisong² Natthaphon Santhi²

¹Master of Arts (English), Chiang Rai Rajabhat University

²Thesis Advisors

horsewood007@gmail.com

บทคัดย่อ

การศึกษารังสีมีวัตถุประสงค์เพื่อหากกลวิธีการสอนภาษาอังกฤษอย่างมีประสิทธิภาพสำหรับครูในระดับชั้นประถมศึกษา ในจังหวัดเชียงราย การวิจัยในครั้งนี้ ผู้วิจัยใช้วิธีการสังเกตการณ์ในห้องเรียน สังคมภาษา และบันทึกวิดีทัศน์ โดยผู้วิจัยทำการสังเกตการจัดกิจกรรมการเรียนรู้ ของครู จำนวน 4 คน ทำการสอนนักเรียนระดับชั้นประถมศึกษาปีที่ 1 2 5 และ 6 เป็นการเลือกกลุ่มตัวอย่างแบบเจาะจงโดยพิจารณาจากการตัดสินใจของผู้วิจัยเอง ลักษณะของกลุ่มที่เลือกเป็นไปตามวัตถุประสงค์ของการวิจัย จึงได้กลุ่มตัวอย่างเป็นครูที่ได้รับรางวัลคุณภาพดีเด่นการสอนภาษาอังกฤษในปี พ.ศ. 2557 - 2558 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงราย เขต 1 โดยการสังเกตจากบันทึกวิดีโอด และการสัมภาษณ์ เพื่อทำการวิเคราะห์กลวิธีการสอนภาษาอังกฤษตามทฤษฎีของ Alliance for Excellent Education ปี 2548 ซึ่งประกอบด้วยกลวิธีการสอนภาษาอังกฤษ 4 วิธี 1) กลวิธีการพัฒนาคำศัพท์ และภาษาเป็นการเน้นให้นักเรียนได้ความคิดรวบยอดเกี่ยวกับคำศัพท์และภาษา 2) กลวิธีการนำเข้าสู่การมีปฏิสัมพันธ์ในห้องเรียน เป็นการสร้างโอกาสให้นักเรียนมีปฏิสัมพันธ์กันในห้องเรียน แสดงความคิดเห็นกันเพื่อนในกลุ่มและกิจกรรมในห้องเรียน 3) กลวิธีการเรียนการสอนอย่างชัดเจน เป็นการเข้าถึงระดับภาษาและทักษะการฟัง พูด อ่าน เขียน และ 4) กลวิธีรูปแบบกิจกรรมผังภาพ และรูปภาพ เป็นการใช้สื่อในการช่วยสอนเพื่อสนับสนุนให้นักเรียนเข้าใจเนื้อหาการเรียนได้ยิ่งขึ้น

ผลการวิจัยพบว่ากลวิธีการจัดกิจกรรมการเรียนรู้มากที่สุดคือ ครูใช้กลวิธีในการจัดการเรียนการสอนอย่างชัดเจน คิดเป็นร้อยละ 35 รองลงมาคือ กลวิธีการพัฒนาคำศัพท์ และภาษาเป็นการเน้นให้นักเรียนได้ความคิดรวบยอดเกี่ยวกับคำศัพท์ และภาษา คิดเป็นร้อยละ 34 กลวิธีรูปแบบกิจกรรมผังภาพ และรูปภาพ คิดเป็นร้อยละ 17 และครูใช้กลวิธีการนำเข้าสู่การมีปฏิสัมพันธ์ในห้องเรียนน้อยที่สุด คิดเป็นร้อยละ 14

คำสำคัญ: กลวิธีการสอนภาษาอังกฤษ ภาษาอังกฤษสำหรับครูประถมศึกษา จังหวัดเชียงราย

Abstract

The aim of the thesis was to examine effective English teaching strategies for primary school teachers in Chiang Rai. The methods used in data collection were classroom observations, interviews and video recording for classroom teaching. The researcher observed four teachers who teach the students were in grade 1, 2, 5 and 6. The researcher used purposive sampling for the sample selection which was based on the decision of the researcher. The characteristics of the

selected groups were served the objectives of the research. The samples were outstanding English teachers who received honor teachers of Chiang Rai in 2014 and 2015 (Chiang Rai Primary Educational Service Area Office 1). Through video recording and face to face interview in order to analyze English teaching strategies based on the model adapted from Alliance for Excellent Education (2005) which involved four teaching strategies: 1) Vocabulary & Language Development Strategy refers to students access to the important words or concepts essential vocabulary; 2) Guided Interaction Strategy creates opportunities for students to interact with each other in the classroom and comments with their friends; 3) Explicit Instruction Strategy is language access and skills in listening, speaking, reading and writing; and 4) Modeling, Graphic Organizers, & Visuals Strategies are using media to support better understanding of students on their learning contents.

The result showed that English teaching strategies used by teachers, the most frequently used strategy was Explicit Instruction Strategy with 35%. The subbasement strategies were Vocabulary and Language Development Strategy with 34%, followed by Modeling, Graphic Organizers and Visuals Strategy with 17% respectively. However, the least frequently used strategy was Guided Interaction with 14%.

Keywords: English Teaching Strategies, English for the Primary School Teacher, Chiang Rai Province

Introduction

The Ministry of Education in Thailand designed an English curriculum for students to learn which focuses on grammar, reading comprehension and translation. Listening and speaking is an additional learning area for Thai students. The main purpose of focusing on grammar and comprehension is to prepare students for any national examinations such as O-NET, NT, LAS and entrance examinations for universities. Data shows in the academic year 2012-2013 some students did not pass criteria. The mean scores of only 32.29 percent in 2013 and 36.19 percent in 2012 repeatedly by the National Institute of Educational Testing Service Public Organization (2013). Ministry of Foreign Affairs issued a statement that Thai people ability to communicate in English is only 10%. The level of ranking English Proficiency Index is divided into five levels of English language skills with the following: very high, high, moderate, low and very low. It appeared that Thailand is ranked in very low level, Office of the Education Council (2014). Moreover, scores of TOEFL PBT (Test of English as a Foreign Language) in ASEAN countries found Thailand received 76/120 points and TOEFL PBT Thailand got 485 points. Scores were ranked low by the Office of the Education Council, 2014. This data shows that Thai people have a problem of English communication. Some factors lead to poor development of Thai students are poor teaching strategies, lack of teacher's innovation and poor classroom management. Noom-ura (2013 cited in Dhanasobhon, 2006 ; ONEC, 2003) mentioned that the failure of English language teaching and learning are unqualified and poorly-trained teachers, poorly-motivated students, learners of mixed abilities in overly large classes, and rare opportunities for students' exposure to English outside of class time. Moreover, the students lacked of opportunity to use English their daily lives, unchallenging English lessons, passive learners, being passive learners, being too shy to speak English with classmates, and lacked of responsibility for their own learning. In addition, Thai students face certain specific problems like the strong influence of the mother tongue, lack of opportunities for practicing English, inadequate proficiency of the teachers in English and lack of motivation (Khunsamrong, 2010).

The researcher, therefore, was interested in investigating teachers' teaching strategies in Primary Education in Chiang Rai based on Qualitative Research Method, drawing on interview, observation and documentary data. The main concept of the study/focused on English Teaching Strategies of the Best Practice Teachers in Primary School.

Objectives

To examine English teaching strategies as the teaching techniques for teachers in primary school in Chiang Rai.

Methodology

The population was outstanding English teachers by recruit of the honored teachers of Chiang Rai in 2014 and 2015 (Chiang Rai Primary Educational Service Area Office 1 – 4). Each Chiang Rai Primary Educational Service Area had four outstanding English teachers. So there are a total sixteen English teachers.

The sample is the outstanding four English teachers in Chiang Rai Primary Educational Service Area Office 1, by purposive sampling, the sample selection was based on the decision of the researcher. The characteristics of the selected groups are based on the objectives of the research. The sample was English teachers who received honor teachers of Chiang Rai in 2014 and 2015 (Chiang Rai Primary Educational Service Area Office 1).

The researcher spent a total of two months collecting data and conducting observations. First, the researcher observed and video recorded four English teachers in English class. After that, the researcher interviewed four teachers face to face. Then, the researcher translated the interaction of teachers and students. Finally, the researcher analyzed and summarized the data.

Instruments

1. Classroom observations form
2. Teacher interview guided question form
3. Video recording of teaching in English classroom

Data was analyzed using a qualitative method by analyzing and describing the observations, and interview.

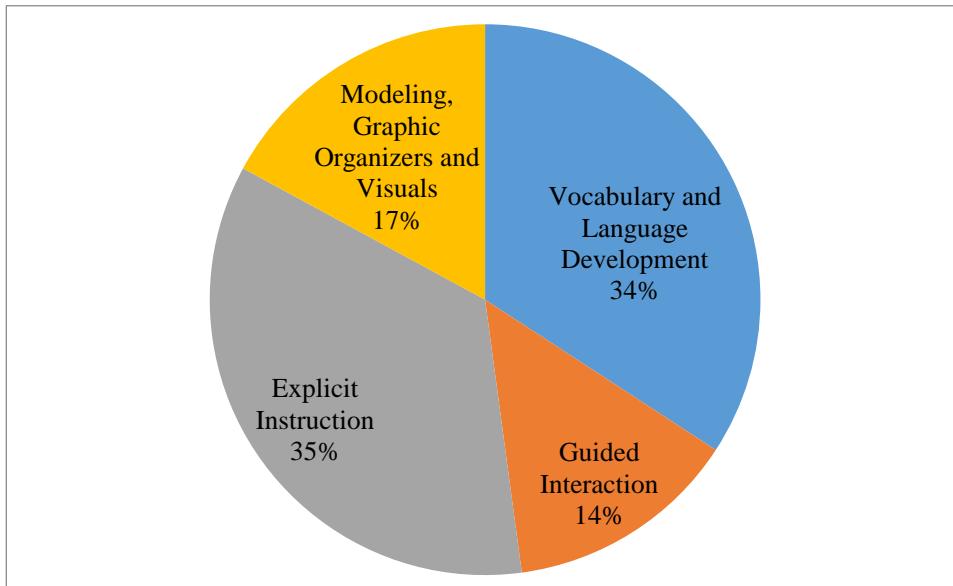
The teaching strategies model adapted from Alliance for Excellence Education based on the finding of Vocabulary & Language Development, Guided Interaction, Explicit Instruction & Modeling, and Graphic Organizers & Visuals. Follow as

1. Researcher observed and note English classroom then analyzing and describing.
2. Researcher interviewed teachers and note after that analyzing and describing.
3. Researcher recorded video and translated the interaction of teachers and students, analyzing and describing.

Conclusion

The result show that English teaching strategies used by teachers the most frequently used strategy was Explicit Instruction Strategy with 35%. The subbasement strategies were Vocabulary and Language Development

Strategy with 34%, followed by Modeling, Graphic Organizers and Visuals Strategy with 17% respectively. However, the least frequently used strategy was Guided Interaction with 14%.



Discussion

This study examined 4 English Teaching Strategies in English as a Second Language classroom. The results show that Explicit Instruction Strategy was the most frequently used method at 35%. This was followed by Vocabulary and Language Development Strategy that was 34%, Modeling, Graphic Organizers and Visuals Strategy at 17%, and finally, Guided Interaction Strategy at 14%.

The study found that Explicit Instruction Strategy and Vocabulary and Language Development Strategy were often used because the teachers had to know students' background for planning to teach as well. The teachers asked the questions from the start of the lesson. Because the questions invited the students to think and elicit their background knowledge. The teachers had asked questions to check students' understanding of the term. The results of this study are similar to the study by Kipper (2010) in that teaching strategies are used to ensure that all students learn as much as possible, think critically and acquire deep and thorough understanding of the topics they study. The role of teaching is to bring the knowledge to consciousness by asking questions. In addition, the teachers allowed the students thinking time before seeking an answer. If the students could not think, the teachers stimulated students by asked more questions and explained more detail until they got idea or concept.

Furthermore, teaching vocabulary the teachers used many medias while they were teaching. For example, flashcards, games, songs and power point. Because media could stimulate and attract students' attention. They better understand the meaning and the lesson. The result of this study is similar to the study by Amjah (2014) stated that the most students preferred ICT and music; it can help them to focus and understand the lesson better. This can also attract students' attention and interest in following the lesson effectively.

Therefore, English teaching strategies in English as a second language (ESL) is to encourage mainstream teachers to employ teaching techniques which make content area information more accessible to second language

learners. Content materials present the lesson which is too dense for students. Teach the students to use graphic organizers such as webs, Venn diagrams, and charts to help them better comprehend these lesson. These are visual tools that help the students understand and organize information. They are like mind maps which promote active learning. Graphic Organizers can also help students develop higher level thinking skills and promote creativity. The result of this study is similar to the study by Zaini (2012) who said that graphic organizers had effect on the improvement of students' comprehension, performance and motivation in learning.

However, Guided Interaction Strategy was used the least. This study found that using peer-to-peer and work group activities were less used. Because Thai students were shy to speaking English with their friends and teachers. Partly group work had a problem some students didn't help colleagues in their group, some students helped their friends and some students didn't share idea in their groups. So the teachers used this strategy least. In contrast, Burke (2011) as he stated that group work helps students develop teamwork skills and social interactions as well as learning about various backgrounds, culture, beliefs, and attitudes.

The conclusion, from this study The Best Practice in English as a Second Language classroom, the teachers' instruction was important. The teachers had to plan the lesson, activities and materials. Using colorful pictures, games, songs, audio CD, video, power point and activities which the students could do by themselves. These teaching strategies were benefit in instruction.

Recommendations

1. Recommendations for application
 - 1.1 For school administrators should encourage teachers to study, train and implement Explicit Instruction Strategy.
 - 1.2 For teacher should teach English class by Explicit Instruction Strategy.
 - 1.3 For students should learn following by Explicit Instruction Strategy. Reviewing regularly knowledge and they should be a process of critical thinking questions before answer the teachers.
2. Recommendation for Further Study
 - 2.1 In further study, should study the factors that affect the implementation of Explicit Instruction Strategy applied.
 - 2.2 Further research should study teaching strategies in national school.

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