CHAPTER 4

RESULTS

The purpose of this study was to explore the current strategies for teaching English vocabulary used by primary school teachers at Sacred Heart School, Chiang Mai.

A set of questionnaire was used as the instrument for data collection. The respondents were 15 Thai primary school teachers teaching English at Sacred Heart School, Muang district, Chiang Mai Province. The questionnaire was composed of 2 parts:

1. Respondents' educational background, experience, professional development, current duties and responsibilities
2. Respondents' English vocabulary teaching strategies

In this chapter, the results will be presented and discussed.

4.1 RESPONDENTS' EDUCATIONAL BACKGROUND, EXPERIENCE, PROFESSIONAL DEVELOPMENT, CURRENT DUTIES AND RESPONSIBILITIES

Table 1

Distribution of the Respondents by Their Gender and Age

Age Group	Female	Percentage
31-40 years	6	40.00 %
21-30 years	5	33.33 %
41-50 years	3	20.00 %
51-60 years	1	6.67 %
Total	15	100.00 %

Pie Chart 1

Distribution of the Respondents by their gender

Male
0%

Female
100%

Bar Graph 1

Distribution of the Respondents by Their Age

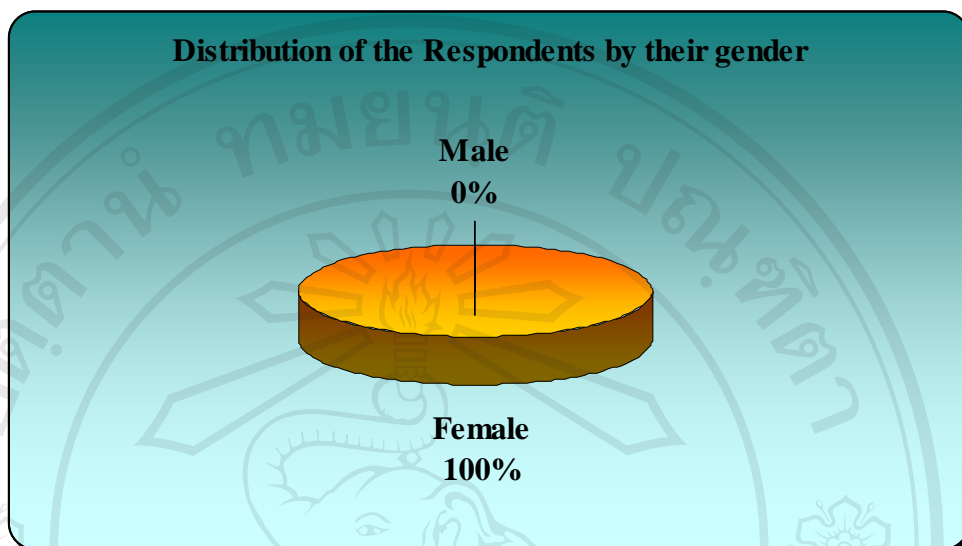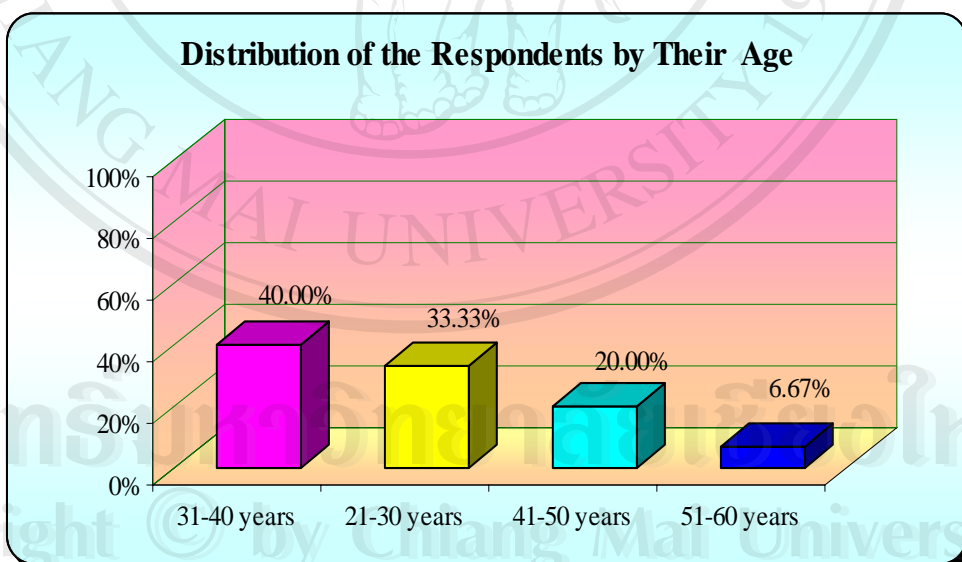|	40.00%	33.33%	20.00%	6.67%
	31-40 years	21-30 years	41-50 years	51-60 years

Table 1, Pie Chart 1 and Bar Graph 1 indicate that all of the respondents are female whose age ranges from the twenties to the fifties.

Table 2

Distribution of the Respondents by Their Level of Education

Highest Level of Education	Number	Percentage
Bachelor's degree	14	93.33 %
Master's degree	1	6.67 %
Non-college certificate	0	0.00 %
Doctorate (others)	0	0.00 %
Total	15	100.00 %

Bar Graph 2

Distribution of the Respondents by Their Level of Education

93.33%

6.67%   0.00%   0.00%

100%
80%
60%
40%
20%
0%

Bachelor's degree   Master's degree   Non-college certificate   Doctorate (others)
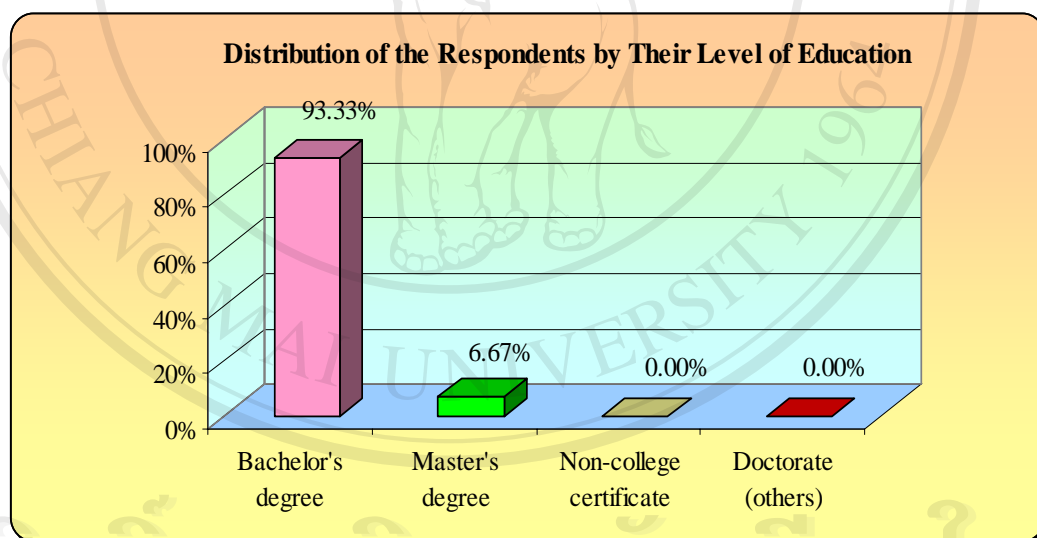
Table 3

Distribution of the Respondents by Their Years of Teaching Experience

Years of English Teaching Experience	Number	Percentage
1-5 years	5	33.33 %
11-15 years	5	33.33 %
6-10 years	3	20.00 %
more than 15	2	13.33 %
Total	15	100.00 %

Bar Graph 3

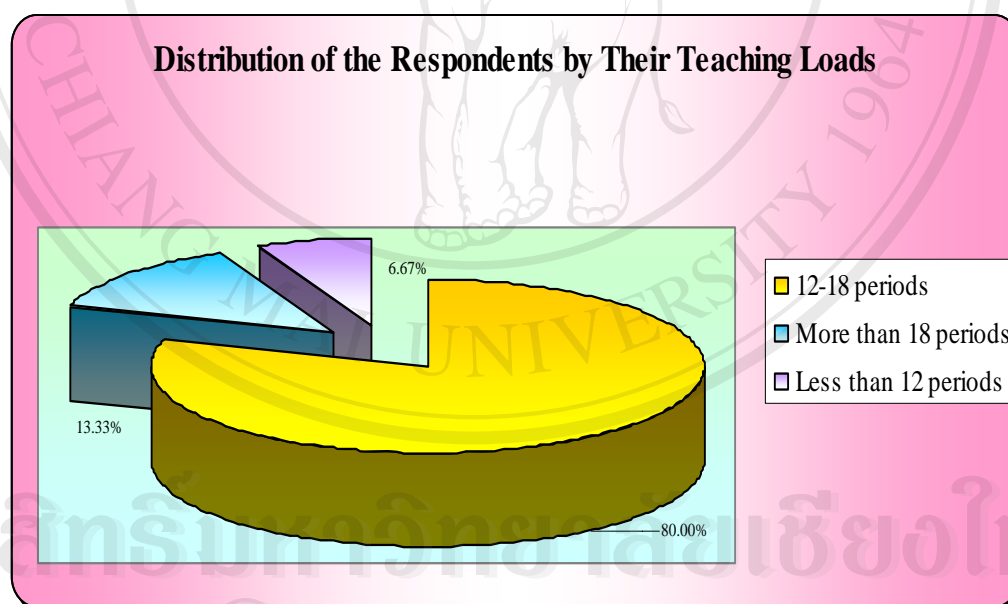Distribution of the Respondents by Their Years of Teaching Experience
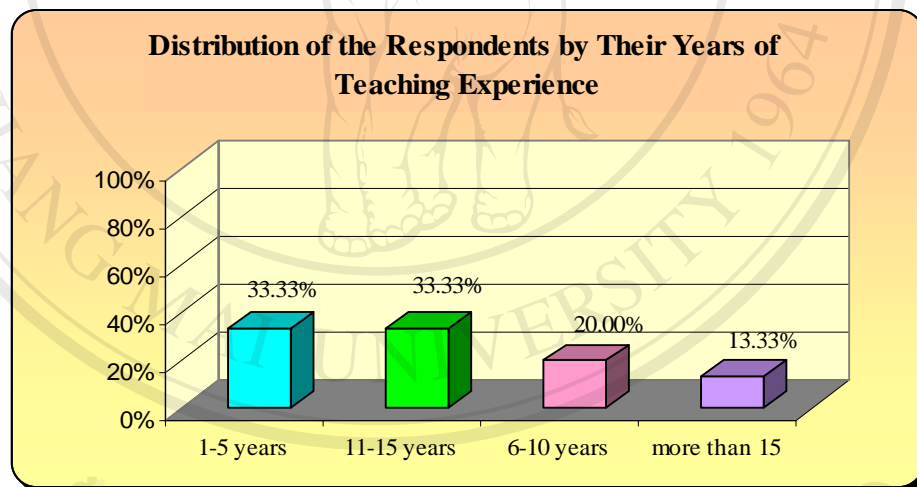
It can be seen from Table 2, Bar Graph 2 and Table 3, Bar Graph 3 that all but one of the respondents are bachelor's degree holders. Most of them (66.7%) have more than 5 years of teaching experience.

Table 4

Distribution of the Respondents by Their Teaching Loads

Teaching Loads	Number	Percentage
12-18 periods	12	80.00 %
More than 18 periods	2	13.33 %
Less than 12 periods	1	6.67 %
Total	15	100.00 %

Pie Chart 2

Distribution of the Respondents by Their Teaching Loads

From Table 4 and Pie Chart 2, it can be seen that the majority of the respondents (80%) teach 12-18 periods per week. Few respondents (13.33%) teach more than 18 periods and very few (6.67%) teach less than 12 periods per week.

Table 5

Distribution of the Respondents by Their Non-Teaching Duties

Non-Teaching Duties	Number	Percentage
Academic unit coordinator	15	100.00 %
Home room teacher	12	80.00 %
School activity organizer	4	26.67 %
Church & community service supervisor	2	13.33 %

Bar Graph 4

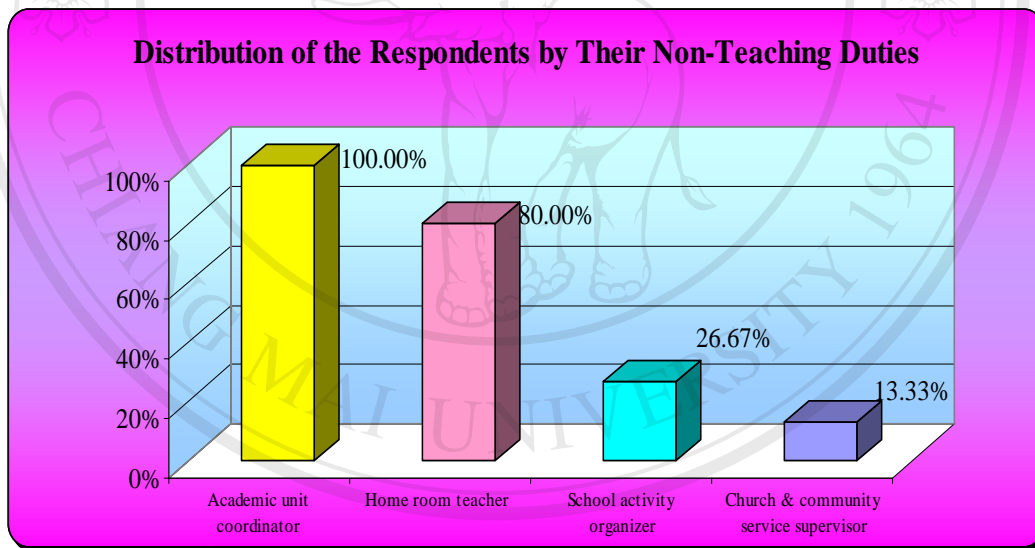Distribution of the Respondents by Their Non-Teaching Duties

Table 5 and Bar Graph 4 indicate that all of the respondents (100%) serve as academic unit coordinators while some also serve in other different capacities, namely home room teachers (80%), school activity organizers (26.67%), and church and community service supervisors (13.33%).

Table 6

Distribution of the Respondents by Their English Teaching Career choice

Reason for Becoming English Teacher	Number	Percentage
Graduated with an English major	14	93.33 %
Enjoy teaching English	9	60.00 %
Having good command of English	7	46.67 %
Fascinated by the English Language	7	46.67 %

Pie Chart 3

Distribution of the Respondents by Their English Teaching Career choice

English-major graduates

93.33%

Enjoy teaching English

60.00%

Have a good command of English
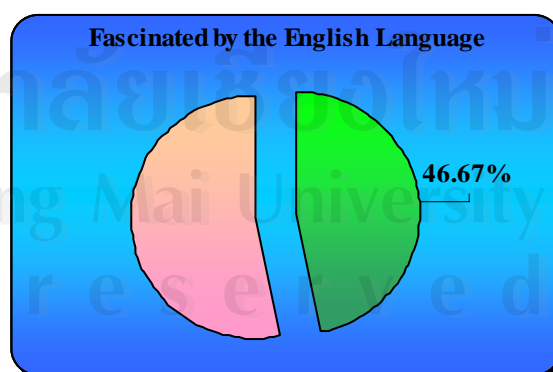
46.67%

Fascinated by the English Language

46.67%
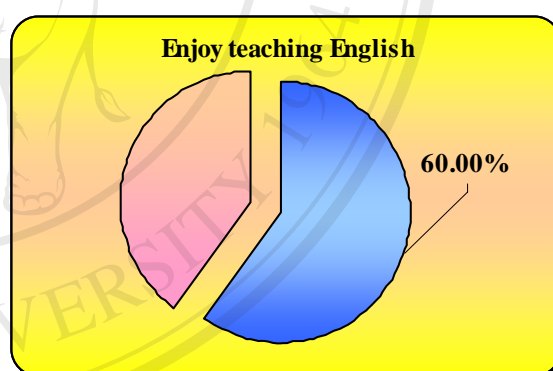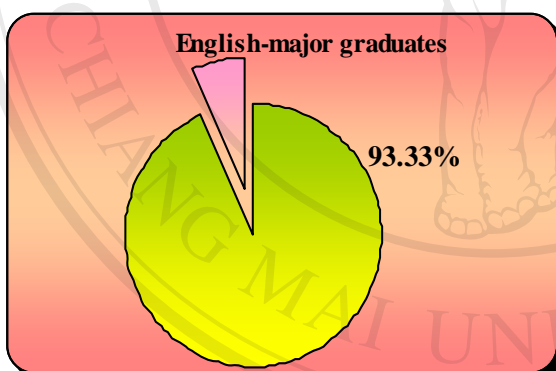
Table 6 and Pie Chart 3 reveal that all of the respondents except one (93.33%) chose English teaching for a career because of their major field of study. More than half of the respondents (60%) reported their enjoyment in teaching English while an equal number of the respondents (46.67%) reported fascination by the English language and good command of English as additional reasons for becoming English teachers.

Table 7

Distribution of the Respondents by Their Nature of Professional Development

The Development of English Teaching Skills	Number	Percentage
Attending professional seminars and academic workshops	15	100.00 %
Self-study	14	93.33 %
Participating in school curriculum development programs	5	33.33 %
Furthering education	0	0.00 %

Pie Chart 4

Distribution of the Respondents by Their Nature of Professional Development
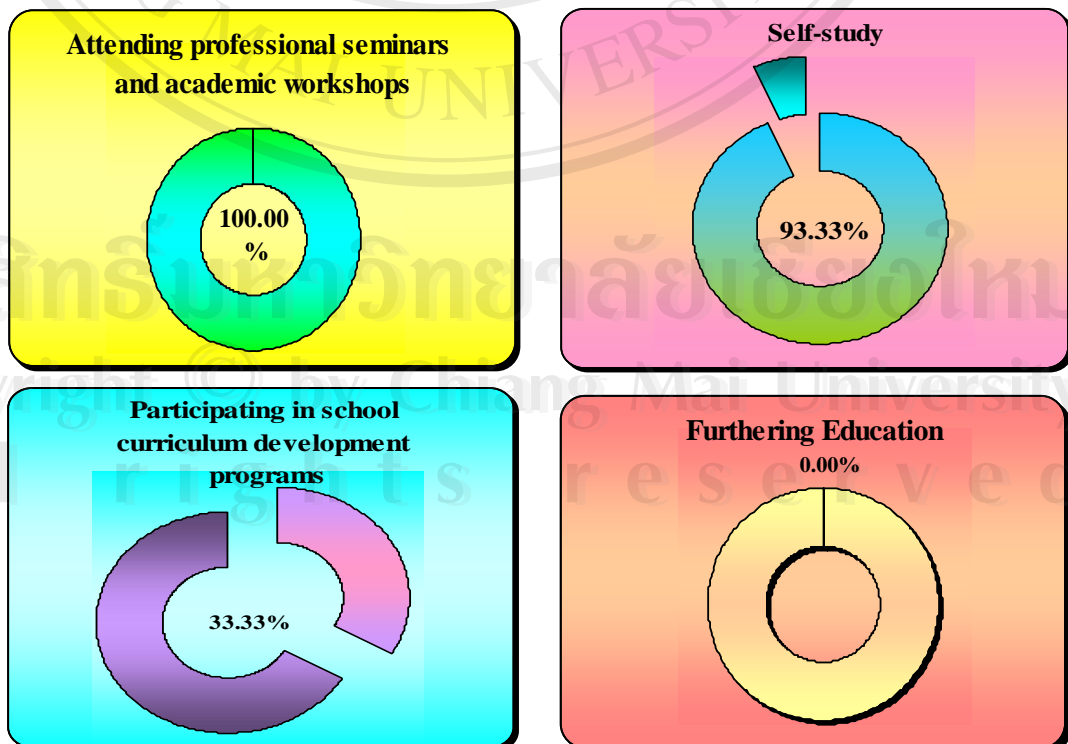
As revealed by Table 7 and Pie Chart 4, all of the respondents (100%) have attended academic workshops and professional seminars. While most of the respondents (93.33%) engaged in self study for professional development, less than half of the respondents (33.33%) participated in school curriculum development programs. None of the respondents is currently furthering their education.

Table 8

Distribution of the Respondents by Their Sources of Information

Regarding Primary School English Curriculum

| Sources of Information	Number	Percentage
The Ministry of Education Curriculum	11	73.33 %
School Curriculum	9	60.00 %
Educational Newsletters	2	13.33 %
Professional Lectures and Research Results	7	46.67 %

Pie Chart 5
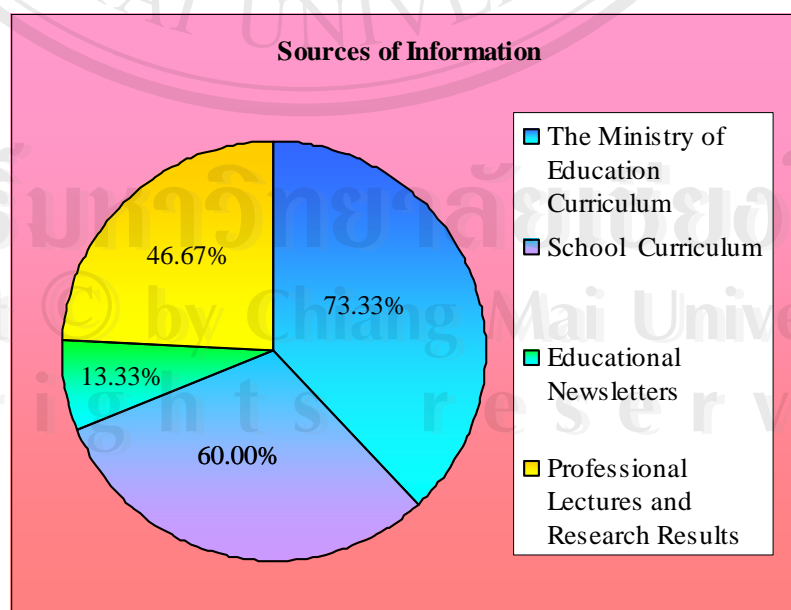
As presented in Table 8 and Pie Chart 5, the respondents reported having acquired information about primary school English curriculum from various sources. Most of the respondents (73.33%) consulted the Ministry of Education Curriculum. While more than half (60.00%) obtain information from the school curriculum, less than half seek information from professional lectures and research results or educational newsletters. It was shown that the respondents relied on outside information, namely information provided by the Ministry of Education, education newsletters, and professional researches more than that provided by the school.

Table 9

Distribution of the Respondents by Their Use of Information

Regarding Primary School English Curriculum

Use of Information	Number	Percentage
Lesson Plans	14	93.33 %
Experiential Learning	13	86.67 %
Teaching Techniques	11	73.33 %
Teaching Aids	10	66.67 %

Bar Graph 5

Distribution of the Respondents by Their Use of Information Regarding Primary School English Curriculum
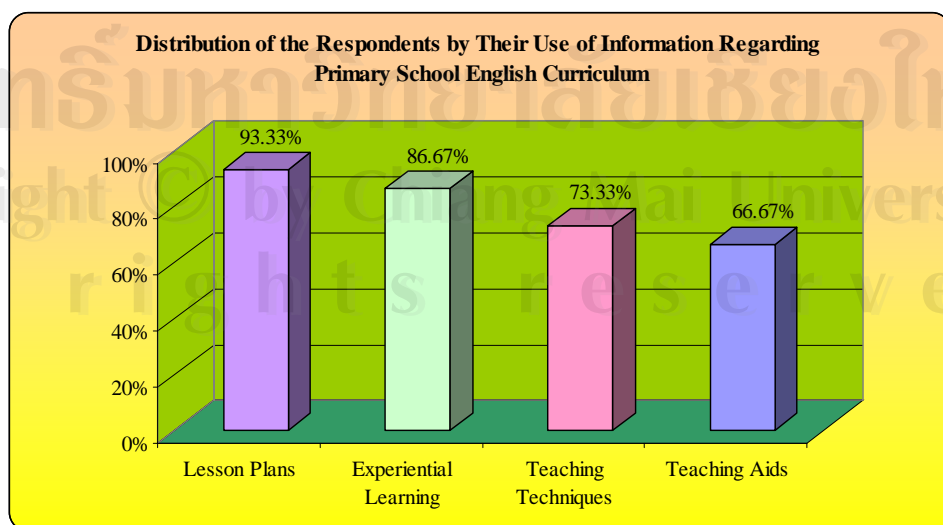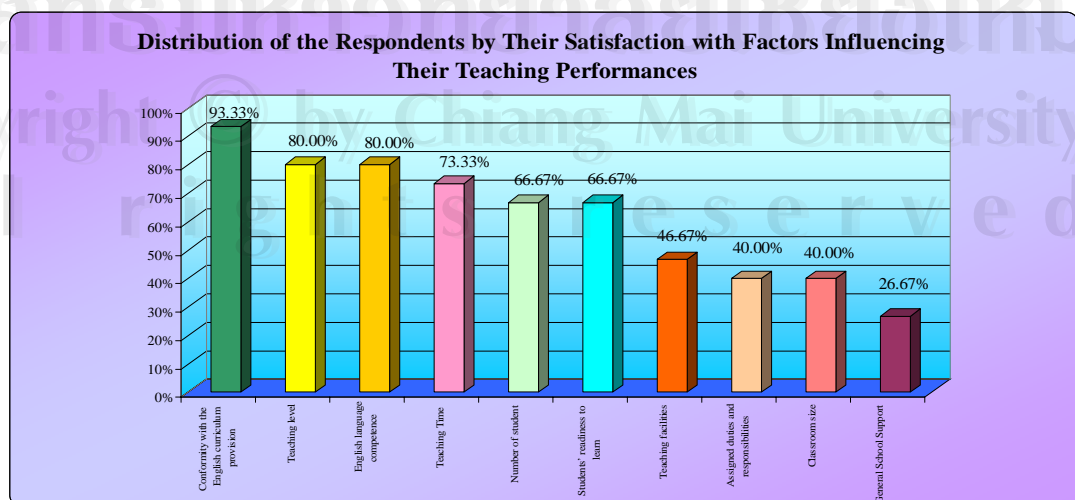
It can be seen from Table 9 and Bar Graph 5 that the respondents made use of the information regarding primary school English curriculum mostly in drawing up their lesson plans (93.33%). While most of the respondents (86.67%) use the information in organizing experiential learning for students, more than half use it in preparing their teaching techniques (73.33%) and teaching aids (66.67%).

Table 10

Distribution of the Respondents by Their Satisfaction with Factors Influencing

Their Teaching Performances

Influencing Factors	Number	Percentage
Conformity with the English curriculum provision	14	93.33 %
Teaching level	12	80.00 %
English language competence	12	80.00 %
Teaching Time	11	73.33 %
Number of students	10	66.67 %
Students' readiness to learn	10	66.67 %
Teaching facilities	7	46.67 %
Assigned duties and responsibilities	6	40.00 %
Classroom atmosphere	6	40.00 %
School general support	4	26.67 %
Others...……		

Bar Graph 6

Distribution of the Respondents by Their Satisfaction with Factors Influencing Their Teaching Performances

As seen in Table 10 and Bar Graph 6, with regard to factors influencing their teaching performances, all of the respondents except one (93.33%) were satisfied with the conformity of their lessons to the provision of the Ministry of Education curriculum. Moreover, most of the respondents (80%) were satisfied with their English competence and the levels they have been assigned to teach. In addition, more than half of the respondents were satisfied with the amount of time for teaching (73.33 %), number of students in each class (66.67%), and students' readiness to learn (66.67 %). However, less than half of the respondents were satisfied with the teaching facilities (46.67%, the assignment of their specific duties and responsibilities (40.00%), and the size of the classroom (40.00%). The respondents were least satisfied with the general support from the school (26.67%).

Table 11
Distribution of the Respondents by Their Satisfaction with Their Teaching Performances

Teaching Performances	Number	Percentage
1. Overall Teaching Result	14	93.33 %
2. English vocabulary teaching methods	13	86.67 %
3. English vocabulary teaching results	13	86.67 %

Bar Graph 7

Distribution of the Respondents by Their Satisfaction with Their Teaching Performances
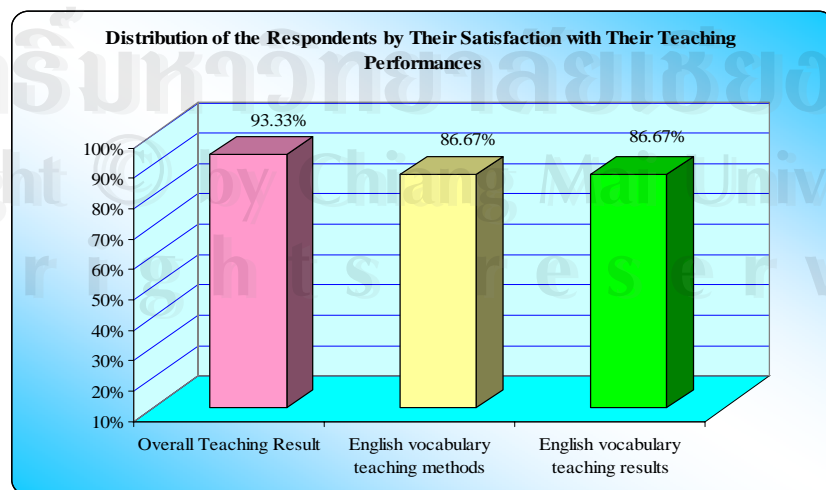
From Table 11 and Bar Graph 7, it can be seen that all of the respondents except one (93.33%) were satisfied with the overall teaching results. Moreover, most of them (86.67%) were satisfied with their English vocabulary teaching methods and the English vocabulary teaching results.

4.2 RESPONDENTS' ENGLISH VOCABULARY TEACHING STRATEGIES

Table 12

Distribution of the Respondents by the Number of Vocabulary Taught

In accordance with the guidelines set by the national English curriculum provision

Information	According to curriculum	more than	Fewer than
The number of the vocabulary taught at each level	73.33 %	26.67 %	0 %
	11	4	0

Pie Chart 6

Distribution of the Respondents by the Number of Vocabulary Taught

- According to curriculum
- More than curriculum provision
- Fewer than curriculum provision
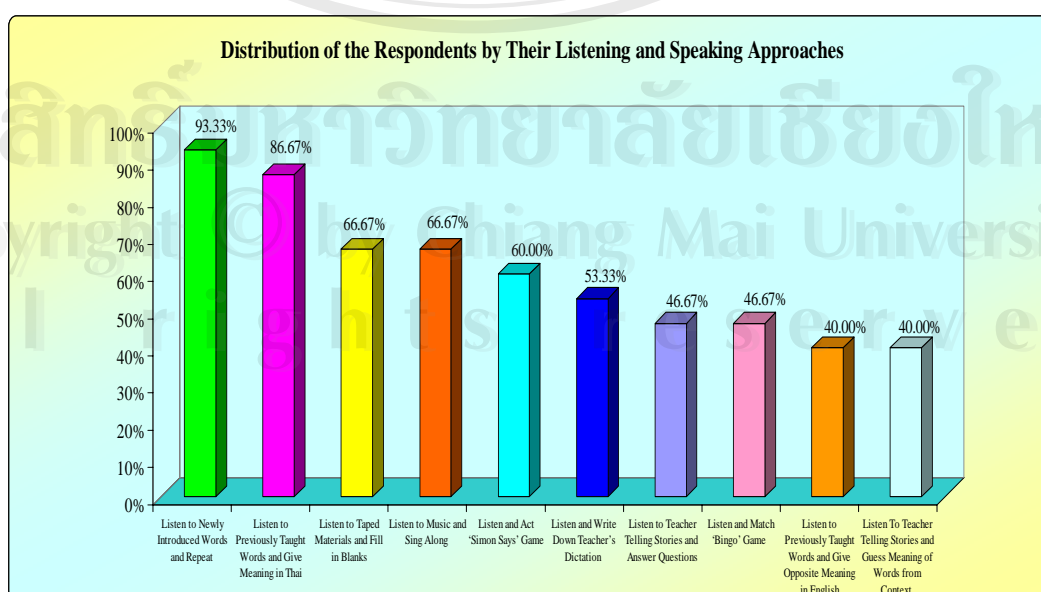
26.67%　0.00%　73.33%
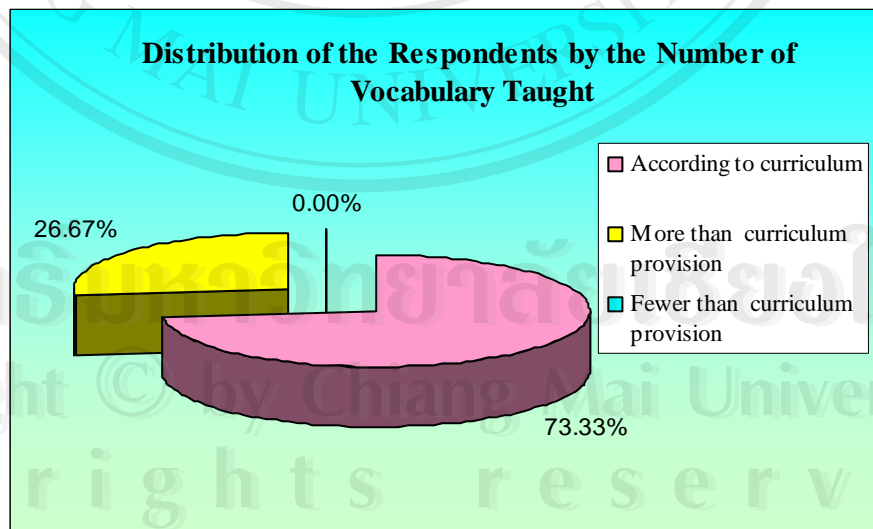
It can be seen in Table 12 and Pie Chart 6 that most of the respondents (73.33%) followed the guidelines set by the national English curriculum provision. Some (26.67%) introduced more new vocabularies than they are required to.

Table 13

Distribution of the Respondents by Their Listening and Speaking Approaches

Information	Number	Percentage
Listen to Newly Introduced Words and Repeat	14	93.33 %
Listen to Previously Taught Words and Give Meaning in Thai	13	86.67 %
Listen to Taped Materials and Fill in Blanks	10	66.67 %
Listen to Songs and Sing Along	10	66.67 %
Listen and Act 'Simon Says' Game	9	60.00 %
Listen and Write Down Teacher's Dictation	8	53.33 %
Listen to Teacher Telling Stories and Answer Questions	7	46.67 %
Listen and Match 'Bingo' Game	7	46.67 %
Listen to Previously Taught Words and Give Opposite Meaning in English	6	40.00 %
Listen To Teacher Telling Stories and Guess Meaning of Words from Context	6	40.00 %
Others......................................………		

Bar Graph 8

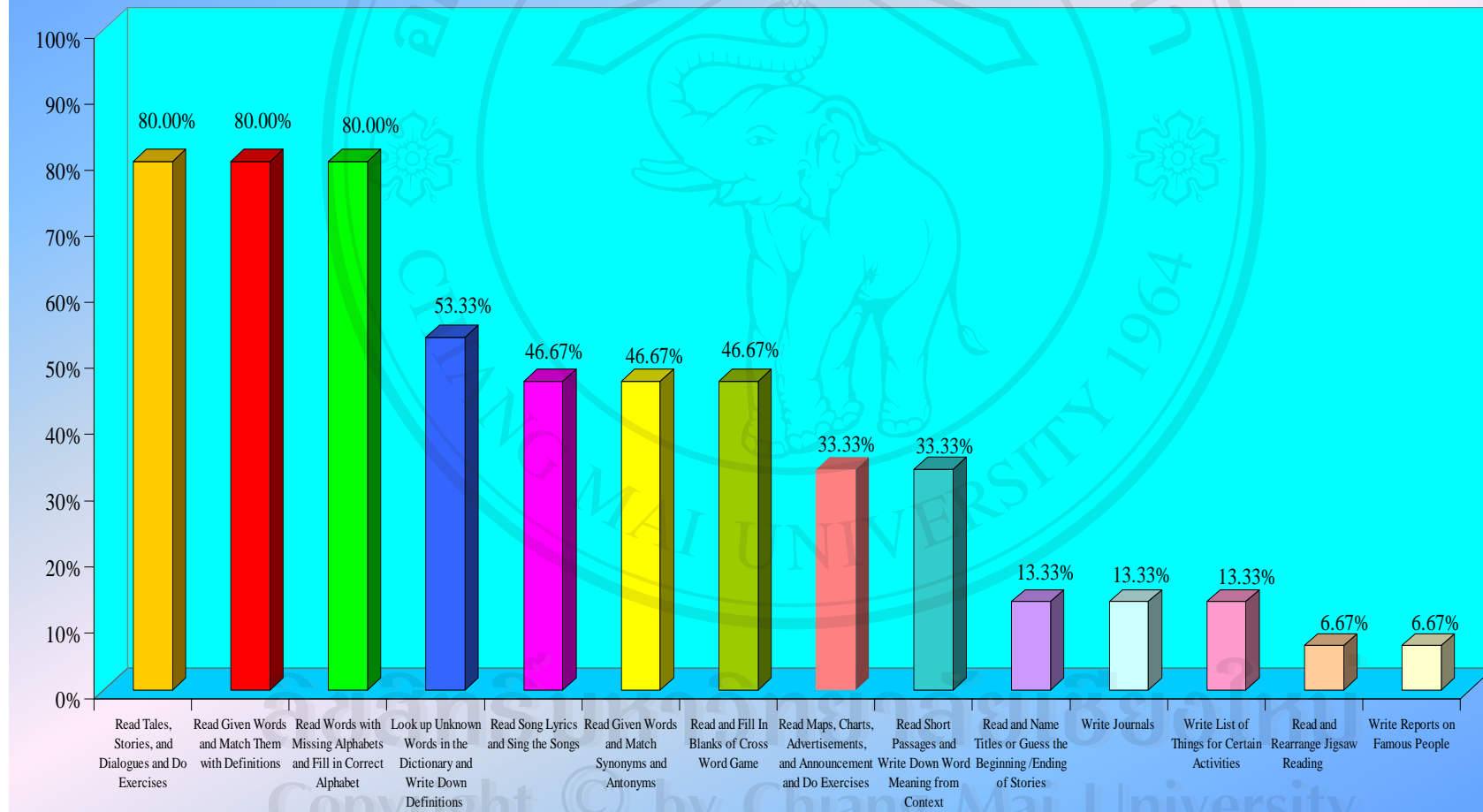Distribution of the Respondents by Their Listening and Speaking Approaches

As shown in Table 13, the vocabulary teaching methods require students to listen to teachers, taped materials, and songs and follow the instructions to speak or act. All of the respondents except one (93.33%) have the students listen to the pronunciation of the newly introduced words and repeat them. Moreover, most of the respondents (86.67%) have the students listen to the teacher pronouncing the previously taught words and give their meaning in Thai. In addition, more than half of the respondents have their students listen to taped materials and do exercises (66.67%), listen to music and sing along (66.67%), a listen to the teachers taking the role of "Simon" and follow Simon's orders (66.67%), and listen to the teachers' word dictations and write them down (53.33%). Besides, less than half of the respondents have their students listen to the teachers taking the role of the bingo master and match the pictures (46.67%), listen to the teachers telling stories and answer questions (46.67%), listen to the previously taught words and give words with opposite meaning in English (40.00%), and listen to the teachers telling stories and guess word meanings from context (40.00%).

Table 14

Distribution of the Respondents by Their Reading and Writing Approaches

Information	Number	Percentage
Read Tales, Stories, and Dialogues and Do Exercises	12	80.00 %
Read Given Words and Match Them with Definitions	12	80.00 %
Read Words with Missing Alphabets and Fill in Correct Alphabet	12	80.00 %
Look up Unknown Words in the Dictionary and Write Down Definitions	8	53.33 %
Read Song Lyrics and Sing the Songs	7	46.67 %
Read Given Words and Match Synonyms and Antonyms	7	46.67 %
Read and Fill In Blanks of Cross Word Game	7	46.67 %
Read Maps, Charts, Advertisements, and Announcement and Do Exercises	5	33.33 %
Read Short Passages and Write Down Word Meaning from Context	5	33.33 %
Read and Name Titles or Guess the Beginning /Ending of Stories	2	13.33 %
Write Journals	2	13.33 %
Write List of Things for Certain Activities	2	13.33 %
Read and Rearrange Jigsaw Reading	1	6.67 %
Write Reports on Famous People	1	6.67 %
Others..…		

Bar Graph 4.9

Distribution of the Respondents by Their Reading and Writing Approaches

Read Tales, Stories, and Dialogues and Do Exercises	80.00%
Read Given Words and Match Them with Definitions	80.00%
Read Words with Missing Alphabets and Fill in Correct Alphabet	80.00%
Look up Unknown Words in the Dictionary and Write Down Definitions	53.33%
Read Song Lyrics and Sing the Songs	46.67%
Read Given Words and Match Synonyms and Antonyms	46.67%
Read and Fill In Blanks of Cross Word Game	46.67%
Read Maps, Charts, Advertisements, and Announcement and Do Exercises	33.33%
Read Short Passages and Write Down Word Meaning from Context	33.33%
Read and Name Titles or Guess the Beginning /Ending of Stories	13.33%
Write Journals	13.33%
Write List of Things for Certain Activities	13.33%
Read and Rearrange Jigsaw Reading	6.67%
Write Reports on Famous People	6.67%

As shown in Table 14, the vocabulary teaching methods require students to look up words in the dictionary, recognize words from contextual reading, and play word games. The writing tasks are included in the reading tasks and assigned separately from all other activities as well. They include spelling contest, story telling, and other fun exercises. Most of the respondents have their students read stories and dialogues and do written exercises (80.00%), read given words and match them with given definitions (80.00%), read word with missing alphabets and fill them in (80.00%). While more than half (53.33%) have students look up unknown words in the dictionary and write down their definitions, less than half have students read and fill in blanks of crossword games (46.67%), read given words and match synonyms and antonyms (46.67%), read song lyrics and sing the songs (46.67%), read short passages and write down word meaning from context (33.33%), and read maps, charts, advertisements, and announcement and do exercises (33.33%). A small number of teachers (13.33%) have students read and give titles or guess the beginning or ending of the stories, write list of things required for certain activities, and write journals. Very few teachers (6.67%) have students read and rearrange jigsaw passages or write reports on famous people.