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ที่สอนตามแนวบูรณาการเนื้อหาและภาษาในจังหวัดสมุทรปราการ

AN INVESTIGATION INTO TEACHING CHALLENGES PERCEIVED BY
CLIL SCHOOL TEACHERS IN SAMUT PRAKAN PROVINCE



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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คณะศิลปศาสตร์
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
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CLIL SCHOOL TEACHERS IN SAMUT PRAKAN PROVINCE

The seal of King Mongkut's Institute of Technology Ladkrabang is a circular emblem. It features a central sunburst with rays emanating from a central point. Below the sunburst are three tiered, pagoda-like structures. The central one is the largest and most prominent, flanked by two smaller ones. The entire emblem is surrounded by a decorative border with the text "King Mongkut's Institute of Technology Ladkrabang" written in a circular path.

LATTIYA PARMWONG

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN APPLIED LINGUISTICS
(ENGLISH FOR PROFESSIONAL PURPOSES)

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นักศึกษา	นางสาวลัทธิตา ปาร์มวงค์
รหัสประจำตัว	60616003
ปริญญา	ศิลปศาสตรมหาบัณฑิต
สาขาวิชา	ภาษาศาสตร์ประยุกต์ – ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ
พ.ศ.	2564
อาจารย์ปรึกษาวิทยานิพนธ์	อาจารย์ ดร.ประมาณ ทรัพย์ผดุงชนม์

บทคัดย่อ

หลักการเรียนตามแนวบูรณาการเนื้อหาและภาษา (CLIL) เป็นแนวทางการศึกษาที่มักจะใช้ภาษาอังกฤษเป็นสื่อกลางในการจัดการเรียนการสอน ซึ่งในประเทศไทย CLIL ได้ถูกนำมาใช้ในการจัดการเรียนการสอนสำหรับโรงเรียนที่เปิดสอนหลักสูตร English Program (EP) และหลักสูตร Mini-English Program (MEP) โดยในหลักสูตรดังกล่าว ครูทั้งชาวไทยและชาวต่างชาติมีหน้าที่สอนรายวิชาเนื้อหาเป็นภาษาอังกฤษ งานวิจัยนี้เป็นงานวิจัยแบบผสมผสานเชิงอธิบายเป็นลำดับ มีวัตถุประสงค์เพื่อสำรวจความท้าทายในการสอนของครูโรงเรียนมัธยมชาวไทยในการสอนรายวิชาเนื้อหาในหลักสูตร EP และ MEP และการรับรู้ของครูที่มีต่อการสนับสนุนการสอนซึ่งเป็นการพัฒนาวิชาชีพอย่างต่อเนื่องของครู

ผู้เข้าร่วมการศึกษาคั้งนี้ได้แก่ครูระดับมัธยมศึกษาจำนวน 138 คนจากหลักสูตร EP และ MEP โดยได้รับการคัดเลือกด้วยการสุ่มกลุ่มตัวอย่างแบบชั้นภูมิจากโรงเรียน 13 แห่งในจังหวัดสมุทรปราการ ประเทศไทย ครูทั้งหมดเป็นชาวไทยที่ใช้ภาษาไทยเป็นภาษาแม่และเข้าร่วมในการศึกษาคั้งนี้ด้วยความสมัครใจ ครูที่เป็นกลุ่มตัวอย่างทั้งหมดได้ตอบแบบสอบถาม และครูจำนวน 11 คน ได้รับการสัมภาษณ์แบบกึ่งโครงสร้าง ทั้งนี้ข้อมูลเชิงปริมาณจากแบบสอบถามจะได้รับการวิเคราะห์โดยใช้โปรแกรม SPSS และข้อมูลเชิงคุณภาพจากการสัมภาษณ์จะได้รับการวิเคราะห์ด้วยวิธีการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่าครูส่วนใหญ่ประสบปัญหาในการใช้ภาษาอังกฤษในการสอนรายวิชาเนื้อหาและสื่อสารกับนักเรียนและครูต่างชาติในหลักสูตร โดยครูส่วนใหญ่ร่วมสอนกับครูชาวต่างชาติในห้องเรียน EP และ MEP และครูจำเป็นต้องใช้ภาษาอังกฤษเป็นส่วนใหญ่ ผลการวิจัยยังชี้ให้เห็นว่าครูไม่มั่นใจในการใช้ภาษาอังกฤษในการสอน ดังนั้นจึงมีความต้องการรับการฝึกอบรมเพิ่มเติมเพื่อให้เป็นครูผู้สอนในหลักสูตร EP และ MEP ที่มีประสิทธิภาพ ครูหลายท่านได้เข้าร่วมกิจกรรมการพัฒนาวิชาชีพอย่างต่อเนื่องในรูปแบบต่างๆ แต่ดูเหมือนว่าบางกิจกรรมไม่ตรงตามความต้องการและความคาดหวังที่แท้จริงของครู อีกทั้งครูยังมีตารางสอนแน่น เหตุผลเหล่านี้ทำให้ครูไม่สามารถเข้าร่วมกิจกรรมการพัฒนาวิชาชีพอย่างต่อเนื่องที่โรงเรียนจัดขึ้นได้ อย่างไรก็ตาม เป็นที่น่าสนใจที่พบว่าครูบางคนได้พัฒนาทักษะภาษาอังกฤษและเทคนิคการสอนสำหรับชั้นเรียนหลักสูตร EP และ MEP โดยใช้กลยุทธ์ที่ตนเองพัฒนาขึ้นเองเพื่อรับมือกับการสอน

การศึกษานี้ชี้ให้เห็นว่าผู้กำหนดนโยบายและผู้บริหารโรงเรียนควรคำนึงถึงความท้าทายในการสอนของครูในบริบทการสอนในหลักสูตร EP และ MEP เพื่อให้โรงเรียนสามารถช่วยบรรเทาความท้าทายในการสอนของครูซึ่งใช้ภาษาไทยเป็นภาษาแม่ ซึ่งจะส่งผลให้ครูสามารถเติบโตในวิชาชีพได้ อีกทั้งควรพิจารณาด้วยว่ากิจกรรมส่งเสริมการพัฒนาวิชาชีพอย่างต่อเนื่องที่จัดให้กับครูตรงกับความต้องการและความคาดหวังที่แท้จริงของครูหรือไม่



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Student	Miss Lattiya Parmwong
Student ID.	60616003
Degree	Master of Arts
Program	Applied Linguistics (English for Professional Purposes)
Year	2021
Thesis Advisor	Dr. Pramarn Subphadoongchone

ABSTRACT

The Content and Language Integrated Learning (CLIL) approach is an educational approach where English is usually used as a medium of instruction. In Thailand, CLIL has been adopted by schools offering the English Program (EP) and the Mini-English Program (MEP). In these programs, both Thai and foreign teachers are responsible for teaching content subjects in English. This mixed-methods sequential explanatory study aimed at investigating Thai secondary school teachers' challenges in teaching content subjects in the EP/MEP and their perceptions towards teaching support as their continuing professional development (CPD).

The participants of this study were 138 secondary school teachers from the EP/MEP, who were selected via stratified random sampling method from 13 schools in Samut Prakan province, Thailand. All of the participants were native speakers of Thai, and they took part in this study on a voluntary basis. They were asked to complete the questionnaire, and 11 of them were invited for a semi-structured interview. The quantitative data from the questionnaires were analyzed by using the SPSS program, and the qualitative data from the interviews were analyzed by using content analysis.

The findings of this study have revealed that most teachers encountered challenges in using English in teaching content subjects and communicating with students and foreign teachers in their program. Most teachers co-taught with foreign teachers in the EP/MEP classes, and they were required to use English most of the time. They expressed that they were unconfident to use English in their teaching and thus needed further training as effective EP/MEP teachers. Many teachers reported that they attended different CPD activities, yet it seemed that some activities did not meet their actual needs and expectations. Moreover, the teachers reported having a tight teaching schedule. These

were attributed to their subsequent non-participation in CPD activities held by their schools. It is however intriguing to find that some teachers reported having improved their English skills and teaching techniques for the EP/MEP classes by employing their own self-developed strategies in order to cope with the teaching demands.

This study suggests that in order for schools to help EP/MEP teachers, who are native speakers of Thai, to mitigate their teaching challenges and to grow professionally, school policy makers and administrators should take into consideration the teachers' teaching challenges in context. They should also reconsider whether the available CPD activities meet the actual needs and expectations of the teachers.



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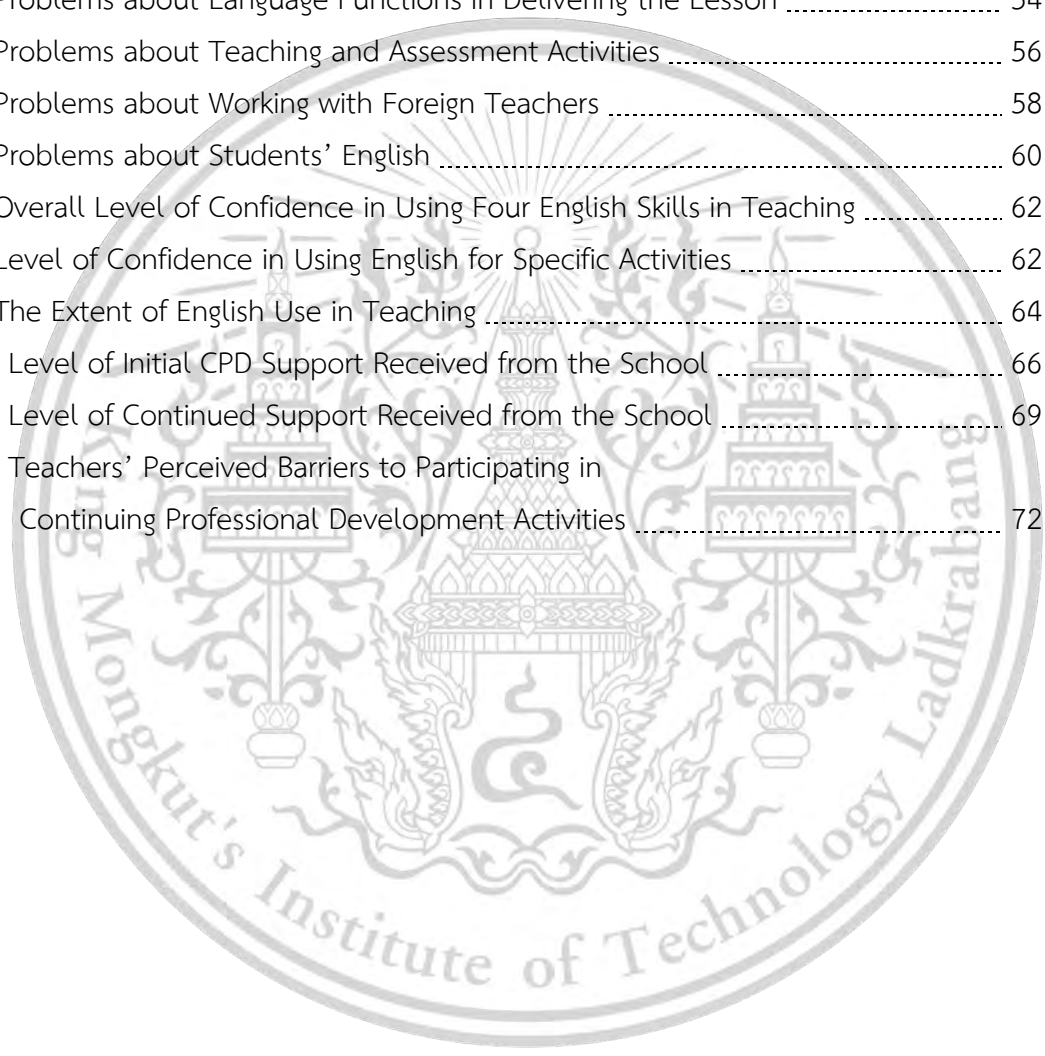
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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The Content and Language Integrated Learning (CLIL) approach is an educational approach in which an additional language is used as a medium of teaching both content and language. According to Coyle, Hood, and Marsh (2010), CLIL is defined as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.” (p.1). Since English is often used in CLIL implementation, Dalton-Puffer (2011) notes that CLIL is sometimes referred to as Content-and-English Integrated Learning (CEIL). It is regarded as an effective teaching approach in the context where students do not use English as their first language. Dalton - Puffer and Smit (2007) advocate that CLIL provides students with opportunities to be exposed to English, particularly in the English as a Foreign Language (EFL) context. It is important to note that CLIL has been widely adopted by various educational establishments and countries, including Thailand (Prasongporn, 2009).

The CLIL approach is generally implemented to develop students’ content and language competence. Many scholars have advocated that CLIL offers many pedagogical benefits, and using CLIL is advantageous to both students and teachers. According to Ito (2018), CLIL can help enhance students’ content knowledge as well as their English abilities. Pengnate (2013) claims that apart from content knowledge and language abilities, CLIL can also take part in helping students to improve their cognitive thinking and cultural awareness. Dale and Tanner (2012) mention that when employing CLIL in teaching, the teachers can be exposed to new teaching methods and ideas, which will be useful for their teaching profession and thus help initiate their professional development. In addition, CLIL provides opportunities for the content and language teachers to work collaboratively in planning and delivering their teaching. Another advantage of CLIL implementation is that the teachers may be able to practice and then improve their second or foreign language competence when they use it as a medium of instruction (Dalton-Puffer, Nikula, & Smit, 2010).

In Thailand, the implementation of CLIL was launched as a teaching project by the Ministry of Education and the British Council in 2006. This project was operated with schools that offered the English program and the Mini-English program. These two

programs use English as a medium of instruction in some subjects where other subjects are still taught in Thai (Prasongporn, 2009). They can be operated in different educational levels. At the secondary level in particular, all subjects, except Thai and Social Sciences, can be taught in English. According to the Ministry of Education (2006), the English program (EP) and the Mini-English program (MEP) are optional education programs aimed at helping develop students' English proficiency in schools where Thai is predominantly used as a means of instruction and everyday communication. Schools can opt for the English program and/or the Mini-English programs, depending on the readiness of individual schools with particular reference to staff qualifications and capabilities, management and administration, budget, and policy

Many Thai schools with EP and MEP hire the foreign teachers to teach their students in English in different content subjects, hoping that their students will be more exposed to English and thus improve their English abilities. These teachers may be native speakers of English or those who are non-native speakers of English with a high English proficiency. Unfortunately, some schools have encountered certain problems caused by the foreign teachers. According to Kewara (2016) and Punthumasen (2007), many foreign teachers do not graduate from the field of education and lack basic understanding of the Thai curricular, which is based on the Basic Education Core Curriculum. Many of them are tourists who live in Thailand for a short period of time and are not academically qualified. Some of them may often move from one school to another because of a higher salary offered, without being aware of possible adverse effects on the former school that they may have caused. It can be said that a shortage of qualified foreign teachers is one of the most serious problems encountered by Thai schools offering the EP and/or MEP.

Due to the shortage of qualified foreign teachers, several Thai schools that offer the EP and MEP resort to hiring Thai teachers to teach content subjects in English. However, it is not easy for the schools to recruit Thai teachers, who use English as a Foreign Language (EFL), with a high English language proficiency and confidence in teaching content subjects in English. To deal with this critical issue, many schools are likely to assign available Thai teachers who have taught other subjects in the Thai program to teach certain content subjects in English. These Thai teachers hold qualifications required by the Ministry of Education and have a better understanding of the Basic Education Core Curriculum, compared to their foreign counterparts. Nevertheless, studies by Kewara (2016), and Tachaiyaphum and Sukying (2017) unfold that the Thai teachers teaching content subjects in EP and MEP have a high level of knowledge in their content subjects,

but they seem to have a low level of English proficiency which may be inadequate for them to deliver their class in an effective fashion.

Over the past two decades, there has been an increase in the number of Thai teachers who are responsible for teaching content subjects in EP and MEP. Despite several studies conducted to investigate teaching challenges that the teachers have when teaching content subjects through CLIL, it seems that most of them explored such challenges faced by the teachers working in European and South American countries (e.g., Banegas, 2016; Halbach, 2010; Pérez Cañado, 2014; Vilkanciene & Rozgiene, 2019). In the Thai context, there are only a few studies exploring the implementation of CLIL by the Thai teachers. For example, Kewara and Prabjandee (2018) investigated the effectiveness of a CLIL training program on a group of four teachers, while studies by Tachaiyaphum and Sukying (2017) and Kwangsawad (2018) investigated teaching challenges encountered by pre-service teachers after they had received training in CLIL. It is important to note that in these studies, the teaching contexts and the teachers' training backgrounds may, to a certain extent, affect the challenges that were reported by the teachers. In other words, the results of these studies cannot be generalized to all teaching contexts.

Samut Prakan province is one of the provinces with an increase in the number of schools offering the EP and MEP. The current researcher conducted a preliminary study (Parmwong & Subphadoongchone, 2019) to explore the teaching experiences of six teachers teaching content subjects at the secondary level in three schools in Samut Prakan province. The results from this small-scale qualitative study revealed that most of the teachers had a low level of confidence in teaching content subjects in English due to their low English language proficiency. Most of them also reported that they had not received training on how to teach content subjects in English. The findings of the preliminary study have thus motivated the current researcher to further conduct a larger research project to investigate challenges encountered by the secondary school teachers who teach content subjects in English in schools in Samut Prakan province. As the preliminary study was based upon only qualitative data obtained from a small number of teachers, the current study will adopt a mixed-methods research design in collecting both quantitative and qualitative data from a larger pool of teachers in order to gain in-depth data.

1.2 Purposes of the Study

This study aimed to investigate teaching challenges as perceived by the secondary school teachers when they taught content subjects in the English program and the Mini-English program at the secondary level. The study also delved into the teachers' needs for support as part of their continuing professional development. The study was conducted in both public and private schools in Samut Prakan province, Thailand. The teachers who served as research participants were native speakers of Thai and taught content subjects. This study therefore has the following objectives and research questions.

1.2.1 Objectives of the Study

The objectives of this study are as follows:

1. To investigate the secondary school teachers' challenges in teaching content subjects in the English and the Mini-English programs
2. To investigate the secondary school teachers' perceptions towards teaching support as their continuing professional development

1.2.2 Research Questions

Based on the above research objectives, the research questions of this study are as follows:

1. What challenges do the secondary school teachers encounter when they teach content subjects in the English and the Mini-English programs?
2. What are the secondary school teachers' perceptions towards teaching support as their continuing professional development?

1.3 Scope of the Study

This study took place in schools offering the EP and MEP to secondary school students in Samut Prakan province. The participants of the study were sampled secondary school teachers who taught non-language subjects (e.g., Mathematics, Sciences, Computer, and Physical Education) in EP and/or MEP. It is important to note that only the teachers who were native speakers of Thai were selected as research participants. In addition, the challenges to be investigated in this study were limited to pedagogical activities and related issues associated with the use of English by the teachers: language related issues, methodology aspects, and material and resources (Pérez Cañado, 2014).

1.4 Significance of the Study

This study will offer pedagogical, theoretical, and methodological implications for teachers, administrators, researchers, and those interested in teacher education and research. In terms of pedagogical implications, this study will shed light on the teaching challenges encountered by the Thai teachers who teach content subjects in the EP and MEP at the secondary level. Findings of this study will provide insightful information about the teachers' teaching challenges and needs for professional development pertaining to their professional context. To elaborate, this study will offer the teachers with an opportunity to reflect on their own teaching experiences and express their voices regarding teaching challenges in their particular school situations. The findings will be also beneficial to school administrators and Samut Prakan Educational Service Area Office, in particular, in using them as a guideline in designing, developing, implementing, and evaluating a professional development program to meet the teachers' actual needs for their professional growth.

In terms of theoretical implications, the findings of this situated study will enrich education researchers' understanding of the implementation of CLIL in the secondary school context in Thailand. In other words, the findings can serve as a springboard for theoretical discussions among the teachers and researchers who look for an appropriate framework for further investigating the less-explored issues surrounding the implementation of CLIL in the Thai educational context. These issues may include teachers' self-efficacy in teaching in the EP/MEP, teachers' use of strategies in dealing with language-related problems in teaching in the EP/MEP, teachers' and school administrators' voices regarding readiness and CLIL implementation in their schools, and teachers' school administrators' perceptions towards the EP/MEP policy.

This study will also provide methodological implications for those aiming to study teaching challenges, teacher professional development, and related issues. Adopting a mixed-methods sequential explanatory design, this study has shown how this research design was developed and then implemented, resulting in the current researcher receiving insightful data for the study. Other researchers interested in adopting this kind of research design can use the research methodology of this study as a model and starting point in guiding the planning of their research project. In addition, the research instruments of this study, which were rigorously validated by a panel of experts, can be adopted or adapted

by prospective researchers who aim to conduct research on teachers' challenges and professional development.

1.5 Definition of Terms

1. **Content and Language Integrated Learning (CLIL)** refers to an educational approach which “an additional language” is used as a medium of instruction for content and language learning and teaching (Coyle, Hood, & Marsh, 2010). In this study, “an additional language” refers to English, which is used as a medium of instruction in the EP/MEP in secondary schools.
2. **Content teachers** refer to the secondary school teachers who are native speakers of Thai and teach content subjects, such as Science, Mathematics, and Physical Education in the EP/MEP schools. In this study, the content subjects do not include language-related subjects, such as English, French, and Chinese.
3. **CLIL teachers** refer to the content teachers who are working in the EP/MEP schools in Samut Prakan province.
4. **Challenges** refer to pedagogical activities and situations that teachers perceived as difficult in their teaching context, and that the teachers have to use a lot of skill, effort, and determination in handling them. The challenges will be considered in relation to the use of English by the teachers under investigation.
5. **Students** refer to EFL secondary students who study in the EP/MEP in public or private secondary schools located in Samut Prakan province.
6. **English Program (EP)** refers to an educational approach in which English is used a medium of instruction in schools in Thailand, where at least four content subjects (excluding Thai and Social Science subjects) are taught in English.
7. **Mini-English Program (MEP)** refers to an educational approach in which English is used as a medium of instruction in schools in Thailand, where content subjects are taught in English for 8 - 14 periods (each with 50 minutes) per week.
8. **Professional development (PD)** refers to activities which help enhance teachers' individual skills, knowledge, expertise, and other teacher characteristics (OECD, 2009) so that they can work effectively as teachers in their teaching context. It is an umbrella term to cover professional development activities for both pre-service and in-service teachers.

9. **Continuing professional development (CPD)** refers to activities which aim to improve teachers' professional development beyond their initial training. In this study, it is particularly used to refer to life-long learning activities which help in-service teachers to maintain and also advance the knowledge and skills involved in their teaching profession (Collin, Van der Heijden, & Lewis, 2012).

1.6 Chapter Summary

This chapter has provided an overview of the study, starting with rationalizing the research context and urgent needs for understanding EP and MEP teachers' teaching challenges and professional development. In particular, it discusses the shortage of foreign teachers in teaching the EP and MEP, and the challenges Thai teachers, who are non-native speakers of English, confront in teaching in the EP and MEP. The chapter also discusses the purpose of the study, the scope of the study, and the potential contributions of the study. To help prospective readers better understand this study, this chapter also provides operational definitions of terms used throughout the study. In the following chapter, a review of related literature delving into both theoretical perspectives and empirical studies will be provided.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the theory of Content and Language Integrated Learning (CLIL), the 4Cs framework, the differences between CLIL and the Content-Based Language Teaching (CBLT), and professional development. This chapter also discusses the implementation of CLIL, and the English program (EP) and Mini-English program (MEP).

2.1 Content and Language Integrated Learning (CLIL)

2.1.1 The Definition of CLIL

The Content and Language Integrated Learning (CLIL) is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both the content and language” (Coyle et al., 2010, p. 1). This corresponds with the definition by Dalton-Puffer (2011) that CLIL is an educational approach where an additional language is used as a medium of instruction of the curricular content subjects, and can be implemented to the teaching of students in various levels: primary, secondary and tertiary. The English language is often used in the implementation of CLIL, so CLIL can also be referred to as the Content and English Integrated Learning (CEIL).

According to Nikula et al. (2013), CLIL is defined as an educational approach which an additional language is used as a language of instruction to teach the subject areas for increasing the students' ability. For Dale and Tanner (2012), in CLIL classes, the content subjects; for example, science, mathematics, and physical education, are taught through an additional language. In addition, CLIL provides the students with the opportunity to be exposed to English, particularly in the EFL context (Dalton-Puffer & Smit, 2007). In other words, CLIL is an educational approach that an additional language, especially English, is used as a medium of instruction in the content subjects. CLIL enhances the students' competency in terms of the content and language at the same time. Therefore, it appears that CLIL is an appropriate language educational approach in a non-native educational environment.

The first CLIL term is adopted in the European context where it is used to explore how to enhance language education. As such, CLIL provides ways to turn a language problem into language potential (Marsh et al., 2001). According to Coyle et al. (2010), CLIL can provide a proper approach and a good practice method (design) for various schools

where an additional language is used in the educational process. Moreover, CLIL has been reported as a well-accepted language learning approach to improve the learner's second or foreign language competencies (Cenoz et al., 2013). With this regard, CLIL has expanded to Asia, such as Japan (Clark, 2013) and Thailand (Prasongporn, 2009).

The two key components of CLIL are the content and additional language. Hence, CLIL is based on the assumption that an additional language could be learned effectively when the content subjects would be transferred through an additional language (Wolff, 2010). Furthermore, the contents of a CLIL classroom should be content subjects or academic and scientific disciplines, as these would be more appropriate than daily and general contents. As a consequence, CLIL lessons are usually delivered through a content-driven approach, while the additional language subject is also provided as a subject in the curriculum and taught by the language teachers (Dalton-Puffer et al., 2010).

Simply put, the language learning would be effective when the contents are taught through the additional language, which would be used as a tool to access the knowledge in the CLIL classes. Consequently, CLIL would help to promote the learner's knowledge of the content and language ability simultaneously. The content knowledge should be taught through the additional language by the content teachers, whereas the additional language lesson should be offered separately by the language teachers.

2.1.2 The 4Cs Conceptual Framework

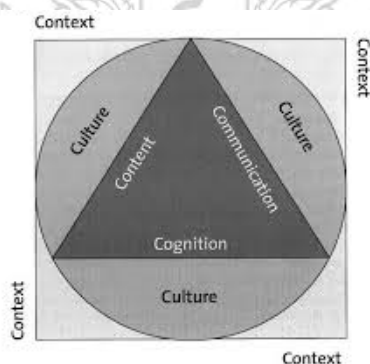


Figure 1 The 4Cs Framework (Coyle et al., 2010, p.41)

The 4Cs conceptual framework developed by Coyle et al. (2010) has four key factors: content, cognition, communication, and culture. These can be described as follows:

1. Content refers to the content subjects in the curriculum, which are taught through the additional language; for example, science, history and geography.

2. Cognition refers to the learning and thinking process. The teachers would need to develop the students' skills, including reasoning, creative thinking, and evaluation skills (Bentley, 2010).

3. Communication refers to the language used in the classes in terms of the oral and written forms. The teachers would need to support the students to interact with other students and the teachers in the classes. Thus, CLIL would need to increase the student talking time (STT) more than the teacher talking time (TTT). The CLIL teachers would also enhance their students with self-evaluation and peer and group feedback (ibid).

4. Culture refers to the intercultural understanding on both the learners' culture and others' culture. Sometimes, the students would need to communicate with others who have a different language and cultural background. As such, they would need to prepare themselves as a global citizen.

In the CLIL concept, the teachers are the facilitators who assist their students with the opportunities to learn the content and be exposed to the language. Cognition and culture would also be provided in the classes.

2.1.3 Content and Language Integrated Learning (CLIL) and Content-Based Language Teaching (CBLT)

CLIL differs from CBLT. CLIL deals with the content and language teaching simultaneously, where the content subjects are conveyed through the additional language. Therefore, CLIL teachers are crucial in conducting effective CLIL lessons (Kwangswad, 2018). In other words, the content subjects are taught by the content teachers, whereas the language subjects are provided by the language teachers separately. These teachers would need to coordinate together in order to improve the learners' content and language competencies. The CLIL students would learn one or more content subjects through the additional language each week. Other subjects of the curriculum would be taught in their first language. In the language lesson, the CLIL students would learn about the language, which would support and be related to the subject content topics (Dale & Tanner, 2012).

As for CBLT, it is an educational approach where an additional language is taught through the contents. The content knowledge is taught in the language lessons. The language teachers would be responsible for content teaching through the additional

language in CBLT. Consequently, the CBLT teachers and their language department colleagues would work in tandem for preparing their teaching plans. To put it another way, the key aspect of CBLT is to enhance the students' language proficiency by using the content as the input in the language classes (Hirvela, 2011). Hence, the language teachers would be a key factor to create a conducive environment for the CBLT classes.

The 4Cs framework of CLIL indicates the differences between CLIL and CBLT. According to Coyle et al. (2010), the integration of the content, cognition, communication, and culture would demonstrate the differences between CLIL and other educational practices, such as Content-Based Language Teaching (CBLT) or bilingual education. It is important to note that CBLT focuses only on the content and language. It does not focus on other elements as CLIL does; namely, cognitive and culture (Chansri & Wasanasomsithi, 2016; Hirvela, 2011). Thus, CLIL provides the students with more opportunities of interaction with other students and teachers in their classes (Suwannoppharat & Chinokul, 2015).

To sum up, it appears that some characteristics of CLIL are analogous with CBLT, but their purposes are different from each other. The goals of CBLT are content and language knowledge, whereas CLIL provides not only content and language, but also cognitive thinking and culture awareness. In addition, the focus of CLIL is the English-medium instruction of the content subjects rather than the language subject (Keyuravong, 2010). Therefore, these options indicate that CLIL differs from CBLT.

2.1.4 Benefits and Challenges of the CLIL Approach

The benefits of CLIL are identified in terms of content knowledge, language proficiency, cognitive thinking, and cultural awareness. The advantages of CLIL are fostering students to learn the content subject through the language, preparing the students for their higher education and/or profession, cognitive development, and the ability of thinking in different languages. Moreover, CLIL can help the students in terms of motivation, creativity, teamwork, communication skills, knowledge of the subjects and vocabulary, as well as the 4Cs and critical thinking skills (Yavuz et al., 2020). Hence, this would provide the students to approach the subject matter with language terminologies, bilingualism, and intercultural understanding (Coyle et al., 2010; Dalton-Puffer, 2008; Eurydice, 2006).

In Thailand, CLIL has been adopted as an effective language educational approach where the teachers are the facilitators. The teachers have to assist the students to learn the content subject and also engage in the activities in order to receive the 4Cs as the outcome (Suwannoppharat & Chinokul, 2015).

The CLIL approach also provides advantages for the teachers and schools. The teachers can improve their language skills like their students when they use the language as a medium of instruction (Dalton-Puffer et al., 2010). Moreover, CLIL can be used to encourage the school management team to critically consider the language policy. Moreover, a greater collaboration between the content and language teachers would be encouraged through CLIL (Dale & Tanner, 2012).

Apart from the benefits of CLIL, it has certain challenges. According to Dalton-Puffer et al. (2010), the language in the CLIL classes is an additional or foreign language, which is not widely used in a particular context. This implies that the students and the teachers do not normally use the language outside the classes and in their daily lives. In addition, they are non-native speakers of the additional language; consequently, it could be difficult for the content teachers to teach the content subjects through an additional language. The students would also be unable learn the content subject effectively. In other words, the language teachers would also experience problems with the content knowledge because they would be required to teach the related language, which would support the content subjects (Dale & Tanner, 2012).

According to Bentley (2010), the language teachers would have to learn more about the content knowledge, whereas the content teachers would have to learn more about the additional language for teaching in their classes. Hence, the language teachers would be required to assist the content teachers in correcting the worksheets and the tests with regard to the language issues. Sometimes, the language teachers would also need to observe the teaching of the content teachers and provide them with feedback. In contrast, the content teacher would help the language teacher with the content issues (Dale & Tanner, 2012). As such, the content and language teachers would need to work in close collaboration to integrate the content and language knowledge for teaching their students.

According to Kewara (2016), the difficulties of the implementation of CLIL can be divided into two aspects: the students and the teachers. The students would learn in the active learning environment, which they would need to interact with their friends and teachers, as well as express their opinions and ideas. Moreover, the language would be difficult for the students as well and could negatively affect their language competence (Griva et al., 2014). Simultaneously, it would be difficult for the content teachers to teach the content subjects through the language. As a consequence, it would be more advantageous to offer English language teaching and learning training to the content teachers (Kewara, 2016; Kwangsawad, 2018). According to Marsh et al. (2010), the CLIL

teachers would need to develop multitypes of expertise, such as the content subject, language, teaching practice, and the way to integrate the content and the language. Thus, it goes without a shadow of a doubt that the implementation of CLIL would require a lot of time for the teachers to prepare the content knowledge and develop the learning materials (Mourssi & Al Kharosi, 2014; Yavuz et al., 2020).

According to Villabona and Cenoz (2021), the CLIL teachers in Spain experienced the obstacle to balance the content and language in their subject simultaneously because some classes were content-oriented without enough attention being given to the language and vice versa. The teachers seemed to lack the professional background in language teaching, and they would pay attention only to the content.

In addition, the implementation of CLIL in Thailand is difficult for the content and language teachers to integrate the language and content into their own subjects. For Thai students, it is not easy for them, as they are native speakers of Thai and do not use English, which is an additional language, in their daily communication (Suwannoppharat & Chinokul, 2015; Tachaiyaphum & Sukying, 2017). The teachers' belief of CLIL also affects the implementation of CLIL (Kewara & Prabjandee, 2018).

To conclude, CLIL could be used to enhance various aspects of the students and the teachers. On the other hand, CLIL is also difficult for both of them. As such, the teachers should prepare themselves to conduct the CLIL classes in an effective fashion. The teachers should also be trained as qualified CLIL teachers. Moreover, they should be able to overcome teaching challenges by seeking help from their schools and colleagues.

2.2 The Implementention of CLIL in Thailand

As mentioned previously, CLIL has expanded to different countries, including Thailand. According to Prasongporn (2009), the first CLIL project in Thailand was administered by the Ministry of Education and British Council in September 2006. CLIL was served as effective language learning in the Thai context. The participants of this project were the teachers from the schools that operated both the EP and the MEP, but most of them did not directly work in the EP/MEP. From the result of this project, the students had a positive attitude toward CLIL, which led to the improved effectiveness of learning. The students enjoyed learning through CLIL and found that they had the confidence to share their content and language knowledge with others in the active classes. Teachers also expressed their satisfaction in the CLIL approach. The content teachers needed to

enhance their English, whereas the English teachers needed to learn more about the related content. In addition, the in-service training development of the English language proficiency and CLIL methodologies were required for further CLIL projects.

2.3 The English Program and the Mini-English Program in Thailand

This section discusses the development of the English program and the mini-English program in Thailand. The programs' criteria and challenges are discussed.

2.3.1 The Development of English Language Education in Thailand

English is considered as a foreign language in Thailand, and it has played an important role in Thai education for a long time (Darasawang, 2007). The Basic Education Core Curriculum B.E. 2551 (2008) reveals that the English language is taught as a foreign language subject, which is a requirement for all Thai students (Ministry of Education, 2008). English language education in Thailand uses the traditional approach: talk-and-chalk approach, which is teacher-centered and usually only deals with English grammar. This approach is still commonly used (Watson Todd, 2005, as cited in Darasawang et al., 2015, p. 3). According to Darasawang (2007) and Darasawang, and Watson Todd (2012), the National Education Act B.E. 2542 (1999) introduces foreign language teaching in areas of learner-centeredness, communicative language teaching, project-based learning, and a use of English as a medium of instruction in the content subjects. These are the innovations of English teaching in Thailand based on an educational progressivism approach (Darasawang et al., 2015).

According to Keyuravong (2010), there are many English Bilingual Education (EBE) programs in Thailand in order to help encourage the students to use English to meet the needs of internationalization. Many EBE programs have various names and different levels of English use in the classes. Such names comprise International Program, Bilingual Program, English Program (EP), Mini-English Program (MEP), and English Integrated Studies (EIS). In addition, some schools that are not ready to launch the EP/MEP can initiate an 'Intensive English Program' (IEP) or 'English Intensive Program' (EIP) instead. The EBE program can also be operated at all education levels.

In sum, Thai students are required to learn English as a compulsory subject. In order to develop students' English language competencies, Thai education should consider offering more EBE.

2.3.2 The Implementation of the English Program and the Mini-English Program

The Thai Ministry of Education (2003) divides the English programs into two types: English Program (EP) and Mini-English Program (MEP).

The EP is as a new option for English language education in Thailand (Darasawang, 2007). This is a result of the new National Education Act, which is a collaboration between the community and stakeholders to provide education for the students. Moreover, the Ministry of Education (2006) states that the ways of language education are to enhance the communication and language skills for social and business purposes. The student-centered learning approach is also emphasized in language teaching.

The Office of the Basic Education Commission launched the English program in 1995 with schools that were ready to offer this kind of program. These schools are called “EP schools” or “bilingual schools”. The programs use English as the medium of instruction, and there are typically four subjects; for example, science, mathematics, English, and physical health education where English is used as the classroom language. The rest of the subjects are taught in Thai (Punthumasen, 2007). The English program was initially piloted in three private schools in Thailand: Sarasas Ektra School, Bangkok Christian College, and Udomsuksa School. As the parents were satisfied with the program, it became popular (Wiengnil, 2010). In 1998, Yothinburana School was chosen to pilot the English program and became the model for other public schools. The bilingual school aims to enhance the Thai students’ English proficiency (Ministry of Education, 2006). In 2004, the Mini-English program was canceled, but the schools with the existing MEP were able to continue operating it (Wiengnil, 2010).

According to the Office of the Basic Education Commission (2005) and the Ministry of Education (2006), the EP/MEP have slight differences. These programs follow the Basic Education Core Curriculum. They can be offered for pre-primary to secondary levels with different criteria.

The EP can be utilized in courses in English in various levels as follows:

1. At the pre-primary level, there is a maximum of 50%/week of the use of English in the learning periods.
2. At the primary level, English is used in the subjects of mathematics, science, physical education, and English.
3. At the secondary level, English can be used in all subjects (at least four core subjects) except the Thai language and social science/law subjects.

For the MEP, the English medium of instruction can be provided to all subjects for 8-14 periods per week. This depends on the readiness of the schools, but the Thai language and social studies subjects are taught in Thai.

According to Prasongporn (2009), students who graduated from the EP obtained a good academic standard and content knowledge. Moreover, the EP helped students to express their opinions/ideas in English and also promoted the interaction between the students and the teachers.

The pedagogical practice of English programs is an educational approach which provides the students with more opportunities to be exposed to English with several learning activities. This can be provided at various levels: pre-primary to secondary. Each level has slight differences, which depend on the differences of the students. The English language takes the role as a bridge to connect the language and the content together in these programs. Thus, this would benefit the students who study in these programs, as they would attain both the language and content knowledge.

2.3.3 The Challenges of the English Program and the Mini-English Program

According to the Office of the Basic Education Commission (2005), the English program school can hire foreign teachers for teaching the students. This results in the tuition of the English program being higher than a regular program (Thai program). Although the students can study and practice English with the foreign teachers, there are some drawbacks as noted by Punthumasen (2007).

1. Out-of field teachers: Most of the foreign teachers did not graduate with a degree in the field of teaching. Some teachers reported that they did not know the content subjects and teaching approach in the Thai context.

2. Teacher shortage: Many foreign teachers were short-term travelers. This meant that they would teach at the school for a short period, and the schools would have to continually replace the teachers.

3. Teacher behavior: Some foreign teachers moved from one school to another without informing the school principal in advance. This was because other schools offered a high-paying salary. As such, they were not aware of the responsibility or feedback.

As a consequence, the English program schools had to find solutions to retain the appropriate teachers and maintain the effectiveness of the programs. As such, they had to hire the teachers who knew both the content knowledge and methodology of teaching.

According to Kewara (2016), the problems of foreign teachers who taught in the English program was that they did not understand the curricula content of the Basic

Education Core Curriculum B.E. 2551 (2008), and they were also not aware enough about the content knowledge. The foreign teachers often focused on English vocabulary teaching in the lessons, and the students could not use the knowledge from the foreign teachers to apply in their daily lives. Hence, the teaching approach of the foreign teachers could not help the students to learn effectively. Moreover, the collaboration between the foreign and Thai teachers was not taken into consideration. Kewara also highlighted that the Thai content teachers were proficient in the content knowledge but inadequate in teaching the content subject through English.

In conclusion, the EP/MEP are optional language education in the Thai context, which potentially helps the students to improve their English proficiency. Nevertheless, there are some problems about foreign teachers in these programs. As mentioned above, foreign teachers may not be qualified, and they may lack the understanding of the content knowledge and the curriculum. There is also a shortage of foreign teachers. With this regard, it is important that Thai teachers who are assigned to teach in the EP/MEP should be trained to become qualified teachers for the programs.

2.4 The Professional Development of Teachers

This part reviews the definitions of professional development, differences between teacher training and teacher development, and teacher professional development activities.

2.4.1 The Definition of Professional Development

Professional development has been defined differently by various scholars. Professional development is an ambiguous term of education, which is an on-going learning process where teachers learn how to adjust their teaching to enhance the students' learning needs (Diaz-Maggioli, 2003). Professional development comprises activities for developing the teachers' individual skills, knowledge, expertise, and other teacher characteristics (OECD, 2009). Avalos (2011) also defines this educational term as follows:

“professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions

and beliefs and the perusal and enactment of appropriate alternatives for improvement or change.” (p.10).

According to Wichadee (2011), professional development is the way to maintain and enrich the teachers’ qualities. The acquired knowledge from professional development is not only beneficial to improve the teaching practice, but also promote teachers’ career growth.

To sum up, providing professional learning for teachers is a crucial stage for the teachers, the school’s transformation, and academic achievement (Alfaki, 2014; Hirsh, 2009). Teachers should be provided with professional development for improving their teaching skills as well as fulfilling their gaps. The outcome would have a positive effect on the students and their schools.

2.4.2 The Differences between Teacher Training and Teacher Development

Teacher training differs from teacher development. According to Richards and Farrell (2005), teacher training offers learning activities that are related to the teacher’s current responsibilities and also serves as short-term and immediate goals. It is a preparation for induction into a first teaching position or taking a new teaching assignment. Training deals with the basic concepts and principles for applying into the teaching. On the other hand, teacher development carries on the teacher’s understanding of teaching and serves as a long-term goal.

In addition, teacher training carries on the basic teaching skills; for example, lesson planning, classroom management, the teaching of the four English skills, presentation techniques, and new teaching items for teachers in pre-service education programs (Richards & Schmidt, 2010). However, teacher development is a step beyond the initial training. It offers the on- going professional development for teachers in in-service education programs. Teacher self-evaluation, the different dimensions of teaching, and the teacher’s teaching approach examination are provided in teacher development. Moreover, Richards and Schmidt also suggest the stages of teacher development as follows:

1. Survival skills.
2. The basic skills of teaching competency.
3. Abilities in expanding one’s instructional flexibility.
4. Instructional expertise.
5. The professional growth of colleagues.
6. Leadership skills and decision-making skills development.

Teacher professional development provides the outcomes beyond the initial training, and it can serve many different objectives (OECD, 1998) as follows:

1. Updating the teachers' skills, attitudes, and approaches
2. Updating the teachers' new teaching approaches and objectives, new circumstances, and new educational research
3. Enabling the teachers to apply the centrally-led changes in the teaching practice
4. Enabling the schools to develop and adapt the new strategies of the teaching practice
5. Exchanging knowledge and expertise among teachers
6. Helping weak teachers and enhancing their effectiveness

2.4.3 Professional Development Activities

To foster teachers with appropriate professional development and fulfill the teachers' needs, the professional development activities are described as the options to meet the different teachers' needs. These are described as follows:

1. Peer coaching

Peer coaching consists of three phases: plan, observation, and feedback. This model is known as clinical supervision (Cogan, 1973, as cited in Diaz-Maggioli, 2003, p. 1). Cogan (1973) suggests that peer coaching serves the teachers with the opportunity to visit other teachers' classes and exchange insightful information and advice on their teaching experience.

2. Study groups

According to Cramer et al. (1996), teachers can maintain and improve their own teaching and learning abilities through study groups. Moreover, the teachers review the professional literature or analyze the students' work with other teachers in the group. Most of the time, the lesson plans and students' work are used as the input of the discussion. This activity is appropriate for the teachers who need to understand the research and knowledge in their field and the ways to assess their students' work (Birchak et al., 1988, as cited in Diaz-Maggioli, 2003, p.1-2).

3. Dialogue journals

Dialogue journals are provided for teachers who cannot meet their colleagues. In order to share their expertise and reflection on their instructions, they can obtain a written conversation with their mentors or their colleagues. This is suitable for the teachers who have different levels of expertise but want to improve their abilities (Staton et al., 1998, as cited in Diaz-Maggioli, 2003, p. 2)

4. Teaching portfolios

Teaching portfolio is a way to collect documents and other items that involve the different aspects of teachers' work. It can be used to describe and assess the teaching performance, facilitate teacher professional development, as well as act as a basis for reflection and review (Richards & Farrell, 2005).

5. Mentoring

Mentoring can be provided for novice and experienced teachers in order to provide room for them to collaborate and exchange ideas and feedback on the teachers' teaching and learning (Diaz-Maggioli, 2003). The teachers can be the mentors and the mentees. Mentoring is advantageous for novice teachers who need to improve their language proficiency, cultural knowledge, and pedagogical competency.

6. Participatory practitioner research

Participatory practitioner research is also known as action research. The teachers need to scrutinize their problem situation, reflect on the results of that scrutiny, and plan and conduct the solutions to improve themselves.

7. Workshops

According to Richards and Farrell (2005), a workshop is an intensive, short-term learning activity which provides the teacher participants to practice in the specific knowledge and skills. The participants are expected to learn something new and apply to their classes. They can receive hands-on experiences from the workshops. Moreover, the workshops provide the participants to examine their beliefs and perspectives on the teaching and learning, as well as reflect their own teaching practices.

In conclusion, all the above-mentioned professional development activities are the ways to facilitate the teachers' learning to improve their various skills in terms of language proficiency, the teaching approach, and knowledge in the field with other teachers who have different expertise. In order to help teachers to grow professionally, professional development organizers should opt for different activities, which are directly relevant to the teachers' professional purposes, needs and expectations.

2.5 Related Empirical Studies

This part reviews the related-issue studies on the implementation of CLIL, English teacher training, specific subject teacher training, and CLIL teacher training in Thailand and other countries.

2.5.1 Implementation of CLIL

This part reviews previous studies which were conducted on the topic of the implementation of CLIL. These studies were conducted in other countries and Thailand.

Ito (2018) explored how elementary school students learned and thought about Japanese traditional crafts through the CLIL approach. The participants of this study were 175 elementary students from a public school in Nara, Japan. The students had to talk about the Japanese culture to foreigners in English. The understanding of the English level depended on the students' English background knowledge. The instruments of the study were a post-test and a descriptive questionnaire. The results showed that the students were able to use English during the activities. They understood well about the content and enjoyed the class. The visual aids helped the students to concentrate on the content knowledge and the language. The study suggested that the CLIL approach should be applied in various subjects, as it could improve the quality of the lessons.

Campillo et al. (2019) investigated the primary teachers' perception on the implementation of CLIL for science and social science. The participants of this study were 129 primary science and social science teachers from 114 private and state schools who were involved in bilingual programs in the Region of Murcia, Spain. The mother tongue was Spanish, but they had to use English for language instruction. They enhanced the students' communication in English. Most of them had high levels of the Common European Framework of Reference (CEFR). A semi-structured questionnaire and discussion forum were used to collect the data. The study presented that the principle of CLIL was used as guidelines and various CLIL methodologies were adopted to increase the students' achievement. The language assistants helped to increase the students' learning motivation and enhance their oral skills and intercultural understanding. This study confirmed that the teachers had positive attitudes towards the provision of teacher training. Therefore, it is important to improve the teachers to become CLIL teachers.

Torres-Rincón and Cuesta-Medina (2019) investigated the factors and conditions of the implementation of CLIL in the Colombian contexts. This study took place at five private schools from different cities in Colombia. The participants were six primary level English teachers. The data collection tools were interviews, questionnaires, and field journals. The results revealed that the teachers did not understand about the underpinning of CLIL, which promoted lifelong skills in terms of creativity, critical thinking, collaboration, and communication in the classes. Consequently, most of them did not apply CLIL to their classes. They provided the activities and practices to the students from a textbook. This study suggested that further studies should examine the implementation

of CLIL through specific assessment measures in the language classes. In order to help the teachers in the implementation of CLIL and use of strategic assessment measures, the design of materials, procedures, and plans should be considered. Moreover, the teachers should be provided with an understanding of the real purposes of CLIL.

Mariño Ávila (2014) investigated some characteristics of a content-based English class that could adopt the implementation of CLIL. The participants were 15 students in fifth grade at the Country Bilingual School (CBS) in Tunja, Colombia. The data collection tools comprised observation, journals, surveys for the participants, and interviews with the school coordinators. The results revealed that there were various positive characteristics that could be utilized for the implementation of CLIL; for instance, the language, methodology, and assessment. In order to apply the CLIL approach into CBS, various aspects of CLIL should be organized; for example, well-designed lesson plans, teacher training on CLIL, and research on CLIL based on a specific context.

Andziuliene and Verikaite-Gaigaliene (2019) investigated the current CLIL model in the context of Lithuania as well as the school administrations' perspective on CLIL. The participants were 301 school administrators (school principals and vice-principals). Questionnaires were used to collect the data. The findings showed that most school administrators were willing to engage in the implementation of CLIL. The school administrators accepted that CLIL was necessary and effective for their secondary schools. Moreover, they suggested that in order to receive greater effectiveness of CLIL in Lithuanian secondary schools, it should be encouraged through various factors; such as, adopting a policy related to the implementation of CLIL, application of CLIL in the curriculum, professional development for CLIL teachers, and raising awareness and the benefits of CLIL to the communities.

Pengnate (2013) investigated business students' problems of the four English skills and examined the application of CLIL in project-based activities. The participants were 30 students from the Faculty of Business Administration of the Thai-Nichi Institute of Technology in Bangkok, Thailand. An ethnographic interview and observation were used to collect the data. The findings showed that the most problematic skills of the students were listening, followed by speaking, writing, and reading, respectively. The students had a high level of satisfaction on the CLIL approach. They suggested that CLIL helped them to develop their skills based on the 4Cs and also provided a collaborative environment, self-management, and technological advancement.

Strotmann et al. (2014) gathered the satisfaction of the teachers and students on the implementation of CLIL in the tertiary level at Universidad Europea de Madrid, Spain.

The participants were 168 teachers from four universities in Spain, Malaysia, the People's Republic of China, and Turkey. All teachers taught content subjects through English. Questionnaires were used to gather the data. The results revealed that the teachers had a high level of proficiency in English together with a little experience in teaching the content subjects through English. Most of them used English as a medium of instruction. They needed teacher training in speaking and academic English, especially CLIL teacher training. The participants highly preferred face-to-face training, followed by the blended format. This study suggested that CLIL methodological training should be required. The scaffolding method and classroom management could be used to promote the students' English proficiency effectively.

Tsuchiya and Pérez Murillo (2015) provided an overview of the English policies in Spain and Japan, and explored the students' perceptions of the implementation of CLIL between Japan and Spain under the socio-economic aspect in higher education. This study was conducted in two universities; one in Kanagawa, Japan and the other in Madrid, Spain. The participants were 159 students, which consisted of 129 Spanish students who were native speakers of Spanish (Castilian), and 30 Japanese students who were native speakers of Japanese. The English language was used as a classroom language. Questionnaires were used to collect the data. The results revealed that CLIL in Spain was provided as a 'proactive' method, which offered bi/multilingual programs to the students. However, CLIL in Japan seemed to be a 'reactive' method, which enhanced human resources with English proficiency for the economic aspect. The students from both countries had a positive attitude toward CLIL at universities. This study suggested that an interview or a focus group discussion should be used as the research tool to obtain insightful data from the students.

Suwannoppharat and Chinokul (2015) presented the application of CLIL to improve Thai undergraduate students' English communication ability. The participants were Thai undergraduate students in the Chinese international program of the Faculty of Liberal Arts, Prince of Songkla University Hat Yai campus in Songkhla, Thailand. A pre and post-test and an interview were used as the research instruments. The students attended the English communication course, which was implemented through the CLIL concept. The English language was used as the classroom language. The findings showed that the students' post-test score was significantly higher than the pretest score. As such, this presented the development of the English communication skills of the students. Furthermore, the students had a positive attitude toward the CLIL course, which developed their English communication ability.

Chansri and Wasanasomsithi (2016) investigated how well CLIL could be used to improve undergraduate agricultural students' writing ability, including agriculture content and cultural knowledge at the university level in Thailand. The participants of this study were 27 Thai students majoring in agriculture in a public university in Thailand. Their English proficiency was pre-intermediate and intermediate. The tools comprised a research instrument (the CLIL course, which was designed by the researchers) and data collection tools (a pre and post-test and an interview). The results revealed that CLIL could develop the students' abilities in terms of English knowledge in agriculture and culture. The students had a positive attitude to the CLIL course because of the various teaching methods and activities. Moreover, the students expressed their satisfaction with the course. In order to promote the students' abilities, appropriate materials for specific contexts needed to be considered. The study recommended that further research should collect data with an experimental group and a control group. Further studies should also be undertaken with students in other fields.

As the review of the previous studies on the implementation of CLIL, it is important to note that CLIL has been implemented widely in different educational levels. Most results of the previous studies demonstrated that the participants had a positive attitude toward the CLIL approach. The students in the CLIL classroom could improve their ability through a CLIL approach, such as language competence, content knowledge, and cognitive thinking. Moreover, many previous studies suggested that teacher professional development should be required for CLIL teachers (Campillo et al., 2019; Mariño, 2014; Strotmann et al., 2014).

2.5.2 English Teacher Professional Development

This part reviews previous studies on teacher professional development. These studies collected the data from teachers in different levels of education comprising primary, secondary, and tertiary. These studies were conducted in Thailand and other countries.

2.5.2.1 Primary Level

Wati (2011) investigated the effectiveness of teacher training for English teachers and their training needs. This study took place at elementary schools in Riau province, Indonesia. The participants were 55 English teachers who had attended a training program. The data were collected through a set questionnaire, and the results revealed that English language training provided overall high effectiveness for the teachers. Moreover, the training improved teachers' confidence and motivation as EFL instructors. Nevertheless,

the improvement of basic English knowledge as the most important aspect was still ineffective. As this aspect was crucial, teachers would need to learn this aspect in further training, and this would be required in the early part of the training program. Furthermore, the teachers needed a long-term program because it could prove that training would be a useful approach to improve them as effective English teachers.

Korkmazgil and Seferoğlu (2013) investigated the EFL teachers' professional development practices in Turkey by examining their perceived needs, the professional development tools, and the challenges. The participants were 98 English teachers in primary and secondary state schools in Antalya, Turkey. The data were collected through questionnaires. The results demonstrated that the teachers engaged in the current professional development activities; such as, in-service seminars or workshops. They viewed these activities as being their obligation. The teachers' needs were classroom management skills, the using of technology, the using of FL national standards, and awareness of the target culture.

Pang and Wray (2017) explored primary teachers' perception toward in-service training (INSET) for English teachers in Malaysia, and their needs of continuing professional development. This study took place at a training center that provided INSET for the teachers. The participants were primary English teachers and school improvement specialist coaches. A profile questionnaire, focus group and individual interviews, and an online survey were administered to all participants to gather the data. The results unfolded that the teachers saw professional development as an important activity for their career. In order to promote their skills, teachers needed to attend professional development, which would be related to their content, professional growth, and lifelong learning. Moreover, they wanted to enhance their competencies, qualifications, and new innovations for teaching the subject matter.

Klinkerd (2015) examined the primary English teachers' training needs and their challenges of professional development. The participants were 40 primary English teachers in private and public schools in Thailand. Questionnaires were used to collect the data. The results revealed that the teachers had a strong need to attend training programs. The teachers had a high need to improve their listening and speaking skills, and they wanted to improve themselves through online activities. They were interested in the topic of "Technology in English Teaching". Additionally, the teachers suggested that the training programs mismatched with their actual needs, as the programs lacked feedback and any follow-up action. Furthermore, training should be conducted by native English speakers

as the trainers. Therefore, future study should be conducted to compare the perception of the novice and experienced teachers.

Thongsri (2016) explored the EFL teachers' opinions on continuing professional development (CPD) on the basis of the CEFR. The data were taken from 50 Thai English primary and secondary teachers from public schools in the Central Region of Thailand. Questionnaires were used to gather the data. The findings revealed that CPD could be used to improve the teachers' abilities by gaining support from the administrators, collaborative learning, grouping and types, content matters, resources, the time duration, and timing. The teachers accepted that CPD could improve their understanding of CEFR, teaching methodology, independent learning, assessment, and lesson planning. In addition, the teachers suggested that the content of CPD should be appropriate for the students' learning objectives. For further study, the researcher suggested that future research should use a qualitative method to collect in-depth information; such as, an interview.

Chattranuchat (2016) investigated the EFL teachers' needs and problems of English language proficiency, and explored the ways to improve their English proficiency. The participants were 115 English primary teachers in Saraburi, Thailand. They had already obtained the CEFR. Interviews were used to collect the data. The results showed that the participants had different rankings of CEFR, and they needed to improve their four English skills differently. The major problem of proficiency development was the lack of experts to support them, and they did not have sufficient time due to the workload. The participants also favored learning with native speakers and receiving feedback from the experts.

In sum, the results from previous studies displayed that primary teachers had a strong need for training. They viewed teacher training having a role as being an effective method. Most of the English teachers' training needs were English skills, and how to increase their confidence. They also suggested that teacher training should be matched with the teachers' actual needs and also be related to the students' learning objectives.

2.5.2.2 Secondary Level

Alfaki (2014) investigated the different aspects of teacher professional development of English teaching in order to create the most appropriate opportunities and activities. The participants were 40 English teachers from secondary schools in North Sudan. The data were collected through questionnaires. The results of this study revealed both the teachers and the government were responsible for conducting teacher

professional development. The teachers had high confidence with positive beliefs in what they did. Sharing experiences and having reflective teaching were required for professional development. These also provided the teachers with the feeling of community and belonging. Thus, teacher professional development would be essential for teachers' growth and students' achievements.

Özbilgin et al. (2016) explored secondary EFL teachers' experiences and needs on their professional development. The data were collected from 12 English teachers from three state schools in the Turkish Republic of Northern Cyprus. The research instrument was a semi-structured interview. The findings revealed that the teachers' interest was the current trends of English teaching. They needed to attend professional activities. The teachers had experiences in attending conferences or workshops that did not meet their needs and interest. Moreover, these would be seen as time-consuming and irrelevant activities. The teachers needed professional development activities, which were relevant to their problems and needs. Therefore, they needed various professional development activities, which would improve their teaching practice. As a consequence, the schools should provide teacher networks; such as, collaborative activities. Furthermore, sharing experiences with their colleagues would help the teachers to learn from other teachers.

Priajana (2017) explored the ways that EFL teachers could enhance their professionalism, particularly pedagogical and professional competencies. The participants were seven EFL teachers in Indonesia. The data were collected through in-depth interviews, documentary sources, and classroom observation checklist. The results presented that there were three PD activities that could improve the EFL teachers: 1. self-directed/individual (individual activities based on their individual interests), 2. institutional (collaborative PD activities with their students and teacher colleagues at school), and 3. non-institutional pursuits (collaborative PD activities with other teachers from different schools). This study recommended that this recent research could be used as a guideline to conduct further in-depth and more specific study about the EFL teachers' professional development activities.

Bowonrattanapat (2012) examined secondary English teachers' needs, methods for professional development, and opinions on English teaching and learning. The participants were 176 secondary English teachers under the Nakhon Ratchasima Provincial Administration Organization, Thailand. Questionnaires and interviews were used to collect the data. The results exposed the teachers needed to improve themselves in all eight aspects; namely, language skills, language knowledge, curriculum knowledge, teaching and learning procedures, assessment, research, technology, and psychology. The teachers

needed to improve themselves through various methods; such as, trainings/seminars, educational trips, research, self-learning, and teaching observations. This study suggested that after the teacher professional development was finished, a follow-up study should be undertaken to assess whether professional development should be rearranged in the future or not.

Noom-ura (2013) surveyed the problems of English teaching and learning and the needs of professional development for high school teachers in three provinces of three Secondary Educational Service Areas in Thailand. The participants were 34 Thai high school teachers of the English subjects from nine schools. Questionnaires were used to collect the data. The results demonstrated the English teachers saw that the cause of the problems were themselves, the curricula and textbooks, assessment, and other factors. They saw a high level of problems related to the students' lack of English exposure and inadequacy in English. Therefore, the students were not confident in communicating in English. Nonetheless, they were interested in all areas, which could contribute to their career success like their English proficiency, and pedagogical strategies for teaching and assessing productive skills; such as, listening, speaking, and writing skills. This study suggested that teacher courses which would enhance teachers' English proficiency would be highly required. Additionally, teacher-driven professional development programs would be appropriate, as they could directly serve the participants' needs.

Fonghoi et al. (2019) investigated the Thai English teachers' beliefs toward their teaching as well as the integration of local and global issues into their English lessons. The challenges that they faced and their needs for teaching training were also explored. The participants were eight high school teachers from Narathiwat, Thailand. The instrument was an interview. The results revealed that the teachers had problems with their teaching practices, but they could solve those problems based on their knowledge and experiences. Consequently, they needed various active training activities; such as, workshops and sharing ideas. They accepted that teacher professional development helped them to improve their knowledge and practices, as well as their teaching quality. Moreover, the teachers suggested that the integration of local and global issues, which applied to their English lessons could help to enhance students' goals in terms of English proficiency and the understanding of international culture.

To conclude, the secondary teachers accepted that teacher training developed their career growth and the students' learning. They could improve their knowledge, quality of teaching, and practices from teacher training. The secondary teachers needed to obtain various training activities, including sharing experiences and ideas with their

peers, and peer-teaching observation. Moreover, the teachers suggested that ongoing training and a follow-up study would be required to assess the quality of the teacher training.

2.5.2.3 Tertiary Level

Meng and Tajaroensuk (2013) examined the tertiary EFL teachers' problems in their in-service professional development and their suggestions for solving those problems. The study employed the data from 55 tertiary EFL teachers at Guiyang University, China. A questionnaire and an interview were used to collect the data. The results revealed that the problems of the professional development programs were limited, discontinued, and inappropriate. They suggested that professional development programs should be designed based on their needs and their teaching contexts. They needed professional development programs, which would provide them with professional skills and understanding, as well as update them in the teaching profession.

Meng et al. (2013) investigated the tertiary EFL teachers' opinions on the multilayered peer coaching (MPC) model that they received from their in-service professional development, and explored the recommendations in order to sustain the tertiary EFL teacher professional development. The participants of this study were EFL teachers from Guiyang University, China. The instruments were observations, teacher's diary, the researcher's field notes, questionnaires, and interviews. The results unfolded that the tertiary EFL teachers had positive attitudes toward the MPC model. The model helped teachers to solve problems in their professional development by coordinating together as peer teachers. This model was recommended as being effective to sustain EFL teachers' in-service professional development. In addition, further study should be conducted to help teachers do classroom research to guide them with the updated theories and principles of TEFL; as such, the in-service professional development would be continued.

Eksi and Aydin (2013) examined English instructors' professional development needs and perceptions. The participants were 92 English instructors in state universities in Istanbul, Turkey. A questionnaire was used to gather the data. The teachers' highest needs of professional development were new theories of EFL and practices, followed by technology usage in ELT. The lower needs were lesson planning and classroom management. The experienced teachers maintained their old teaching ways, whereas the novice teachers were more enthusiastic to try new ideas or techniques for their classes.

The study suggested that future research should use a focus group interview or observation to receive in-depth understanding of the problems.

Phothongsunan (2018) examined the EFL university teachers' perceptions, challenges, and quality of teacher career development in Thailand. The participants were 30 EFL teachers in the tertiary level in Thailand. The data were employed through a questionnaire and an interview. The results revealed that all participants had a strong need to obtain a higher degree as a form of career advancement in their field. Teacher collaboration enhanced the teachers' self-improvement, and most of the participants expressed their satisfaction in the improvements of English teaching and learning provided by their universities. However, the teachers lacked the motivation for improving their professional skills due to their teaching workload, and the internal policies in some universities.

In sum, tertiary teachers had a strong need to participate in teacher training. They viewed teacher training as the way to fulfill their teaching profession. Furthermore, they suggested that teacher training should be designed on the basis of the teachers' actual needs and gaps. The content of teacher training should be the theories of EFL and updated teaching approaches.

2.5.3 Subject Teacher Training

Yahya et al. (2015) investigated the nature of existing in-service training and science teachers' training needs. The participants were 20 science teachers in the secondary level in the state of Selangor, Malaysia. An interview and a document analysis were used for collecting the data. The results revealed that most existing teacher trainings were mismatched with the teachers' actual needs. Some valuable courses had positive impacts to enhance the teachers' pedagogical skills, ICT knowledge, and the understanding of new policies. The ICT-based instruction courses were highly required for developing their students to be more creative.

Aly and Abdulhakeem (2016) examined the elementary mathematics teachers' training programs on developed curriculum and attitudes on teaching in Najran, Saudi Arabia. The participants were 72 mathematics teachers in the elementary level. A questionnaire and a scale of the attitudes were used to collect the data. The findings showed that the training programs for mathematics teachers were highly effective to cover the theories of mathematics project development, content knowledge, the teaching methods, learning activities and assessment, and the training quality. The teachers had a positive attitude toward the developed curriculum and teaching.

Ulla and Winitkun (2018) examined the Thai primary teachers' perceptions, expectations, and challenges regarding teacher training programs in Thailand. The participants of this study were 22 teachers from two different schools in Thailand. They employed the data through a questionnaire, and an individual and a focus group interview. They attended a 10-hour teacher training beforehand. The results revealed that the teachers' beliefs were shaped from their previous teacher trainings. Thus, the different teaching and methodologies of various academic subjects should be considered to provide in teacher training. The primary teachers preferred a training program, which focused on workshops and the relevant teaching strategies. The participants recommended the challenges were the high number of students in their class, lack of teaching resources, and the difficulties of new teaching strategies. This study suggested that future research should be conducted with more participants, so to obtain more data as well as foster the primary teachers with more different student-centered approaches.

In brief, the subject teachers had a positive attitude toward teacher training. They also revealed that their previous teacher trainings were mismatched with their needs. These were similar to the results of the English teacher training. They had a high need for pedagogical skills; moreover, different teachings and methodologies should be provided in teacher training.

2.5.4. CLIL Teacher Professional Development

This part reviews the previous studies on CLIL teacher professional development. Both the pre- and in-service teacher context are discussed. These studies were conducted in Thailand and other countries.

2.5.4.1 Pre-Service Teachers

Tachaiyaphum and Sukying (2017) investigated the EFL pre-service teachers' understanding of CLIL, what CLIL provided and required, who should conduct CLIL, and where CLIL teachers should be trained. The participants were 139 EFL pre-service teachers in the Faculty of Education, Mahasarakham University, Thailand. All the participants were Thai native speakers, who had background knowledge about CLIL from their teaching methodology courses. They also had the opportunities to apply the CLIL theories and approaches through peer teaching and real teaching experience throughout their lesson plan, which was their assignment for the English classroom at the schools. Questionnaires were used to collect the data. The findings revealed that most participants understood the concept of CLIL, and the participants admitted that CLIL could improve their students' language skills and content knowledge. The difficulties of CLIL were the content, the

integration of culture in the lesson, and language (communication). The factors of these difficulties were the adequate content knowledge of the teachers, the students' low level of English proficiency, the difficult content knowledge linked to technical vocabulary, and the difficulty of applying the 4Cs in the classes. In order to train teachers to become qualified CLIL teachers, these factors could be used as a guideline for further teacher training. Moreover, training should emphasize the content and language training, principle of the 4Cs, and how to apply the CLIL concept into the classes.

Kwangsawad (2018) explored what strategies EFL pre-service teachers used and what challenges they encountered during the implementation of CLIL. The participants were 19 third-year EFL pre-service teachers, who enrolled in the TEFL 1-2 courses at the Faculty of Education, Mahasarakham University, Thailand. These courses provided the theory and practice of CLIL to the participants. They created lesson plans and taught science classes in English for a rural lower secondary school for four weeks. The participants and the students were Thai native speakers. The research instruments were an open-ended questionnaire and an observation. The participants were observed while they were implementing CLIL in a science lesson. The findings revealed that the participants concerned about the content knowledge in which they were not proficient. They needed science teachers to help them with the content. Therefore, the professional development course for pre-service teachers needed to provide the CLIL methodology and the program design. The English language was also a barrier that had an impact on their students' understanding of science knowledge. As a consequence, they had to change the teaching approach from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP). For future training of the language teachers, content subject training should be provided. In addition, visuals aids could help the students have more understanding about the contents. The uses of gestures or body language could also help the students to communicate in non-verbal language.

To conclude, most pre-service teachers had knowledge of the theories of CLIL from their courses. The difficulties of the implementation of CLIL that they encountered were the integration of the content and language into their lessons. The pre-service teachers suggested that teacher professional development should provide the content and language knowledge, the underpinning of CLIL, and the way to apply CLIL into real classes.

2.5.4.2 In-Service Teachers

Halbach (2010) presented the teachers' expertise and insights in order to develop a master's degree program in teaching English as a foreign language. The five areas which the teachers needed to be trained were the English language skills, integration of the content and language teaching, classroom management, and materials development. One year later, after the implementation of the program, all the teachers provided the feedback that this training program would help them to deal with the difficulties in teaching bilingual programs.

Pérez Cañado (2014) investigated the teachers' training needs based on CLIL. The participants of this study were 706 informants with the majority being Spanish. The participants were pre- and in-service teachers, coordinators, and teacher trainers across Europe who needed to succeed in bilingual programs. The main focus took place on the in-service teacher's perception: language teachers, subject teachers, and teaching assistants. Questionnaires were used to gather the data from the participants. The results revealed that their training needs were higher on the theoretical underpinnings of CLIL, intercultural competence, methodology, and materials. Their lower needs were linguistics and intercultural competence. These overall needs were consistent with their current level. With regard to the specific results, the Spanish teachers needed training in linguistics competence, materials and resources, and ongoing professional development. The subject teachers needed more linguistics and intercultural competence, and material and resource training than other aspects. In order to prepare all teachers to become CLIL teachers, CLIL teachers' education should be taken seriously as a fundamental part of teacher education (Wolff, 2012).

Banegas (2016) examined how Argentinian teachers developed CLIL materials. This activity was part of the teacher professional development. The participants of this study were 45 in-service teachers. In this context, their first language was Spanish. In the first part of the workshop, the participants were introduced to the theory of CLIL and how resources could be used to combine the content and language learning. In the second part, they were asked to conduce CLIL lesson plans with activities and materials. This was done as group work, and the materials consisted of 32 lesson plans. The results unfolded that a language-driven approach was the theme for the CLIL lesson plan. However, the development of CLIL materials was time-consuming. Nevertheless, pair or group work provided the opportunities for the participants to share the materials, practices, and experiences together with others. They could also follow the underpinning of CLIL, which matched with the curricular requirements, the local needs, and the opportunities.

Kewara and Prabjandee (2018) presented the effort to provide CLIL theory and teacher professional development. The participants were 15 secondary teachers. Four of them were observed to examine how they implemented CLIL. The tools of this study were an observation, a reflective writing, a discussion, and an interview. The results showed that the teachers rarely used English in their classes, as they had inadequate English proficiency. Hence, a learner-centered structure should be provided. Additionally, the teachers did not use CLIL structures, as they had trained to conduct real classes. This indicated that the teachers did not believe in CLIL, which could improve their students' English proficiency. This study suggested that further CLIL teacher professional development should provide an affective aspect, such as beliefs or self-confidence. Moreover, it should provide teaching practices, such as doing a teaching demonstration, discussing the performance of the demonstrations, and providing constructive feedback.

Vilkanciene and Rozgiene (2019) examined how to upgrade the content teachers' competency to implement the integration of the content and foreign language approach in general education and vocational training in the Lithuanian context. The tool for the data collection was a questionnaire. The participants of this study were 79 non-linguistic teachers comprising English (60), German (10), and French (9). The results indicated that the teachers had a positive attitude toward CLIL and acquired the necessary teachers' competencies during the training. The European framework for CLIL teacher education was a useful method for designing training courses for qualified content teachers. The teachers had a positive attitude about their CLIL methodology competence development. The teachers identified that the weakest points were language-related issues; for example, the ability to support language learning, the balance of the language usage between the students and teachers, and overall insufficiency of the linguistic competencies. This study suggested that other tools should be used to collect in-depth information; such as, lesson observation and in-depth interviews.

In brief, most content teachers had inadequate English abilities, whereas language teachers seemed to lack content knowledge. The teachers accepted that professional development helped them to deal with the difficulties and develop their profession. Furthermore, the teachers would need to improve various aspects; for example, English skills, theories of CLIL, CLIL teaching and activities, ways to integrate content and knowledge into the lesson, and classroom management.

To summarize, the CLIL approach could be applied in different educational levels from the primary to tertiary levels in order to improve the students' language proficiencies and content simultaneously. The students were educated in the content subjects through

language. Most CLIL students improved their knowledge and skills with the CLIL methodologies and activities in the classes. The teachers were the key factor of the implementation of CLIL. The teachers also needed to prepare themselves to become qualified CLIL teachers and had strong needs through teacher professional development.

According to the abovementioned empirical studies, the results revealed the higher needs of training were in the areas of the understanding of CLIL, the CLIL methodologies and activities, and the language proficiencies. Moreover, the teachers needed teacher training, which could fulfill their actual needs and also help them to deal with the problems in their context.

2.6 Chapter Summary

This chapter examines the theories of CLIL, the implementation of CLIL in Thailand, EP/MEP in Thailand, professional development, and empirical studies, which are related to the implementation of CLIL and teacher professional development in different areas and levels. As can be seen, teachers are the important factors of the CLIL classes, but they appear to encounter various challenges. They need assistance for preparation to be qualified CLIL teachers through teacher professional development. Moreover, teacher professional development should take the teachers' actual problems and needs into consideration.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research design, research setting, population, participants, data collection procedures, and data analysis. It also discusses ethical issues in conducting this research.

3.1 Research Design

The study used a mixed-methods sequential explanatory design consisting of both quantitative and qualitative research methods. Ivankova, Creswell and Stick (2006) explain that this kind of mixed-methods research involves the integration of quantitative and qualitative data that are collected sequentially within one study. That is, quantitative data will be first collected in order to gain a whole picture of the issue under investigation. Then the data obtained will be analyzed, and the results will be used to guide the collection of qualitative data in the next stage. The primary purpose of collecting qualitative data in this stage is to further investigate the issue in more detail. Finally, the qualitative results will be used to augment the quantitative results, which will help the researcher to insightfully understand the issue being investigated.

In this study, a questionnaire and a semi-structured interview were used to collect data. The questionnaire was used to collect quantitative data from the research participants. It is important to note that the questionnaire also contained a few open-ended questions, which aimed at eliciting qualitative data. However, quantitative data were the main data at this stage of data collection. The results from the questionnaire administration were analyzed, and they were then used as guidelines, and in conjunction with prepared interview questions, in interviewing selected research participants. While the data from the returned questionnaires were mainly quantitative, those from the interview were qualitative in nature. As previously stated, both quantitative and qualitative data complemented each other, thus helping the researcher to gain a better understanding of the continuing professional development of content teachers in the English programs (EP) and Mini-English programs (MEP) in Samut Prakan province.

3.2 Research Setting

This study took place in schools that offer the EP/MEP at the secondary level in Samut Prakan province, Thailand. A preliminary survey by the researcher showed that at the time when this study was under preparation, there were 13 secondary schools offering such programs in this province. Of the 13 schools, ten were public schools and three were private schools. It is important to note that all of the 13 schools offered three programs: the regular (or Thai) program, the EP, and the MEP, but this study focused only on Thai teachers who taught content subjects in the EP/MEP. Even though English was supposed to be a major medium of instruction in these two types of programs, Thai was used in varying degrees in the class and served as a language of communication outside the classroom.

Students in these schools were native speakers of Thai, and most of the teachers were also Thai. These schools also recruited international teachers who used English as their first or second language. All of the teachers, whether they were Thai or international, were required to hold at least a bachelor's degree. A preliminary study of EP and MEP teachers' professional development in Samut Prakan province (Parmwong & Subphadoongchone, 2019) revealed that the schools were staffed with teachers with a degree in education or other fields.

3.3 Population

The population of this study was 198 Thai teachers from the EP/MEP, who had taught content subjects at the secondary level in 13 schools in Samut Prakan province, Thailand. In order to find the population of this study, the researcher consulted a list of schools in Samut Prakan province that offered the EP/MEP, as provided by the Ministry of Education (n.d.) to identify schools with the EP/MEP. The researcher also rechecked the information with staff from the Language Institute of the Ministry of Education. After that, a short survey form (See Appendix A), which was designed by the researcher, was sent to each school principal to request for information about the number of teachers in the EP/MEP in his/her school. Based on the survey forms which were all returned to the researcher, it was found that there were 198 Thai teachers teaching content subjects in the EP and the MEP at the secondary level in 13 schools in Samut Prakan province (See Table 3.1).

Table 3.1 The number of Thai teachers in the EP/MEP in Samut Prakan province

School	Public School Teachers	
	English Program (EP)	Mini-English Program (MEP)
School 1	-	14
School 2	-	14
School 3	-	7
School 4	-	8
School 5	-	5
School 6	-	7
School 7	28	-
School 8	-	24
School 9	-	20
School 10	-	22
Total	28	121
School	Private School Teachers	
	English Program (EP)	Mini-English Program (MEP)
School 11	12	-
School 12	9	-
School 13	28	-
Total	49	-
Total	English Program (EP)	Mini-English Program (MEP)
	77	121
198		

3.4 Participants

The research participants of this study were EP and MEP teachers sampled from the population, as mentioned in the preceding section. The researcher used Yamane's sample size (1973), with a confidence level of 95% ($e = \pm 5\%$), to calculate the sample size for this study. As the population of this study was 198 teachers, the calculated sample

size was 132 teachers. With the expected sample size, the researcher used a proportional stratified random sampling method in recruiting prospective research participants of this study. This was to ensure that they were good representatives of the population.

The participants, who used Thai as their first language and English as a foreign language, were asked to complete a questionnaire. Even though the calculated sample size was 132 teachers, the researcher administered as many questionnaires as possible to prospective participants so as to ensure that the expected number of the participants was achieved. In this study, the participants were 138 teachers who returned the completed questionnaire. In addition, eleven participants who returned the questionnaires were later invited for a semi-structured interview.

3.5 Research Instruments

This study used two types of research instruments: a questionnaire and a semi-structured interview.

3.5.1 Questionnaires

A questionnaire was used to collect the data from the sampled research participants. According to Mackey and Gass (2005), using a well-designed questionnaire as a research instrument in educational research is practical because it can be used to collect data from a large number of research participants. In addition, the data collection and data analysis processes can be systematically completed in a short period of time. With these advantages, it can be said that comparable data from research participants can be sufficiently drawn and reliably analyzed.

The use of a questionnaire in education research has certain limitations. For example, when using a questionnaire with closed-ended questions to collect data, the researcher cannot access individual contexts in more depth (Berg, 2004). In other words, the participants are not provided with a sufficient opportunity to express their perceptions or attitudes in detail in certain aspects if those aspects are not included in the questionnaire. Although the questionnaire may also include some open-ended questions, it may be challenging for participants to describe themselves or express their thoughts in writing. As a result, some participants may answer those questions with brief information or simply skip the questions.

3.5.2 Semi-Structured Interviews

In order to handle the limitations posed by the use of a questionnaire, a semi-structured interview is often employed by educational researchers. Mackey and Gass (2005) state that the interview can be used to elicit information from participants who do not prefer writing or find it difficult. In particular, a semi-structured interview can be used to obtain in-depth information from participants if initial answers to a given question are unclear. That is, the researcher can ask research participants to clarify their answers. Moreover, when the researcher finds other interesting aspects relevant to the study, but those aspects may not be previously included in the questionnaire or interview questions, the researcher can further add more questions to the list (Cohen, Manion & Morrison, 2017).

In this study, the researcher used a questionnaire and a semi-structured interview to collect the data. The main purpose of the questionnaire was to collect quantitative data which served as main data of the study, but it also contained some questions aiming at eliciting qualitative data. The semi-structured interview was employed in order to collect in-depth qualitative data so as to complement those quantitative data collected via questionnaire administration.

3.6 Development of Research Instruments

It is undeniable that a good quality research instrument is crucial for research. In this study, the two research instruments – a questionnaire and a semi-structured interview – were developed as follows.

1. The researcher conducted a small-scale qualitative study on Thai teachers' experiences in teaching content subjects in English in secondary schools in Samut Prakan province (Parmwong & Subphadoongchone, 2019). The results of the study reveal that the teachers encountered different kinds of challenges, such as lack of confidence in teaching, lack of training in teaching methodology, and limited English language proficiency.

2. The first draft of the questionnaire was adapted from previous studies (Alfaki, 2014; Dale & Tanner, 2012; Ito, 2018; Kewara & Prabjandee, 2018; Lorenzo et al., 2009; Pérez Cañado, 2016; Strotmann et al., 2014; Tachaiyaphum & Sukying, 2017; Ulla & Winitkun, 2018) and a preliminary study (Parmwong & Subphadoongchone, 2019). The research instruments were also designed based upon information received from the interviews with five secondary school teachers from the EP/MEP, who did not serve as

research participants of this study, and two university lecturers who had experiences in organizing teacher training for the EP/MEP teachers. The first drafts of both instruments were written in a bilingual version (English and Thai).

3. The first drafts of the instruments were sent to six experts for content validation. Three of the experts were the Thai teachers with at least 3 years of experience in teaching content subjects at the secondary level. They taught physical education, mathematics, sciences, and computer subjects. The other three experts were university lecturers with a doctoral degree in English language teaching or related fields, and had experiences in conducting research on teacher professional development. These three experts were provided with background information about the research project and an Item-Objective Congruence (IOC) form, which were used as a guideline in validating the instruments.

4. After the IOC forms from the three experts were returned to the researcher, an Index of Item-Objective Congruence (IOC) was calculated. Items which had the Index of IOC lower than 0.5 were revised based upon the experts' suggestions. For items with the IOC index equal to or higher than 0.5, they were statistically accepted. However, the researcher revised or improved those items receiving additional comments from the experts.

5. The revised instruments were sent to the experts for approval.

6. The final versions of the instruments approved by the experts were tried out with a group of five Thai teachers with experience in teaching content subjects to high school teachers. It is important to note that these five teachers did not serve as research participants in the main study. To try out the instrument, the researcher sent the questionnaire to the teachers. The teachers were asked to complete the questionnaire and write comments on any aspects of the questionnaire that they found unclear. The comments were used in revising the questionnaire where appropriate in order to improve the clarity of each questionnaire item.

After that, the researcher interviewed each teacher using the list of interview questions and then observed whether each question can elicit expected data. After the completion of the interview, the teacher was asked to comment on each interview question whether it was clear or not. The information received from the researcher's observation and the teachers' comments were used in revising the interview questions. This was to make sure that each interview question was clear to the prospective research participants in the main study.

It was important to note that there were additional interview questions in the main study. As previously discussed, this study employed a mixed-methods sequential explanatory design, so the questionnaire was first administered to the participants. After that, the results from the questionnaires and the tried-out interview questions were used for the interview in a subsequent stage. Since this study used a semi-structured interview, it allowed the research to include ad hoc interview questions during the interview process. This was because certain interview questions were overlooked at the initial stage of instrument development.

The first drafts of the instruments were as follows.

3.6.1 The Questionnaires

The questionnaire consisted of three main parts. The item formats used in this questionnaire included both closed-ended questions (e.g. fill-in-the-blank questions, five-point Likert scale questions, rank order questions, and multiple-choice questions) and open-ended questions.

Part 1: Teachers' Background Information

This part was designed to collect data about participants' background information, such as gender, age, educational background, and teaching experience

Part 2: Teachers' Challenges in Teaching Content Subjects through English

This part of the questionnaire contained questions that aimed to elicit data on the participants' challenges in teaching content subjects in English in their own classes.

Part 3: Teachers' Perceptions Regarding Support for Continuing Professional Development

The third part of the questionnaire was designed to explore the teacher's needs for further training as part of their continuing professional development (CPD). Data which were elicited from this part included content of the training, teaching activities, modes of delivery, and types of the training program.

3.6.2 The Interview Questions

The content of the interview questions was parallel to that of the questionnaire. That is, they were related to the participant's demographic information and contextual background, challenges in teaching content subjects through English, and opinions toward the needs for continuing professional development. There were both closed-ended and open-ended questions. The closed-ended questions aimed at eliciting specific and short answers. The participants were asked to choose from a distinct set of pre-determined responses or confirm their responses. For the open-ended questions, which were the

majority of the interview questions used in this study, they allowed the participants to respond to a given question by depending on their open and subjective answers or perspectives. This type of question provided the researcher with room for further probing issues that had not clarified in the questionnaire or the closed-ended interview questions.

3.7 Data Collection Procedures

The data collection procedures were as follows.

1. The researcher sent an official letter, as issued by the Faculty of Liberal Arts, to the school principal to ask for permission to conduct this research. A short version of the research proposal was also given so that the school's management team can consider whether the research at their school should be allowed.

2. With the official permission from the school principal, the researcher contacted prospective research participants, and the questionnaires were administered to them. They were provided with background information about the research project, the type of their involvement in the research process, and their rights as research participants. They were also requested to complete a consent form to serve as research participants and state whether they agree to be interviewed at a later stage.

3. When the completed questionnaires were returned to the researcher, they were analyzed. The results of the questionnaires and the prepared interview questions were used as a guideline for interviewing eleven participants selected from those who stated that they agreed to be interviewed. The eleven participants were selected based on the following criteria. First, they were drawn from different schools. Second, they were those who taught science subjects. Third, the participants were those with varying teaching experiences. The interview was conducted on a one-on-one basis so that the participant felt comfortable to share her/his teaching experience with the researcher in case that it touched certain sensitive issues. The interview was conducted in Thai, which was the first language of both the participants and the researcher. This was to avoid any language barrier, resulting in the researcher receiving valid data for the study. All interviews were recorded with the participants' permission.

3.8 Data Analysis

There were two types of collected data for this study: quantitative data and qualitative data. They were analyzed as follows.

3.8.1 Quantitative Data Analysis

The quantitative data from the returned questionnaires were analyzed by using the Statistical Package for Social Science (SPSS). Descriptive statistics including frequency, percentage, arithmetic mean, and standard deviation were employed in analyzing the data and then presenting the results. For the results derived from the five-point Likert scale items in particular, they were interpreted based on the five ranges with assigned meaning. For example, the mean scores of the levels of teachers' challenges in teaching content subjects through English were interpreted as follows:

Highest level	=	4.21 – 5.00
High level	=	3.41 – 4.20
Moderate level	=	2.61 – 3.40
Low level	=	1.81 – 2.60
Lowest level	=	1.00 – 1.80

3.8.2 Qualitative Data Analysis

Content analysis was used to analyze qualitative data which were obtained from semi-structured interviews and open-ended questions from the questionnaires. For the semi-structured interviews, they were first transcribed before the analysis was performed. The qualitative data analysis was conducted as follows:

1. Reading all data in order to obtain an overview of the data
2. Rereading at least 20 percent of the data and identifying major issues relevant to the research objectives. These identified issues serve as codes for data analysis.
3. Combining these codes into themes
4. Using the established codes and themes to analyze all of the data
5. Revising the established codes and themes if new codes and themes emerge while going through the data.
6. Using the revised version of the codes and themes to reanalyze all of the data

To ensure the reliability of the qualitative analysis, the researcher first analyzed the data. After that, the researcher reanalyzed the data for another round, and the results were compared with the first round of data analysis. Any discrepancies were considered

and solved. This was to ensure the intra-coder reliability of the data analysis. In addition, 20% of the data were reanalyzed by another postgraduate student who served as an inter-coder, and results were compared with those by the researcher. In case that there were any differences in the results, the researcher and the inter-coder discussed and then came up with agreed results. This was to ensure a high inter-coder reliability in analyzing the qualitative data. In addition, the results of the data analysis were sent back to each teacher for member-checking. This was to ensure that the researcher did not misunderstand or misinterpret the data provided by each teacher.

3.9 Ethical Issues

This study paid attention to ethical issues that can arise in all stages of the research process (Creswell, 2013; Johnson & Christensen, 2008). Before collecting the data from the participants, the researcher sent a short research proposal and an official letter issued by the MA Program to school principals ask for permission to conduct this research. With the permission from the school principals, the researcher contacted prospective research participants and provided them with background information about the research project. These prospective participants were also given additional information about their rights as research participants and their involvement in the research process. They were invited to take part in this study on a voluntary basis and with their informed consent. The participants were also informed that the data obtained from them were used only for research, academic conference, and publication purposes.

This study also took into consideration the issues of protecting the anonymity and confidentiality of the research sites and the research participants. That is, the names of schools that served as research sites did not disclose. Rather, codes such as S1 (School 1), S2 (School 2), and S3 (School 3) were used when a given school was mentioned in the study. Codes, such as Teacher 1, Teacher 2, and Teacher 3 were assigned to the participants when extracts from qualitative data received from the participants were used in reporting research results. The participants were also informed that the raw data obtained from them would not be disclosed to others, except another researcher who helped analyze the data to ensure the high reliability of data analysis.

3.10 Chapter Summary

This chapter discusses the methodological perspectives that inform the design of this study. In particular, the chapter argues for the use of a mixed-methods sequential explanatory design to explore EP and MEP teachers' perceptions of their continuing professional development. Therefore, this chapter serves as a guideline for the researcher to conduct this research in an effective and systematic way. It also provides prospective readers with a backdrop for understanding the results of the study reported at a later stage.



CHAPTER 4

RESULTS

This chapter presents the data, which were collected from the participants of this study. The participants were 138 Thai teachers in the English Program (EP) and the Mini-English Program (MEP) in secondary schools. The research instruments employed were questionnaires and semi-structured interviews. The questionnaires consisted of three main parts: teachers' background information, teachers' challenges in teaching content subjects, and teachers' perceptions towards support for continuing professional development. Moreover, the semi-structured interviews were used to collect additional data from eleven teachers. All interviewees participated in the study on a voluntary basis. The interview questions were parallel to the questionnaire questions. The data collection took place in 2020.

4.1 Teachers' Background Information

This part presents the background information of 138 teachers who completed the questionnaire. This background data of the teachers were calculated in frequency and percentage (%). The findings are presented in Table 4.1 as follows:

Table 4.1 Teachers' Background Information (n=138)

Teachers' background information	n	%
1. Gender	n	%
Female	90	65.20
Male	48	34.80
2. Age	n	%
21 – 25 years old	6	4.30
26 – 30 years old	44	31.90
31 – 35 years old	31	22.50
36 – 40 years old	18	13.00
41 – 45 years old	10	7.20
46 – 50 years old	14	10.10
51 – 55 years old	5	3.60

Table 4.1 (Continued)

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Teachers' background information	n	%
56 – 60 years old	9	6.50
No Specify	1	0.70
3. Educational background	n	%
Bachelor's degree	74	53.62
Bachelor's degree with a Graduate Diploma Certificate in Teaching Profession	16	11.59
Master's degree	37	26.81
Master's degree with a Graduate Diploma Certificate in Teaching Profession	11	7.97
4. Overall teaching experience	n	%
Less than 1 year	1	0.70
1 – 5 years	47	34.10
6 – 10 years	33	23.90
11 – 15 years	21	15.20
Over 15 years	36	26.10
5.Type of school where teachers taught	n	%
Public school	116	84.10
Private school	22	15.90
6.Type of program in which teachers taught	n	%
English program (EP)	20	14.50
Mini-English program (MEP)	93	67.40
Both EP and MEP	25	18.10
7. Educational level that teachers taught in the EP/MEP	n	%
Lower secondary school	87	63.00
Upper secondary school	36	26.10
Both levels	15	10.90
8. Teaching experience in the EP/MEP	n	%
Less than 1 year	17	12.30
1 – 5 years	80	58.00
6 – 10 years	25	18.10
11 – 15 years	7	5.10
Over 15 years	9	6.50

Table 4.1 (Continued)

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Teachers' background information	n	%
9. Content subjects that teachers taught in the EP/MEP (Note that some teachers taught more than one subject.)	n	%
Mathematics	40	28.99
General science	36	26.09
Physics	10	7.25
Biology	8	5.80
Chemistry	7	5.07
Physical Education	5	3.62
Others (e.g., Health Education, Computational Science etc.)	46	33.33
10. Teachers' role as a teacher in the class when teaching in the EP/MEP:	n	%
Teachers who co-taught with a foreign teacher in all class meetings.	88	63.77
Teachers were the only teacher in all class meetings.	50	36.23
11. Teachers' English proficiency testing experience in the last two years (from May 2018 to May 2020)	n	%
Yes	20	14.50
TOEIC	5	3.62
CEFR	4	2.90
PET Cambridge	3	2.17
KET	3	2.17
IELTS	1	0.72
CU-TEP	1	0.72
IELTS / CU-TEP	1	0.72
SWUSET	1	0.72
IELTS / CEFR	1	0.72
None	118	85.50
12. Types of professional development experiences within the last two years (from May 2018 to May 2020)	n	%

Table 4.1 (Continued)

Teachers' background information	n	%
1. Engaged in informal dialogues/consultations with the EP/MEP colleagues (Thai colleagues) to explore how to improve teaching	81	58.70
2. Engaged in informal dialogues/consultations with the EP/MEP colleagues (non-Thai colleagues) to explore how to improve teaching	54	39.13
3. Sought help from, or having consultations with, colleagues who teach English so as to improve teaching	49	35.51
4. Attended a training course or a workshop focusing on teaching content subjects in English (e.g., teaching techniques, material development, and assessment)	28	20.29
5. Attended a training course or workshop to improve English skills	27	19.57
6. Attended a conference or a seminar focusing on teaching content subjects in English	23	16.67
7. Visited other schools that offer the EP/MEP	21	15.22
8. Received mentoring and coaching in teaching content subjects in English, as provided by your school	15	10.87
9. Read professional literature on teaching content subjects in English (e.g., journal articles, research reports, and books)	19	13.77
10. Did individual or collaborative research on teaching content subjects in English (e.g., doing research to improve classroom teaching)	7	5.07
11. Online Training	1	0.72
12. English proficiency testing	1	0.72
13. Morning Assembly	1	0.72

Table 4.1 (Continued)

According to Table 4.1, the questionnaires were completed by 138 teachers: 90 female (65.20%) and 48 male (34.80%) teachers. The highest number of teachers was in the age range of 26 – 30 years (31.90%). In terms of their educational background, about half of the teachers obtained a Bachelor's Degree only (53.62%). Some teachers had both

a Bachelor's degree with a Graduate Diploma Certificate in Teaching Profession (11.59%). Moreover, there were the teachers who had a Master's degree (26.81%) only, and those who earned both a Master's degree and a Graduate Diploma Certificate in Teaching Profession (7.97%).

The largest proportion of teachers had 1 – 5 years of overall teaching experiences (34.10%). Most teachers taught in public schools (84.10%), and over half of the teachers taught in the MEP (67.40%). For their teaching experiences in the EP/MEP in particular, the largest proportion of the teachers had taught for 1 – 5 years (34.10%) whereas the smallest proportion of the teachers had 11 – 15 years of teaching experiences (5.10%). As for the content subjects that the teachers taught in the EP/MEP, the top three were mathematics (28.99%), general science (26.09%), and physics (7.25%). It is interesting to find that most teachers did not have any English proficiency testing experience from May 2018 to May 2020 (85.50%).

The findings from the questionnaire also revealed that from May 2018 to May 2020, over half of the teachers engaged in informal dialogues or consultations with their EP/MEP colleagues (Thai colleagues) as a way to explore how to improve their teaching (58.70%), followed by those engaging in informal dialogues/consultations with non-Thai colleagues (39.13%).

To sum up, most teachers in the EP/MEP had a few years of teaching experiences in these programs. The majority did not have any English proficiency testing experience, and over half of the teachers had informal consultations with their Thai colleagues as part of their professional development.

4.2 Teachers' Challenges in Teaching Content Subjects through English

Research Question 1: What challenges do the secondary school teachers encounter when they teach content subjects in the English and Mini-English programs?

To answer Research Question 1, this part presents the findings on the teachers' challenges in teaching content subjects in the English language. The findings are presented in two main parts: teachers' perceived problems and teachers' confidence in using English.

4.2.1 Teachers' Perceived Problems

The five-point Likert scale was used to examine the teacher's perception levels with reference to their language-related problems in teaching in the classroom. The criteria used in reporting and interpreting the findings are as follows:

Highest level	=	4.21 – 5.00
High level	=	3.41 – 4.20
Moderate level	=	2.61 – 3.40
Low level	=	1.81 – 2.60
Lowest level	=	1.00 – 1.80

4.2.1.1 Problems about Classroom Management Language

While teaching the EP/MEP students, the teachers had the levels of problems in using English for classroom management in the following areas, as shown in Table 4.2.

Table 4.2 Problems about Classroom Management Language (n=138)

Problems about classroom management language	\bar{x}	S.D.	Meaning
1. Encouraging students to share their opinions	3.20	1.16	Moderate
2. Giving corrective feedback	3.08	1.23	Moderate
3. Drawing students' attention	3.07	1.1	Moderate
4. Checking students' comprehension	3.03	1.22	Moderate
5. Emphasizing important points	3.01	1.23	Moderate
6. Eliciting students' answer and explanation	2.97	1.15	Moderate
7. Warning students of misbehavior	2.94	1.2	Moderate
8. Giving instructions for classroom activities (e.g. doing pair or group work)	2.9	1.16	Moderate
9. Explaining and discussing classroom rules	2.86	1.18	Moderate
10. Giving instructions for homework and assignments	2.86	1.22	Moderate
11. Reassuring students	2.8	1.24	Moderate
12. Complimenting students	2.77	1.36	Moderate
13. Giving an announcement	2.76	1.21	Moderate
14. Finishing the class	2.75	1.29	Moderate

Problems about classroom management language	\bar{x}	S.D.	Meaning
15. Greeting students at the beginning of the class	2.49	1.36	Low
16. Checking class attendance	2.39	1.37	Low
Total	2.87	1.03	Moderate

Table 4.2 (Continued)

From Table 4.2, the overall level of the problems rated by the teachers was moderate ($\bar{x} = 2.87$). The top three problems reported were encouraging students to share their opinions ($\bar{x} = 3.20$), followed by giving corrective feedback ($\bar{x} = 3.08$), and drawing students' attention ($\bar{x} = 3.07$). Moreover, one teacher mentioned that apart from the list of 16 problems given, another problem encountered by the teacher was encouraging students to ask and answer the questions in the class.

Based on the semi-structured interviews, the teachers expressed their experiences on how they used English as a classroom management language and how they used English with the foreign teachers in the EP/MEP classes as follows:

“I only greet my EP/MEP students in English at the beginning of the class and then say goodbye at the end of the class. Actually, using English for classroom management is not that problematic as it deals with quite simple language and commonly used expressions. And I normally teach the students in Thai most of the times. I don't use English that much because I'm not confident enough to speak English with them when delivering the lessons and even for daily communication.” (Teacher 5, Computational Science)

“I work as a co-teacher in the EP/MEP. My major responsibility is helping foreign teachers to plan, design, and prepare the teaching plan according to the Basic Education Core Curriculum. During the class, I just sit in on my class and monitor how the foreign teachers teach and how students learn. I only use English with my students for greeting them at the beginning of the class. But I need to use English in communicating with the foreign teachers.” (Teacher 1, Science)

“ Foreign teachers are the main teachers to teach the EP/MEP students. I work as a co-teacher responsible for co-teaching in the class. I didn’t use English as the medium of instruction throughout the class, but I use English technical terms to teach my students.” (Teacher 6, Science)

As can be seen, the findings from the semi-structured interviews supported those from the questionnaires in that overall problems about classroom management language as encountered by the teachers were at a moderate level. The findings from the interviews also showed that the teachers could handle the use of English for their classroom management as it involved simple and fixed expressions. It is interesting to find that although the interviewed teachers taught in the EP/MEP, they did not use much English in their class due to two major reasons: the teacher’s lack of confidence in speaking English and the teacher’s role as a co-teacher.

4.2.1.2 Problems about Language Functions in Delivering the Lessons

When the teachers orally delivered the lessons (content of the subject) in their EP/MEP classes, they encountered the following language function problems.

Table 4.3 Problems about Language Functions in Delivering the Lesson (n=138)

Problems about language functions in delivering the lesson	\bar{x}	S.D.	Meaning
1. Hypothesizing and speculating	3.17	1.07	Moderate
2. Describing events or situations	3.14	1.08	Moderate
3. Describing causes and effects	3.11	1.12	Moderate
4. Describing processes and steps	3.07	1.15	Moderate
5. Making comparisons and contrasts	3.07	1.12	Moderate
6. Describing graphs, charts, tables, and infographics	3.03	1.14	Moderate
7. Summarizing information	3.01	1.17	Moderate
8. Giving examples	2.93	1.26	Moderate
9. Defining and explaining technical terms	2.92	1.19	Moderate
10. Classifying information	2.91	1.16	Moderate
Total	3.04	1.04	Moderate

According to Table 4.3, the teachers rated all problems about language functions in delivering the lesson at a moderate level. The biggest problem was using English in expressing hypotheses and speculations ($\bar{x} = 3.17$), followed by describing events or situations ($\bar{x} = 3.14$), and describing causes and effects ($\bar{x} = 3.11$). Moreover, one teacher added another problem about using English as part of visual aids in her teaching.

Findings from the semi-structured interviews showed that some teachers were concerned about using English in their teaching due to their limited English proficiency. Therefore, they tended to use simple English sentences in delivering the lesson. They also prepared themselves well for classes.

“I use simple English to deliver the lessons. I’m quite worried about my English; I’m afraid that my students may misunderstand what I say. To deal with this situation, before going to classes, I need to prepare myself as much as possible in terms of contents, vocabulary, activities and scripts.”
(Teacher 2, Health Education)

“Foreign teachers are the main teachers in the EP/MEP classes. So, I don’t teach the content in English all that much in the class. Whenever the foreign teacher is not available, and I need to be responsible for the teaching, I do a rehearsal for teaching. It is tough for me to be the only one in the class to deliver subject contents in English. But good preparation helps!” (Teacher 6, Science)

“I work as a co-teacher. I usually sit in the class and monitor the way that foreign teachers are teaching students. Sometimes, I need to take part in teaching the students in English. In this kind of situation, I’m a bit worried that I may confuse students about the contents taught due to my limited English. What I usually do is to prepare the script and memorize it.”
(Teacher 11, Science)

To summarize, the teachers had problems when delivering the lesson at a moderate level. They tended to use simple English in their teaching. For those who were co-teachers, they did not need to teach much in English as their foreign counterparts were responsible for most of the teaching. Whenever they were required to be the sole teacher

in any class meeting, they would prepare themselves well in order to cope with the linguistic demands in teaching.

4.2.1.3 Problems about Teaching and Assessment Activities

The findings from the questionnaires revealed that the teachers encountered problems about teaching and assessment activities as follows.

Table 4.4 Problems about Teaching and Assessment Activities (n=138)

Problems about teaching and assessment activities	\bar{x}	S.D.	Meaning
1. Using correct English pronunciation and intonation while teaching	3.44	1.09	High
2. Using correct English grammar and structure while teaching	3.32	1.13	Moderate
3. Providing verbal feedback in English on the content of students' work (e.g., classroom activities, homework, written assignments, oral presentations, and portfolios)	3.20	0.98	Moderate
4. Providing written feedback in English on the content of students' work (e.g., classroom activities, homework, written assignments, oral presentations, and portfolios)	3.19	1.04	Moderate
5. Preparing supplementary materials in English	3.04	1.12	Moderate
6. Developing a written test in English (e.g., quizzes, and mid-term and final exams)	3.03	1.16	Moderate
7. Developing a lesson plan appropriate for a given course	3.01	1.07	Moderate
8. Using a variety of teaching activities to engage students in the learning process	2.99	1.07	Moderate
9. Understanding core teaching materials in English	2.98	1.08	Moderate
10. Using general English vocabulary while teaching and communicating with the students in the classroom	2.94	1.19	Moderate
11. Using a variety of assessment methods in assessing students' academic performance	2.90	1.11	Moderate
12. Using specialized English vocabulary (technical terms) while teaching	2.85	1.24	Moderate
Total	3.07	0.91	Moderate

The findings in Table 4.4 showed that the teachers had problems in using correct English pronunciation and intonation while teaching at a highest level ($\bar{x} = 3.44$), followed by using correct English grammar and structure while teaching ($\bar{x} = 3.32$), and providing verbal feedback in English on the content of students' work ($\bar{x} = 3.20$). Moreover, a teacher revealed that using pre-tests and post-tests represented other problems.

The findings from the semi-structured interviews also supported those from the questionnaires in that the most serious problem encountered by the teachers was that they could not use correct English pronunciation and intonation while teaching. The following are teaching experiences shared by some teachers.

“From my experience, I tried to teach my students in English, but I was not confident about my English pronunciation. I now want to improve my pronunciation since my students could learn and remember the correct English pronunciation from me” (Teacher 6, Science)

“My English pronunciation is problematic. I lack confidence whenever I speak English with my students who are good at speaking English. I often consult English teachers how to pronounce words correctly. This way could help me to have a bit more confidence in speaking and pronouncing the words.” (Teacher 7, Mathematics)

“I often find it difficult to construct English sentences when I want to discuss something with my students in English. I'm not sure about English grammar and also lack English vocabulary. So, I'm afraid that I can't give verbal feedback in English to my students. To solve this problem, I just use Thai in giving them feedback.” (Teacher 11, Science)

From the findings reported above, it can be seen that the teachers had different problems in using English in their teaching and assessment, and the most serious problem perceived was their English pronunciation and intonation. Due to their limited English proficiency, especially their English grammar, they were not confident in using English in teaching. As a result, some may switch to Thai as a medium of instruction.

4.2.1.4 Problems about Working with Foreign Teachers

When working with the foreign teachers in the EP/MEP, the teachers had the following problems.

Table 4.5 Problems about Working with Foreign Teachers (n=138)

Problems about working with foreign teachers	\bar{x}	S.D.	Meaning
1. Communicating in English with a foreign teacher in a formal situation (e.g., in a program meeting)	3.35	1.08	Moderate
2. Communicating in English with a foreign teacher in an informal situation (e.g., casual conversation in a common room)	3.01	1.1	Moderate
3. Having different beliefs about how to teach the assigned course	2.86	1.19	Moderate
4. Working in a team due to having different working styles	2.8	1.15	Moderate
5. Getting mutual respect and attention from foreign teachers	2.75	1.24	Moderate
Total	2.95	0.98	Moderate

According to Table 4.5, the top three problems were communicating in English with a foreign teacher in a formal situation (e.g., in a program meeting) ($\bar{x} = 3.35$), followed by communicating in English with a foreign teacher in an informal situation (e.g., casual conversation in a common room) ($\bar{x} = 3.01$), and having different beliefs about how to teach the assigned course ($\bar{x} = 2.86$).

The findings from the semi-structured interviews revealed that the problems about working with foreign patients stemmed from the fact that the teachers had limited English proficiency and communication skills.

“I’ve English communication problems. I can’t express what I want to say exactly to foreign teachers. When having a program meeting with them, I need to prepare myself very well. I will list what I want to discuss with them first and then prepare scripts for my discussion. I often consult English teachers too as my preparation for the meeting because sometimes I don’

know how to express what I want discuss in English. The English teachers can help a lot.” (Teacher 1, Science)

Like Teacher 1, Teacher 8 also found it difficult to communicate in English when working and communicating with foreign teachers.

“I feel uncomfortable and have no confidence whenever I need to use English with foreign teachers. For example, before I attend a formal program meeting, I carefully prepare what I want to discuss in English because I can’t express my thoughts in English spontaneously. What we usually discuss in the meeting includes the contents of teaching, lesson plans, teaching activities, and assessment methods. It is not easy to discuss these issues in English.” (Teacher 8, Mathematics)

However, some teachers had a positive attitude towards their English communication skills. They emphasized that their communication in English was not a barrier to working with foreign teachers.

“I always discuss our work and other general issues with foreign teachers where time allows. My English skills may not be very good, but I’m not much concerned about that. I like talking to foreign teachers, and I think that it’s okay to make mistakes. I believe it’s a good idea for me to talk to them as I can practice my speaking and listening skills.” (Teacher 2, Health Education)

“I’m not good at speaking English, but it’s not a problem for me to work with foreign teachers. I strongly believe that I can improve my English communication skills from foreign teachers. I often tell foreign teachers who can speak Thai that they can speak English to Thai teachers. I think this is one way that can help Thai teachers to improve their English communication skills and thus boost their confidence in communicating in English.” (Teacher 7, Mathematics)

“I think that my English skills are not very good, but I don’t have serious problems in working and communicating with foreign teachers. I always use simple English vocabulary and sentences. That’s fine; they can

understand what I say. We just need to have confidence in using English, and then we can improve it.” (Teacher 9, Mathematics)

To conclude, the teachers reported that they had varying degrees of problems working and communicating with foreign teachers, most of which were attributed to their limited English communication skills. However, to some teachers, they had positive attitudes towards using English with their foreign counterparts. They were aware of their limited English oral communication skills, but they held strong beliefs that they could improve the skills via actively communicating in English with foreign teachers.

4.2.1.5 Problems about Students’ English

When teaching students in the EP/ MEP, the teachers encountered certain challenges due to the students’ English proficiency. The findings in this issue are reported in Table 4.6.

Table 4.6 Problems about Students’ English (n=138)

Problems about students’ English	\bar{x}	S.D.	Meaning
1. Having problems about their English language proficiency	3.09	1.04	Moderate
2. Lacking confidence in using English outside the classroom	3.07	1.09	Moderate
3. Lacking confidence in using English in the classroom	3.04	1.05	Moderate
4. Lacking motivation in improving their English	3.03	1.06	Moderate
Total	3.06	0.98	Moderate

According to Table 4.6, it can be seen that all four aspects of problems relating to the students’ English proficiency were rated at a moderate level. They are as follows: students having problems about their English language proficiency ($\bar{x} = 3.09$), students’ lack of confidence in using English outside the classroom ($\bar{x} = 3.07$), students’ lack of confidence in using English in the classroom ($\bar{x} = 3.04$), and students’ lack of motivation in improving their English ($\bar{x} = 3.03$).

From the semi-structured interviews, the teachers mentioned that some students were able to speak English very well. On the other hand, the teachers seemed to have oral communication problems. However, it is interesting to find that the students held the belief that the teachers could communicate in English effectively because they were

EP/MEP teachers. With this regard, some teachers thought that they needed to enhance their English communication skills in order not to disappoint their students.

“I want to improve my English pronunciation because I wanted to say English words correctly, and then my students will learn and remember correct pronunciation.” (Teacher 6, Science)

“EP/MEP students are from a wealthy family. Most of them can speak English very well. Perhaps, their speaking is better than some teachers. I think this affects teachers’ trustworthiness. So, I needed to improve my English-speaking skills.” (Teacher 1, Science)

“I try to speak English as much as possible though I’m not good at English. I often ask Thai teachers who teach English about English pronunciation and how to practice my English skills. I crave to speak English in a proper way.” (Teacher 7, Mathematics)

From the interview extracts, the teachers felt that many students could communicate in English well, and they were afraid that their students would not believe in them because they could not speak English fluently and correctly. With this regard, the teachers reiterated that they needed to improve their English speaking skills and pronunciation. Some teachers tried to improve themselves through consulting their colleagues who worked as teachers of English. They hoped that they could serve as a role model in communicating in English for their students.

4.2.2 Teachers’ Confidence in Using English

This part presents findings on the teachers’ confidence in using English. The findings are presented and interpreted using the following criteria.

Highest level	=	4.21 – 5.00
High level	=	3.41 – 4.20
Moderate level	=	2.61 – 3.40
Low level	=	1.81 – 2.60
Lowest level	=	1.00 – 1.80

4.2.2.1 Overall Level of Confidence in Using Four English Skills in Teaching

The overall level of the teachers' confidence in using English skills in teaching is presented in Table 4.7.

Table 4.7 Overall Level of Confidence in Using Four English Skills in Teaching (n=138)

Overall level of confidence in using four English skills in teaching	\bar{x}	S.D.	Meaning
1. Reading	3.37	0.86	Moderate
2. Listening	3.25	0.83	Moderate
3. Speaking	2.96	0.92	Moderate
4. Writing	2.90	0.87	Moderate
Total	3.12	0.70	Moderate

As can be seen from Table 4.7, the teachers rated their confidence in using all four skills in teaching at a moderate level. The highest level of confidence was reading ($\bar{x} = 3.37$), followed by listening ($\bar{x} = 3.25$), speaking ($\bar{x} = 2.96$), and writing ($\bar{x} = 2.90$).

The findings from the semi-structured interviews revealed that the teachers had more confidence in their reading skills. For example, Teacher 1 (Science Teacher) said that for reading, she had more time to read the text if it was difficult. The teachers also reported that listening and speaking were more problematic for them. For example, Teacher 11 (Science Teacher) opined that these two skills were more difficult because these two skills required spontaneity in communication.

4.2.2.2 Level of Confidence in Using English for Specific Activities

The findings on the teachers' levels of confidence in using English for specific activities are presented in Table 4.8.

Table 4.8 Level of Confidence in Using English for Specific Activities (n=138)

The teachers' levels of confidence in using English for Specific Activities	\bar{x}	S.D.	Meaning
1. Giving students' suggestions on how to improve their English	3.07	0.86	Moderate
2. Correcting students' written English	3.04	0.80	Moderate
3. Correcting students' spoken English	3.04	0.81	Moderate

The teachers' levels of confidence in using English for Specific Activities	\bar{x}	S.D.	Meaning
4. Communicating in English with students outside the classroom	3.03	0.85	Moderate
5. Communicating in English with other Thai teachers in the EP/MEP	3.01	0.82	Moderate
6. Communicating in English with foreign teachers in the EP/MEP	2.91	1.05	Moderate
Total	3.02	0.73	Moderate

Table 4.8 (Continued)

As can be seen from Table 4.8, the teachers' overall level of confidence in using English for specific activities was at a moderate level ($\bar{x} = 3.02$). Their highest confidence in using English for specific activities was giving students' suggestions on how to improve their English ($\bar{x} = 3.07$), followed by correcting students' written English ($\bar{x} = 3.04$) and correcting students' spoken English ($\bar{x} = 3.04$).

The findings from the semi-structured interview showed that the teachers often felt uncomfortable to communicate in English with their students because they felt that their English was not good.

“Most EP/ MEP students' English skills are awesome. I often feel uncomfortable to speak English with the students or give them any feedback on their English because I think that my English is not that good. I need to improve my English skills because I don't want to see my students to see me as an unqualified teacher.” (Teacher 1, Science)

“I feel uncomfortable to speak English with my students and foreign teachers. I rarely use English with my students outside the classroom. I always speak Thai with them. I'd use more English with them or gave them comments on their use of English if my English was better.” (Teacher 11, Science)

It can be concluded that the teachers' confidence in using English with their students seemed to be affected by their own English proficiency. Therefore, the teachers believed that by improving their English, they could be more confident in using English with their students.

4.2.2.3 The Extent of English Use in Teaching

This study also wanted to know the extent to which the teachers used English in their teaching in EP/MEP classes. The findings are presented in Table 4.9 below.

Table 4.9 The Extent of English Use in Teaching (n=138)

The extent of English use in teaching	Frequency	%
Teaching less than 50 percent in English	63	45.70
Teaching more than 50 percent in English	43	31.20
Teaching more than 70 percent in English	26	18.80
Teaching 100 percent in English	6	4.30
Total	138	100.00

Based on Table 4.9, the largest proportion of the teachers (45.70%) reported that they taught the classes less than 50% in English. The second largest proportion (31.20%) stated that they taught more than 50% in English. Surprisingly, only 4.30% of the teachers taught their students 100% in English.

In the semi-structured interviews, the teachers shared more experiences about the extent of English use in their teaching. The teachers mentioned that foreign teachers were the main teachers who were responsible for teaching EP/MEP students. The Thai teachers were the co-teachers who monitored how students learnt and how the foreign teachers taught. Whenever the Thai teachers taught the students, they were more likely to use Thai.

“Normally, I use English only 20% because the foreign teachers are in the main role of teaching students. I’m just a co-teacher who monitors how they teach. (Teacher 1, Science)

“I use English just about 30 – 50% in the EP/MEP classes. I usually read the passages in English and translate and summarize it into Thai for my students. I think when I start the lesson in English and then conclude

everything in Thai will help students to better understand the lesson. Because of my limited English, I just want to make sure that the students understand the lessons taught. The best way is then to use Thai in addition to English so as to help students understand.” (Teacher 2, Health Education)

“I usually use English about 60% in the EP/MEP classes. I regularly ask my students in English to check their understanding of the lesson. Whenever my students have difficulty understanding certain points, I will switch to Thai to explain to them. This will help them better understand the lesson. My English may not be good enough to make them thoroughly understand the lesson.” (Teacher 6, Science)

Moreover, some teachers said that they rarely used English throughout the class, but they always used technical terms in English when teaching students.

“I don’t use English all the time in class, but I use technical terms in English in the class because I want my students to know more about English vocabulary. They also serve as keywords that help the students to understand the lessons. Although the students may not thoroughly the lesson due to my poor English, they still can understand to some extent the lesson by using keywords or technical terms.” (Teacher 5, Computational Science)

To sum up, most teachers taking part in this research worked as co-teachers in the EP/MEP. They attended the class to monitor foreign teachers’ performance. The teachers had to use English not only with foreign teachers but also with students because they also needed to teach the students on certain circumstances. However, these teachers had difficulty using English in their teaching due to their limited English. In other words, they seemed to lack confidence in using English in teaching. The teachers were aware of their English proficiency, and they also wanted to improve their English in order to boost their confidence in teaching and serve as a role model in using English for their students.

4.3 Teachers' Perceptions towards Support for Continuing Professional Development

Research Question 2: What are the secondary school teachers' perceptions towards teaching support as their continuing professional development?

This part explores the teachers' perceptions of continuing professional development (CPD).

The five-point Likert scale was used to examine the teachers' perception levels. The criteria used in reporting and interpreting the findings as follows:

Highest level	=	4.21 – 5.00
High level	=	3.41 – 4.20
Moderate level	=	2.61 – 3.40
Low level	=	1.81 – 2.60
Lowest level	=	1.00 – 1.80

4.3.1 Teachers' Perceptions towards Continuing Professional Development Activities as Supported by their Schools

4.3.1.1 Level of Initial CPD Support Received from the School

To better understand the teachers' needs for CPD support, it is important to consider the extent to which the teachers obtained CPD support when first engaging in the EP/MEP. Table 4.10 shows the findings on the levels of initial CPD that the teachers received from their schools when they were first assigned to teach the EP/MEP classes.

Table 4.10 Level of Initial CPD Support Received from the School (n=138)

Types of initial support from the school	\bar{x}	S.D.	Meaning
1. Provided me with information about the goals of the EP/MEP	3.46	1.04	High
2. Familiarized me with the EP/MEP curriculum that I was assigned to teach	3.41	0.94	High
3. Listened to my concerns about teaching EP/MEP classes and needs for teaching preparation	3.33	1.01	Moderate
4. Provided me with theoretical knowledge of learning and teaching in the EP/MEP	3.20	1.04	Moderate

Types of initial support from the school	\bar{x}	S.D.	Meaning
5. Provided me with practical training to prepare myself to handle EP/MEP classes	3.18	1.1	Moderate
6. Provided me with training specifically designed for improving my English language skills	3.07	1.16	Moderate
Total	3.27	0.92	Moderate

Table 4.10 (Continued)

From Table 4.10, when the teachers first engaged in the EP/MEP, the overall teachers received initial CPD support at a moderate level ($\bar{x} = 3.27$). The teachers reported that the school provided them with information about the goals of the EP/MEP ($\bar{x} = 3.46$), which was at a high level. This is followed by the fact that the schools familiarized them with the EP/MEP curriculum that the teachers were assigned to teach ($\bar{x} = 3.41$), and that the schools listened to teachers' concerns about teaching the EP/MEP classes and their needs of teaching preparation ($\bar{x} = 3.33$).

Apart from the questionnaire results, the teachers who were interviewed also shared their experiences on initial CPD from their schools. One teacher said that initial CPD for the EP/MEP teachers was important, but she did not receive any initial CPD from her school.

“The school didn't provide me with any training on teaching the EP/MEP. The school just assigned me to do this job without any training. The school imply selected the Thai content subject teachers to be the teachers in the EP/ MEP classes based on their English proficiency. But I expected to be trained as an EP/MEP teacher before going to class. I needed preparation so that I would know in advance what I was expected to do or teach. Without any training support, my first few semesters were a nightmare.” (Teacher 1, Science)

Other teachers reported that their schools provided them with general English language training, which was inadequate for their actual classroom teaching.

“I had not participated in EP/MEP training since I was assigned to teach in this program. My school organized some training on general English for us, focusing on everyday communication. That’s good, but it is not enough for me to apply this knowledge to my EP/MEP classes. I especially want to join EP/MEP teaching training. I want to learn more about English used in managing my classroom and in delivering the lesson. I also want to learn more about teaching techniques appropriate for EP/MEP students.” (Teacher 2, Health Education)

“My school had only training on general English for teachers. When I was first assigned to teach the EP/MEP classes, my school did not provide any EP/MEP training. I wanted to know how to use English as a medium of instruction in the EP/MEP.” (Teacher 5, Computational Science)

“My school provided us with the TOEIC test training for the EP/MEP teachers every school holiday. But the school did not offer any specific training on teaching techniques or language for the classroom for the EP/MEP teachers.” (Teacher 10, Science)

While some teachers said that they received training on general English, others stated that their schools did not provide any training for them, even training on general English.

“My school did not provide training on English or teaching techniques for EP/MEP. Most training was about how to conduct classroom research.” (Teacher 6, Science)

“Before teaching the EP/MEP, I didn’t have any training, even preparation for English.” (Teacher 8, Mathematics)

To sum up, the questionnaire results revealed that schools provided initial training for teachers in the EP/MEP at a moderate level. However, some teachers from the semi-structured interviews said that they did not have any opportunity to train on the EP/MEP teaching techniques. Most teachers received general English training which did not seem to prepare them well to cope with the demands in teaching in the EP/MEP. A few teachers said that they did not have any initial training, even the one focusing on general English.

4.3.1.2 Level of Continued Support Received from the School

Apart from understanding the provision of initial CPD activities, this study also delved into the extent to which the teachers received continued support from their respective schools. Table 4.11 presents findings on the level of continued support that the teachers obtained from their school.

Table 4.11 Level of Continued Support Received from the School (n=138)

Level of support continuity received from the school	\bar{x}	S.D.	Meaning
1. how to use and/or design core and supplementary materials for teaching in the EP/MEP	3.38	0.87	Moderate
2. how to use a variety of assessment activities in the EP/MEP classes	3.28	0.88	Moderate
3. how to use a variety of teaching activities in the EP/MEP classes	3.28	0.85	Moderate
4. peer-to-peer consultations so that teachers can receive suggestions from their colleagues when teachers have problems in their teaching	3.26	0.94	Moderate
5. intercultural communication skills so that teachers can work collaboratively with foreign teachers	3.23	0.98	Moderate
6. idea sharing where teachers can share their teaching experience and expertise with other colleagues	3.22	0.96	Moderate
7. how to carry out classroom research to study their teaching	3.19	0.96	Moderate
8. English language skills so that teachers will be able to deliver their lessons effectively and confidently	3.19	0.90	Moderate
9. teacher feedback so that teachers can improve the quality of their teaching	3.14	0.87	Moderate

Level of support continuity received from the school	\bar{x}	S.D.	Meaning
10. English language skills so that teachers can give appropriate English language support to students with limited English language proficiency	3.12	0.99	Moderate
Total	3.23	0.76	Moderate

Table 4.11 (Continued)

From Table 4.11, overall, the teachers received continued support from their school at a moderate level ($\bar{x} = 3.23$). The top three CPD activities that the teachers received were training on how to use and/or design core and supplementary materials for teaching in the EP/MEP ($\bar{x} = 3.38$), training on how to use a variety of assessment activities in the EP/MEP classes ($\bar{x} = 3.28$), and training on how to use a variety of teaching activities in the EP/MEP classes ($\bar{x} = 3.28$).

In addition to the questionnaire results, some teachers said that they rarely obtained appropriate CPD from their schools. They also added more information about the preferred training types that they wanted to attend as follows:

“I prefer face-to-face training to online training. I think that face-to-face training helps improve me through the interaction with trainers and colleagues. The type of CPD activities that I wanted to be involved with is school visits or cooperation with successful EP/MEP schools.” (Teacher 1, Science)

“I think a program meeting should be held every month for monitoring problems and teaching progress, plus revisiting teaching objectives.” (Teacher 2, Health Education)

Most teachers said that they wanted to attend face-to-face training, and that they wanted to be trained by foreign teachers. For example, Teacher 3 (Mathematics) said that he learned how to teach students in English from foreign teachers on the Internet, but he found it a bit difficult to understand. The good point was that he also learned English from him and learning online was very convenient, but the bad points also existed. Unlike

having face-to-face training, online training did not provide much opportunity for him to discuss in more details with their trainers. Other teachers also shared their experiences about attending CPD activities and expressed their opinions about the preferred types of CPD activities they expected from their schools.

“I wanted to attend face-to-face training and needed to be trained by the foreign teachers. Moreover, training activities should be provided for improving my English skills and my teaching skills for the EP/MEP classes.”
(Teacher 4, Mathematics)

“I want to attend an EP/MEP workshop where the teachers can and share their teaching experiences in the EP/MEP. I hope I can learn more about practical activities, especially ones involving finding teachers’ problems and solutions.”
(Teacher 5, Computational Science)

“I want to be trained about how to use English as a medium of instruction for teaching the EP/MEP. Furthermore, I think English pronunciation is important. Moreover, my school should set up a clear plan for EP/MEP training and the follow-ups for the teachers who are assigned to teach the EP/MEP.” (Teacher 6, Science)

“I want to know more about teaching techniques for the EP/MEP classes. Actually, my school provided me with only training on teaching theories, but I think learning more about practical activities could help me and my colleagues, for example, to improve and create our lesson plans and teaching materials particularly for our EP/MEP classes.” (Teacher 10, Science)

To conclude, overall the teachers received a moderate level of support continuity from their schools. They also commented that they preferred face-to-face training as it was more interactive, and this mode of training provided them with more opportunities to discuss with trainers in more details in case they needed further suggestions. They also stated that they preferred to be trained with foreign trainers as they could learn and practice English simultaneously. As for the contents, they expected that they would have an opportunity to attend training focusing not only on general English, but also English for teaching in the EP/MEP classes as well as teaching techniques suitable for the programs.

4.3.2 Teachers' Perceived Barriers to Participating in Continuing Professional Development Activities

It is important to gain insights into possible barriers to participating in CPD activities among the teachers because the findings will be useful for those responsible for organizing training for the teachers. In other words, the findings will inform those involved in the training of what they should be aware of, and then do, in order to increase the rate of participation in the training. Table 4.12 shows the findings on this issue.

Table 4.12 Teachers' Perceived Barriers to Participating in Continuing Professional Development Activities (n=138)

Teachers' perceived barriers to participating in continuing professional development activities	Frequency	%
1. Some CPD activities did not meet teachers' teaching needs and seemed to be irrelevant to teachers' teaching context.	55	39.86%
2. Some CPD activities conflicted with a teachers' work/teaching schedule.	46	33.33%
3. Some CPD activities dealt with general issues on teaching or education, not specifically geared towards the subject teachers teach.	42	30.43%
4. Some CPD activities were too expensive for teachers to attend.	40	28.99%
5. Some CPD activities lacked continuity and sustainability.	33	23.91%
6. Some CPD activities focused on theoretical knowledge, without providing sufficient practical aspects.	31	22.46%
7. Teachers find it difficult to attend some CPD activities due to their family responsibilities.	31	22.46%
8. Teachers' school did not have a clear plan about staff's CPD (for example, teachers' school did not inform the teachers in advance of how many CPD activities they could attend each year, or a teachers' school allocated a limited budget for teachers to attend CPD activities each year.)	25	18.12%
9. Teachers used to attend some CPD activities which were conducted in a stressful, threatening atmosphere, so teachers do not want to attend CPD activities if not required by their school.	17	12.32%

Teachers' perceived barriers to participating in continuing professional development activities	Frequency	%
10. Some CPD activities were held with class size that was too large, thus providing teachers with little opportunity to interact and share teachers' teaching experiences with others.	13	9.42%
11. The selection criteria for selecting teachers to attend CPD activities were biased or not clearly specified (for example, a particular group of teachers had more opportunities to attend CPD activities than others).	11	7.97%
12. The administrative team/school principal chose or held CPD activities for teachers without listening to their actual needs for such activities.	8	5.80%

Table 4.12 (Continued)

From Table 4.12, the top three barriers to participating in CPD activities were that some CPD did not meet the teachers' teaching needs and seemed to be irrelevant to their teaching context (39.86%), that some CPD activities conflicted with their work/teaching schedule (33.33%), and that some CPD activities dealt with general issues on teaching or education, not specifically geared towards the subject teachers taught (30.43%).

The semi-structured interviews provided more room for the teachers to elaborate on the reasons why they did not attend certain CPD activities. Some teachers shared their experiences with reference to the lack of specificity of the training and time constraints as follows:

“I didn't have any opportunity to participate in any training specifically designed for the EP/MEP teaching. My school offered only training on the development of general English language skills. The training didn't seem adequate in helping me deal with the teaching demands in the EP/MEP.”
(Teacher 4, Mathematics)

“From my experience in the past few years, I was very busy and had a tight schedule because I had to teach for both normal (Thai classes) and the EP/MEP

classes. I was quite unavailable to attend any training. Moreover, I needed to look after my family when I came back home. I had no more time left to attend any training.” (Teacher 5, Computational Science)

“I’d love to attend training to help me improve my teaching performance. But I had to work with foreign teachers, doing things like preparing the contents for teaching materials and recording students’ marks on a report assignment. I also had to teach in normal classes. That’s why I had no time for attending any training. Another important thing is that oftentimes I found that the contents of the training were not relevant to EP/MEP teaching!” (Teacher 6, Science)

As can be seen, the teachers did not attend some training due to the fact that the training did not meet the teachers’ actual teaching needs and expectations. Another barrier was attributed to the teachers’ busy schedules.

Some teachers provided suggestions on how to plan the training in order to motivate the teachers to attend. These comments would be beneficial for the school’s management team and individuals responsible for organizing the training as follows.

“A formal needs analysis should be implemented as the priority for preparing a training session. Also, the teachers’ current problems should to be surveyed and analyzed. The findings will be useful for designing the training in response to the specific needs and expectations of EP/MEP teachers.” (Teacher 2, Health Education)

“The teachers’ perceived problems and needs should be discussed before any training is designed. That is, the training organizers should listen to the teachers’ voices in terms of their needs and concerns.” (Teacher 5, Computational Science)

Teacher 5 also added that it was useful to have the teachers take a placement test to assess their English proficiency, and each training session should have a small number of participants. This would allow the participants to have more opportunities to share their teaching experiences, where they were successful or unsuccessful stories. These would in turn help them to learn not only from the trainers but also from other

participants. Other teachers also stated the importance of having the teachers' background information before the training was designed.

“The teachers should complete a pre-test for assessing their strengths and weaknesses in teaching and their English proficiency. Then training organizers can use the findings received in designing training sessions that can mitigate the teachers' weaknesses while enhancing their strengths.”
(Teacher 6, (Science))

Some teachers also shared their opinions about self-developed strategies used in dealing with the teaching demands in the EP/MEP as follows.

“I learned how to teach in English for different levels through watching Youtube. Sometimes, I used a translation application to help me deal with English problems in my teaching.” (Teacher 1, Science)

“I used to work with some foreign teachers in my previous private school. I still consult them whenever I have problems about using English as a medium of instruction. They always give me useful suggestions, and this makes me feel more confident in my teaching.” (Teacher 2, Health Education)

“I'm a lucky man. My girlfriend is an English teacher in my school. She helps me whenever I've problems in teaching. I also improve my English and teaching techniques by using available online resources.” (Teacher 6, Science)

“I've practiced my English skills by listening to English news on my way to school every morning. This helps me learn many English words which can be used in teaching my students. I also took a TOEIC test to assess my English proficiency. I paid for it as I wanted to know my English ability level. Then I could know what I should do to improve my English.” (Teacher 10, Science)

To sum up, it can be seen that even though the teachers were well aware of the importance of CPD, they encountered different barriers to participating in CPD activities

held by their schools. The teachers suggested that for those responsible for organizing the CPD training, they should listen to the prospective participants' voices, particularly their concerns about teaching problems and English language proficiency. Conducting a formal needs analysis was recommended before any training program was designed and implemented. Apart from CPD activities provided by their school, the teachers also reported different self-developed strategies as part of their professional development, including learning from online resources, consulting English language teachers and foreign teachers, and taking a language proficiency test to self-assess their own English ability.

4.4 Chapter Summary

This chapter reports on the findings of this study. The findings reveal that the teachers encountered different levels of challenges and confidence in teaching content subjects through English. The challenges were mainly attributed to their limited English language proficiency and lack of initial preparation training for EP/MEP teaching. The teachers also expressed their opinions about the continuity of CPD activities received from their schools, suggesting that training organizers should be aware of the teachers' actual needs and expectations when designing training programs. Moreover, the teachers pointed out the barriers to participating in CPD activities provided by their school and then provided suggestions on how to mitigate such barriers. Apart from the CPD activities offered by the school, the teachers reportedly used several self-developed strategies in dealing with the demands in teaching in the EP/MEP. The findings reported in this chapter will be further discussed in the subsequent chapter.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter presents the summary of the findings, discussion, and implications. The chapter also offers limitations and recommendations for further studies.

5.1 Summary of the Findings

This study was mixed-methods sequential explanatory research which aimed at investigating the secondary school teachers' challenges in teaching content subjects in the EP/MEP and teachers' perceptions towards teaching support as their continuing professional development (CPD). The participants of this study were 138 teachers from 13 secondary schools that offered the EP/MEP in Samut Prakarn province, Thailand. These teachers were selected by using a stratified random sampling method. They were Thai native speakers. These teachers responded to the questionnaire administered by the researcher. In addition, 11 of them were further interviewed to provide in-depth information to augment that gained from the returned questionnaires. The quantitative data obtained from the questionnaire were analyzed by using the Statistical Package for Social Science (SPSS) while the qualitative data derived from the semi-structured interviews were analyzed by using content analysis. The findings of this study are summarized as follows.

The study found that teacher participants graduated from a specific content major such as sciences, mathematics, and biology. As they were responsible for teaching in the EP/MEP, they were required to use English as a medium of instruction. The teachers were chosen to teach in these programs by their schools. Even though these teachers were not confident in their English skills, they had confidence in their specific content knowledge. Apart from using English in the EP/MEP classes, teachers also used English for communicating and working with foreign teachers in their respective schools. Interestingly, they also reported that they had shared their experiences with other colleagues as part of their CPD activities. For example, they engaged in informal dialogues and consultations with others EP/MEP colleagues, who were also Thai, to find out how to improve their teaching performance and English skills.

The findings also revealed that most teachers took a role as co-teachers who co-taught with foreign teachers for the EP/MEP classes. Their main duties were monitoring as

well as assessing the teaching performance of the foreign teachers during the classes. Moreover, some teachers had to deliver the content through the English language. The teachers realized that they had challenges of teaching and working in the EP/MEP. Their control over the English language was their major challenge. To elaborate, most teachers revealed that they had difficulty in using English as a medium of instruction and employing appropriate teaching techniques. In addition, the teachers felt uncomfortable and lacked confidence in using English. They needed to learn more about the way to convey the content knowledge through English properly and effectively. From these reasons, they used simple English instead and tried to prepare themselves in advance for teaching students and communicating with foreign colleagues. They did not want to make any mistakes in the working situation. Furthermore, some teachers expressed that they needed to improve their English communication skills and English pronunciation because they could not speak or pronounce English words correctly and clearly. As such, they were concerned that their incorrect pronunciation would cause misunderstanding when teaching their students. Moreover, the teachers were afraid that their students who were fluent in English would see them as unqualified teachers for the EP/MEP. It was interesting to find that some teachers said that they felt confident to speak English. They reiterated that they kept an open mind and did not worry about their grammar; they enjoyed speaking English with other people.

The findings also showed that the teachers considered that CPD activities played a crucial role in developing their teaching performance. According to the findings, providing teachers with information about the goals of the EP/MEP was the initial training that they highly received as CPD support from their schools. In addition, some teachers confirmed that their schools provided teacher training on the general English and everyday English communication for all teachers in the school. The teachers felt that those training could not help them to get rid of their challenges and did not match their actual needs and challenges. It is also surprising to find that there were some teachers without any training experience at all since they were the teachers in the EP/MEP. The teachers articulated that they needed to be trained as the EP/MEP teachers.

This study also sheds light on barriers to the teachers' participation in CPD activities. Many teachers reported that some CPD activities did not meet their needs and expectations. The activities seemed to be irrelevant to their teaching context. To improve the quality of CPD, the teachers recommended that a needs analysis should be implemented as the priority. Apart from a needs analysis, pre-tests should be administered to assess and place the teacher's English language proficiency. The results from these

processes can be used as guidelines for designing and delivering effective CPD activities. Furthermore, teachers also disclosed other barriers to attending CPD activities. For example, the teachers were very busy; they had a tight schedule and high workload. It is interesting to find that even though schools did not provide an appropriate CPD for teachers and there were many barriers to teachers' CPD activities, some teachers tried to improve their English skills and teaching skills in their own ways. They improved skills they deemed necessary through various self-selected activities such as watching Youtube channels, listening to news in English, and consulting English experts. It can be concluded that the teachers need to be trained through appropriate CPD activities which practically respond to their perceived challenges and actual needs in context.

5.2 Discussion of the Findings

5.2.1 Teachers' Challenges in Teaching Content Subjects through English

The findings of this study revealed that Thai teachers in the EP/MEP can be divided into two categories. While some teachers were the only one responsible for all class meetings of a given subject, others co-taught with a foreign teacher in all class meetings. The Thai teachers under investigation reported that they encountered the challenges in teaching content subject through English. Many had difficulty in delivering the content through English due to their limited English proficiency. The findings of this study are consistent with those of Villabona and Cenoz (2021), who explored how CLIL teachers conceptualized the CLIL integration in their teaching. The study setting was in the Basque Autonomous Community (BAC), a multilingual region in Spain. The results of the study showed that CLIL teachers faced varying challenges in teaching, struggled to balance the focus of language and content simultaneously, and did not know how to help their students overcome language barriers while studying because they lacked professional training background in language teaching.

In this current study, the findings also showed that while the teachers were expected to teach in English, many reported that they used English less than 50 percent in teaching. This showed that in their actual classroom teaching, the teachers did not use English all the time as they were expected, but they switched back and forth between Thai and English. They were not able to use English effectively and lacked confidence in using English as a medium of instruction to teach their students. The study by Suwannoppharat and Chinokul (2015) who discussed the CLIL implementation in an EFL context also pointed out that it was not easy for the content teacher to teach their

content subject through English. In other words, teachers who were non-native speakers of English would find it difficult to use English for conveying the content knowledge.

Another important point is that teaching content through English is tough for the teacher, and it may also pose challenges to the students who rarely use English in their daily lives. Thus, appropriate CPD activities are necessary for teachers in order to equip the teachers with skills in teaching in an effective manner and helping their students to cope with the linguistic demands in the class. This is in line with the study by Prasansaph (2019) who found that the CLIL teachers had low English language proficiency while they were expected to have control over their English while teaching the content. The study concluded that the teachers may not be ready to teach the content subjects through English. Furthermore, the students did not realize the importance of learning English because they did not use English outside the classes and in their everyday lives. Like the study by Prasansaph (2019), this study has called for appropriate CPD activities for Thai teachers who teach in the EP/MEP. The CPD activities should help the teachers not only enhance their English skills necessary for delivering their class in English but also learn new teaching skills or techniques that can help motivate their students to improve their English.

The teachers under investigation in this study were experts on their content knowledge because they held a degree relevant to their teaching content. However, for their use of English in class, some teachers reported that they would often use English for greeting the EP/MEP students and finishing the classes. They admitted that although they did not use English much but tended to use the Thai language to a large extent during the class time, they would do their best to use English words and English technical terms in delivering the EP/MEP classes. The findings support those of Parmwong and Subphadoongchone (2019) who explored the teachers' experiences in teaching content subjects in the MEP in secondary schools. The teachers of this study were native speakers of Thai. The findings revealed that most teachers were unconfident in teaching the content knowledge in English in the class. On the other hand, they were confident in their content knowledge. As these teachers had difficulty in teaching the class in English, they resorted to using Thai in their teaching but attempted to include technical terms in English in their teaching.

Even though the teachers were unconfident and felt uncomfortable to use English, they still had to use it to some extent in teaching students, working with foreign teachers as well as making teaching plans and materials. According to the findings, English oral communication skills were the teachers' obstacle to work in the EP/MEP. Many

reported that they were unable to speak English fluently. Some admitted that they could not even construct complete sentences orally by themselves in order to convey the content knowledge; they were worried about the English structure and grammar in their speaking. Interestingly, some teachers emphasized that they needed to train on English pronunciation. It is important to note that the findings of this study have informed their respective schools that they should be provided with CPD activities to help them improve their English oral communication skills in order to help them to be able to teach and communicate orally in English in their class in an effective and confident fashion. The study by Strotmann et al. (2014) investigating CLIL implementation in different educational establishments in Spain, Malaysia, China, and Turkey showed that the teachers preferred training in speaking and academic English. Another study by Pérez Cañado (2014) examining the teachers' training needs based on CLIL reported that the Spanish teachers under study needed to improve their English oral and pronunciation skills.

As can be seen, for teachers who are non-native speakers of English and do not use English in their daily life, English oral communication skills are of the teachers' concerns because they need these skills as tools for their classroom teaching. This current study has thus supported previous studies for the provision of English oral communication development, as part of CPD activities, for CLIL teachers who are non-native speakers of English, have limited English oral communication skills, and lack confidence in teaching in English in their class.

5.2.2 Teachers' Perceptions towards Support for Continuing Professional Development

According to the EP/MEP teachers' report of the initial CPD support received from their respective schools, some teachers did not have any experience in training. Some teachers reported that their schools provided training for all teachers in schools in terms of training on general English and English for daily communication. Some teachers also explained that existing training from their schools were irrelevant to their teaching situation, and it could not help them to get rid of their challenges of teaching the content through English. Most teachers expressed that they needed to be trained as qualified teachers for the EP/MEP. Moreover, the teachers agreed that CPD activities were very important for them. They saw the CPD as the main program that could help them to maintain and improve the teaching performance and the English abilities. The benefits could not only generate for the teachers but also the students' learning and the school performance. Therefore, the findings of this study illustrated the importance of

appropriate CPD for the teaching profession. Like the current study, previous studies also confirmed the significance of the provision of teacher professional development that meets the expectations of the teachers. For example, the study by AL-Qahtani (2015) exploring the English teachers' attitudes toward teachers' professional development in AL-Quwayiyah town in Saudi Arabia found that the teachers expressed satisfaction with the teacher professional development. This is because the teacher professional development was crucial and also raised teachers learning as well as teaching quality. Moreover, the findings also pointed out that teacher professional development could also have subsequent impacts on the students' learning performance and achievement. Similarly, the study of Rouf and Mohamed (2017) investigating English language teachers' present practice of and perceived needs for CPD in secondary schools in Bangladesh revealed that the teachers attended effective CPD to update recent innovations in English pedagogy for their career development and better learning for students. Moreover, the study findings of Srinivasacharlu (2019) also support the issues. The teachers were supposed to update their skills and competencies as well as keep abreast of teaching performance in their career path by taking up CPD. It is important to note that the CPD played as the main program of improving teaching quality of the teachers and raising the learning performance of the students. Similarly, Yeşilçınar and Çakır (2018) confirmed that it was necessary to carry out the teacher CPD activities for improving the quality of the education system. The quality of schools could not be strengthened without the quality teachers. Therefore, it could be concluded that CPD is essential for those involved in the teaching profession, including teachers in the EP/MEP.

The findings from the current study showed that the EP/MEP teachers needed to be trained on various pedagogical activities, including teaching content subjects through English, CLIL teaching techniques, and designing teaching and learning materials. The training in the form of a workshop was recommended by most of the teachers. Yeşilçınar and Çakır (2018) pointed out that workshops could empower the teachers to learn by doing as well as help them to assess their improvement and teaching behavior. Moreover, the study by Badri et al. (2016) reported that the structure and type of CPD activities in the schools influenced the teachers' decision-making whether they would attend provided CPD activities or not. As can be seen, not only the content of CPD but also the type of CPD activities could affect the teachers' decision to participate. The findings of this study, along with those of previous studies, have therefore convinced the school's management team and those involved in running CPD activities for EP/MEP teachers of

taking critical consideration what the teachers need, what the teachers should be updated, and what form or mode of CPD activities the teachers prefer.

The findings of the current study also revealed that the teachers encountered different barriers to participating in the CPD activities. The teachers reported that some CPD activities did not meet their teaching needs and seemed to be irrelevant to their teaching context. Some CPD activities conflicted with their work/teaching schedule. Furthermore, some CPD activities dealt with general issues on teaching or education, not specifically geared towards the subject teachers teach. Moreover, the findings from the semi-structured interview showed that most teachers were very busy, had tight teaching schedules, and workloads. The findings of this study are quite similar to previous studies of other contexts where the teachers needed to attend the CPD, but they could not make it. Noom-ura (2013) surveyed high-school teachers' problems with English language pedagogies and the professional development (PD) needs in three provinces of three Secondary Educational Service Areas in Thailand. Her findings revealed that most existing PD programs conflicted with the teachers' heavy teaching schedules. Furthermore, Badri et al. (2016) explored the PD needs and impacts and the barriers encountered by teachers from secondary schools in Abu Dhabi. They found that the PD clashed with teachers' work schedule. Moreover, the study by AlMutlaq et al. (2017) revealed that the teachers' significant barriers to engaging in CPD were time and workload. Dilshad et al. (2019) explored the engagement of university teachers in terms of barriers to PD of teachers. This study took place in public universities in southern part of Punjab province in Pakistan. The findings showed that the major barriers that affected the CPD of the university teachers were their lack of time, funding, and un-availability of study leaves. The findings of the current study, together with those from previous studies, have pointed out the importance of understanding the teachers' barriers to CPD participation. It can be said that good CPD activities will be useless if teachers do not attend them.

Although some teachers of the current study faced barriers to attending the CPD activities, they tried to improve their English language proficiency and teaching performance by themselves in their own way. Some teachers learned how to teach the content knowledge in English through Youtube. Some teachers used the English translation application to learn the meaning of the English words and how to use those words. Moreover, some teachers tried to consult the English teachers who were native speakers of Thai in order to find out the solutions to the challenges of teaching content subjects in English. The findings of this study are consistent with the finding of Tachaiyaphum and Sukying (2017) who investigated the EFL pre-service teachers'

perception of CLIL. They found that the pre-service teachers used different self-developed strategies and sought help from others with more experience in using English. It is intriguing to find that some EP/MEP teachers put their efforts in improving themselves by various activities as a part of CPD activities. Those CPD organizers should invite these teachers to share their CPD activities with other teachers. This would help inspire the teachers with too busy schedules to attend CDP training to find their own self-developed strategies to cope with the teaching demand in the EP/MEP. It is an invaluable opportunity that the teachers can create a community of learning or network to exchange teaching ideas with other teachers. According to the study by Serrano et al. (2017), the teacher network from various meetings gave opportunities for the teachers to share different teaching experiences, and this promoted a convivial environment of professional development.

As there has been an emerging trend of the EP/MEP in Thai schools, CPD activities have a role to play in helping the EP/MEP teachers in coping with the teaching demand. The school's management team and those involved in running the CPD for the teachers should pay attention to empirical findings which reflect the teachers' challenges and CPD needs. The management team can use such findings as guidelines in preparing appropriate CPD activities for their EP/MEP teachers. The results of the effective provision of CPD activities are paramount because those who successfully go through such activities will become quality teachers who could subsequently increase the students' progress and achievements as well as raise the quality of the EP/MEP educational system.

5.3 Implications of the Findings

In this section, the implications of the findings are discussed and thus divided into two parts: implications for in-service teacher training and implications for school administrators and policy makers.

5.3.1 Implications for In-Service Teacher Training

The findings of this study showed that the EP/MEP teachers encountered challenges in using English in their teaching and communication. They expressed their needs for English language training from their school or those concerned. They were also concerned about other problems pertaining to teaching-related activities in the EP/MEP. In this regard, a team of trainers responsible for running in-service teacher training should come from two groups: English language teachers and EP/MEP teachers (henceforth referred to as language trainers and EP/MEP trainers). Language trainers are those

responsible for helping the in-service EP/MEP teachers cope with the linguistic demands when teaching in the EP/MEP. For EP/MEP trainers, they are content subject teachers with experience in teaching in the EP/MEP and responsible for helping familiarize in-service teachers with the demands in teaching content subjects. As stated above, these two parties should work collaboratively in planning, designing, delivering, and evaluating the training program for in-service EP/MEP teachers.

The language trainers and the EP/MEP trainers should seek every opportunity to discuss with the target in-service EP/MEP teachers in order to obtain useful background information for planning the training. In a more formal fashion, they should conduct a needs analysis to insightfully understand the in-service teachers' educational background, language-related problems and content subject teaching problems and training expectations. Different forms of needs analysis techniques can be employed, including a survey questionnaire, an in-depth interview, and a pre-test. These techniques can be used in combination and in context in order to gain rich information from the prospective in-service teacher trainees.

It is important to reiterate that the language trainers and the EP/MEP trainers should work in tandem on a needs analysis. The language trainers may pay particular attention to investigating the types of problems that the in-service teachers have with reference to English, such as classroom management language and language functions in delivering the lesson. Meanwhile, the EP/MEP trainers, as disciplinary insiders, may delve into needs for improving teaching methodology and other academic activities in which the in-service teachers are expected to engage. As these trainers have experience in teaching in the EP/MEP and a better understanding of the teaching context, they can serve as key individuals, as the language trainers do, in conducting a contextualized needs analysis. With this kind of collaborative needs analysis, in-service teacher trainers can develop a contextualized, comprehensive training curriculum to meet the actual needs and expectations of prospective trainees.

5.3.2 Implications for School Administrators and Policy Makers

The findings of the study showed that some teachers had not had experience in attending CPD activities offered by their respective schools or other educational establishments concerned. The findings also unfolded the teachers' barriers to participating in the available CPD activities. Clearly articulated and documented evidence (Rouf & Mohamed, 2017; Srinivasacharlu, 2019; Yeşilçınar & Çakır, 2018). shows that CPD

activities can contribute to teaching success, in-service EP/MEP teachers should have an opportunity to attend any CPD activity they deem appropriate for them.

One of the most important solutions to the teachers' challenges in teaching in the EP/MEP is that school administrators should have a clear strategic plan in recruiting Thai teachers with a high English proficiency to teach content subjects. In case that this cannot be made possible, the administrators should provide new-coming teachers with English language training at the very early stage of their employment. Another possible strategy is to set up a support group for these new teachers in order to help them adjust to a new teaching environment and deal with teaching challenges and demands (Colognesi, Nieuwenhoven, & Beausaert, 2020; De Vries, Grift, & Jansen, 2013; Lambson, 2010; Warsame & Valles, 2018).

It is undeniable that school administrators and policy makers have significant impacts on a CPD plan of a given school due to their authoritative position to substantially influence the initiation, planning, or shelving of CPD activities. This study thus raises the administrators and policy makers of their role and responsibilities in planning CPD activities for their teaching staff members. For example, they should listen to the teachers' voices in terms of their needs for CPD activities. As evident from the findings of this study, some barriers to the teachers' participation in CPD activities could be attributed to those in the authority. For example, some teachers reported that their respective schools did not have a clear plan for CPD activities, and some activities lacked continuity and sustainability. Many teachers voiced their concern that some CPD activities were too costly. These findings call on those in the authoritative position to initiate an open dialogue with their teaching staff members to listen to their needs for support. This will result in creating a more convivial and egalitarian setting where the school administrators and policy makers will better conceptualize the mismatches between what the teachers expect from the school and what they receive. A lack of good practice in dialogues may bring about certain tensions between the school's authority and the teachers when it comes to the implementation of a CPD.

The findings of this study also urge the school's authority to build a vibrant and learning community among in-service teachers. This kind of learning community is a collaborative venture among the teachers themselves where those in top authority should play a supportive role and have strong leadership in nurturing and sustaining this kind of school culture. In other words, school administrators and policy makers should encourage more collegial dialogues among EP/MEP teachers, particularly among those with varying degrees of teaching experiences. This collegial dialogue can serve as facilitative strategies

that enable the teachers to share their teaching ideas, successful teaching stories, and concerns over their teaching practices and challenges. Engaging in more collegial discussions, be they formal or casual, EP/MEP teachers can draw on one another's teaching experience. The discussion would assist the teachers in reflecting on their own teaching practices. Simultaneously, they can learn more about their colleagues' teaching practices, some of which may be useful in improving their own teaching. This collegial dialogue is thus an invaluable means for fostering professional growth among EP/MEP teachers. It is important not only for new teachers who can learn a great deal from more experienced teachers, as previously discussed, but also for more experienced teachers to reflect on their own teaching practices.

5.4 Limitations of the Study

Even though this study was carefully designed and conducted, the researcher acknowledges that it is subject to certain limitations due to some time constraints and logistic reasons. First, the data were based upon the teachers' self-reported perceptions derived from a questionnaire survey and an interview. To some extent, certain aspects of teaching challenges that the participants may not have been aware of were not reported. Second, the challenges and needs for support, as reported in this study, were based on the teachers' own perceptions. If additional data had been collected from other individuals involved in the teaching process, such as international teachers whom they co-taught, this study would have resonated with multiple views of the teachers' challenges and support, thus presenting a clearer portrayal of those issues. Finally, as the data were collected from schools in one province, the findings may not be generalized to other teaching contexts.

5.5 Recommendations for Further Studies

The limitations of the study, as addressed in the preceding section, and some unexplored aspects of the teachers' challenges and support, as triggered by the findings of the current study, have created room for further studies as follows.

First, further studies should include classroom observation as a complementary research tool. In so doing, the prospective researcher should observe individual EP/MEP teachers' classes in real settings to delve into their teaching challenges and needs for

support. Questionnaire data and interview data should be triangulated with observation data in order to obtain more comprehensive findings.

Second, since Thai teachers responsible for teaching the EP/MEP usually work collaboratively with their foreign counterparts, these Thai teachers' teaching challenges and needs for support should also be studied from the foreign teachers' perspectives. In other words, the foreign teachers can also serve as a good complementary data source to reflect the Thai teachers' teaching experiences. In addition, another line of inquiry is to specifically focus on how Thai teachers co-teach with their foreign counterparts in such issues as intercultural communication, peer teaching practices, peer support, and negotiation of conflicts.

Third, due to a dramatic increase in the number of foreign teachers responsible for teaching the EP/MEP in schools in Thailand, further in-depth studies should also investigate their teaching practices in context. Findings will help school administrators to organize appropriate CPD activities for these key teaching staff members.

Fourth, a research project involving a larger population drawn from different areas should be conducted. This will provide stakeholders with a sketch of EP/MEP teaching practices and conditions. However, a small-scale research project, such as a qualitative case study or a narrative inquiry, where a few participants' lived experiences are explored, cannot be neglected. These lines of inquiry will provide prospective readers with in-depth and practical implications for specific teaching milieus.

Finally, more studies should earnestly place emphasis on school authorities' perspectives of CPD activities and strategic planning for promoting teacher professional growth. Findings of these studies, coupled with those from studies focusing on teachers' perspectives, can be used to better understand the complexities of, and the interplay between, actual teaching situations and institutional policy harnessed by those in leading authorities.

5.6 Chapter Summary

This final chapter has summarized the summary of the findings of the current study. It also discusses the challenges that the EP/MEP teachers encountered, placing particular emphasis on their use of English in teaching content subjects. These challenges were attributed to their limited English language proficiency and lack of continuing professional development. The chapter also critically discusses the teachers' needs for

training in order to improve their teaching and boost their confidence in teaching. The chapter ends with offering practical implications for stakeholders, acknowledges limitations of the study, and offers recommendations for further studies.



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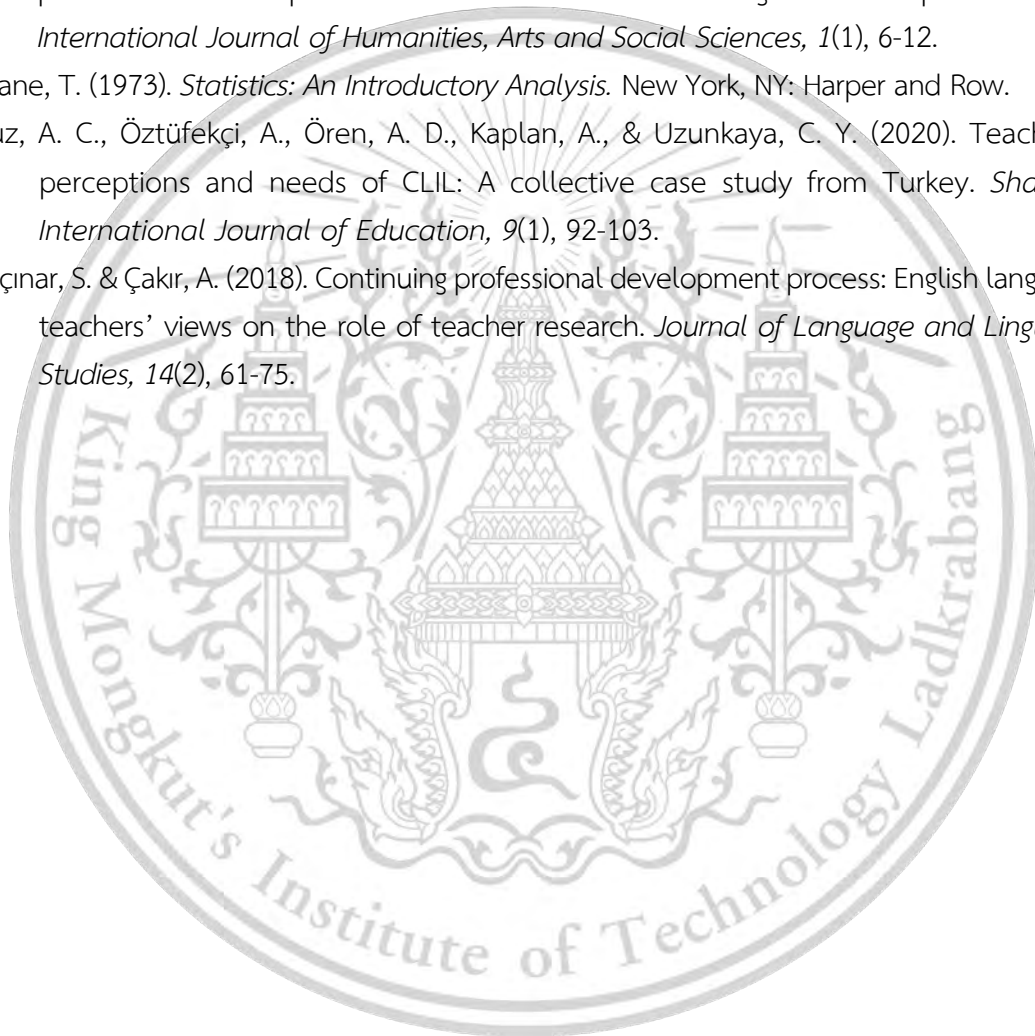
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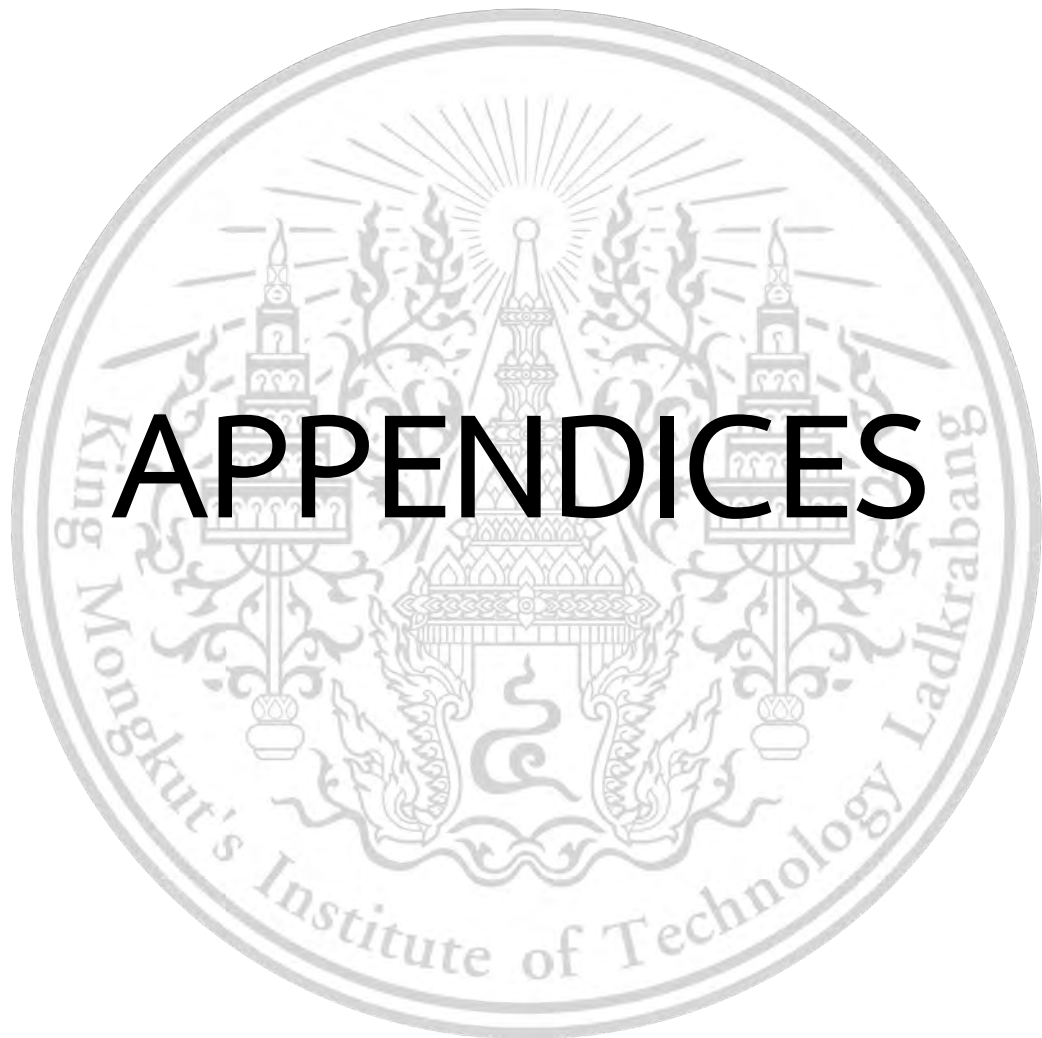
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Appendix A

The Questionnaire for Content Subject Teachers

Research Topic: An Investigation into Teaching Challenges Perceived by CLIL School Teachers in Samut Prakan Province

This questionnaire consists of three parts as follows:

Part 1: Teacher's Background Information

Part 2: Teachers' Challenges in Teaching Content Subjects through English

Part 3: Teachers' Perceptions towards Support for Continuing Professional Development

Part 1: Teacher's Background Information

Directions: Please provide your information by placing a tick (✓) in the box (☐) and filling in the blank provided.

1. Gender Female Male Prefer not to answer

2. Age _____ years

3. Educational background (Please identify all qualifications you obtained.)

Bachelor's degree

Major: _____ Minor: _____

Thai Program English/International program

Master's degree

Field of study: _____

Thai Program English/International program

Doctoral Degree

Field of study: _____

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Thai Program English/International program

Graduate Diploma Program in Teaching Profession

4. Overall teaching experience (including all schools, programs and levels that you have been involved)

Less than 1 year 1 – 5 years 6 – 10 years

11 – 15 years Over 15 years

5. Type of school where you are currently teaching

Public school Private school

6. Type of program in which you are teaching

English program (EP) Mini-English program (MEP) Both EP and MEP

7. Educational level that you are teaching in the EP/MEP

Lower secondary school Upper secondary school Both levels

8. Teaching experience in the EP/MEP

Less than 1 year 1 – 5 years 6 – 10 years

11 – 15 years Over 15 years

9. Content subjects that you teach in the EP/MEP: (You can choose more than one item)

General science Mathematics Biology Chemistry

Physics Physical Education

Others (Please specify) _____

10. Your role as a teacher in the class when teaching in the EP/MEP:

You co-teach with a foreign teacher in all class meetings (For example, you teach Biology. In each class meeting, both you and a foreign teacher are in the class and help each other teach the students.)

You are the only teacher in all class meetings (For example, you teach Mathematics. In all class meetings, you are the only teacher in the class who is responsible for teaching the students.)

Others (Please specify)

11. Your English proficiency testing experience in the last two years (from May 2018 onwards)

Yes (Please identify the types of test taken.) You can choose more than one item.

TOEIC (Latest score: _____)

TOEFL (Latest score: _____)

IELTS (Latest score: _____)

CU-TEP (Latest score: _____)

TU-GET (Latest score: _____)

Others (Please specify) _____

None

12. Types of professional development experiences within the last two years (from May 2018 onwards). You can choose more than one item.

Attending a training course or a workshop focusing on teaching content subjects in English (e.g. teaching techniques, material development, and assessment)

Attending a conference or a seminar focusing on teaching content subjects in English

Having visits to other schools that offer EP/MEP

Doing individual or collaborative research on teaching content subjects in English (e.g. doing research to improve classroom teaching)

Receiving mentoring and coaching in teaching content subjects in English, as provided by your school

Reading professional literature on teaching content subjects in English (e.g. journal articles, research reports, and books)

- Engaging in informal dialogues/consultations with EP/MEP colleagues (Thai colleagues) to explore how to improve teaching
- Engaging in formal dialogues/consultations with EP/MEP colleagues (non-Thai colleagues) to explore how to improve teaching
- Seeking help from, or having consultations with, colleagues who teach English so as to improve teaching
- Attending a training course or workshop to improve English skills
- Other activities (please specify) _____

Part 2: Teachers' Challenges in Teaching Content Subjects through English

A. Teachers' Perceived Problems

Directions: Please place a tick (✓) in the appropriate column to identify the level of problems that you have encountered in teaching content subjects through English.

- Highest level = 5
- High level = 4
- Moderate level = 3
- Low level = 2
- Lowest level = 1

1. Problems about classroom management language

While teaching EP/MEP students, I have problems in using English for classroom management in the following areas.

Problems about classroom management language	Agreement				
	5	4	3	2	1
1. Greeting students at the beginning of the class					
2. Checking class attendance					
3. Giving an announcement					
4. Explaining and discussing classroom rules					

Problems about classroom management language	Agreement				
	5	4	3	2	1
5. Giving instructions for classroom activities (e.g. doing pair or group work)					
6. Eliciting students' answer and explanation					
7. Checking students' comprehension					
8. Emphasizing important points					
9. Encouraging students to share their opinions					
10. Giving corrective feedback					
11. Drawing students' attention					
12. Complimenting students					
13. Reassuring students					
14. Warning students of misbehavior					
15. Giving instructions for homework and assignments					
16. Finishing the class					
17. Other problems (Please specify) _____					

2. Problems about language functions in delivering the lesson

When I orally deliver the lessons (content of the subject) in my EP/MEP class, I encounter the following language function problems.

Problems about language functions in delivering the lesson	Agreement				
	5	4	3	2	1
1. Defining and explaining technical terms					
2. Classifying information					
3. Giving examples					
4. Describing causes and effects					
5. Describing processes and steps					
6. Making comparisons and contrasts					
7. Describing events or situations					
8. Summarizing information					
9. Hypothesizing and speculating					
10. Describing graphs, charts, tables, and infographics					

Problems about language functions in delivering the lesson	Agreement				
	5	4	3	2	1
11. Other problems (Please specify) _____					

3. Problems about teaching and assessment activities

When I teach students in the EP/MEP, I encounter the following problems.

Problems about teaching and assessment activities	Agreement				
	5	4	3	2	1
1. Developing a lesson plan appropriate for a given course					
2. Using a variety of teaching activities to engage students in the learning process					
3. Using a variety of assessment methods in assessing students' academic performance					
4. Understanding core teaching materials in English					
5. Preparing supplementary materials in English					
6. Providing written feedback in English on the content of students' work (e.g., classroom activities, homework, written assignments, oral presentations, and portfolios)					
7. Providing verbal feedback in English on the content of students' work (e.g., classroom activities, homework, written assignments, oral presentations, and portfolios)					
8. Developing a written test in English (e.g., quizzes, and mid-term and final exams)					
9. Using correct English pronunciation and intonation while teaching					
10. Using general English vocabulary while teaching and communicating with the students in the classroom					
11. Using specialized English vocabulary (technical terms) while teaching					
12. Using correct English grammar and structure while teaching					
13. Other problems (Please specify) _____					

4. Problems about working with foreign teachers

When working with foreign teachers in the EP/MEP, I have the following problems.

Problems about working with foreign teachers	Agreement				
	5	4	3	2	1
1. Communicating in English with a foreign teacher in a formal situation (e.g., in a program meeting)					
2. Communicating in English with a foreign teacher in an informal situation (e.g., casual conversation in a common room)					
3. Having different beliefs about how to teach the assigned course					
4. Working in a team due to having different working styles					
5. Getting mutual respect and attention from foreign teachers					
6. Other problems (Please specify) _____					

5. Problems about students' English

When teaching students in the EP/MEP, I find it difficult because the students have the following problems.

Problems about students' English	Agreement				
	5	4	3	2	1
1. Having problems about their English language proficiency					
2. Lacking confidence in using English in the classroom					
3. Lacking confidence in using English outside the classroom					
4. Lacking motivation in improving their English					
5. Other problems (Please identify) _____					

B. Teachers' confidence in using English

1. Overall level of confidence in using four English skills in teaching

Directions: Please place a tick (✓) in the appropriate column to identify your overall level of confidence in using the following English language skills when teaching in the EP/MEP.

Highest level of confidence = 5

High level of confidence = 4

Moderate level of confidence = 3

Low level of confidence = 2

Lowest level of confidence = 1

Skills	Agreement				
	5	4	3	2	1
1. Listening					
2. Speaking					
3. Reading					
4. Writing					

2. Level of confidence in using English for specific activities

Directions: Please place a tick (✓) in the appropriate column to identify your level of confidence in performing the following activities when teaching in the EP/MEP.

Your level of confidence in using English	Agreement				
	5	4	3	2	1
1. Correcting students' spoken English					
2. Correcting students' written English					
3. Giving students' suggestions on how to improve their English					
4. Communicating in English with students outside the classroom					

Your level of confidence in using English	Agreement				
	5	4	3	2	1
5. Communicating in English with other Thai teachers in the EP/MEP					
6. Communicating in English with foreign teachers in the EP/MEP					

3. The extent of English use in teaching

Directions: Please place a tick (✓) in the appropriate box to identify on average the extent to which you use English as a medium of instruction in your EP/MEP class.

- Teaching 100 percent in English
- Teaching more than 70 percent in English
- Teaching more than 50 percent in English
- Teaching less than 50 percent in English

Part 3: Teachers' Perceptions towards Regarding Support for Continuing Professional Development

A. Teachers' perceptions towards continuing professional development (CPD) activities as supported by their schools

(Note: CPD activities refer to any school-sponsored or self-sponsored forms of activities, such as training on teaching techniques, an academic conference on education, and a workshop on conducting classroom research, which are aimed at helping teachers to deliver effective teaching and thus grow professionally.)

1. Level of initial CPD support received from the school

Directions: Please place a tick (✓) in the appropriate column to identify the extent to which your school has provided you with support for CPD activities.

Highest level of support = 5

High level of support = 4

Moderate level of support = 3

Low level of support = 2

Lowest level of support = 1

When I was first assigned to teach EP/MEP classes (before I started teaching my first EP/MEP class), my school _____.

Types of initial support from the school	Agreement				
	5	4	3	2	1
1. provided me with information about the goals of the EP/MEP					
2. familiarized me with the EP/MEP curriculum that I was assigned to teach					
3. listened to my concerns about teaching EP/MEP classes and needs for teaching preparation					
4. provided me with theoretical knowledge of learning and teaching in the EP/MEP					
5. provided me with practical training to prepare myself to handle EP/MEP classes					
6. provided me with training specifically designed for improving my English language skills					
7. other support (Please specify) _____					

2. Level of support continuity received from the school

Directions: Please place a tick (✓) in the appropriate column to identify your level of agreement in terms of support continuity provided by your school.

Highest level of support = 5

High level of support = 4

Moderate level of support = 3

Low level of support = 2

Lowest level of support = 1

Since I started teaching in the EP/MEP, my school has provided me with opportunities to attend CPD activities on _____.

Level of support continuity received from the school	Agreement				
	5	4	3	2	1
1. how to use a variety of teaching activities in EP/MEP classes					
2. how to use a variety of assessment activities in EP/MEP classes					
3. how to use and/or design core and supplementary materials for teaching in the EP/MEP					
4. intercultural communication skills so that I can work collaboratively with foreign teachers					
5. English language skills so that I will be able to deliver my lessons effectively and confidently					
6. English language skills so that I can give appropriate English language support to students with limited English language proficiency					
7. teacher reflections so that I can improve the quality of my teaching					
8. how to carry out classroom research to inform my teaching					
9. peer-to-peer consultations so that I can receive suggestions from my colleagues when I have problems in my teaching					
10. idea sharing where I can share my teaching experience and expertise to other colleagues					

B. Teachers' perceived barriers to participating in continuing professional development (CPD) activities

Directions: Based on your experience, please identify the barriers to participating in CPD activities. Place a tick (✓) in front of the selected barriers. You can choose more than one item.

- Some CPD activities were too expensive for me to attend.

- Some CPD activities did not meet my teaching needs and seemed to be irrelevant to my teaching context.
- Some CPD activities conflicted with my work/teaching schedule.
- Some CPD activities focused on theoretical knowledge, without providing sufficient practical aspects.
- Some CPD activities dealt with general issues on teaching or education, not specifically geared towards the subject I teach.
- Some CPD activities lacked continuity and sustainability.
- Some CPD activities were held with too large class size, thus providing me with little opportunity to interact and share my teaching experience with others.
- I used to attend some CPD activities which were conducted in a stressful threatening atmosphere, so I do not want to attend CPD activities if not required by my school.
- The administrative team/school principal chose or held CPD activities for me without listening to my actual needs for such activities.
- The selection criteria for selecting teachers to attend CPD activities were biased or not clearly specified (for example, a particular group of teachers had more opportunities to attend CPD activities than others).
- My school did not have a clear plan about staff's CPD (for example, my school did not inform the teachers in advance of how many CPD activities they could attend each year. My school allocated a limited budget for teachers to attend CPD activities each year.)
- I find it difficult to attend some CPD activities due to my family responsibility.

Thank you for your cooperation.

Additional information

I'd appreciate it if I could interview some teachers to obtain more information. If you agree to be interviewed, please provide me with your contact information. Please note that your personal information will be kept confidential, and it will be used for contacting you only.

I do not agree to be interviewed.

I agree to be interviewed.

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Name: _____ Tel no. _____
 Email: _____ School _____

Appendix B

แบบสอบถามสำหรับครูสอนวิชาเนื้อหาที่สอน ในหลักสูตร EP และ MEP

หัวข้องานวิจัย: การศึกษาความท้าทายในการสอนตามการรับรู้ของครูที่สอนตามแนวบูรณาการเนื้อหา
และภาษาในจังหวัดสมุทรปราการ (AN INVESTIGATION INTO TEACHING CHALLENGES
PERCEIVED BY CLIL SCHOOL TEACHERS IN SAMUT PRAKAN PROVINCE)

แบบสอบถามแบ่งออกเป็น 3 ส่วน ดังนี้

ตอนที่ 1: ข้อมูลเบื้องต้นของครู

ตอนที่ 2: ความท้าทายของครูในการสอนวิชาเนื้อหาโดยใช้ภาษาอังกฤษ

ตอนที่ 3: การรับรู้ของครูต่อการสนับสนุนการพัฒนาวิชาชีพอย่างต่อเนื่อง (CPD)

ส่วนที่ 1 : ข้อมูลเบื้องต้นของครู

คำชี้แจง : กรุณาทำเครื่องหมาย (✓) ในช่องว่างและเติมคำตอบในพื้นที่ว่างที่กำหนดให้

1. เพศ หญิง ชาย ไม่ประสงค์ระบุ

2. อายุ _____ ปี

3. การศึกษา (โปรดระบุวุฒิการศึกษาทั้งหมดที่ท่านได้รับ)

ระดับปริญญาตรี

วิชาเอก _____

วิชาโท _____

หลักสูตรไทย

หลักสูตรภาษาอังกฤษ/นานาชาติ

ระดับปริญญาโท

สาขาวิชา _____

หลักสูตรไทย

หลักสูตรภาษาอังกฤษ/นานาชาติ

ระดับปริญญาเอก

สาขาวิชา _____

หลักสูตรไทย หลักสูตรภาษาอังกฤษ/นานาชาติ

หลักสูตรประกาศนียบัตรบัณฑิต สาขาวิชาชีพครู

4. ประสบการณ์การสอนทั้งหมด (รวมประสบการณ์จากทุกโรงเรียน หลักสูตรและระดับของโรงเรียนที่ท่านเคยสอน)

น้อยกว่า 1 ปี 1 – 5 ปี 6 – 10 ปี

11 – 15 ปี มากกว่า 15 ปี

5. ประเภทของโรงเรียนที่ท่านสอนในปัจจุบัน

โรงเรียนรัฐบาล โรงเรียนเอกชน

6. ประเภทของหลักสูตรที่ท่านสอนอยู่ในปัจจุบัน

English program (EP) Mini-English program (MEP)

ทั้ง 2 หลักสูตร

7. ระดับการศึกษาที่ท่านสอนอยู่ในปัจจุบันในหลักสูตร EP และ/หรือ MEP

ระดับมัธยมศึกษาตอนต้น

ระดับมัธยมศึกษาตอนปลาย

ทั้ง 2 ระดับ

8. ประสบการณ์การสอนในหลักสูตร EP / MEP

น้อยกว่า 1 ปี 1 – 5 ปี 6 – 10 ปี

11 – 15 ปี มากกว่า 15 ปี

9. วิชาเนื้อหาที่ท่านสอนในหลักสูตร EP / MEP

วิทยาศาสตร์ทั่วไป

คณิตศาสตร์

- ทำวิจัยเดี่ยวหรือทำวิจัยร่วมกับครูท่านอื่นเกี่ยวกับการสอนวิชาเนื้อหาด้วยภาษาอังกฤษ (เช่น ทำวิจัยเพื่อปรับปรุงการสอนในชั้นเรียน)
- รับการให้คำปรึกษาและการโค้ชในการสอนวิชาเนื้อหาด้วยภาษาอังกฤษตามที่โรงเรียนของท่านได้จัดขึ้น
- อ่านเอกสารวิชาการเกี่ยวกับวิชาชีพครูที่มีเนื้อหาเกี่ยวกับการสอนรายวิชาเนื้อหาเป็นภาษาอังกฤษ (เช่น บทความจากวารสารวิชาการ รายงานการวิจัยและหนังสือ)
- สนทนาอย่างไม่เป็นทางการ/ ปรึกษากับเพื่อนครูชาวไทยที่สอนในหลักสูตร EP/MEP เพื่อรับคำแนะนำและเรียนรู้เพิ่มเติมเกี่ยวกับการพัฒนาการสอน
- สนทนาอย่างไม่เป็นทางการ/ ปรึกษากับเพื่อนครูชาวต่างประเทศที่สอนในหลักสูตร EP/MEP เพื่อรับคำแนะนำและเรียนรู้เพิ่มเติมเกี่ยวกับการพัฒนาการสอน
- ขอรับความช่วยเหลือหรือขอคำปรึกษาจากเพื่อนครูที่สอนวิชาภาษาอังกฤษเพื่อที่จะพัฒนาการสอนของตน
- เข้าร่วมคอร์สอบรมหรือเวิร์คช็อปเกี่ยวกับการพัฒนาทักษะภาษาอังกฤษ
- กิจกรรมอื่น ๆ (โปรดระบุ) _____

ตอนที่ 2: ความท้าทายของครูในการสอนวิชาเนื้อหาโดยใช้ภาษาอังกฤษ

ก. ปัญหาตามการรับรู้ของครู

คำชี้แจง : โปรดทำเครื่องหมาย (✓) ในช่องว่างที่เหมาะสมเพื่อระบุถึงระดับของปัญหาที่ท่านพบในการสอนวิชาเนื้อหาด้วยภาษาอังกฤษ

ระดับสูงที่สุด	=	5
ระดับสูง	=	4
ระดับปานกลาง	=	3
ระดับต่ำ	=	2
ระดับต่ำที่สุด	=	1

1. ปัญหาเกี่ยวกับภาษาในการบริหารจัดการชั้นเรียน

ในขณะที่ข้าพเจ้าสอนนักเรียนหลักสูตร EP/MEP ในชั้นเรียน ข้าพเจ้ามีปัญหาในการใช้ภาษาอังกฤษในการบริหารจัดการชั้นเรียน (Classroom Management) ตามหัวข้อต่อไปนี้

ปัญหาเกี่ยวกับภาษาในการบริหารจัดการชั้นเรียน	ระดับของปัญหา				
	5	4	3	2	1
1. การทักทายนักเรียนก่อนเริ่มการเรียนการสอน					
2. การเรียกชื่อนักเรียน					
3. การประกาศ/แจ้งข่าวสารแก่นักเรียน					
4. การอธิบายและการอภิปรายเกี่ยวกับกฎระเบียบของห้องเรียน					
5. การออกคำสั่งและอธิบายการทำกิจกรรมในชั้นเรียน(เช่น การสั่งให้นักเรียนทำงานคู่หรืองานกลุ่ม และอธิบายวิธีการทำกิจกรรม)					
6. การกระตุ้นให้นักเรียนตอบคำถามและอธิบายเพิ่มเติม					
7. การตรวจสอบความเข้าใจของนักเรียน (เช่น ถามคำถามเพิ่มเติมหรือทวนคำถาม เพื่อให้มั่นใจว่านักเรียนเข้าใจในสิ่งที่ครูพูด)					
8. การพูดเพื่อเน้นย้ำประเด็นสำคัญ					
9. การพูดเพื่อกระตุ้นให้นักเรียนแลกเปลี่ยนความคิดเห็นกับเพื่อนร่วมชั้นเรียน					
10. การพูดเพื่อให้ข้อเสนอแนะกับนักเรียนเพื่อการแก้ไข (Corrective Feedback)					
11. การพูดเพื่อเรียกหรือดึงดูดความสนใจของนักเรียน					
12. การพูดเพื่อชมเชยนักเรียน					
13. การพูดเพื่อปลอบใจนักเรียน					
14. การพูดตักเตือนนักเรียนเมื่อทำพฤติกรรมที่ไม่เหมาะสม					
15. การพูดเพื่อสั่งงานและอธิบายรายละเอียดเมื่อสั่งการบ้านหรือมอบหมายงานแก่นักเรียน					
16. การกล่าวจบการสอนเมื่อสอนเสร็จในแต่ละคาบ					
17. ปัญหาอื่น ๆ (โปรดระบุ) _____					

2. ปัญหาเกี่ยวกับการใช้ภาษาในการเรียนการสอนเนื้อหาในชั้นเรียน

เมื่อข้าพเจ้าสอนและพูดบรรยายเกี่ยวกับบทเรียน (เนื้อหาของวิชา) ในชั้นเรียน EP/MEP ข้าพเจ้าพบปัญหาในการใช้ภาษาอังกฤษในการพูดบรรยายประกอบการสอน ดังต่อไปนี้

ปัญหาเกี่ยวกับการใช้ภาษาอังกฤษในการบรรยายประกอบการสอน	ระดับของปัญหา				
	5	4	3	2	1
1. การให้คำนิยามคำศัพท์เฉพาะและอธิบายเพิ่มเติม					
2. การจำแนกหรือแบ่งประเภทข้อมูล					
3. การยกตัวอย่างประกอบ					
4. การอธิบายถึงสาเหตุและผลกระทบ					
5. การอธิบายกระบวนการและขั้นตอนต่างๆ					
6. การเปรียบเทียบความเหมือนและความแตกต่าง					
7. การอธิบายเหตุการณ์หรือสถานะการณ์ต่างๆ					
8. การสรุปข้อมูล					
9. การตั้งสมมติฐานและการคาดการณ์					
10. การอธิบายกราฟ แผนภูมิ ตาราง และ อินโฟกราฟฟิค (Infographic)					
11. ปัญหาอื่น ๆ (โปรดระบุ) _____					

3. ปัญหาเกี่ยวกับกิจกรรมการสอนและการประเมิน

เมื่อข้าพเจ้าสอนนักเรียนใน EP/MEP ข้าพเจ้าพบปัญหาตามหัวข้อต่อไปนี้

ปัญหาเกี่ยวกับกิจกรรมการสอนและการประเมิน	ระดับของปัญหา				
	5	4	3	2	1
1. การพัฒนาแผนการสอนที่เหมาะสมสำหรับรายวิชา					
2. การใช้กิจกรรมการสอนที่หลากหลายเพื่อดึงดูดให้นักเรียนเข้าร่วมกิจกรรมการเรียนรู้					
3. การใช้วิธีการประเมินที่หลากหลายในการประเมินผลการเรียนของนักเรียน					
4. การทำความเข้าใจเนื้อหาของสื่อการเรียนการสอนหลัก (ซึ่งเขียนหรือบรรยายเป็นภาษาอังกฤษ เช่นหนังสือเรียนและวิดีโอคลิปประกอบ) ของรายวิชาที่สอน					
5. การจัดทำเอกสารประกอบการสอนเสริมเพิ่มเติม (Supplementary Material) เป็นภาษาอังกฤษ					

ปัญหาเกี่ยวกับกิจกรรมการสอนและการประเมิน	ระดับของปัญหา				
	5	4	3	2	1
6. การเขียนเพื่อให้ข้อมูลป้อนกลับหรือข้อเสนอแนะ (Feedback) แก่นักเรียนเป็นภาษาอังกฤษ ในด้านเนื้อหาของงาน (เช่น เนื้อหาเกี่ยวกับการทำกิจกรรมในชั้นเรียน การบ้าน งานเขียน การนำเสนอปากเปล่า และ แฟ้มสะสมผลงาน)					
7. การให้ข้อมูลป้อนกลับหรือข้อเสนอแนะ (Feedback) ด้วยวาจาเป็นภาษาอังกฤษเกี่ยวกับเนื้อหาของนักเรียน (เช่น เนื้อหาจากการทำกิจกรรมในชั้นเรียน การบ้าน งานเขียน การนำเสนอปากเปล่า และ แฟ้มสะสมผลงาน)					
8. การพัฒนาแบบทดสอบข้อเขียนเป็นภาษาอังกฤษ (เช่น ข้อสอบย่อย ข้อสอบกลางภาค-ปลายภาค)					
9. การออกเสียง (Pronunciation) ภาษาอังกฤษและการใช้เสียงสูง-ต่ำ และท่วงทำนอง (Intonation) อย่างถูกต้อง ขณะทำการสอน					
10. การใช้คำศัพท์ภาษาอังกฤษทั่วไปขณะที่ทำการสอนและสื่อสารกับนักเรียนในห้องเรียน					
11. การใช้คำศัพท์เฉพาะทาง (คำศัพท์เทคนิค) ขณะทำการสอนนักเรียน					
12. การใช้ไวยากรณ์และโครงสร้างภาษาอังกฤษที่ถูกต้องขณะทำการสอน					
13. ปัญหาอื่น ๆ (โปรดระบุ) _____					

4. ปัญหาเกี่ยวกับการทำงานร่วมกับครูชาวต่างชาติ

เมื่อข้าพเจ้าทำงานร่วมกับครูชาวต่างชาติในหลักสูตร EP/MEP ข้าพเจ้ามีปัญหาตามหัวข้อต่อไปนี้

ปัญหาเกี่ยวกับการทำงานร่วมกับครูชาวต่างชาติ	ระดับของปัญหา				
	5	4	3	2	1
1. การสื่อสารเป็นภาษาอังกฤษกับครูชาวต่างชาติในสถานการณ์ที่เป็นทางการ (เช่น ในการประชุมหลักสูตร)					
2. การสื่อสารเป็นภาษาอังกฤษกับครูชาวต่างชาติในสถานการณ์ที่ไม่เป็นทางการ (เช่น บทสนทนาทั่วไปในห้องส่วนกลาง)					
3. มีความเชื่อที่ต่างกันเกี่ยวกับวิธีสอนในรายวิชาที่ได้รับมอบหมาย					
4. การทำงานเป็นทีมเนื่องจากมีรูปแบบการทำงานที่แตกต่างกัน					
5. การได้รับความเคารพและความเอาใจใส่ซึ่งกันและกันจากครูชาวต่างชาติ					
6. ปัญหาอื่น ๆ (โปรดระบุ) _____					

5. ปัญหาเกี่ยวกับภาษาอังกฤษของนักเรียน

เมื่อสอนนักเรียนในหลักสูตร EP/MEP นั้น ข้าพเจ้าพบอุปสรรคในการสอนเพราะนักเรียนมีปัญหาดังต่อไปนี้

ปัญหาเกี่ยวกับภาษาอังกฤษของนักเรียน	ระดับของปัญหา				
	5	4	3	2	1
1. นักเรียนมีปัญหาเกี่ยวกับความสามารถทางด้านภาษาอังกฤษ					
2. นักเรียนขาดความมั่นใจในการใช้ภาษาอังกฤษในห้องเรียน					
3. นักเรียนขาดความมั่นใจในการใช้ภาษาอังกฤษนอกห้องเรียน					
4. นักเรียนขาดแรงจูงใจในการพัฒนาภาษาอังกฤษของตน					
5. ปัญหาอื่น ๆ (โปรดระบุ) _____					

ข. ความมั่นใจในการใช้ภาษาอังกฤษของครู

1. ระดับของความมั่นใจโดยรวมในการใช้ทักษะภาษาอังกฤษทั้ง 4 ทักษะในการสอน

คำชี้แจง : โปรดทำเครื่องหมาย (✓) ในช่องว่างเพื่อระบุถึงระดับความมั่นใจโดยรวมในการใช้ทักษะภาษาอังกฤษเมื่อท่านสอนในหลักสูตร EP/MEP

ระดับความมั่นใจสูงสุด = 5

ระดับความมั่นใจสูง = 4

ระดับความมั่นใจปานกลาง = 3

ระดับความมั่นใจต่ำ = 2

ระดับความมั่นใจต่ำที่สุด = 1

ทักษะ	ระดับของความมั่นใจ				
	5	4	3	2	1
1. การฟัง					
2. การพูด					
3. การอ่าน					
4. การเขียน					

2. ระดับของความมั่นใจในการใช้ภาษาอังกฤษสำหรับกิจกรรมการสอนเฉพาะด้าน

คำชี้แจง: โปรดทำเครื่องหมาย (✓) ในช่องว่างที่เหมาะสมเพื่อระบุถึงระดับความมั่นใจในการการดำเนินงานกิจกรรมต่าง ๆ ดังต่อไปนี้ เมื่อท่านสอนในหลักสูตร EP/MEP

ระดับความมั่นใจของท่านในการใช้ภาษาอังกฤษ	ระดับของความมั่นใจ				
	5	4	3	2	1
1. การแก้ไขการพูดภาษาอังกฤษของนักเรียน					
2. การแก้ไขการเขียนภาษาอังกฤษของนักเรียน					
3. การให้คำแนะนำแก่นักเรียนเกี่ยวกับการพัฒนาภาษาอังกฤษของตน					
4. การสื่อสารเป็นภาษาอังกฤษกับนักเรียนนอกห้องเรียน					
5. การสื่อสารเป็นภาษาอังกฤษกับครูชาวไทยท่านอื่นในหลักสูตร EP/MEP					
6. การสื่อสารเป็นภาษาอังกฤษกับครูชาวต่างชาติในหลักสูตร EP/MEP					

3. ปริมาณของการใช้ภาษาอังกฤษในการสอน

คำชี้แจง : โปรดทำเครื่องหมาย (✓) ในช่องว่างที่เหมาะสมเพื่อระบุถึงปริมาณการใช้ภาษาอังกฤษโดยเฉลี่ยเป็นสื่อกลางในการสอนในหลักสูตร EP/MEP ของท่าน

- สอนเป็นภาษาอังกฤษ 100%
- สอนเป็นภาษาอังกฤษมากกว่า 70%
- สอนเป็นภาษาอังกฤษมากกว่า 50%
- สอนเป็นภาษาอังกฤษน้อยกว่า 50%

ตอนที่ 3 : การรับรู้ของครูต่อการสนับสนุนการพัฒนาวิชาชีพอย่างต่อเนื่อง (CPD)

ก. การรับรู้ของครูต่อกิจกรรมการพัฒนาวิชาชีพอย่างต่อเนื่อง (CPD) ที่โรงเรียนให้การสนับสนุน

(หมายเหตุ : กิจกรรมการพัฒนาวิชาชีพอย่างต่อเนื่อง (Continuing Professional Development: CPD) หมายถึง รูปแบบของกิจกรรมที่โรงเรียนสนับสนุนหรือกิจกรรมที่พัฒนาด้วยตนเอง เช่น การอบรมเกี่ยวกับเทคนิคการสอน การประชุมทางวิชาการด้านการศึกษา และการประชุมเชิงปฏิบัติการเรื่องการทำวิจัยในชั้นเรียน ซึ่งมีวัตถุประสงค์เพื่อช่วยเหลือครูให้สามารถสอนได้อย่างมีประสิทธิภาพและมีหน้าที่การงานที่เติบโตในสายวิชาชีพของตน)

1. ระดับของการได้รับการสนับสนุนกิจกรรม CDP เบื้องต้นจากโรงเรียน

คำชี้แจง: โปรดทำเครื่องหมาย (✓) ในช่องว่างที่เหมาะสมเพื่อระบุถึงระดับการสนับสนุนที่โรงเรียนของข้าพเจ้าให้การสนับสนุนการพัฒนาวิชาชีพต่อเนื่อง

ระดับการสนับสนุนมากที่สุด = 5

ระดับการสนับสนุนมาก = 4

ระดับการสนับสนุนปานกลาง = 3

ระดับการสนับสนุนต่ำ = 2

ระดับการสนับสนุนต่ำมากที่สุด = 1

เมื่อข้าพเจ้าได้รับมอบหมายให้สอนห้อง EP/MEP เป็นครั้งแรก (ก่อนที่ข้าพเจ้าจะเริ่มสอนห้อง EP/MEP เป็นครั้งแรก)

รูปแบบของการสนับสนุนเบื้องต้นจากโรงเรียน	ระดับของการสนับสนุน				
	5	4	3	2	1
1. โรงเรียนได้ให้ข้อมูลเกี่ยวกับวัตถุประสงค์ของหลักสูตร EP/MEP แก่ข้าพเจ้า					
2. โรงเรียนได้ให้ข้อมูลแนะนำเกี่ยวกับหลักสูตร EP/MEP แก่ข้าพเจ้า เพื่อให้ข้าพเจ้ามีความคุ้นเคยและเข้าใจในหลักสูตรก่อนเริ่มสอน					
3. โรงเรียนได้รับฟังข้อกังวลใจของข้าพเจ้าเกี่ยวกับการสอนห้อง EP/MEP และความต้องการในการเตรียมตัวการสอนของข้าพเจ้า					
4. โรงเรียนได้ให้ความรู้เชิงทฤษฎีเกี่ยวกับการเรียนการสอนสำหรับหลักสูตร EP/MEP					
5. โรงเรียนได้ให้ข้าพเจ้าเข้ารับการฝึกอบรมภาคปฏิบัติเพื่อเป็นการเตรียมตัวสอนในรายวิชาในหลักสูตร EP/MEP					
6. โรงเรียนได้ให้ข้าพเจ้าเข้าฝึกอบรมเพื่อพัฒนาทักษะภาษาอังกฤษของข้าพเจ้าโดยเฉพาะ					
7. การสนับสนุนอื่น ๆ (โปรดระบุ) _____					

2. ระดับของการสนับสนุนอย่างต่อเนื่องที่ได้รับจากโรงเรียน

คำชี้แจง : โปรดทำเครื่องหมาย (✓) ในช่องว่างที่เหมาะสมเพื่อระบุระดับความเห็นด้วยของท่านในแง่ของความต่อเนื่องที่โรงเรียนได้ให้ความช่วยเหลือหรือสนับสนุนแก่ท่าน ตั้งแต่ท่านเริ่มสอนในหลักสูตร EP/MEP จนถึงปัจจุบัน

ระดับการสนับสนุนสูงมากที่สุด = 5

ระดับการสนับสนุนสูง = 4

ระดับการสนับสนุนปานกลาง = 3

ระดับการสนับสนุนต่ำ = 2

ระดับการสนับสนุนต่ำมากที่สุด = 1

ตั้งแต่ข้าพเจ้าเริ่มสอนในหลักสูตร EP/MEP มาจนถึงปัจจุบัน โรงเรียนของข้าพเจ้าให้โอกาสในการเข้าร่วมกิจกรรมการพัฒนาวิชาชีพอย่างต่อเนื่อง ในด้าน....

ระดับของความต่อเนื่องในการช่วยเหลือหรือการสนับสนุนที่ท่านได้รับจากโรงเรียน	ระดับของการสนับสนุน				
	5	4	3	2	1
1. วิธีการใช้กิจกรรมการสอนที่หลากหลายในชั้นเรียน EP/MEP					
2. วิธีการใช้กิจกรรมการประเมินผลที่หลากหลายในชั้นเรียน EP/MEP					
3. วิธีการใช้และ/หรือการออกแบบสื่อการเรียนรู้หลัก (เช่น หนังสือหรือเอกสารที่ใช้เรียนหลักในรายวิชา) และเพิ่มเติม (เช่น บทเรียนเสริมหรือแบบฝึกหัดเสริมของรายวิชา) สำหรับการสอนในหลักสูตร EP/MEP					
4. การพัฒนาทักษะการสื่อสารระหว่างวัฒนธรรม (ความหลากหลายทางวัฒนธรรมที่มีผลกระทบต่อสื่อสาร) เพื่อให้ข้าพเจ้าสามารถทำงานร่วมกับครูชาวต่างชาติได้ดี					
5. การพัฒนาทักษะภาษาอังกฤษของข้าพเจ้า เพื่อที่ข้าพเจ้าจะสามารถสอนในคาบเรียนของข้าพเจ้าได้อย่างมีประสิทธิภาพและมีความมั่นใจ					
6. การพัฒนาทักษะภาษาอังกฤษของข้าพเจ้า เพื่อที่ข้าพเจ้าสามารถให้การช่วยเหลือด้านภาษาอังกฤษได้อย่างเหมาะสมให้แก่นักเรียนที่มีความสามารถทางภาษาอังกฤษจำกัด					
7. การสะท้อนการสอนเพื่อที่ข้าพเจ้าจะสามารถพัฒนาคุณภาพการสอนของข้าพเจ้าได้ (Teacher reflections: กิจกรรมที่จัดให้ครูแต่ละท่านได้นึกย้อนกลับไปดูการสอนของตนเองในห้องเรียนว่ามีปัญหาอะไร					

ระดับของความต่อเนื่องในการช่วยเหลือหรือการสนับสนุน ที่ท่านได้รับจากโรงเรียน	ระดับของการสนับสนุน				
	5	4	3	2	1
หรือมีข้อใดอะไร แล้วพูดคุยแลกเปลี่ยนประสบการณ์เพื่อหาแนวทางในการพัฒนาการสอนของตนในอนาคต)					
8. วิธีการทำวิจัยในชั้นเรียนเพื่อนำผลมาใช้ในการพัฒนาการเรียนการสอนของตน					
9. ด้านการปรึกษาหารือแบบ peer-to-peer (เพื่อนครูให้คำปรึกษาซึ่งกันและกันเมื่อมีปัญหา) เพื่อที่ข้าพเจ้าจะได้รับข้อเสนอแนะจากเพื่อนร่วมงาน (เพื่อนครู) เมื่อข้าพเจ้ามีปัญหาในการสอนของข้าพเจ้า					
10. ในด้านการแลกเปลี่ยนประสบการณ์การสอน ซึ่งข้าพเจ้าสามารถแลกเปลี่ยนประสบการณ์การสอนและความเชี่ยวชาญในการสอนของข้าพเจ้ากับเพื่อนร่วมงาน (เพื่อนครู) คนอื่น					

ข. อุปสรรคที่ครูรับรู้ได้เกี่ยวกับการเข้าร่วมกิจกรรมการพัฒนาวิชาชีพต่อเนื่อง (CPD)

คำชี้แจง : จากประสบการณ์ของท่าน โปรดระบุอุปสรรคในการเข้าร่วมกิจกรรม CPD และโปรดทำเครื่องหมาย (✓) หน้าข้อที่เป็นอุปสรรคของท่าน ท่านสามารถเลือกตอบได้มากกว่า 1 ข้อ

- กิจกรรม CPD บางกิจกรรมมีค่าใช้จ่ายที่แพงเกินไป
- กิจกรรม CPD บางกิจกรรมไม่ตรงกับความต้องการและดูเหมือนว่าไม่เกี่ยวข้องกับบริบทการสอนของข้าพเจ้าด้วย
- กิจกรรม CPD บางกิจกรรม มีตารางการจัดทำซ้อนทับกับตารางการสอน/งานของข้าพเจ้า
- กิจกรรม CPD บางกิจกรรมมุ่งเน้นที่ความรู้เชิงทฤษฎี โดยไม่ได้เน้นด้านการปฏิบัติที่เพียงพอ
- กิจกรรม CPD บางกิจกรรมให้ความรู้ด้านการสอนหรือเกี่ยวกับด้านการศึกษาในภาพรวม ซึ่งเนื้อหายังขาดความเฉพาะเจาะจงหรือสอดคล้องกับรายวิชาที่ข้าพเจ้าสอน
- กิจกรรม CPD บางกิจกรรมขาดความต่อเนื่องและการพัฒนาที่ยั่งยืน (เช่น ขาดการติดตามผล หรือขาดการจัดหลักสูตรที่สอดคล้องเพิ่มเติมเพื่อให้ผู้เข้ารับการอบรมได้มีความเข้าใจมากยิ่งขึ้นและพัฒนาตนในระยะยาว)
- กิจกรรม CPD บางกิจกรรมมีผู้เข้าร่วมจำนวนมากเกินไป ทำให้ข้าพเจ้ามีโอกาสน้อยที่จะมีปฏิสัมพันธ์และแบ่งปันประสบการณ์ด้านการสอนของข้าพเจ้ากับคนอื่น ๆ

- ข้าพเจ้าเคยเข้าร่วมกิจกรรม CPD บางกิจกรรมซึ่งดำเนินการภายใต้บรรยากาศที่ตึงเครียด จึงทำให้ข้าพเจ้าไม่อยากเข้าร่วมกิจกรรม CPD อีก ถ้าไม่ได้โดนบังคับโดยโรงเรียนของข้าพเจ้า
- คณะผู้บริหาร/อาจารย์ใหญ่หรือครูใหญ่ของโรงเรียน ได้เลือกหรือจัดกิจกรรม CPD ให้แก่ข้าพเจ้า โดยไม่ได้รับฟังความต้องการที่แท้จริงของข้าพเจ้า
- เกณฑ์การคัดเลือกสำหรับการคัดเลือกครูเพื่อเข้าร่วมกิจกรรม CPD นั้นมีความลำเอียงหรือไม่ได้มีการระบุไว้อย่างชัดเจน (เช่น ครูบางกลุ่ม/วิชาจะมีโอกาสในการเข้าร่วมกิจกรรม CPD มากกว่าครูกลุ่ม/วิชาอื่น ๆ)
- โรงเรียนของข้าพเจ้าไม่มีแผนงานที่ชัดเจนเกี่ยวกับกิจกรรม CPD ของบุคลากร (เช่น โรงเรียนไม่แจ้งล่วงหน้าถึงจำนวนกิจกรรม CPD ที่ครูสามารถเข้าร่วมได้ในแต่ละปี หรือโรงเรียนของข้าพเจ้าให้งบประมาณอย่างจำกัดสำหรับครูที่จะเข้าร่วมกิจกรรม CPD ในแต่ละปี)
- ข้าพเจ้าพบว่า การเข้าร่วมกิจกรรม CPD บางกิจกรรมทำได้ยาก เนื่องจากข้าพเจ้ามีภาระด้านครอบครัวของข้าพเจ้า (เช่น กิจกรรมจัดหลังเลิกเรียน จัดในวันหยุด หรือต้องไปค้างคืนต่างจังหวัด)

ขอขอบพระคุณในความร่วมมือของท่าน

ข้อมูลเพิ่มเติม

ผู้วิจัยมีความยินดีเป็นอย่างยิ่ง หากได้มีโอกาสสัมภาษณ์คุณครูบางท่านเพื่อสอบถามข้อมูลเพิ่มเติม ถ้าท่านยินดีที่จะให้สัมภาษณ์ โปรดกรอกข้อมูลสำหรับการติดต่อกลับ ทั้งนี้ข้อมูลส่วนบุคคลของท่านจะถูกเก็บเป็นความลับและจะนำมาใช้สำหรับการติดต่อกลับเท่านั้น

ไม่ยินดีที่จะให้สัมภาษณ์

ยินดีที่จะให้สัมภาษณ์

ชื่อ นามสกุล: _____ เบอร์โทรศัพท์ _____

Email: _____ โรงเรียน _____

Appendix C

The Semi-Structured Interview Questions

The following questions will be used for a semi-structured interview with EP/MEP teachers who serve as research participants.

Content of the interview:

1. Please tell me about your responsibilities and role as a teacher in the EP/MEP?
2. In your opinion, what are the main aims of the EP/MEP?
3. Based on your teaching experience, what are your major challenges in working as a teacher in the EP/MEP?
4. What do you think are the causes of those challenges?
5. How much do you use English in teaching and communicating with the students in the class?
6. Are you confident in using English in your teaching and in communicating with your students inside and outside the class?
7. Do you work with foreign teachers? Please tell me major challenges you have (e.g., communication, work style, cultural differences).
8. In your opinion, what does continuing professional development mean (CPD)?
9. Has your school offered you any training on teaching a content subject through English or on the development of your English proficiency? Please tell us about the training if any.
10. What do you like about the training?
11. What do you think should be improved?
12. Are there other types of support that you want from your school?
13. What have you done on your own part in dealing with the teaching demand of the EP/MEP (as your own initiation of CPD)?
14. Do you have other suggestions for those involved on the professional development of EP/MEP teachers?

Appendix D

คำถามสัมภาษณ์แบบกึ่งโครงสร้าง (The Semi-Structured Interview Questions) สำหรับครูสอนวิชาเนื้อหาในหลักสูตร EP และ MEP

หัวข้องานวิจัย: การศึกษาความท้าทายในการสอนตามการรับรู้ของครูที่สอนตามแนวบูรณาการเนื้อหา และภาษาในจังหวัดสมุทรปราการ (AN INVESTIGATION INTO TEACHING CHALLENGES PERCEIVED BY CLIL SCHOOL TEACHERS IN SAMUT PRAKAN PROVINCE)


คำชี้แจง: คำถามต่อไปนี้จะใช้สำหรับการสัมภาษณ์แบบกึ่งโครงสร้างกับครูสอนวิชาเนื้อหาในหลักสูตร EP/ MEP ที่เป็นผู้เข้าร่วมการวิจัย

1. หน้าที่ความรับผิดชอบและบทบาทของท่านในฐานะครูในหลักสูตร EP / MEP คืออะไร
2. ในความคิดเห็นของท่าน วัตถุประสงค์หลักของหลักสูตร EP / MEP คืออะไร
3. ตามประสบการณ์การสอนของท่าน ความท้าทายหลักในการทำงานเป็นครูในหลักสูตร EP/MEP ของท่านคืออะไร
4. ท่านคิดว่าอะไรเป็นสาเหตุที่ทำให้เกิดของความท้าทายเหล่านั้น
5. ท่านใช้ภาษาอังกฤษในการสอนและสื่อสารกับนักเรียนในห้องเรียนมากน้อยเพียงใด
6. ท่านมีความมั่นใจในการใช้ภาษาอังกฤษในการสอนและการสื่อสารกับนักเรียนทั้งในและนอกห้องเรียนหรือไม่
7. ท่านได้ทำงานร่วมกับครูชาวต่างชาติหรือไม่ และมีความท้าทายเกิดขึ้นเมื่อได้ทำงานร่วมกับครูชาวต่างชาติหรือไม่ (เช่น การสื่อสาร ลักษณะการทำงาน หรือวัฒนธรรมที่แตกต่าง)
8. ในความคิดเห็นของท่าน การพัฒนาวิชาชีพอย่างต่อเนื่อง (CPD) หมายถึง/คืออะไร
9. โรงเรียนของท่านได้มีการจัดการอบรมเกี่ยวกับการสอนวิชาเนื้อหาด้วยภาษาอังกฤษ หรือ จัดการอบรมเกี่ยวกับการพัฒนาความสามารถด้านภาษาอังกฤษให้ท่านหรือไม่
10. ท่านชอบสิ่งใดเกี่ยวกับการอบรมดังกล่าว (อ้างอิงจากคำตอบข้อ 9)
11. ท่านคิดว่าการอบรมควรได้รับการพัฒนาให้ดีขึ้นหรือปรับปรุงอย่างไรบ้าง
12. มีการสนับสนุนรูปแบบอื่นที่ท่านอยากให้โรงเรียนจัดให้หรือไม่
13. ท่านได้ทำสิ่งใด/ร่วมกิจกรรมใดเกี่ยวกับการพัฒนาวิชาชีพครู เพื่อรับมือกับการสอนในหลักสูตร EP/MEP (โดยการเข้าร่วมกิจกรรมการพัฒนาวิชาชีพนี้ ท่านได้ตัดสินใจเข้าร่วมด้วยตนเอง ไม่ได้เกิดจากคำสั่งหรือข้อบังคับของโรงเรียน)
14. ท่านมีข้อเสนอแนะเพิ่มเติมใดให้กับผู้ที่เกี่ยวข้องกับการจัดอบรมเกี่ยวกับการพัฒนาวิชาชีพของครู EP/MEP

Appendix E

The Official Permission Letter

ที่ อว 7029/340



คณะศิลปศาสตร์
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
1 ซอยฉลองกรุง 1 เขตลาดกระบัง
กรุงเทพฯ ๑ 10520

15 กรกฎาคม 2563

เรื่อง ขอความอนุเคราะห์เก็บรวบรวมข้อมูลเพื่องานวิจัยวิทยานิพนธ์

เรียน ผู้อำนวยการโรงเรียน

สิ่งที่ส่งมาด้วย	1. คำโครงการงานวิจัยโดยย่อสำหรับผู้อำนวยความสะดวก	จำนวน 1 ชุด
	2. ตัวอย่างแบบสอบถามสำหรับผู้อำนวยความสะดวก	จำนวน 1 ชุด
	3. ตัวอย่างชุดคำถามสำหรับการสัมภาษณ์สำหรับผู้อำนวยความสะดวก	จำนวน 1 ชุด
	4. แบบสอบถามสำหรับเก็บรวบรวมข้อมูลจากครูในโรงเรียนของท่าน	จำนวน ๕ ชุด
	5. หนังสือขอความอนุเคราะห์ครูผู้ประสานงาน	จำนวน 1 ชุด

ด้วย นางสาวลัทธียา ปาร์มวงค์ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์
ประยุกต์ - ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ ภาควิชาภาษา คณะศิลปศาสตร์ สถาบันเทคโนโลยีพระจอม
เกล้าเจ้าคุณทหารลาดกระบัง ได้รับอนุมัติเห็นชอบจากคณะกรรมการพิจารณาหัวข้อและคำโครงการวิทยานิพนธ์ เมื่อ
วันที่ 8 ธันวาคม 2562 ให้ทำวิทยานิพนธ์เรื่อง "การศึกษาความท้าทายในการสอนตามการรับรู้ของครูที่สอนตามแนว
บูรณาการเนื้อหาและภาษาในจังหวัดสมุทรปราการ (AN INVESTIGATION INTO TEACHING CHALLENGES
PERCEIVED BY CLIL SCHOOL TEACHERS IN SAMUT PRAKAN PROVINCE)" โดยมี อาจารย์ ดร.ประมาณ ทรัพย์
ผดุงชนม์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ เพื่อให้การศึกษาในหัวข้อวิทยานิพนธ์ดังกล่าวสำเร็จลุล่วงเป็นไปด้วยดี คณะศิลปศาสตร์
จึงใคร่ขอความอนุเคราะห์จากท่านให้นางสาวลัทธียา ปาร์มวงค์ ดำเนินการเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่าง ได้แก่
คุณครูชาวไทยที่สอนรายวิชาเนื้อหา (เช่น วิทยาศาสตร์ทั่วไป ชีววิทยา เคมี ฟิสิกส์ คณิตศาสตร์ คอมพิวเตอร์ สุขศึกษา
พลศึกษา เป็นต้น) ในหลักสูตร English Program และ/หรือ Mini-English Program จำนวน ...๙..... ท่าน ได้ตอบ
แบบสอบถามที่ได้แนบมาพร้อมนี้ โดยข้อมูลที่จะได้รับจะถือเป็นความลับและไม่มีการเปิดเผยชื่อสถานศึกษาของท่าน
ทั้งนี้ คณะศิลปศาสตร์ ใคร่ขอความอนุเคราะห์ให้นักศึกษาผู้วิจัยได้ประสานงานร่วมกับอาจารย์
 บุคลากรในสังกัดของท่าน เพื่อให้การเก็บรวบรวมข้อมูลเป็นไปด้วยความเรียบร้อย และได้แนบหนังสือขอความ
อนุเคราะห์เรียนถึงบุคลากรดังกล่าวของท่านมาอีกชิ้นหนึ่งด้วย โดยนักศึกษาผู้วิจัยจะได้ประสานงานในส่วนที่เกี่ยวข้อง
ต่อไป

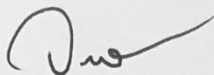
หากท่านมีข้อสงสัยประการใดกรุณาติดต่อนักศึกษา นางสาวลัทธียา ปาร์มวงค์ เบอร์โทรศัพท์
083-491-6827 อีเมล Limelattiya@gmail.com

/จึงเรียนมา...

-2-

จึงเรียนมาเพื่อโปรดพิจารณาขอความอนุเคราะห์จากท่านตามที่ได้กล่าวมาข้างต้น และ
ขอขอบพระคุณเป็นอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ



(อาจารย์ ดร.จาริณี จันทร์ศรี)
รักษากรแทนรองคณบดีคณะศิลปศาสตร์

งานบริหารวิชาการและบัณฑิตศึกษา
โทรศัพท์มือถือ 087-6804468

ที่ อว 7029/ 343



คณะศิลปศาสตร์
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
1 ซอยจลองกรุง 1 เขตลาดกระบัง
กรุงเทพ ฯ 10520

15 กรกฎาคม 2563

เรื่อง ขอความอนุเคราะห์เป็นผู้ประสานงานในการเก็บรวบรวมข้อมูลเพื่องานวิจัยวิทยานิพนธ์

เรียน อาจารย์

ด้วย นางสาวลัทธिया ปาร์มวงค์ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์
ประยุกต์ - ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ ภาควิชาภาษา คณะศิลปศาสตร์ สถาบันเทคโนโลยีพระจอม
เกล้าเจ้าคุณทหารลาดกระบัง ได้รับอนุมัติเห็นชอบจากคณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ เมื่อ
วันที่ 8 ธันวาคม 2562 ให้ทำวิทยานิพนธ์เรื่อง "การศึกษาความท้าทายในการสอนตามการรับรู้ของครูที่สอนตามแนว
บูรณาการเนื้อหาและภาษาในจังหวัดสมุทรปราการ (AN INVESTIGATION INTO TEACHING CHALLENGES
PERCEIVED BY CLIL SCHOOL TEACHERS IN SAMUT PRAKAN PROVINCE)" โดยมี อาจารย์ ดร.ประมาณ ทรัพย์
ผดุงชนม์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ คณะศิลปศาสตร์ ใคร่ขอความอนุเคราะห์จากท่านเป็นผู้ประสานงานร่วมกับนางสาว ลัทธिया
ปาร์มวงค์ ในการเก็บรวบรวมข้อมูล/แบบสอบถามจากกลุ่มตัวอย่างคุณครูชาวไทยที่สอนรายวิชาเนื้อหา (เช่น
วิทยาศาสตร์ทั่วไป ชีววิทยา เคมี ฟิสิกส์ คณิตศาสตร์ คอมพิวเตอร์ สุขศึกษา พลศึกษา เป็นต้น) ในหลักสูตร English
Program และ/หรือ Mini-English Program จำนวน ...8..... คน ของสถานศึกษาของท่าน เพื่อให้การดำเนินงาน
ดังกล่าวเป็นไปด้วยความเรียบร้อย ทั้งนี้ นักศึกษาผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป และหากมีข้อสงสัย
ประการใดกรุณาติดต่อนักศึกษา : นางสาวลัทธिया ปาร์มวงค์ เบอร์โทรศัพท์ 083-491-6827 อีเมลล์
Limelattiya@gmail.com

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ตามที่ได้อ้างมาข้างต้น และส่งคืนแบบสอบถาม
ภายในวันที่ 20 สิงหาคม 2563 ตามของเอกสารที่มีที่อยู่ส่งคืนที่ได้แนบมาด้วย ขอขอบพระคุณเป็นอย่างสูงมา ณ
โอกาสนี้

ขอแสดงความนับถือ

(อาจารย์ ดร.จาริณี จันทร์ศรี)

รักษาการแทนรองคณบดีคณะศิลปศาสตร์

งานบริหารวิชาการและบัณฑิตศึกษา

โทรศัพท์มือถือ 087-6804468

AUTHOR'S BIOGRAPHY

Name : Miss Lattiya Parmwong
Date of Birth : January 12, 1995
Place of Birth : Bangkok
Address : 61/285 Moo3, Bangpla, Bangpli District, Samut Prakan
 10540

Educational Background :

2010 Ratwinit Bangkaeo School, Samut Prakan
 2013 Bachelor of Business Administration (International Business),
 Kasetsart University, Sri Racha Campus

Work Experience:

2017 – 2019: Personal Assistant to Managing Director (MD)
 at Ingenico (Thailand) Co., Ltd., Bangkok
 2019 to present: Commercial Administrative Officer 5
 at Thailand Post Co., Ltd., Bangkok

