

# การศึกษาครุภัณฑ์การสอนของครูเจ้าของภาษาอังกฤษที่สอนนักเรียนในโครงการหลักสูตรพิเศษ ภาคภาษาอังกฤษโรงเรียนสามัคคีวิทยาคุณ

## A Study of Foreign Language Educators' Teaching Strategies for the English Program at Samakkhi Witthayakhom School

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### บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาครุภัณฑ์การสอนของครูเจ้าของภาษาที่สอนนักเรียนในโครงการหลักสูตรพิเศษภาษาอังกฤษ ของโรงเรียนสามัคคีวิทยาคุณ ประเด็นการศึกษามี 4 ประเด็นคือ ด้านการจัดการเกี่ยวกับการปฏิสัมพันธ์ระหว่างผู้เรียนกับครู การตั้งคำถาม การให้ข้อมูลข้อมูลนั้น และการแก้ไขข้อบกพร่องทางการเรียนของผู้เรียน โดยการประยุกต์ใช้ทฤษฎีครุภัณฑ์การสอนที่มีประสิทธิภาพและประสิทธิผลของชูร่ง (Xuerong, 2012) มีการเก็บรวบรวมข้อมูลเพื่อใช้ในการศึกษาวิจัยโดยการสังเกตการสอนจริงในชั้นเรียน การบันทึกครุภัณฑ์การสอนด้วยวิดีทัศน์ และการตรวจสอบคุณภาพการเรียน ด้วยวิธีการประเมิน กลุ่มตัวอย่างที่ใช้ในการศึกษาได้แก่ ครูเจ้าของภาษาที่สอนในกลุ่มสาระภาษาอังกฤษ วิทยาศาสตร์ คณิตศาสตร์ สุขศึกษาและพลศึกษา สังคมศึกษา จำนวน 6 คน นักเรียนระดับชั้นมัธยมศึกษาตอนต้นที่เรียนในโครงการพิเศษภาษาอังกฤษ (1.1, 1.2, 2.1, 2.2, 3.1, และ 3.2) จำนวน 180 คน โดยมีการสังเกตการสอนและบันทึกวิดีทัศน์การสอนของกลุ่มตัวอย่างตามชั้นเรียนที่กำหนดแบบสุ่ม

ผลการศึกษาแสดงให้เห็นว่าครูเจ้าของภาษาใช้ครุภัณฑ์การสอนที่แตกต่างกันและสอดคล้องกับวัย และความต้องการของผู้เรียนและมีครูเจ้าของภาษาบางท่านยังคงใช้ครุภัณฑ์การสอนแบบดั้งเดิม เช่น การใช้อเอกสารประกอบการเรียน ตัวเรียน กระดานดำและชอล์ก และบัตรคำ เพื่อเอื้อต่อการเรียนรู้ของผู้เรียน และผลการศึกษาสรุปได้ว่าครูเจ้าของภาษาส่วนใหญ่ใช้ครุภัณฑ์สอนแบบใหม่ในการสอน ได้แก่ การใช้โปรแกรมสำเร็จรูป สื่อไปร์เจกเตอร์ และเครื่องเสียง ผลการประเมินความคิดเห็นจากผู้เรียนที่มีต่อครูเจ้าของภาษาในระดับคุณภาพดังนี้ การใช้ครุภัณฑ์การสอน ร้อยละ 47 การตั้งคำถาม ร้อยละ 42 การจัดการด้านปฏิสัมพันธ์ระหว่างครูและผู้เรียน ร้อยละ 31 การแก้ไขข้อผิดพลาด ร้อยละ 18

**คำสำคัญ:** โรงเรียนสามัคคีวิทยาคุณ ครุภัณฑ์การสอน ครูเจ้าของภาษาอังกฤษ

### Abstract

This research aimed to display the teaching strategies used by the foreign language educators in the English Program at Samakkhi Wittayakhom School. The study focused in four aspects: Interaction Management, Questioning,

Teacher's Feedback and Error Treatment, as adapted from Xuerong effective and efficient teaching strategies' theory (2012). Data was gathered through observation, video recordings and checklist. The sample populations were the six foreign teachers handling six academic subjects: English, Science, Mathematics, Health, Computer and Social Studies and 180 mixed-raced students enrolled in the English Program (1.1, 1.2, 2.1, 2.2, 3.1, and 3.2). The students and teachers were observed and taken videos in the designated classroom through random sampling.

The results revealed that foreign language educators utilized different efficient and effective strategies that timely relevant to the learner's generation needs. Some of the foreign language educators still at eased with traditional teaching strategies like for using worksheet, textbook, blackboard, chalk and flashcards. In the findings of this study, most of the foreign language educators used modern teaching strategies such as using technologies such as; power point, projector, microphones etc. Feedback of student to the foreign language educators was at the highest level for Teaching Strategies as 47 percent, followed by Questioning Strategies as 42 percent, Interaction Management as 31 percent, and the least was Error Treatment as 18 percent.

**Keywords:** Samakkhi Wittayakhom School, Teaching Strategies, Foreign Language Educators

## Introduction

The purpose of this study is strictly focused on Foreign Language Educators' teaching strategies performed in the English Program designated classrooms at Samakkhi Wittayakhom School. The investigation determined what teaching strategies are applicable and effective to implement in order to supply the needs and satisfy the young learners' of new generation. Xueyan (2003) stated that real classroom process, classroom interaction, aiming and finding out what kinds of Foreign Language Educator effective teaching strategies will contribute to students' language and learning acquisition so as to improve teaching efficient and effective teaching strategies.

### Literature Review:

Studies on the process of classroom language teaching and learning begin from 1960s, with the main researchers such as D. Allwright, R. Ellis, N. Flanders and so on (Allwright, and Bailey, 1991; Chaudron, 1988). Since 1990s, lots of researchers in the west carry out studies on teachers and many findings come out on teacher's behaviors, classroom interaction and teaching strategies. The development shows that more attention is focused on the actual classroom process. Two kinds of approaches are mainly used in the studies of English as Foreign Language classroom interactions (Chaudron, 1988 : 1) Behavioral Category: classifies behaviors of the teacher and students in terms of language skill acquisition consequences of the behaviors. It involves the use of a form consisting of a set of categories for coding specific classroom behaviors. 2) Discourse analysis: discourse analysis serves as a device for systematically describing the kinds of interactions that occur in language classrooms. The researchers aim to account for the joint contributions of teacher and students and describe all the data.

## Objectives

To display the teaching strategies used by the Foreign Language Educators in the English Program at Samakkhi Wittayakhom School.

## Methodology

The samples in this research used were six Foreign Language Educators handling six academic subjects: English, Science, Mathematics, Social Studies, Health and computer using English as a medium of communication and 180 students enrolled in the English Program at Samakkhi Wittayakhom School. In this study, the researcher chose 180 students who were admitted in the English Program from Matayom 1.11, 1.12, 2.11, 2.12 3.11 till Matayom 3.12. There were 30 students in each class. Random sampling was done for the selection of year levels and class subjects observed and taken videos: Cluster Matayom 1.11 Social Studies, Cluster Matayom 1.12 Computer, Cluster Matayom 2.11 Science, Cluster Matayom 2.12 Mathematics, Cluster Matayom 3.11 English and Cluster Matayom 3.12 Health.

Two data collection instruments were used in the study: checklist and video recordings and transcriptions between the Foreign Language Educators and English Program mixed-race students. The observation checklist was designed to identify what effective teaching strategies that Foreign Language Educators employ to encourage students to speak English as mandatory policy in the English Program and interact in classroom discussion. Video recordings were taken, watched and reviewed in order to gather evidences to what teaching strategies have been shown by the Foreign Language Educators during the period of teaching presentations and observations. Video recordings were transferred into compact discs. The conversation of Foreign Language Educators and English Program students were transcribed and typed onto text files with number turns of talk.

## Conclusion

In this study, the researcher found that there are many teaching strategies that neophyte teachers may adapt and integrate to their lesson plan, most especially those teachers handling academic subjects in the English Program which English is used as a medium of communication. Effective teaching strategies are important ingredients in teaching. Students get involved and interact in the class discussion when appropriate strategies applied. Students get easily bored and feel sleepy when there are no interesting teaching strategies that stimulate their learning interest. In the investigation of this study the conclusion came out with the following findings. Foreign Language Educators showed different classroom teaching strategies.

In Mathematics class the foreign educator in charge used traditional teaching tools for teaching such as blackboard and marker to explain formulas and illustrating short and long method way of answering problems. Worksheet was used for students' drills. He walked around and facilitates student's work. He entertained questions and praised student's answer by simply saying good job/well-done. He apologized with incorrect calculation.

In Science class, the teacher in charge checked the attendance of the students before starting a lesson. He used modern gadgets for starting a lesson such as slides, projector, and power point. He tapped the table when students out of controlled. He probed the outcome of the experiment.

In English class, the teacher in charge used interaction and grouping strategies. He grouped the students into three, explained the mechanics of the activities then let the group decide what to do with assigned activity. He smiled and nod all the time.

In Computer class, the teacher assigned used teamwork and wait-time strategies. He explained chronologically the given group work then gave enough time for the students to accomplish the given task. He moved around the classroom and glanced once in a while to check students' work.

In Social Studies, the teacher in charge used microphone all the time. Students can hear enough whatever teacher's spoken and explained.

In Health class, the teacher in charge used questioning and probing strategies as well as using traditional tool for teaching, flashcards. He presented pictures, then called selected student to speak about the picture shown. From there, the students tried to respond by constructing sentences using simple and past tenses.

Most of the Foreign Language Educators displayed different teaching strategies in the classroom to mention, there were teachers used gestures, teaching aids/tools, grammar based conversation and others.

Therefore, the conclusion suggests that having thorough knowledge using modern technologies such as power point, online educational resources, digital whiteboards and slideshow can help teachers to make the class discussion alive and interesting. Displaying different body language gestures in class are very important strategies that determined strengths and weaknesses of every student performances and class standings. And by giving praises participating in class interactions can help students boost their confidence. New generations of students get easily bored and loss interest to participate in class when strategies are not properly applied. Teachers should think of effective teaching strategies that suited and timely relevant to the ages and levels of the new generation of learners.

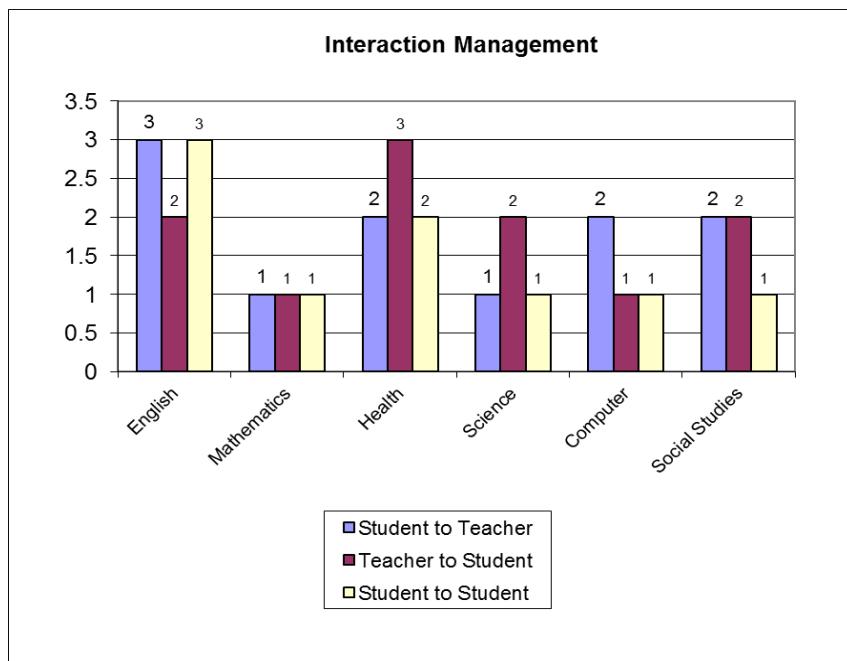
## Discussion

The findings were elaborated and discussed in 4 strategies of teaching presentations: Interaction Management, Questioning, Teacher's Feedback and Error Treatment.

### Interaction Management:

**Table1** The results of Foreign Language Educators' teaching strategies with regard to Interaction Management

|                | Student to Teacher | %    | Teacher to Student | %    | Student to Student | %    |
|----------------|--------------------|------|--------------------|------|--------------------|------|
| English        | 3                  | 27.3 | 2                  | 18.2 | 3                  | 33.3 |
| Mathematics    | 1                  | 9.1  | 1                  | 9.1  | 1                  | 11.1 |
| Health         | 2                  | 18.2 | 3                  | 27.3 | 2                  | 22.2 |
| Science        | 1                  | 9.1  | 2                  | 18.2 | 1                  | 11.1 |
| Computer       | 2                  | 18.2 | 1                  | 9.1  | 1                  | 11.1 |
| Social Studies | 2                  | 18.2 | 2                  | 18.2 | 1                  | 11.1 |
|                | 11                 | 100  | 11                 | 100  | 9                  | 100  |



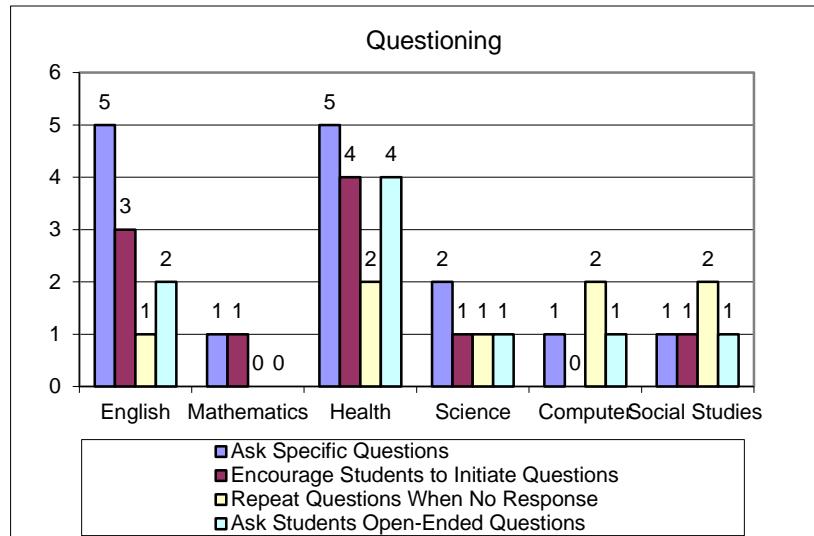
Every interaction occurred in classroom discussion participated by teachers and students. It is a challenging task for teachers to “run the show” to create managerial decisions, about who should speak, to whom, on what issues, in what language and so on. According to Allwright and Bailey (1991), successful interaction in a classroom involves everybody managing at least five different things: Who gets to speak? (participants' turn distribution) What do they talk about? (topic)

What does each participant do with the various opportunities to speak? (task) What sort of atmosphere is created? (tone) What accent, dialect, or language is used? (code). It showed in the Table 1 that Student to Teacher and Teacher to Student interactions was one of the effective teaching strategies' that teacher's may guarantee. Prodromou (1991) stated Teacher's language proficiency is a factor of teacher student interaction, because teacher is not only a "manager", but also a "model" in a classroom. They gathered the same scores 11 of 100%. English subject got the highest percentage in performing student to student interactions (27%) while Health class received the highest percentage in Teacher to Students interactions (27%). Social Studies, Health and Computer shared the percentage in Students' to Teacher interactions (18%), while in Teacher to Students interactions Social Studies, Science and English have the percentage (18%), in Student to Student interactions, English class has the highest percentage (33.3%), followed by Health (22.2%) and the remaining subjects Mathematics, Science, Computer, and Social Studies got the same percentage (11.1%).

### Questioning

**Table2** The results of Foreign Language Educators' teaching strategies with regard to Questioning:

|                | Ask<br>Specific<br>Questions | %    | Encourage<br>Students to<br>Initiate<br>Questions | %    | Repeat<br>Questions<br>When No<br>Response | %    | Ask<br>Students<br>Open-Ended<br>Questions | %    |
|----------------|------------------------------|------|---|------|--|------|--|------|
| English        | 5                            | 33.3 | 3   | 30.0 | 1  | 12.5 | 2  | 22.2 |
| Mathematics    | 1                            | 6.7  | 1   | 10.0 | 0  | 0.0  | 0  | 0.0  |
| Health         | 5                            | 33.3 | 4   | 40.0 | 2  | 25.0 | 4  | 44.4 |
| Science        | 2                            | 13.3 | 1   | 10.0 | 1  | 12.5 | 1  | 11.1 |
| Computer       | 1                            | 6.7  | 0   | 0.0  | 2  | 25.0 | 1  | 11.1 |
| Social Studies | 1                            | 6.7  | 1   | 10.0 | 2  | 25.0 | 1  | 11.1 |
|                | 15                           | 100  | 10  | 100  | 8  | 100  | 9  | 100  |

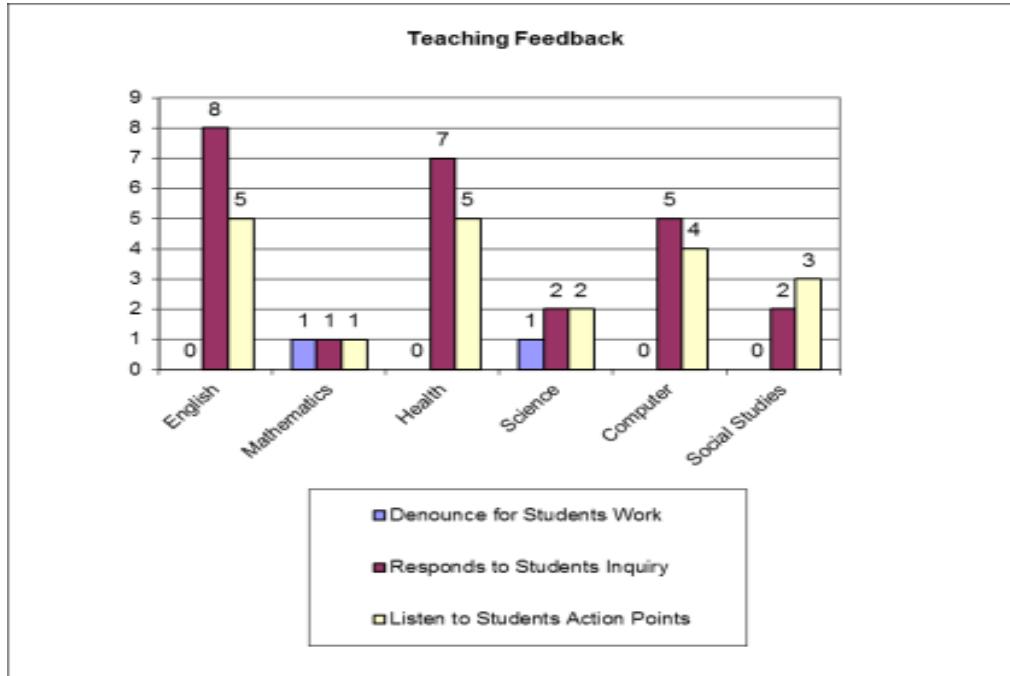


Based on the Table stated above, English and Health displayed an impressive percentage when it comes to asking students' specific questions. Both of them received (33.3%) but encouragement strategy Health class got the highest percentage (40%) and the least was computer subject (0%). Repeating questions when no one replied and asking students 'open-ended questions shows Mathematics had the least percentage (0%). White and Lightbown (1984), point out those teachers will persist in asking questions by repeating or rephrasing them when the questions receive no response. Finally, Health and English subjects had the best performances when using Questioning as one of effective teaching strategies. Research shows there are different ways of modification of questions Chaudron (1988).

#### Teacher's Feedback:

**Table 3** the results of Foreign Language Educators' teaching strategies with regard to Feedback.

|                | Denounce for Students Work | %    | Responds to Students Inquiry | %    | Listen to Students Action Points | %    |
|----------------|----------------------------|------|------------------------------|------|----------------------------------|------|
| English        | 0                          | 0.0  | 8                            | 32.0 | 5                                | 25.0 |
| Mathematics    | 1                          | 50.0 | 1                            | 4.0  | 1                                | 5.0  |
| Health         | 0                          | 0.0  | 7                            | 28.0 | 5                                | 25.0 |
| Science        | 1                          | 50.0 | 2                            | 8.0  | 2                                | 10.0 |
| Computer       | 0                          | 0.0  | 5                            | 20.0 | 4                                | 20.0 |
| Social Studies | 0                          | 0.0  | 2                            | 8.0  | 3                                | 15.0 |
|                | 2                          | 100  | 25                           | 100  | 20                               | 100  |



Feedback is an inevitable constituent of classroom interaction (Chaudron 1988). It is a very complex phenomenon. Lots of research shows that positive feedback is more helpful to improve learners' behavior than negative feedback (Nunan 1991). Based on the table 3 it shows that Mathematics and Science subjects denounced students' performance in class as well as students' work since both of them gathered the same percentage (50%) while the remaining subjects has no percentage (0%), it proved that responding to students inquiry is one of the effective strategies since all subjects have high percentages; English (32%), Health (28%) and Computer (20%), and the remaining subjects got low percentage Science and Social Studies (8%) and the least Mathematics (1%). Listening to students' proposal or recommendations, Health and English shared the same percentage (25%), then Computer (20%), Social Studies (15%), Science (20%) and the least Mathematics (5%).

### Error Treatment

**Table 4** The results of Foreign Language Educators' teaching strategies with regard to Error Treatment.

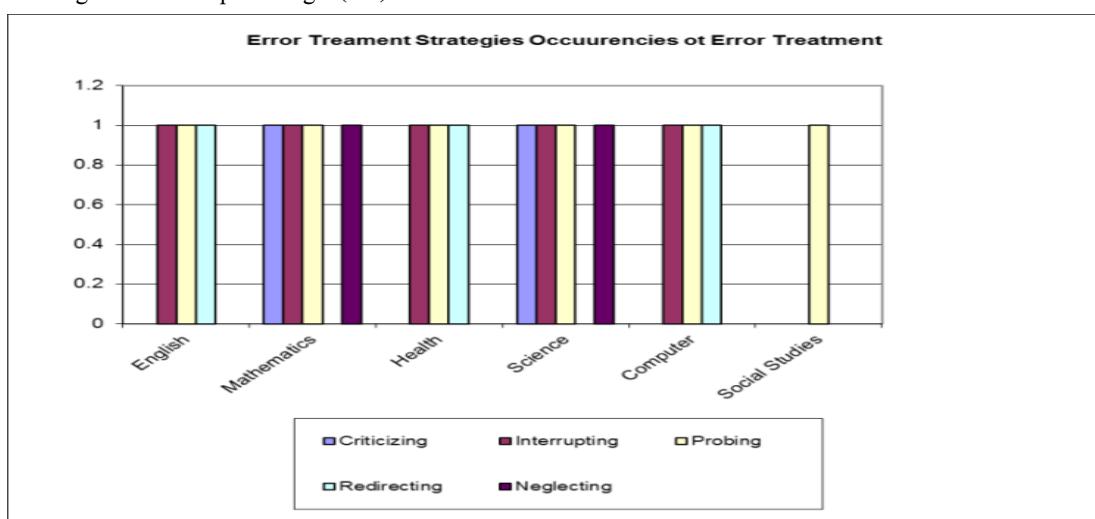
Occurrences Error Treatment Strategies

|                | <b>Criticizing</b> | <b>%</b> | <b>Interrupting</b> | <b>%</b> | <b>Probing</b> | <b>%</b> | <b>Redirecting</b> | <b>%</b> | <b>Neglecting</b> | <b>%</b> |
|----------------|--------------------|----------|---------------------|----------|----------------|----------|--------------------|----------|-------------------|----------|
| Mathematics    | 1                  | 50.0     | 1                   | 20.0     | 1              | 16.7     | 0                  | 0.0      | 1                 | 50.0     |
| Health         | 0                  | 0.0      | 1                   | 20.0     | 1              | 16.7     | 1                  | 33.3     | 0                 | 0.0      |
| Science        | 1                  | 50.0     | 1                   | 20.0     | 1              | 16.7     | 0                  | 0.0      | 1                 | 50.0     |
| Computer       | 0                  | 0.0      | 1                   | 20.0     | 1              | 16.7     | 1                  | 33.3     | 0                 | 0.0      |
| Social Studies | 0                  | 0.0      | 0                   | 0.0      | 1              | 16.7     | 0                  | 0.0      | 0                 | 0.0      |
|                | 2                  | 100      | 5                   | 100      | 6              | 100      | 3                  | 100      | 2                 | 100      |

Error treatment is usually considered one of the issues in feedback (Chaudron 1988). It is discussed as an independent part in the study because it plays a very important role in classroom interaction. Teacher's strategies employed in the classes and students attitude toward error treatment. Whether students' errors

It displayed in the table that Mathematics and Science had criticism towards students' work and school performance. Both of them got the same fifty percent (50%). In the interrupting column, only Social Studies have (0%), the rest of the subjects got twenty percent (20%). It showed that probing was the most effective strategy since all subjects in the column got the same percentage (16.6%). English, Health and Computer received the same percentage in redirecting strategy should be corrected or not is a controversial issue for a long time.

while Mathematics, Science, and Social Studies had no percentage in this division (0%). In the neglecting column, Science and Mathematics had the same result of fifty percent (50%) and the remaining subjects Computer, Social Studies, Health and English had zero percentage. (0%).



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