

CHARACTERISTICS OF MASTER ENGLISH TEACHERS IN THAILAND: A CASE STUDY

by

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CIRI-CIRI KECEMERLANGAN GURU PAKAR BAHASA INGGERIS DI THAILAND:SATU KAJIAN KES

ABSTRAK

Kajian kes ini bertujuan menyelidik ciri-ciri yang ketara, yang ada pada dua orang guru pakar bahasa Inggeris Thai di Wilayah Nakhonsithammarat, Selatan Thailand. Kajian ini melibatkan penyelidikan secara menyeluruh tentang diri guru-guru (responden) berkenaan, termasuk pihak pentadbir dan lembaga sekolah, kawan sekerja, para pelajar yang sedang atau pernah berurusan dengan responden. Kajian ini mengutarakan dua bidang utama daripada ciri-ciri tersebut, iaitu ciri peribadi dan ciri pengajaran. Sehubungan ini, dua kaedah pengumpulan data diaplikasikan, iaitu pendekatan kualitatif dan kuantitatif. Namum demikian, berdasarkan kesemulajadian kajian, tumpuan diberikan terutamanya pada kaedah kualitatif yang menggarap 34 temu bual dan 20 pemerhatian dalam bilik darjah. Temu bual dan pemerhatian juga digarap dalam tiga penjuruan dengan menggunakan Soal Selidik Skala Likert. Soal selidik ini mencakupi persepsi dan pemerhatian daripada 473 orang pelajar yang sedang serta pernah berurusan dengan responden. Data kualitatif dianalisis menggunakan prosedur yang telah diutarakan oleh Bogden dan Biklen (1998) dan Gay dan Airsian (2003). Prosedur ini berkenaan penyampaian pengurangan data. Untuk pengesahan analisis dan data, teknik-teknik interpretasi dan timbal balik digarap tiga penjuruan untuk kepastian.

Daripada kajian yang dijalankan, ditemui 2 ciri utama guru bahasa Inggeris yang cemerlang, iaitu (i) Ciri Peribadi: seperti aktif dan bertenaga, berfikiran terbuka dan mudah didekati, mengutamakan kerja, periang, peramah dan suka bergaul, dedikasi, tabah, terlibat dalam kerja berpasukan dan usahasama, mengikuti perkembangan teknologi, berupaya menyelesaikan masalah, berupaya bercakap di depan khalayak ramai, dan mengutamakan kesihatan; (ii) Ciri Pengajaran: seperti kreatif / berdaya cipta menggunakan bahan sedia ada dan yang asli, arahan yang diberikan mudah difahami dan boleh diterima, benar-benar berminat dalam mengajar bahasa Inggeris, berusaha menjadikan pembelajaran sebagai sesuatu yang menyeronokkan, mengaplikasikan kaedah dan teknik pengajaran yang inovatif, menyediakan peluang yang secukupnya kepada para pelajar untuk terlibat dalam sesuatu amalan yang berguna, pengurusan bilik darjah yang baik, berkongsi tanggungjawab serta mengaplikasikan strategi pengajaran yang berkesan, dan mengutamakan pendekatan yang lebih memberi tumpuan terhadap pelajar; (iii) Peranan di luar bilik darjah: semangat menolong bekerja sama, menjadi model dan perunding kepada masyarakat. Berdasarkan temuan, kajian ini mencadangkan bahawa ciri-ciri yang tertera di atas dapat diaplikasikan oleh guru bahasa Inggeris yang baru mengajar atau yang sedang mengajar dalam usaha meningkatkan standard pengajaran bahasa Inggeris.

CHARACTERISTICS OF MASTER ENGLISH TEACHERS IN THAILAND: A CASE STUDY

ABSTRACT

This case study attempted to investigate the notable characteristics and roles of two Thai Master English teachers in Nakhonsithammarat Province, Southern Thailand. The study investigated thoroughly the two case teachers including their administrators, peer teachers, school boards, and students who were involved with the case teachers either in the present or in the past. Two methods of data collection, namely, the qualitative and quantitative approaches were employed. However, because of the nature of the study, more emphasis was done on the qualitative method from 34 interviews and 20 classroom observations of both the case teachers. The interviews and observations were triangulated by using the Likert Scale Questionnaire. The questionnaires captured the perceptions and observations of 473 current and past students of the two teachers. The qualitative data were analysed using the procedures outlined by Bogden and Biklen (1998); Gay & Airsian (2003) on data reduction and display. In order to validate the data and the analysis, the interpretative and crosschecking techniques for triangulation were conducted.

From the study, there emerged two main characteristics and roles beyond the school of the Master English teachers. They were (i) Personal Characteristics: being active and energetic, open minded and approachable, service oriented, extroverted and sociable, dedicated, being able to persevere, involved in teamwork and cooperation, technologically oriented, good in solving problems, able to speak confidently in public and being health conscious;

(ii) Instructional Characteristics: creative use of authentic and available materials, able to provide flexible instructions, enjoyed teaching English, strived to make learning enjoyable, used innovative teaching methods and techniques, provided ample opportunities for meaningful practice, had good classroom management, shared responsibility, used effective teaching strategies and prioritized student centred approach ; (iii) Roles beyond Classroom: spirit of volunteerism, being coordinators, role models and consultants to the community.

Based on the findings, this study recommends that the characteristics and roles be imparted to new and current English teachers to help improve the standard of English language teaching as well as the quality of the English teachers.

CHAPTER 1

INTRODUCTION

1.0 Overview

“One of the basic truths in education is that its quality depends largely upon the quality of the teacher.”

(T.M. Stinnett, 1968)

Having good teachers is an advantage and their outstanding characteristics are worthy of study for educational improvement. With the pace of development driven by technology today, the ability to use English well and having good computer skills are considered very important tools for effective communication. Computing skills have been integrated into the educational system, but the use of English as a medium of communication has not been so successful as the learning of English has been a problem among students.

The importance of learning English has been recognized and all possible measures have been taken to improve students' learning. Teachers must be the key to students' success according to a study by McKay (1997). When students choose a course because of preference for a specific teacher, it gives them the greatest satisfaction and interest to work hard, and if students are satisfied with the teaching of English, it follows with their improvement in learning English too.

In Thailand, the English syllabus has been revised in order to make it appropriate and relevant to the technological world (Thai Ministry of Education, 1990). The examination results reported by the Ministry of Education showed that the English proficiency level of Thai students was not satisfactory, thus

revealing that the learning has not achieved its intended goals in the curriculum and teaching process.

There has been a serious rethink of the educational reforms in recent years. The Thai National Education Act (1999) established a new reform framework for education impacting many areas of education: the curriculum, teachers, administration and technology. Believing that teachers are the most significant agents of the learning reform, steps were taken by the Thai government to ensure that these priority policy and measures in the reform of teachers will be implemented (Office of the National Education Commission, 2001).

Several past researches have been conducted on the aspects of teaching and learning and on teacher-student interaction, but only a few researches have been reported on a teacher's good qualities and the factors associated with it. Many prominent people's lives have been documented as successful, high achieving and outstanding in their areas attracting attention as well as being duly rewarded. Thus, expert and outstanding teachers should also be included in citations. Their work ethics are worth studying, not because of the quality of performance delivered but on their contribution in upholding and nurturing national education in their respective locale.

English teachers who are considered experts share many good qualities or characteristics in terms of their performance and effectiveness. This study intends to provide direction and insights on teacher modeling, hiring, and retaining the qualities of good English teachers required in the educational system. Knowing more about the good qualities of an English teacher can

mould and encourage young teacher practitioners to emulate these outstanding qualities.

Teaching English Language in Thailand, the statement of the problem, aim and objectives, research questions, significance of the study, limitations of the study including the definition of terms are further outlined in the succeeding sections in this chapter.

1.1 Teaching English Language in Thailand

The former king of Thailand realized the importance of English for his people. He was also concerned with the language used for communicating with neighbouring countries like Malaysia and Singapore. Since then, English as a foreign language has become compulsory.

1.1.1 Thailand's Historical Influence on English Language

During the reign of King Rama III, the third king of Chakri, Europeans started to make connections with local people through English. However, learning took place at a slow pace (ChomChai,1965). In 1840, a Protestant missionary named Jessee, came and used English in his preaching and later taught English to the future King, Mongkut (Watson, 1980). During this period, there were also a number of treaties that were linked with foreign powers using English as the medium of communication. Since then, English has become the Lingua Franca of the Far East. King Mongkut or King Rama IV from 1851 – 1865 together with Phra Pin Klao and the Regent started the learning of English. This also paved the way for the study of European methods of

medicine and military art. Historical accounts revealed that King Mongkut was the first Thai monarch who was able to speak English to foreign ambassadors. From his experience he encouraged foreign missionaries to open schools, and later appointed English tutors for his sons and daughters. The most famous among the tutors was Madame Anna H. Leonowens who was employed from Singapore (ChomChai, 1965, Watson, 1980). From his observations, King Rama IV realized that the education provided by the monastery and the court in the learning of English was inadequate for future government officials. For this reason he commanded that the education system of the country should be modernized. Having good English is the key to further expanding the use of English not only for knowledge but as the medium of communication with foreigners (Ministry of Education 1998).

The policy of educational modernization was further pursued by King Rama V, Chulalongkorn. During his reign from 1868 to 1910, he recognized the need for better trained personnel in the royal and governmental services, and ordered two schools to be set up in the Grand Palace. The first was for the Siamese and the second was for English instruction. This was conducted by Francis George Patterson, an Englishman who was employed as the master of the English school. King Rama V set up an English school in the palace to prepare princes and court children for further studies abroad as well as a number of schools outside of the palace for the education of commoner children. The Sunanthalai Palace School was an English school which offered the youth of Siam a place to learn English. The king believed in an education taught in the English language. Most of the earlier students entered commerce

and many also joined civil service departments like customs, post and telegraph and railway departments where English was much needed.

Towards 1887, the Education Department was legally established and supervised the curriculum and textbooks. Robert Morant, a tutor of the royal children, wrote a set of books for teaching English known as the '*Ladder of Knowledge*' series which for many years formed the basis of the Siamese Educational system. The control of textbooks or curriculum has been part of the government's policy since then (Ministry of Education, 1998).

Beginning in 1932, a period of historical change took place in Thailand. A constitutional monarchy system replaced the traditional system of absolute monarchy. The first National Education Scheme was implemented. Thus, the individual's educational ability regardless of sex, social background or physical condition was formally recognized (ChomChai, 1965, Watson, 1980, Ministry of Education, 1998).

1.1.2 English Language Teaching Presently in Thailand

Presently, the English taught in the Thai Educational System is based on the gradual teaching of the English language. After the first educational modernization during the reign of King Chulalongkorn, several attempts have been made to reform Thai education to cope with changes. Nevertheless, none was successful (Kaewdang, 2002). It was not until the last few decades that the Thai government realized something should be done to speed up Thailand's economic recovery and competitiveness. The year 2002 was the most remarkable period for educational reform in Thailand. It was widely accepted

that educational reform became a National Agenda in 1999, and this was later referred to as the 1999 National Act.

Thus, educational reform which allowed monitoring, assessment and research showed the weakness of foreign language learning at the primary and secondary level (Ministry of Education, 2001). Foreign language learning, especially the learning of the English language had failed to build up competencies in using the language for communication as well as seeking knowledge from various and extensive resource centers in this information age.

Believing that the most significant agents of learning reforms were teachers, teachers could organize the learning process through the learner-centered approach. In recognizing this importance, outstanding teachers were selected and rewarded as National Teachers, Master or Model Teachers and Spearhead Teachers respectively (Office of the National Education Commission, 2001).

As the English language is commonly used in information technology, English should not be taught only in the classrooms as the sole knowledge source, but also as a supporting skill in searching for knowledge through self-learning, during school hours and throughout life. Fortunately, learning English has become compulsory. It is an important medium that encourages the young Thai generation to adapt and use the language that is used globally.

According to the Basic Education Curriculum (Ministry of Education, 2001) the structure of basic education is stipulated in eight substance groups: Thai language, mathematics, science, social studies-religion and culture, health and physical education, art, career and technology, and foreign languages. In

the foreign languages group, English is compulsory at all three grade levels while the other foreign languages are selective, as appropriately needed.

Table 1.1: The Primary Level English Curriculum Structure

ENGLISH STRUCTURE PRIMARY LEVEL					
PREPARATORY ENGLISH		LITERACY ENGLISH		FUNDAMENTAL ENGLISH	
GRADE LEVELS					
Pratom 1	Pratom 2	Pratom 3	Pratom 4	Pratom 5	Pratom 6
6 periods per week Starts in 2nd semester	6 periods per week per semester	6 periods per week per semester	6 periods per week per semester	15 periods per week per semester	15 periods per week per semester

Source: (Ministry of Education, 1996, p. 10)

Note: One Period = 20 minutes

Table 1.1 showed that the preparatory and literacy English starts from the second semester of Pratom 1 onward to the last semester of Pratom 4. English is taught everyday but only 20-30 minutes at a time. When students are in Pratom 5-6, they spend more time studying English for 15 periods per week.

Table 1.2: The Lower Secondary Level – English Curriculum Structure

English Curriculum Structure Lower Secondary Level				
Compulsory Fundamental English		Selective English Concentration		
Time Allocation: PERIODS / WEEK/ SEMESTER				
4 periods/week/semester		2 periods/week/semester		
Class Level	Course	Class Level	Language Improvement	Independent Experience
M1	Fundamental English 5-6	M. 1	Listening-Speaking	English from Individual Experience
M. 2	Fundamental English 7-8	M. 2	Reading-Writing	English on the Job
M. 3	Fundamental English 9-10	M. 3	Project Work etc.	-Information Technology English -Thematic English etc.

Source: (Ministry of Education, 1996, p 20)

Note: 1 Period = 50 minutes

In the secondary level, each class level has to study compulsory fundamental English first and may be followed by the selective courses they like. The time studying is greater in fundamental classes than in selective classes at 200 minutes a week. The project work which focuses on a student-centred teaching style may start at this lower secondary level.

Table 1.3: The Upper Secondary Level – English Curriculum Structure

Compulsory Fundamental English		Selective English Concentration		
Time allocation : PERIODS / WEEK/ SEMESTER				
4 periods/week/semester		2 periods/week/semester		
Class Level	Course	Class level	Language Improvement	Independent Experience
M. 4	Fundamental English 11-12	M. 4	Listening-Speaking	English from Individual Experience
M. 5	Fundamental English 13-14	M. 5	Reading-Writing	English on the Job
M. 6	Fundamental English 15-16	M. 6	-Critical Reading -Creative Writing -Project Work -Intro. to English Translation etc.	-Information Technology English -Thematic English etc.

Source: (Ministry of Education, 1996, p 21)

Note: 1 Period = 50 minutes

As shown in Table 1.3, the number of selective courses in this upper secondary level is much greater than those in the lower secondary level.

The following describes the objectives of the English language curriculum in 1996.

Objectives of English Language Curriculum in Year 1996:
(Ministry of Education, 1994, p. 2-3)

1. To be capable of using English for communication in various situations, correctly in function and form and appropriately in language culture;
2. To develop competence in using English consistently;
3. To master basic skills of listening, speaking, reading and writing English for the purpose of communication and for the pursuit of knowledge;
4. To acknowledge and understand culture embedded in the English language including transferring Thai thoughts and culture in the later learning stage;
5. To acquire good attitude in English language in the pursuit of knowledge and jobs.

The objectives above are meant for students and teachers who are supposed to be their models. In order to generate good students, good teachers are needed. In Thailand, as in many other countries, competent teachers are rewarded.

1.2 Statement of the Problem

The importance of learning English worldwide has been recognized and all possible measures have been taken to improve students' learning. In Thailand, the English syllabus was revised in order to make it appropriate to the technological world (Thai Ministry of Education, 1990). But how can it be appropriate if the outcome of the students' achievement in English is low? The

students' achievement in the English language at the secondary level in Thailand has been measured by the Educational Evaluation Department, Thai Ministry of Education. The following statistics in Table 1.4 demonstrate that the English language achievement from 1990-2002 is low, less than 60 percent of English proficiency.

Table 1.4: Result of the English Language Student Achievement from Secondary Level

Academic Year	Numbers Of Students	Raw Score (items)	Mean Score (X)	Percentage %
1990	50218	50	23.31	46.61
1995	53812	40	13.90	34.74
2001	53620	40	14.99	37.46
2002	56607	40	18.24	45.61

Source: Thai Ministry of Education, 2002

The student achievement results in the English language from Table 1.4 indicate that student achievement in English is lower than 60 percent. It suggests that learning English is a problem among Thai students. The examination results in the last decade, as reported by the Ministry of Education in Table 1.4 shows that the English proficiency of Thai students is not satisfactory. It has been suggested that the learning process has not achieved its intended goals. Thus, the learners' knowledge, thinking and potential in English needs to be improved (Thai Ministry of Education, 1994).

The low proficiency in English stems from problems of English teachers. English teachers in Thailand have to be intensively developed (Kaewdaeng, 2002). Moreover, the Permanent Secretary of the Thai Ministry of Education pointed out in the English Teaching Committee meeting that there must be a

dynamic development of English teachers so as to raise the quality of their teaching. Creating a systematic upgrading of English teachers' competence is a must (Dechasuawapak, 2005). Their weaknesses are 1) lack of confidence in speaking in English; especially in meetings or in conferences and 2) lack of English teaching skills (Kaewthong, 2005). The English teachers themselves pointed out that the highest ranked of their problems is the lack of pedagogical knowledge in teaching and the highest ranked need of the content area is for listening and speaking (Noopong, 2002). Not being able to imitate from good model teachers (Office of the National Education Commission, 2001) is one of the main problems which leads to poor English language proficiency among the students. The proficiency levels of students have been very much affected by their teachers' problems.

Because English language is not used in the community; therefore, the learning of English is relied heavily on English teachers. The difficulties of getting good teachers of English were evidenced by the small number of English Master teachers (Ministry of Education, 2001), and by the many weaknesses of English teachers (Kaewthong, 2005) mentioned above. In order to eradicate the problem, the findings and descriptions of the good qualities of a Master English Teacher in terms of personal, instructional characteristics and roles outside the school will enable teachers of English to perform better in teaching English as a foreign language.

English teachers play an important role in motivating students to learn, to be a good model for them, and in conducting effective teaching for the improvement of students' achievement. Since English teachers are a part of the agent of change in Thai Educational Reform, they are worth studying. The

researcher is interested in studying their personal characteristics, instructional characteristics as well as their roles outside the classroom. The findings and descriptions of the Master English teachers will help new teachers to emulate and become excellent teachers themselves.

The National Education Act of 1996, enacted into law allows more opportunities for model teachers to be recognized by their peers, students and their community. There have been a number of English teachers chosen and honored as the most outstanding English teachers all over Thailand. These excellent teachers' characteristics, teaching styles, techniques and roles have not been thoroughly studied. A research focused on these areas should be conducted to reveal in-depth understanding of the valuable contributions of outstanding English teachers and the distinctive characteristics, and the contributing factors that make them ideal teachers. The findings of this study will serve as a better guideline for prospective teachers, pre-service teachers as well as the in-service teachers who desire to be recognized as efficient and competent in their place of work.

A few current researches (Chareepai, 1993, Chompaiboon, 1998, Boonnimit, 1999) do exist describing outstanding teacher characteristics and its behaviors within and beyond the classroom but as master theses using only a quantitative approach. Few studies have focused on self-reports, interviews with and observation of successful teachers. Since 1987, the self-reports of teachers, especially those of the successful teachers, were only considered a fertile source of information (Brandt, 1992). Moreover, much of the early researches were done through the quantitative method of data collection

and analyses (Borich, 1986, Shulman, 1986). These methods however, cannot provide the supporting arguments for much of the extremely complex data. It is hoped that this case study analyzing the qualities of a good English teacher can provide good support for everyday experiences for teachers. It is also hoped that this study will contribute to reforms in the educational system and that the characteristics of good English teachers as agents of change will be emulated.

The problem addressed in this study describes firstly, the characteristics of a good English Teacher and teachers' behaviors in the classroom and secondly, the English teachers' characteristics and their behavior beyond the classroom. This study specifically employs qualitative methods to delve into this area of concern.

1.3 Aim and Objectives

The main aim of this study is to investigate the characteristics and roles of two Thai Master English teachers in Nakhonsithammarat Province. Specifically, the objectives are to;

1.3.1 examine the outstanding personal characteristics of the two Thai Master English Teachers,

1.3.2 observe the outstanding instructional characteristics of the two Thai Master English Teachers, and

1.3.3 examine the roles of the two Thai Master English Teachers outside their classroom.

1.4 Research Questions

Research questions in qualitative research are important as they provide guidance to the researcher in gathering relevant data pertaining to the issue or phenomenon (Sabariah, 2004). The research questions in this study are based on the objectives of the study and they are:

1.4.1 What are the main personal characteristics of the Master English Teachers?

- a) What are their personal attributes?
- b) How do they demonstrate their work values, and
- c) What kind of competent skills do they have?

1.4.2 What are the main instructional characteristics of the Master English Teachers?

- a) What type of philosophy and methods of delivery do they use?
- b) How do they apply structural aspects of teaching in class?
- c) What field of knowledge area do they usually use?

1.4.3 What are the interesting roles of the Master English Teachers outside their classroom?

- a) How do they participate with peer teachers?
- b) How do they interact with administrators?
- c) How do they work with the community?

1.5 Significance of Study

Teacher effectiveness research is extremely complex. Many factors contribute to these characteristics which cannot only be quantitatively studied. It has to be seen from interviews with the case teachers' peers, administrators and members of the school board as well as observations of the case teachers' teaching.

This study was conducted for future English teachers, administrators, and for the research community to help with educational reforms in Thailand using teachers as agents of change.

English teachers who will be starting their teaching career, pre-service teachers, in-service teachers and also the outstanding English teachers themselves who by contributing insights into the characteristics of a successful English teacher will benefit from this study. As Berliner (1986) advocated, the performance of experts, though not necessarily perfect, provides a place from which to start. These findings will then promote better guidelines for teachers who desire to be successful. Lastly, for the outstanding model teachers themselves who are role models for their students and the community, their doing well will encourage value building in others.

For the administrators, this provides an awareness of the nature of teachers' work and ways to help support their professional growth as they carry out their task in their respective workplaces. The more that is known about their success, the more teachers are encouraged to do even better.

To the research community where these teachers serve, the study offers ways to improve community education through the influence of good teachers. More so for the School of Educational Studies where this study was proposed, it can provide insightful practices to instruct or train their student teachers effectively.

To the policy makers on educational reform, the study serves as a 21st century educational revolution of Thailand. The heart of the educational reform is situated in the teachers' role as they are the agents of change in the learning process (Kaewdang, 2000).

1.6 Limitations of the Study

This study is limited only to English teachers who were accorded the title of master or model English teachers from the Ministry of Education, Thailand. The subjects of the study were limited to these teachers teaching at secondary schools in Nakhonsithammarat Province, Southern Thailand. As such, the findings of the study cannot be generalized to other English teachers in all the southern provinces in Thailand.

This study limits itself to only two Master Teachers chosen as master English teachers residing in Southern Thailand. The descriptive nature of the study employs the qualitative method with data collection lasting for three-months with the constraints being the distance between the schools involved in the study. The teachers were from two different schools that required traveling during the data collection process.

1.7 Definition of Terms

Teachers' Characteristics: refers to the instructional and personal qualities of the teachers which form the basis for the teachers' award in Thailand. In the study, it is a characteristic marked by a high degree of proficiency and competence, which has effects in many areas and is considered a strong foundation for other teachers.

Master/Model Teachers: refers to the two case teachers who were honoured with the title and who have demonstrated expertise and excellence in teaching awarded by the Ministry of Education, Thailand. The case teachers

were awarded by The Center for Honoring and Awarding Teachers, Office of The National Education Commission (ONEC) under the Ministry of Education. Their recognition and awards were based on their having attained excellence in teaching.

Teaching Style: refers to a teacher's individual instructional method and approach and the characteristic manner in which the teacher carries out instruction. The type of teacher-student interaction the teachers encourage, and their preferred teaching strategies lead to differences in the teachers' teaching styles. In the study it includes the Teacher- centered teaching style, and the Student- centered teaching style.

Teacher Behaviors: refers to the way teachers behave in class towards students and their reaction to the students' behaviours. These actions may indicate the positive characteristics for the teachers both inside and outside the classroom.

Teachers' Roles: the role – play actions of teachers in and beyond the classroom. The roles teachers play reflect their different behaviors.

Classroom Practices: refers to the teaching of English teachers who are considered to have good teaching qualities displayed in the performance of their roles and responsibilities within the classroom.

National Board of Professional Teaching Standards (NBPT): is the board controlling the standard of teachers in America and is set by the national board of professional teachers, consisting of 5 propositions of accomplished teaching.

TEFL: stands for Teaching English as a Foreign Language (Teaching English in non-English speaking countries).

Eric Centre: stands for an English Resources and Instruction Centre and the first Eric Centre in the south which was set up in Nakhonsithammarat Province.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviewed the literature pertinent to the case study. Specifically, it laid the foundation for the nine aspects of teachers and the teaching of English. It included: (1) Reward for Master English Teacher in Thailand, (2) Teacher's Characteristics, (3) Teacher's Roles, (4) Teacher's Teaching Styles, (5) Theories of Educational Psychology (6) English Teaching Methodology, (7) Teacher Development, (8) Researches conducted on English teachers in Thailand and in other countries, and finally (9) The conceptual framework upon which this study was anchored.

2.1 Reward for Master English Teacher

According to Pitiyanuwat (1999, p 1);

"The education reform can never meet with success without the reform of teachers.....National Education Act therefore requires a teacher reform in all aspects."

Currently, steps are undertaken by the government in recognizing the importance of teachers and honoring those with outstanding achievements, making it a priority policy in the measures to implement reforms for teachers.

2.1.1 Award Organizations for Teachers

The Center for Honoring and Awarding Teachers, Office of the National Education Commission (ONEC) under the Ministry of Education has the powers and duties to honor and award teachers in the teaching profession. The recognition for honors and awards are based on the concept of attaining excellence in teaching and professional development among teacher peers within the network of teachers. In this connection, the center is in charge of honouring these teachers and managing the funds for their promotion (Pitiyanuwat, 1999).

2.1.2 Qualities of Stratified Outstanding Teachers

Being the most significant agents of learning reform, outstanding teachers have been selected and rewarded as National Teachers, Master or Model Teachers, Spearhead Teachers and Thai Wisdom Teachers.

The most interesting group is the Master or Model Teacher. Each Master teacher is required to disseminate his / her teaching techniques based on the learner –centered approach. The teaching model of 583 Master Teachers from 75 provinces awarded since 1998 (Ministry of Education, 2001) has been disseminated to other teachers as a guideline.

The following is the Model English teachers' criteria of awards for dissemination to other English teachers.

2.1.3 Criteria for Honors and Awards (Ministry of Education, 2001)

The Financial and Non-financial Subsidy:

- a. Certificate of Honor
- b. Scholarship for further education and study tour
- c. Subsidy for future work
- d. Allowance for Position
- e. Trophy
- f. Subsidy for unspecified purpose

Criteria and weight of criterion for Selection (Office of the National Education Commission, 2001)

Organization of teaching-learning activities	60 points
Personal conducts	20 points
Coordination with community	20 points

The top row of teachers with over 80 points will be selected and announced as the model/ master teachers by the Ministry of Education. They are in numbers and in all subject areas.

2.1.4 Number of Master English Teachers in Thailand

Table 2.1: Rewarded Model /Master Teachers from 75 Provinces in Thailand

Place/Year	1998	1999	2000	2001	Total
1. Bangkok and surrounding	10	8	13	22	53
2. Central region	2	6	14	18	40
3. Western region	2	7	17	18	44
4. Eastern region	--	2	14	16	32
5. Northern region	8	23	45	63	139
6. North- Eastern region	5	34	63	79	181
7. Southern region	3	18	32	41	94
7.1 All Subjects in Pre-primary level	--	2	4	3	(9)

Table 2.1: ... continued

7.2 All Subjects in Primary level:	3	9	15	9	(36)
7.2.1 Just Master English Teachers in the south in primary level.	1 in Phang-nga	--	1 in Trang 1 in Songkla 1 in Chumporn 1 in Krabi	--	<5>
7.3 All Subjects in Secondary level:	--	6	13	29	(49)
7.3.1 Just Master English Teachers in the south in secondary level	--	1 in Nakon	1 in Ranong 1 in Nakon...	1 in Nakon... 1 in Puket 1 in Krabi 1 in Pathalung	<7>
Total 1 - 7	30	98	198	257	583

Source: Office of the National Education Commission, 2001

Table 2.1 shows the number of Master Teachers, totaling 583, in all provinces in Thailand from 1998-2001. They are from all subject areas in three levels of pre-primary, primary and secondary level. At secondary level, there were only seven English teachers awarded in 4 years as Master English Teachers in Southern Thailand. Out of this small number, three are English teachers from Nakonsithammarat province. Presently one of the Master English teachers in Nakonsithammarat has moved to Phang-Nga, a small province which is 300 kilometers away. The subjects for this case study involved two Master English Teachers in Nakonsithammarat.

2.2 Teacher's Characteristics

Teacher characteristics are the typical qualities of any teacher (Longman Dictionary, 1995). These positive characteristics as outlined by Cortes (1986) are considered ideal for the teachers in practice. One characteristic that

seemed to mark a good teacher is the high degree of proficiency and competence, which goes with the ability to work efficiently. This is the strong foundation against which other characteristics stand out according to Page (1974).

Pitiyanuwat (1985); Cortes (1986); Martin (1993); and Leblance (1998) have revealed what the characteristics of a good teacher are and these are presented in Table 2.1. This study further identified two categories of characteristics, which are, personal and instructional.

This same Table 2.1 also outlines the two categories of teacher characteristics as personal and instructional according to the classification highlighted by the above authors.

Table 2.2 : Teacher Characteristics Model by Author/Year/Category

AUTHOR	PITIYANUWAT	CORTES	MARTIN	LEBLANCE
Year	1985	1986	1993	1998
CATEGORY	CHARACTERISTICS			
PERSONAL	1. Have humor 2. Enthusiastic 3. Practices fairness	1.Flexible 2.Charismatic 3.Fair and firm	1.Flexible 2.Well informed and clear 3.Dynamic	1.Flexible 2. Creates communication 3.Possess humor
INSTRUCTIONAL	4.Interested in Students' welfare	4.Concerned With learners	4.Hard working 5.Care for students	4.Have passion for teaching 5.Devotes time to teach 6.Works with every student

In Black and Howard-Jones' (2000) study conducted over a period of more than two years, their description of best teachers are grouped in the conceptual and theme categories reflected in Table 2.2.

Table 2.3 : Conceptual and Theme Categories of Best Teacher

CONCEPTUAL AND THEME CATEGORIES	
I. <i>Best Teacher Personal Characteristics</i>	
Caring/concern	Compassionate, warm, caring Good listener, Understanding Build rapport Provide a safe atmosphere Respect all Demonstrate patience Make students feel special Have high expectations for students
Enjoyment/Zeal	Motivate and challenge students Enthusiastic, passionate, dedicated Positive outlook Good sense of humor Smiling and friendly
Personal integrity	Fair Honest
CONCEPTUAL AND THEME CATEGORIES	
II. <i>Best Teacher Instructional Characteristics</i>	
1. Philosophy/ Methods of delivery	Use group activities/ new methods Make learning fun Share responsibility for learning
2. Structural aspects of teaching	Organized classroom management Providing clear guidelines Flexibility
3. Content area knowledge	Show mastery of subjects Know their lesson well Make connection beyond class

Source: (Black and Horward-Jones, 2000, p 4)

The categories mentioned by Black and Horward-Jones (2000) are remarkably similar to the studies done by Grippin (1989) on outstanding teacher

characteristics, and as described in the National Board of Professional Teaching Standards (1991, 1994).

2.3 The Teacher's Roles

Holtrop (1997) stated that obviously, teachers do have many roles needed for different classes, students and in their extra curricular duties. The roles teachers play reflect their behaviors. For Redl and Wattenberg (1951), Richard Mann (1969), Eric Hoyle (1969) and Luke Prodomou (1994) the following identified teachers' roles are similar in context as in Table 2.4.

Table 2.4 : Teacher's Roles

AUTHOR	Redl and Wattenber	Richard Mann	Eric Hoyle	Luke Prodomou
YEAR	1951	1969	1969	1994
TEACHERS' DESCRIPTION				
ROLE	Judge	Expert	Instructor	Informant
	Ego supporter	Facilitator	Model	Model manager
	Resource person	Ego ideal	Judge	Facilitator
	Society representatives	Socializing agent	Facilitator	-----
	Object of identity	-----	-----	-----
	Object of affection	-----	-----	-----