



**A Study of Management, Satisfaction and Problems of the English Program in
Schools under the Office of Educational Inspector, Region 11, Thailand**

Anchalee Watcharajinda

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Applied Linguistics**

Prince of Songkla University

2009

Copyright of Prince of Songkla University

Thesis title A Study of Management, Satisfaction and Problems of the English Program in Schools under the Office of Educational Inspector, Region 11, Thailand

Author Miss Anchalee Watcharajinda

Major Program Applied Linguistics

Major Advisor:

.....
(Asst. Prof. Dr. Waraporn Sripetpun)

Examining Committee:

.....Chairperson
(Dr. Pittayatorn Kaewkong)

Co-advisor:

.....
(Asst. Prof. Dr. Premin Karavi)

.....
(Asst. Prof. Dr. Nisakorn Charumanee)

.....
(Asst. Prof. Dr. Waraporn Sripetpun)

.....
(Asst. Prof. Dr. Premin Karavi)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Applied Linguistics

.....
(Assoc. Prof. Dr. Kerkchai Thongnoo)
Dean of Graduate School

ชื่อวิทยานิพนธ์	การศึกษากาการบริหารจัดการ ความพึงพอใจและปัญหาของ English Program ในโรงเรียนสังกัดสำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11 ประเทศไทย
ผู้เขียน	นางสาวอัญชลี วัชรจินดา
สาขาวิชา	ภาษาศาสตร์ประยุกต์
ปีการศึกษา	2551

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ สำรวจกาจัดการ ความพึงพอใจ และปัญหาของโครงการ English Program ระดับมัธยมศึกษาตอนต้น ในโรงเรียนรัฐบาลจำนวน 6 แห่ง สังกัดสำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11 งานวิจัยมุ่งสำรวจการรับรู้ใน 5 ด้าน คือ ด้านการบริหารจัดการ ด้านการจัดการเรียนการสอน ด้านครูผู้สอน ด้านผลสัมฤทธิ์ของนักเรียน และด้านสื่อการเรียนการสอน จากมุมมองของนักเรียน ผู้ปกครอง ครูผู้สอน และผู้รับผิดชอบโครงการ English Program เครื่องมือที่ใช้ในการวิจัยครั้งนี้คือ แบบสอบถามและแบบสัมภาษณ์

กลุ่มตัวอย่างในการศึกษา คือ ผู้มีส่วนเกี่ยวข้องในโครงการ English Program 5 กลุ่มในโรงเรียน 6 โรงเรียน ได้แก่ นักเรียนชั้นมัธยมศึกษาตอนต้น จำนวน 279 คน ผู้ปกครองของนักเรียนจำนวน 279 คน ครูไทยและครูต่างชาติที่สอนในโครงการ English Program จำนวน 52 คน และ 45 คน ตามลำดับ และผู้รับผิดชอบโครงการจำนวน 6 คน นักเรียน ผู้ปกครอง และครูผู้สอน ตอบแบบสอบถามโดยระบุระดับความพึงพอใจต่อการจัดการโครงการ English Program และระบุปัญหาที่พบในการดำเนินโครงการ ผู้รับผิดชอบโครงการให้สัมภาษณ์เกี่ยวกับการบริหารจัดการโครงการ English Program

ผลการวิจัยสรุปได้ 3 ประการดังนี้

1. ผลการสัมภาษณ์ผู้รับผิดชอบโครงการแสดงว่า โรงเรียนที่จัดโครงการ English Program ในงานวิจัยนี้ ไม่สามารถดำเนินโครงการตามนโยบายและหลักเกณฑ์ของ English Program ได้อย่างสมบูรณ์และมีประสิทธิภาพโดยปราศจากคำแนะนำและการสนับสนุนจากหน่วยงานที่เกี่ยวข้อง เช่น กระทรวงศึกษาธิการ โดยเฉพาะในการจัดการด้านครูต่างชาติ โรงเรียนประสบปัญหาในการจัดอบรมให้ความรู้เกี่ยวกับภาษาไทย วัฒนธรรมไทยและหลักสูตรการศึกษาของไทยแก่ครูต่างชาติ

2. ผลการศึกษาความพึงพอใจต่อโครงการ English Program ในด้านการบริหารจัดการ ด้านการจัดการเรียนการสอน ด้านครูผู้สอน ด้านผลสัมฤทธิ์ของนักเรียน และด้านสื่อการเรียนการสอน พบว่า นักเรียน ผู้ปกครอง และครูไทย พอใจการจัดการโครงการ English Program ทุกด้านในระดับสูง ในขณะที่ครูต่างชาติพอใจทุกด้านในระดับปานกลาง ยกเว้นด้านการบริหารจัดการ

3. ผลศึกษาเกี่ยวกับปัญหาในโครงการ English Program พบว่า แม้ผู้มีส่วนเกี่ยวข้องในโครงการ English Program จะระบุว่ามีความพอใจในระดับสูงต่อการจัดการโครงการ แต่นักเรียน ผู้ปกครอง และครูผู้สอน ได้ระบุหลายปัญหาในการดำเนินโครงการ โดยเฉพาะในด้านครูผู้สอน ผลสัมฤทธิ์ของนักเรียน และด้านสื่อการเรียนการสอน โดยระบุว่า

3.1 นักเรียน ผู้ปกครอง และครูไทยไม่แน่ใจว่าครูต่างชาติสามารถสอนให้ครอบคลุมเนื้อหาตามหลักสูตรการศึกษาขั้นพื้นฐาน พ.ศ. 2544 ได้หรือไม่ เนื่องจากครูต่างชาติไม่มีความรู้ความเข้าใจเกี่ยวกับหลักสูตรการศึกษาของไทยมากพอ

3.2 ผู้ปกครอง และครูไทยไม่มั่นใจในผลสัมฤทธิ์ทางการเรียนของนักเรียน โดยเฉพาะผลการเรียนในวิชาวิทยาศาสตร์และคณิตศาสตร์ที่คิดว่าคือนักเรียนหลักสูตรปกติ

3.3 นักเรียนและผู้ปกครองระบุว่าสื่อการเรียนการสอนฉบับภาษาอังกฤษมีไม่เพียงพอ และเนื้อหาของหนังสือฉบับภาษาอังกฤษไม่ครอบคลุมเนื้อหาที่หลักสูตรการศึกษาไทยกำหนด

ผลการวิจัยแสดงให้เห็นว่า นักเรียน ผู้ปกครอง และครูผู้สอน ในโรงเรียนที่จัดให้มีโครงการ English Program ทั้ง 6 โรงเรียนพอใจการจัดการโครงการ English Program พอสมควร ผลการวิจัยเสนอแนะว่าการบริหารจัดการโครงการ English Program ในด้านการจัดการเรียนการสอน ด้านครูผู้สอน ด้านผลสัมฤทธิ์ของนักเรียน และด้านสื่อการเรียนการสอน ต้องได้รับคำแนะนำและการสนับสนุนจากหน่วยงานที่เกี่ยวข้องในกระทรวงศึกษาธิการ

Thesis title	A Study of Management, Satisfaction and Problems of the English Program in Schools under the Office of Educational Inspector, Region 11, Thailand
Author	Miss Anchalee Watcharajinda
Major Program	Applied Linguistics
Academic Year	2008

ABSTRACT

The purpose of this study is to survey management, satisfaction and problems of the English Program in six lower-secondary public schools under the Office of Educational Inspector, Region 11. The survey focused on perceptions of the five categories of (1) administration, (2) teaching and learning management, (3) teachers' qualifications, (4) students' achievements, and (5) quality and availability of teaching and learning materials, from the points of view of students, parents, teachers and EP directors. The research instruments consisted of questionnaires and a structured-interview.

The subjects of study were five groups of EP stakeholders in the six EP schools, specifically 279 lower-secondary school students and 279 parents; 52 Thai teachers and 45 foreign teachers teaching in the English Program and six EP directors. Students, parents and teachers responded to the questionnaires by rating their perception towards the management of the English Program, and identifying problems they perceived in the English Program. EP directors were interviewed about their management of the English Program.

Findings can be summarized in three sections as follows.

1. The results from the interview of EP directors showed that the EP schools in the study could not undertake the EP policies completely and efficiently without guidance and support from responsible units such as the Ministry of Education. Specifically, in terms of the management of foreign teachers, the schools had difficulties in providing trainings and knowledge in Thai language, Thai culture and

Thai curricular for EP foreign teachers.

2. The results concerning satisfactions towards the EP management of (1) administration, (2) teaching and learning management, (3) teachers' qualifications, (4) students' achievements, and (5) quality and availability of teaching and learning materials revealed that EP students, parents and Thai teachers were satisfied with the management of the English Program at a high level, while foreign teachers seemed moderately satisfied with all categories, except the category of administration.

3. The results concerning problems about the English Program, despite high level of satisfaction towards the EP management, EP stakeholders, i.e. students, parents and Thai teachers pointed out several problems, particularly problems about teachers' qualifications, students' achievements, and teaching and learning materials. They commented on some significant problems as follows.

3.1 Students and their parents and Thai teachers doubted whether EP foreign teachers could cover the subject contents required in the Basic Education Curriculum, B.E.2544, because the foreigners did not have enough information or understanding about the Thai curriculum.

3.2 Parents and Thai teachers were not confident with the students' learning achievement. To be specific, they believed that EP students' achievements in the subjects of science and mathematics were lower than those of regular program students.

3.3 Students and parents identified that teaching and learning materials in English edition were not enough, and the contents in the English edition did not cover all that were required in the Thai curriculum.

The results from the study showed that students, parents and teachers in the six EP schools were satisfied at a reasonable level with the management of the English Program. Results from the study suggested that the management of certain areas in the EP schools such as teaching and learning management, teachers' qualifications, students' achievements, and teaching and learning materials need more guidance and support from responsible units in the Ministry of Education.

ACKNOWLEDGEMENT

For the fulfillment of this study, I am indebted to a great number of people.

First of all, I wish to express my deep gratitude towards Asst. Prof. Dr. Waraporn Sripetpun, my supervisor, and Asst. Prof. Dr. Premin Karavi, my co-advisor, whose kindness, useful guidance, assistance, considerable patience, valuable comments, and encouragement made this thesis possible. I am indebted to Dr. Pittayatorn Kaewkong, chairman of the examining committee, and Asst. Prof. Dr. Nisakorn Charumane, member of the committee, for their valuable time and constructive comments. I also would like to thank Mr. Kubilay Ertuna for proofreading this thesis.

This thesis would not have been possible without the cooperation of Dr. Uncharee Ketsuriyong, and the government educational supervisor of the Office of Educational Innovation, for useful information about the English Program. I would also like to express great thanks to the six EP directors and officers who distributed the questionnaires, and all EP stakeholders of this study for their responses.

In particular, I would like to express my great thanks to my beloved mother, Mrs. Lamai Wangsawas, for her love, understanding, encouragement, and financial support. I also thank my father, Mr. Prasom Watcharajinda, for his help in data collection and cooperation with EP schools. Special thank goes to Mr. Karn Rattanamai, who believed in my efforts and has given me encouragement to complete this thesis.

Anchalee Watcharajinda

CONTENTS

	Page
CONTENTS	viii
LIST OF TABLES	xi
CHAPTERS	
1. INTRODUCTION	
1.1 Rationale of the study.....	1
1.2 Purposes of the study.....	4
1.3 Research questions.....	4
1.4 Scope and limitations of the study.....	4
1.5 Significance of the study.....	5
1.6 Definitions of terms.....	5
2. LITERATURE REVIEW AND RELATED STUDIES	
2.1 Development of English language policy in Thailand.....	7
2.2 Background of the English Program in Thailand.....	10
2.3 Policy, principles and processes of the English Program.....	12
2.4 Related studies.....	16
3. RESEARCH METHODOLOGY	
3.1 Subjects of the study.....	21
3.2 Research instruments.....	22
3.2.1 Questionnaires.....	22
3.2.2 The structured-interview.....	24
3.3 Data collection.....	25
3.3.1 The interview.....	25
3.3.2 Administering the questionnaires.....	25
3.4 Data analysis.....	26
4. FINDINGS	
4.1 The management of the English Program.....	28
4.1.1 Administration.....	28
4.1.2 Teaching and learning management.....	30

CONTENTS (Continued)

	Page
4.1.3 Teachers' qualifications.....	31
4.1.4 Teaching and learning materials.....	33
4.1.5 Student assessment.....	33
4.1.6 Program evaluation.....	34
4.2 Satisfaction towards the management of the English Program..	36
4.2.1 Satisfaction towards administration.....	39
4.2.2 Satisfaction towards teaching and learning management.....	41
4.2.3 Satisfaction towards teachers' qualifications.....	42
4.2.4 Satisfaction towards students' achievements.....	45
4.2.5 Satisfaction towards quality and availability of teaching and learning materials.....	47
4.3 Problems about the English Program.....	48
4.3.1 Problems on administration.....	49
4.3.2 Problems on teaching and learning management.....	50
4.3.3 Problems on teachers' qualifications.....	52
4.3.4 Problems on students' achievements.....	54
4.3.5 Problems on quality and availability of teaching and learning materials.....	56
5. SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS	
5.1 Summary of the findings.....	58
5.2 Discussion of the findings.....	60
5.2.1 Administration.....	60
5.2.2 Teaching and learning management.....	63
5.2.3 Teachers' qualifications.....	66
5.2.4 Students' achievements.....	70

CONTENTS (Continued)

	Page
5.2.5 Quality and availability of teaching and learning materials.....	71
5.3 Implications for the management of the English Program.....	73
5.4 Recommendations for further studies.....	75
REFERENCES	77
APPENDICES	
A. Questionnaires in English	80
B. Questionnaires in Thai.....	108
C. Structured-interview of EP directors.....	131
D. Reliability of the questionnaires.....	137
E. Details of EP stakeholders' general information.....	151
F. Details of students and parents' satisfaction towards teachers' qualifications.....	159
VITAE	162

LIST OF TABLES

Tables	Page
3.1 Subjects of the study.....	22
3.2 Number and percentages of returned questionnaires	26
4.1 The management of the English Program.....	35
4.2 Satisfaction towards the management of the English Program.....	38
4.3 Satisfaction towards administration.....	39
4.4 Satisfaction towards teaching and learning management.....	41
4.5 Satisfaction towards teachers' qualifications perceived by students and parents.....	42
4.6 Satisfaction towards teachers' qualifications perceived by teachers.....	44
4.7 Satisfaction towards students' achievements.....	45
4.8 Satisfaction towards quality and availability of teaching and learning materials.....	47
4.9 Problems on administration.....	49
4.10 Problems on teaching and learning management.....	51
4.11 Problems on qualifications of foreign teachers.....	52
4.12 Problems on students' achievements.....	54
4.13 Problems on quality and availability of teaching and learning materials	56

CHAPTER 1

INTRODUCTION

This study is a survey of the management, satisfaction and problems in the English Program (EP) in lower-secondary public schools under the Office of Educational Inspector, Region 11. Structured-interviews with EP directors were used to investigate conditions of the English Program and determine how far the school subjects conform to the EP policies. Further, four questionnaires were administered to students, their parents, Thai teachers, and foreign teachers involved in the English Program to obtain information about their levels of satisfaction and problems in the management of the English Program.

The study is divided into five chapters. Chapter one consists of the rationale of the study, statement of purposes, research questions, scope and limitations of the study, significance of the study, and definitions of terms. Chapter two presents a brief review of literature and research studies. Chapter three explains the subjects of the study, the research methodology and the analysis of data. Chapter four presents the findings of the study, and chapter five contains the summary of the findings, discussions, implications and recommendations for further study.

1.1 Rationale of the study

Knowledge about new technology and the rapid advancement in information and communication technology during the era of globalization has resulted in a tremendous demand in the use of the English language around the world as the major international means of communication. In Thailand, English language has also been the most commonly used foreign language for exchanging information and describing technology. The government of Thailand has realized that citizens with a good command of English can enhance the development of the country. Due to increasing awareness of the importance of English in globalization, the Ministry of Education has placed great emphasis on teaching and learning English in the Thai educational

system. Thus, English has been placed as a core subject of the national curriculum since 1960.

Obviously, teaching and learning English in Thailand has not been fully accomplished yet. In general, not only students at the secondary level, but also those who have studied English for many years still have difficulties in actual communication. According to the results of Biyaem's study (1997) cited in Kosanlavit (2007), Thai students could not speak English fluently because of the interference from the mother tongue which is the Thai language, particularly in pronunciation, syntax, and idiomatic usage. The lack of opportunity to use English in the students' daily life, and shyness in speaking English with classmates also acted as significant barriers for Thai students to speak English. Moreover, the lack of opportunity for students to communicate in English with English native speakers is another important reason.

The National Education Act 1999 states that educational institutes must manage education by getting involvement from all relevant parties, those are, students, their parents, and the communities. Furthermore, the institutes have to enhance students' use of the standard international languages, especially English, to achieve academic and professional advancement in the changing world (Bureau of Educational Innovation Development, 2005). Thus, in attempting to solve the problems in teaching and learning English and to support the initiatives of the National Education Act, 1999, the Ministry of Education has launched a new program for teaching and learning English at the basic education level called the English Program (EP).

The English Program is a new educational innovation aiming at the intensive use of English as the medium of instruction, and catering for those students with a considerable degree of English proficiency. The main objectives of the English Program are: first to develop students' self-confidence in using English for daily life communication, for studying other subjects in school matters, and for their future careers. The second objective is to develop students' potential to use English to an international standard, and thirdly to promote parental and community cooperation in educational management for their communities (Bureau of Educational Innovation Development, 2005). The teaching and learning objectives in the English Program,

like the regular school program, conforms to the Basic Education Curriculum B.E.2544. The main difference from the regular program is that English is used as the medium of instruction, except in the subjects involving Thai cultural identity, Thai history, and Thai culture (Bureau of Education Innovation Development, 2005).

The English Program has been operated in Thailand since 1998. Initially, the Ministry of Education did not have policies and strategies in place to control the program management. In order to enhance the effectiveness of the English Program in pre-primary, primary, and secondary schools, on 9 October B.E. 2544 the Ministry of Education defined the policies, principles and processes to be applied throughout the English Program and these were subsequently amended on 22 July B.E. 2546. The policies, principles and processes concerning the management of the English Program will hereafter be referred to as the EP policies. The EP policies were planned in general regarding: (1) administration, (2) teaching and learning management, (3) teachers' qualifications, (4) teaching and learning materials, (5) learning assessment, and (6) program assessment (Ministry of Education, 2001, October 9). Educational institutes wishing to run the English Program must follow the EP policies. In practice, each EP school has managed the English Program according to their own flexibility and has conformed to some of the policies. Consequently, obstacles of running the English Program in provincial areas might occur more frequently than that in Bangkok because of the shortage of foreign teachers and educational resources, for example. Thus, to help develop the English Program in Thailand, this study aims at examining conditions of the management of each English Program in accordance with the EP policies, investigating the EP stakeholders' level of satisfaction toward the management of the English Program, and determining problems occurring in the program run in provincial areas specifically in southern provinces (the Office of Educational Inspector, Region 11) which seem to need more help and support.

In short, this study was conducted to examine conditions of EP management, investigate satisfaction levels of stakeholders; namely students, parents, and teachers, toward the management of the English Program, and to find out problems occurring in the EP schools in Songkhla, Nakhon Si Thammarat, Trang, and Satun. The results of the study will illustrate the current situations, and provide guidelines to improve management and address the problems faced by EP schools.

1.2 Purposes of the study

This research aims

1. to examine conditions of the management of the English Program in line with EP policies through the perception of EP directors.
2. to investigate the levels of satisfaction of EP stakeholders; namely, students, parents, Thai teachers and foreign teachers towards the management of the English Program.
3. to determine current problems occurring in the English Program from the perception of EP stakeholders.

1.3 Research questions

The study was to answer the following research questions:

1. To what extent do the EP schools conform to the EP policies?
2. To what extent does the English Program satisfy the students, parents, and teachers?
3. What are the current problems of the English Program as perceived by the students, parents, and teachers?

1.4 Scope and limitations of the study

This study is the survey of the management, satisfaction towards the EP management of the English Program, and current problems occurring in the program in schools under the Office of Educational Inspector, Region 11 that is responsible for five provinces in the South – Songkhla, Phattalung, Nakhon Si Thammarat, Trang, and Satun. Specifically, the study only covers the EP public lower-secondary schools in Songkhla, Nakhon Si Thammarat, Trang, and Satun, not in Phattalung because there is no EP school in that province.

1.5 Significance of the study

This study tries to reflect the current conditions regarding: (1) administration, (2) teaching and learning management, (3) teacher's qualifications, (4) students' achievements, and (5) quality and availability of teaching and learning materials. Additionally, the study reveals problems in the English Program underlying the EP policies. Therefore, the results are helpful to the Ministry of Education, the Office of the Basic Education Commission, the Office of Educational Inspectors, school administrators, EP directors, and others involved in Thai education to improve conditions and address problems which may obstruct the success of the English Program.

1.6 Definitions of terms

1. English Program is a program of study providing teaching and learning according to Basic Education Curriculum B.E. 2544 (A.D. 2001) via English medium in order to develop learners' English proficiency against international standards based on Thai nationality. The English medium is used in all subjects except those regarding Thai language, Thai culture, and other Thai cultural identity.

2. The Office of Educational Inspector, Region 11 is a department under the Ministry of Education which is responsible for following up and inspecting educational performance of government departments in five southern provinces of Thailand; namely, Songkhla, Nakhon Si Thammarat, Tran, Satun and Phattalung.

3. Satisfaction is feelings or attitudes of EP students, parents, Thai teachers, and foreign teachers towards the management of the EP. Satisfaction in this study is represented by scores ranked from 1-5 with the following values:

- 1 = very low degree of satisfaction
- 2 = low degree of satisfaction
- 3 = moderate degree of satisfaction
- 4 = high degree of satisfaction
- 5 = very high degree of satisfaction

4. EP policies refer to a Ministry of Education regulation regarding the management of the English Program. There are two issues. The first issue is Regulation No. 1065/2544 dated 9 October B.E.2544, named “Policy, Principles and Processes of Teaching and Learning of Ministry of Education’s Curriculum in English”. The second is the amendment no. OBEC 43/2546 dated 22 July B.E.2546.

5. EP stakeholders are the subjects of this study; namely, students, their parents, Thai teachers and foreign teachers involved in the English Program.

6. Students include students who are currently studying in lower-secondary level or Matayomsuksa 1-3 in the English Program in the 2007 academic year.

7. Teachers refer to both Thai and foreign teachers currently teaching in lower-secondary level or Matayomsuksa 1-3 in the English Program in the 2007 academic year.

8. Parents are the guardians of the EP students studying in lower-secondary level or Matayomsuksa 1-3 in the 2007 academic year.

9. Directors are the EP administrators responsible for the English Program in the schools in the 2007 academic year.

CHAPTER 2

LITERATURE REVIEW AND RELATED STUDIES

This chapter presents a brief review of literature and related studies in the following areas: (1) development of English language policy in Thailand, (2) background of the English Program in Thailand, and (3) policy, principles and processes of the English Program.

2.1 Development of English language policy in Thailand

With the growth in globalization in industry, business and information technology, numbers of developed and developing countries have been making great efforts to build up international cooperation and networks in order to seek ways to develop politics, economy and society in their own countries. In this globalization trend, the most important language being used among countries, institutions and individuals all over the world is English. Therefore, English has continuously come to be considered as the international or global language.

As Thailand has been independent and never been colonized by any western country, it has traditionally been a monolingual society having its uniqueness in culture and language, that is, Thai. Thus, English is not the official language of the country. Thai people in general use the Thai language in their daily lives. However, with the rapid growth of information technology and the Internet, the demand for English has also had a major influence in many sectors of the economy. Moreover, in education, the influence of the media and the Internet on student independence and learning styles has led to a greater need for English as a means of accessing resources as well as further study abroad (Chinkumtornwong, 2005). With these demands and for Thailand to remain competitive in today's global community, there has been a need for the country to look into education policies and strategic plans for promoting effective English language teaching in every level of education.

English language teaching was first introduced during the reign of King Rama IV (1852-1865), who opened the first English school in the palace (Aksornkool,

1983 cited in Thongsri, 2005). English teaching during this period was available only to a small group of people; namely, the royal family. The teaching method was the Direct Method or Natural Method by which the English native teachers used English as the medium of instruction because the teachers could not speak Thai (Sawaswadee, 1991).

In 1898, English was first taught by Thai teachers in some schools, and the Grammar-Translation approach was first used as the way to deliver knowledge. Students were taught reading and writing skills more than listening and speaking skills. The skills focused on were translation from Thai to English and from English to Thai, reading, dictation, and essay writing.

English language teaching through the Direct Method and the Grammar-Translation during the periods mentioned above was able to emphasize speaking skills sufficiently because of the small number of students in the classrooms. In 1962, in accordance with UNESCO's recommendation, the National Education Act was launched to have primary education compulsory for all children in the country. Consequently, the number of students in each class in the primary level was higher than previously. Subsequently, students' achievements in English was poor, particularly listening and speaking skills, due to large sized classes and poorly qualified teachers, (Sawaswadee, 1991).

In the English curriculum of 1960, English was considered as a compulsory subject for Prathomsuksa 5 to Mathayomsuksa 3 (Grade 5-9). Students' low proficiency in English was the crucial problem in implementing the English curriculum of 1960. The 1960 curriculum emphasized the necessity of studying English as a medium of international communication. It was placed to develop four English skills so that students kept increasing their knowledge of English. Also, the curriculum emphasized the need to encourage students to continue their English studies at a higher level of education. (Aksornkool, 1983 cited in Thongsri, 2005).

In 1978, the basic education system was converted from a 7:3:2 year system to a 6:3:3 year system, consisting of 6 years primary education, 3 years lower secondary education and 3 years upper secondary education. According to this new educational system, unlike the 1960 curriculum, the English curriculum was also

changed. The English subjects, as well as French and German, were specified as being elective (Ministry of Education, 1980 cited in Thongsri, 2005).

Based on the curriculum of 1978, the Communicative Language Teaching (CLT) approach, focusing on listening and speaking skills, was first introduced to the English curriculum of education in Thailand by the Ministry of Education (Office of the National Primary Education Commission, Ministry of Education, 1997 cited in Prapaisit, 2003). CLT has been the written goal of teaching English for many years, but in practice the Grammar-Translation approach has been widely followed (Sawaswadee, 1991). Changes only existed in the English curriculum. In the classrooms, many English teachers still taught in the way they were familiar with; namely, reading and translating.

In 1999, the Ministry of Education enacted the 1999 National Education Act, which resulted in the beginning of education reformation in Thailand. The ultimate goal of this act is to develop Thai students to be good, competent and happy in order to live in harmony with other people in society. One of the three principles of educational provision is that all segments of society shall come to participate in boosting education. With the conviction that all learners have the capacity to learn on their own initiative, the appropriate method of teaching should focus on a student-centered approach. The student-centered approach is a teaching approach in which the instructor's role is viewed as coach and facilitator of students' learning rather than as a controller and transmitter of content (Office of the Education Council, 2006).

In 2001, the Ministry of Education regulated the Basic Education Curriculum 2001, as a result of the educational reformation. It became the current curriculum for elementary and secondary education. According to this curriculum, English was placed as a core subject required for all levels. There were eight subject groups; foreign language was one of these eight groups and English became the core foreign language subject.

Education in basic education of Thailand at the present time must follow the 1999 National Education Act and the 2001 Basic Education Curriculum. However, according to the National Education Act, schools and teachers are able to adapt the curriculum to meet the needs of local community. They should try to create activities consistent with students' real life circumstances, and also encourage their critical

thinking skills as well. The English Program must be conducted so. But, in fact, it is not easy for teachers to follow the philosophy and principles of the student-centered approach of the National Education Act because of the teachers' limited time, workload, unfamiliarity with team teaching and their own limited ability in the use of English language (Punthumasen, 2007). Furthermore, students and their parents are unaccustomed to the student-centered approach.

For many years the Thai government has recognized the importance of the use of English language and encouraged the Ministry of Education to develop English language education in primary and secondary schools across the country in accordance with world trends. In 2002, the Ministry of Education implemented five strategies aimed at raising the standard of English of Thai school students. Two of the five strategies involved the English Program; those were, encouraging the sole use of English during English classes, and promoting the development of the English Program (EP) and Mini-English Program (MEP) in private and public secondary schools around Thailand (Chinkumtornwong, 2005).

These strategies have had a remarkable impact on attitudes among students, parents, and teachers in the Thai education system, but their implementation has done much to highlight shortcomings still prevalent in the education system.

2.2 Background of the English Program in Thailand

The Ministry of Education is fully responsible for reforming education, particularly the educational policy to develop the teaching and learning of English to cope with globalization. An important matter of educational policy is that future generations of Thai people should be fluent in the use of English. Thus, the new educational policy includes using English as the medium of instruction as one of the ministry's choices. The Office of the Basic Education Commission (2003) stated the background and development of the English Program in Thailand as follows.

Since 1995, the practice of Thai parents sending their children to international school had increased more and more in order to give more opportunity for children to improve their English. However, there were a limited number of places

available for Thai students within international schools each year. The Ministry of Education started a new project to allow private schools to run the project using English language as a medium of instruction. The first three private schools were Bangkok Christian College, Sarasas Ektra School and Udomsuksa School.

During the economic crisis in 1997, parents could not afford to send their children to study abroad, even though they would have liked their children to develop their English. This led to a stronger demand on education in English resulting in a high competition in getting in English-speaking schools. Thus, perceiving this need, the Ministry of Education tried to upgrade the quality of Education in Thailand so that Thai students could learn English in their own country. The English Program then took place.

In 1998, Dr. Kowit Vorapipatana, former Permanent Secretary of the Ministry of Education and former Director of the General Education Department, launched an experimental pilot project of the first English Program at Yothinburana School in Bangkok. It was a project using English as a medium of instruction in the subjects of science and mathematics, and using Thai language in all other subjects. At that time, it was called in Thai “Program Song Pasa” (Bilingual Programs) or “Rong Rean Song Pasa” (Bilingual Schools) which means “schools using two main languages, Thai and English, as the media of instruction”.

From 1998 to 2002, the “Program Song Pasa” was set up in the following seven schools around Thailand: in 1999, in Benjamarachutit School in Nakhon Si Thammarat, Samukkhi Withayakhom School in Chiang Rai and Maghut Muang Ratchawittaya School in Rayong. In 2000, in Surat Thani School in Surat Thani, Saardphadoem Wittaya School in Chumpon and Woranarichaloem School in Songkhla. In 2002, in Nairong School in Bangkok.

The Thai Ministry of Education provides the following definition for Bilingual School: the schools have to follow the Thai curriculum of the year 2001 by using English as a medium of instruction to develop the knowledge, capacity and English proficiency of the students. Teaching and learning on these programs should be geared towards developing the ability of the students’ use of the English language and to meet the needs of internationalization, without compromising Thai ethics and morality (Chinkumtornwong, 2005).

Thus, it can be concluded that the purposes of bilingual education in Thailand are: (1) to give greater numbers of Thai students access to learning English through the subject content at school, (2) to give the choice to parents who want an enriched English language education for their children instead of sending their children away from home, and (3) to enable an enriched English language education without the loss of Thai language or cultural development at home.

To provide understanding of the name of the program using English as a medium of instruction, the Ministry of Education enacted the regulation no. OBEC 43/2003 entitled “Amendments of Policy, Principles and Management of Teaching and Learning in English of Ministry of Education’s Curriculum”. It noted that the program of teaching and learning in English under the Ministry of Education’s curriculum was called the “English Program or EP”.

At present, there are about 89 EP schools, both public and private, located in Bangkok and also in many provinces across the country. In the academic year of B.E. 2550, the English Program in schools under the Office of Educational Inspector, Region no.11 has set up in six schools: Benjamarachutit School and Kanlayani School in Nakorn Si Thammarat, Woranarichaloem School and Hatyaiwittayalai School in Songkhla, Saparajinee School in Trang, and Phinamphitayasan in Satun.

2.3 Policy, principles and processes of the English Program

The policy, principles and processes of the English Program are referred to in this study as the EP policies. All information in the EP policies were summarized and translated from the original publication and amendments of Thai to English.

The Ministry of Education aimed to provide suitable education to match individuals’ abilities, and to upgrade the English proficiency of Thai students to international standard. Thus, in 1998, it endorsed a new program of teaching and learning in English called “The English Program (EP)”. After that, to enhance the effectiveness of the English Program in pre-primary, primary, and secondary schools, the Ministry of Education declared the policy, principles and processes of the English

Program dated on 9 October 2001, and amendment was published on 22 July 2003. Consequently, all EP schools must manage their programs in accordance with the underlying EP policies.

Policy

According to the EP policies, schools can endorse the English Program as an alternative education. Schools can provide teaching and learning by using English as a medium of instruction in some subjects such as the subjects of English language, science, mathematics, and physical health education. For other subjects, it depends on the schools' capacities. However, subjects involving Thai language, Thai history, Thai culture, and other Thai cultural identity must be taught by using Thai medium. However, teaching and learning in English still needs to strongly maintain the prosperity of nation, religion, monarchy, Thai language, culture and tradition.

Administration and management of the English Program must also give benefit to the school's regular program, that is, all programs can share both staff and education facilities, such as libraries, language laboratories, and science laboratories. Tuition fees and additional fees must be the standardized rates as determined by the Ministry of Education. Furthermore, schools must allocate budget for scholarships for three per cent of under privileged students who want to study in the English Program.

In addition, the English Program must receive systematic monitoring and ongoing assessment in order that immediate problems can be resolved in a timely manner and the standard quality of the programs should be maintained. In short, the management of the English Program must conform to this policy, as well as other principles of the Ministry of Education's regulations.

Principles and processes

Principles and processes of the English Program are divided into six main categories: (1) administration, (2) teaching and learning management, (3) teachers' qualifications, (4) teaching materials, (5) students' assessment, and (6) program evaluation.

1. Administration

Schools can provide the English Program from the pre-primary level up to upper-secondary level depending on their capacities. Schools must process their proposals through their respective district supervisory board and regional advisory board in order to get approval for running the English Program from the Ministry of Education. After receiving permission, the schools must start the program within two years. If there is no implementation within the specified period, the proposals will expire.

Schools also have to set up a committee to inspect and review the English Program in the whole system with emphasis on students' quality: learning achievement, behavior, and moral. However, schools can establish their own criteria to recruit students. The number of students in each class should not exceed thirty at secondary level.

2. Teaching and learning management

Regarding teaching and learning management, schools must provide teaching and learning in the English Program according to the Ministry of Education's curriculum 2001 in accordance with the Ministry of Education's policies and National Education Act 1999. Teaching and learning must emphasize the pride of community, nation, and Thai cultural identity. Furthermore, teaching and learning should promote moral, good behavior, and good personality of EP students, as well as, their confidence in communicating in English.

In teaching and learning at the secondary level, English is used as a medium of instruction in all subjects except the subjects of Thai language and social sciences in parts of Thai history, Thai law, Thai culture and tradition. In terms of student development activities, such as activities emphasizing Thai identity, school activities, prepared for students in the regular program must be provided for EP students.

3. Teachers' qualifications

All teachers must have at least a bachelor's degree and major in the relevant subjects that they are responsible for. All non-native English teachers must have a good command in the four English language skills with TOEFL score of 550, TOEIC score of 600 or IELTS band of 5.5.

They must attend at least 15 credits of teaching courses in order to have knowledge to guarantee their teaching methodology, and understanding of students, or they must have teaching experience of not less than three years. In case of foreign teachers, they must be trained in Thai language, Thai culture, and Thai curricula for at least 15 hours. Schools must develop all teachers by supporting them to attend training, both in Thailand and abroad, at least once every three years.

Schools providing the English Program along with the regular program are required to develop some Thai teachers who are able to teach using English as a medium of instruction. To enhance the effectiveness of the English Program, the Ministry requires schools to share teaching methodology between Thai and foreign teachers. Furthermore, EP teachers, except the permanent Thai teachers of the schools, must sign a contract with the schools for at least one academic year,.

4. Teaching materials

Schools must be resourceful in providing relevant documents, textbooks, and additional books in English in all subjects with appropriate numbers. Teaching and learning materials and media must be varied, contain appropriate learning content, and be updated regularly. The school libraries must offer at least 10 sets of required Thai textbooks according to the Ministry of Education's curriculum. If schools produce their own textbooks, those books must be approved by the Ministry.

5. Student assessment

The learning assessment of EP students must be run like those for regular program students. The assessment will identify students' achievements regarding learning, virtues, moral, behavior, analytical thinking, and student development in order to develop students in all dimensions.

Regarding English achievement of EP students, the students of Matayomsuksa 6 need to be assessed by the English examinations of TOEFL, TOEIC or IELTS depending on the schools' criteria. Also, the English Program must provide transcripts in English for EP students.

6. Program evaluation

The English Program in each school will be evaluated by the Ministry of Education and the education service area in terms of schools' preparation, program management and implementation, and students' achievements. The Ministry of Education also encourages the conduction of research for problem solving and developing the English Program more effectively. The scope of research should be students' achievements, cost effectiveness, teachers' quality and effective management.

2.4 Related studies

The English Program started in Thailand in 1998 (B.E.2541). At that time, the program was a new innovation which has become popular among students, their parents, teachers, and people involved in education. Many researchers are interested in doing research about the English Program in order to investigate the condition, efficacy, problems, satisfaction of stakeholders, etc. The followings are some of them worth discussing about.

Chuenvinya (2002) evaluated the English Program of Yothinburana School, the pilot EP school, in Bangkok. The Context-Input-Process-Product model (CIPP) and document analysis forms were applied as the instruments of the study. Subjects of the study were school administrators, teachers, students, parents, academic advisors, and graduates. Based on the CIPP model, the context, input, process, and product of the English Program were evaluated. The study of context showed that EP's objectives followed the Educational Act B.E.2542 and the Ninth National Economic and Social Development Plan by regarding the human development guidelines. For the input, it was found that structure and content of the curriculum, teacher's qualifications, and teaching competency were appropriate. Buildings and laboratories were also appropriate for the program. With regard to the study about the EP process of evaluation, instructional activities, remedial teaching activities, and supporting services, it was found that they were quite suitable for students. Finally, the result of product evaluation showed that the students had high English competencies, except for grammar.

Jansong (2004) studied the conditions and problems of English Program curricula in ten primary EP schools under the Office of the Basic Education Commission. Preparation, implementation, and evaluation of the curriculum were investigated. The analysis of curriculum preparation showed that the schools planned the curriculum organization based on the capacity of schools and parents. In implementation, the ten schools focused on the student-centered approach. The curricular were evaluated through official personnel and parents involved in the programs. The researcher also found some problems occurring in curriculum implementation. For example, parents did not be confident in the EP curricular. There was a critical shortage of skillful native-speaking teachers and Thai teachers with good command English. Foreign teachers requested high salaries. As for teaching planning, it was found that the foreign teachers did not have knowledge and understanding of teaching plans, especially those following the Basic Education Curriculum 2001. Buildings and classrooms were not suitable for teaching and learning. Teaching and learning were not completely successful because of students' different background knowledge levels and their low English proficiency.

Chinkumtornwong (2005) did the informal research on the English Program. She investigated the condition of the English Program in four pilot EP schools in Bangkok by gauging the point of views of students and teachers participating in the program, and identifying the areas of weaknesses. She found some noticeable problems occurring in the English Program of each school. That is, the students thought that they did not have sufficient knowledge that would help them pass the National Test and the University Entrance Examinations. The structure of the English Program was unclear. Different schools organized the English Program in different ways. There were also conflicts about privileges between EP students and regular program students in school running the two programs. There were problems of high difference in salaries between Thai and foreign teachers within the EP, and between EP teachers and teachers in the regular program. Finally, students, Thai teachers, and parents were unaccustomed to student-centered and process-oriented approaches which foreign teachers employed in the English Program.

Srithong (2006) studied the satisfaction of EP students and their parents towards the management of the English Program in terms of teaching and learning management, students' improvement, teachers' qualification, teaching materials, and school environment in Saparajini School, in Trang province. She found that students were extremely satisfied with all aspects, while their parents were highly satisfied. Moreover, there were further suggestions from students and their parents about the teaching and learning management. They wanted the school to offer more extra curricular activities and to regularly encourage students to speak English in daily lives. Also, the school should support the arrangement of study trips both inside the country and abroad. In case of teachers' qualification, students and their parents required English native teachers with a Bachelor's degree in the subjects for which they had been responsible. Regarding the teachers' personal qualities, foreign teachers should be friendly and have more responsibility. They should understand Thai culture, and present interesting teaching methods. As for teaching materials, students and parents suggested the school should offer sufficient modern teaching equipment, libraries, and computer rooms for EP students. Furthermore, the students should be encouraged to search information on the Internet.

Kosanlavit (2007) investigated the effectiveness of the Mini English Program at Surathampitak School in Nakhon Ratchasima in terms of learners' English development, effectiveness and management of the Mini English Program. She investigated students' attitudes and motivation towards learning English in this program, and the attitudes of parents, teachers, the EP director, and government educational supervisors toward the English Program. She examined students' language improvement, and surveyed the needs of students, their parents, teachers, EP director, and government educational supervisors on this program. Furthermore, she reflected general opinions and expectations of students, parents, teachers, EP director, and government educational supervisors. Research findings indicated that the program was effective in the three aspects mentioned above. The English Program helped students improve their English in general. The program also enhanced students' attitudes and motivation for learning English as expected. This program also successfully met the needs and the expectations of all the parties involving in it. It effectively satisfied all of them to a high degree.

Thareekate (2008) studied the administration of the English Program, and identified problems and made further suggestions in relation to four private EP schools in Bangkok in four aspects which were academics, personnel, budget, and general areas. It was found that every school used Basic Education Curriculum B.E.2544 (A.D.2001). The core subject; namely, English, mathematics and science were taught in English with supplementary tutoring classes in Thai medium. The English Program had more learning periods than the regular program. The personnel administration focused on the equalization principle between Thai and foreign teachers to achieve conflict resolutions. As for budget administration, the highest budget was allocated for personnel followed by instrument and instructional media, personnel welfare, and maintenance respectively. Regarding the general administration, each school had its own entrance tests and interview sessions for recruiting students. The programs had classrooms and supplementary study rooms, such as science and math laboratories.

Some problems in the English Program of the four private EP schools in Bangkok were found; for example, large numbers of the foreign teachers could not

teach some program contents; they could not use instructional media; and did not understand measurement and evaluation methods. It was also found that most EP students did not like to join activities with regular program students. The parents had high expectations for their children's learning achievement. Classrooms, supplementary study rooms, and laboratory were not effectively utilized. The budget implementation was insufficient, and the budget for hiring foreign teachers increased each academic year.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology including the research subjects, research instruments, data collection and the data analysis procedure.

3.1 Subjects of the study

This study was conducted with the English Program in the lower-secondary level (Matayomsuksa 1- 3) of public schools under the Office of Educational Inspector, Region 11. There were six target schools in the region. Benjamarachutit school and Kanlayani Si Thammarat school in Nakhon Si Thammarat, Woranarichaloem school and Hatyaiwittayalai school in Songkhla, Saparajinee school in Trang; and Phimanphitayasan school in Satun.

The subjects of the study consisted of 279 students, 279 parents, 97 teachers, and 6 directors of the English Program in the academic year of 2007. With the constraints of time and financial resources, the researcher was not able to have the total populations of the schools participating in this study. Thus, random sampling methods were employed to obtain samples of students and their parents to use as the subjects of this study; while the populations of teachers and directors were used.

To obtain the sample size of students and their parents, the research employed the sampling method proposed by Krejcie & Morgan (1970: 607-610) to determine the sample size by using their Table for Determining Sample Size from a Given Population. It was determined that the sample size required to represent the 1,053 population was 279. Therefore, 279 students and 279 of their parents were used as the subjects in this study. Since each school had a different population size, it was necessary to divide the proportion of the subjects to represent the total population in each school. Then, the random sampling quota was employed to estimate the specific number of students and parents from each school. The total number of subjects obtained is presented in Table 3.1.

Table 3.1: Subjects of the study

School	Student		Parent		Thai teacher	Foreign teacher	EP director
	Population	Sample size	Population	Sample size	Population		
1. Benjamarachutit	345	91	345	91	5	9	1
2. Kanlayani	180	48	180	48	3	6	1
3. Woranarichaloem	161	43	161	43	7	7	1
4. Hatyaiwittayalai	186	49	186	49	5	9	1
5. Saparajinee	80	21	80	21	10	8	1
6. Phimanphitayasan	101	27	101	27	22	6	1
Total	1053	279	1053	279	52	45	6

3.2 Research instruments

The research instruments in this study consisted of four types of questionnaires, each for the students, the parents, the Thai teachers, and the foreign teachers, including a structured interview for the EP directors. This section describes the questionnaires and the construction of the structured interview.

3.2.1 Questionnaires

Prior to the developing of the questionnaires, the researcher reviewed the related literature and related studies to obtain information about the English Program including satisfaction and problems of the EP management and EP policies. The information obtained was taken as guidelines in constructing the questionnaire draft. Further, the researcher informally interviewed one EP director, five students and their parents, and five teachers in Hatyaiwittayalai School in Songkhla to gather information regarding conditions of the English Program and problems. As a result, the four draft questionnaires were constructed based on the information from the survey of related research and the interviews. The three out of four questionnaire drafts were designed in the Thai language for the students, parents and Thai teachers in order to avoid confusion and misinterpretation. An English version was used for the foreign teachers. After that, the drafts were revised based on comments and

suggestions made by the supervisory committee; then, the questionnaires were re-checked and re-organized by the researcher (see Appendix A).

Questions asked in the questionnaires were of the closed type, except for the “Opinions towards the English Program” and “Problems in....” questions which were open-ended. The four questionnaires themselves were specifically designed to obtain the following information:

1. The general backgrounds of the four respondents were needed to support the survey of this study. Part 1 of the questionnaire asked the respondents to answer questions about their backgrounds.

2. The study sought to determine the extent of each respondent’s satisfaction towards (1) administration, (2) teaching and learning management, (3) teachers’ qualifications, (4) students’ achievements, and (5) quality and availability of teaching and learning materials. Part 2 of the questionnaire asked the respondents about these categories. The questions were designed using a rating scale expressing degree of satisfaction with each item. The rating scale is:

- 5 = very high degree of satisfaction
- 4 = high degree of satisfaction
- 3 = moderate degree of satisfaction
- 2 = low degree of satisfaction
- 1 = very low degree of satisfaction

However, each respondent was asked to rate their satisfaction level in slightly different categories as follows.

Students were asked to respond to four categories of (1) teaching and learning management, (2) teachers’ qualifications, (3) students’ achievements, and (4) quality and availability of teaching and learning materials.

Parents were asked to respond to five categories of (1) administration, (2) teaching and learning management, (3) teachers’ qualifications, (4) students’ achievements, and (5) quality and availability of teaching and learning materials.

Thai and foreign teachers were asked to respond to four categories of (1) administration, (2) teachers’ qualifications, (3) students’ achievements, and (4) quality and availability of teaching and learning materials.

3. The study sought to survey problems about the English Program in each category as mentioned above. Open-ended questions in Part 2 of the questionnaire asked the respondents to give further opinions about problems they had faced in the English Program.

The pilot study was done before conducting the main study to test the reliability of the four questionnaires so that they could be improved upon and revised to be appropriately used in the main study.

The pilot study was conducted at Hatyaiwittayalai School in Songkhla with a group of 30 EP students who were not included in the subject group of the study. Their backgrounds and qualities were similar to the subjects in the main study – EP students of lower-secondary public school. They were asked to respond to the Students' questionnaire. The same process was also adopted in arriving at the reliability of the questionnaires of the parents, the Thai teachers and the foreign teachers. However, because of the limited number of EP teachers in one EP school, testing the reliability of the Teachers' Questionnaire was conducted with EP teachers at Chainyai School in Nakhon Si Thammarat and Kanaratbamrung in Yala.

The Cronbach Alpha method was used to analyze the reliability of the questionnaires. The questionnaires' total alpha of students, parents, Thai teachers and foreign teachers were 0.95, 0.97, 0.94 and 0.95 respectively (see Appendix D). The Alpha coefficient ranges in value from 0 to 1; the higher the score, the more reliable the generated scale is. Based upon the alpha scores, the researcher was confident in using the four questionnaires with the main research subjects.

3.2.2 The structured-interview

A structured interview was constructed to investigate the EP directors about the program management according to the EP policies of the Ministry of Education. The interview questions were divided into six parts consisting of (1) administration, (2) teaching and learning management, (3) teachers' qualifications, (4) teaching materials, (5) student assessment, and (6) program assessment. The questions for the

interview were written in Thai and checked by the researcher's supervisory committee. The details of the structured interview are shown in Appendix C.

3.3 Data collection

The data were collected during the second semester of the academic year of 2007. The following procedure was adopted in interviewing the EP directors and administering the questionnaires.

To collect the data of the main research study, letters from the head of Department of Languages of Linguistics were sent to six school directors of the six target schools to ask for permission to collect data. At the same time, the researcher directly contacted the six EP directors of these schools to gain their cooperation.

3.3.1 The interview

The researcher arranged interviews with the EP directors at their convenience. The researcher asked for permission to record the interviews and to take notes during the interview session. Each interview was done in Thai for an hour. Each interviewee was requested to answer the same questions in the same order based on the structured interview form.

3.3.2 Administering the questionnaires

With the limitation of time and the inconvenience in traveling, the researcher asked the EP officers of the six target schools to administer the questionnaires and send back the responses within the specified deadline.

Six hundred forty three out of six hundred fifty five questionnaires were returned, representing 98.16 per cent of the subjects. The details of the questionnaires received from the six schools are illustrated in Table 3.2.

Table 3.2: Number and percentages of the returned questionnaires

Type of questionnaire	Sent questionnaires	Returned questionnaires	Percent
Students' questionnaires	279	279	100
Parents' questionnaires	279	279	100
Thai teachers' questionnaires	52	45	86.54
Foreign teachers' questionnaires	45	40	88.89
Total	655	643	98.16

3.4 Data analysis

The data in this study consisted of information on the management of each EP school elicited through the structured interviews, the mean scores of satisfaction towards EP management obtained from the rated questionnaires, and the information on the problems of the English Program obtained from the open-ended questions.

The data were analyzed using the following methods:

Research question 1: To what extent do the EP schools conform to the EP policies?

The data recorded in the interviews with the EP directors were transcribed. Then, the information was analyzed and summarized into categories.

Research question 2: To what extent does the English Program satisfy the students, parents and teachers?

In answering research question 2, frequency and percentage distributions were utilized to calculate the respondents' information. Descriptive statistics were used to compute the mean scores and standard deviations of the respondents' levels of satisfaction. In facilitating data analysis, the means score of the level of satisfaction were interpreted as follows:

Scale		Level
4.21 – 5.00	=	Very high degree of satisfaction
3.41 – 4.20	=	High degree of satisfaction
2.61 – 3.40	=	Moderate degree of satisfaction
1.81 – 2.60	=	Low degree of satisfaction
1.00 – 1.80	=	Very low degree of satisfaction

Research question 3: What are the current problems of the English Program as perceived by the students, parents and teachers?

The problems mentioned in the open-ended questions were collected. Then, the information was analyzed and the percentage of the problems perceived by the respondents was calculated.

CHAPTER 4

FINDINGS

In this chapter the findings of the study are presented in relation to the research questions to reflect the management, levels of satisfaction, and problems of the English Program in school under the Office of Educational Inspector, Region 11. The findings are divided into three main sections. The first section reveals the actual management of the English Program to see if it fits the national EP policies - through structured interviews with EP directors. The second section presents satisfaction toward the management of the English Program as expressed by the EP stakeholders; namely, the students, parents, and both Thai and foreign teachers. These findings were derived from the survey questionnaires. The third and last involves investigation of problems with the English Program as perceived by all of the stakeholders through the survey questionnaires.

4.1 The management of the English Program

This section presents the results of the structured interviews of six EP directors addressing whether they run the English Program consistent with the EP policies as required by the Ministry of Education in the following aspects: administration, teaching and learning management, teachers' qualifications, teaching and learning materials, student assessment, and program evaluation.

4.1.1 Administration

As far as conformity to administration policy is concerned, EP directors reported about student admission, number of students per class, tuition fee, budget allocation, and participation of parents.

To start with student admission, EP principles allow schools to set up their own criteria for student admission. Generally, all EP schools in this study set up their criteria by requiring the scores of 50, 25, and 25 percent in the subjects in English,

mathematics, and science respectively. The overall GPA of the students must not be less than 3.00, and the students have to pass an interview test run by foreign teachers.

As for the number of students per class, the EP principles require no more than 30 students in a class at secondary level. All schools in this study allocated 25-30 students per class.

Regarding the tuition fees, EP policies allow schools to charge a tuition fee of not more than 35,000 Baht per semester for the secondary level. In this regard, two out of six schools charged 17,500 Baht, three schools charged 30,000 Baht, and one school charged 31,500 Baht per semester.

With regard to the budget allocation, the Ministry of Education requires EP schools to allocate some of their income as scholarships to be granted for three per cent of good achievers or unprivileged students who want to study in the English Program. In this case, only one school conformed to this EP policy. Every academic year, this school offered scholarships for Mathayomsuksa 2 (M.2) and Mathayomsuksa 3 (M.3) students who had good grades and good behaviors. Five schools did not offer any scholarships but two out of five schools allocated their budget to supply educational resources for the schools. For example, one of these two schools spent EP money for a computer room with 30 computers, and a scientific laboratory with modern instruments for the school. Another school used EP income to subsidize the schools, such as buildings, school landscape, and educational supplies. In addition, one school allowed parents to delay paying tuition fees.

According to EP policy, the English Program was launched as a new educational innovation to promote parents' participation in educational management for their children. Thus, the English Program must encourage EP parents' involvement and participation. In this study, EP parents of six schools participated in terms of financial and administration support. The EP schools organized parent meetings once or twice a semester to report to them about their children's achievements, program advancement and student activities. Also, meetings were held so that parents and EP administering staffs could discuss what should be done for the English Program and the students.

4.1.2 Teaching and learning management

This section presents the level of conformity to teaching and learning management in details of the Thai curriculum used in the English Program, teaching and learning with English as the medium of instruction, activities enhancing English learning, community activities, and Thai cultural activities.

The Ministry of Education requires EP schools to provide teaching and learning that is consistent with the Basic Education Curriculum B.E.2544, the Ministry's policies, and the National Education Act B.E.2542. All schools complied with this EP policy.

For teaching and learning at the secondary level, EP principles require the English Program to provide teaching and learning by English-speaking teachers in all subjects, except for the subjects of Thai language, social sciences, parts of Thai history, Thai law, Thai culture and tradition. In practice, every school in this study allocated English-speaking teachers to teach in the subjects of English, mathematics, science, computer, and physical education. Thai teachers used Thai for the subjects of Thai language, and Buddhism. The social sciences course was taught by Thai teachers using Thai in three schools. In two other schools, Thai teachers and English-speaking teachers were responsible for different parts of the course. For example, Thai teachers taught the contents involving Thai history, Thai law, Thai culture and tradition, while general contents were taught by English-speaking teachers. Another school had a Thai teacher teaching in English in social sciences course; however, the content concerning Buddhism was taught in Thai.

With regard to EP principles, teaching and learning in EP schools should promote students' confidence in communicating in English. In this case, each school provided English language development activities which promoted the use of English, such as *English camps, drama nights, study trips, EP open house, learning western etiquette, fun with English and English newsletters*. In addition, EP principles require schools that are running both the English Program and the regular program to provide activities for students of both programs; for example, student development activities, and community service activities. The EP principles also emphasize activities enhancing Thai cultural identity and ethics. In this regard, all schools did not

completely conform to this principle. The schools in this study provided many activities emphasizing English communication but the activities were arranged for EP students only.

Moreover, the six EP schools held community service activities. For example, EP students and their foreign teachers held English camps with other regular program schools to teach English and perform activities in English. One EP school in this study allowed their English native teachers to help in training or seminars held by the government departments in the neighborhood communities. This school also organized an EP open house activity which students from nearby schools could attend. Another school arranged for EP students to work as interpreters in the World Association of Boy Scouts, and other international sports events.

Apart from the emphasis on learning about foreign culture, EP policy requires that teaching and learning has to emphasize pride in the Thai nation and culture. However, the six EP schools seldom had such activities. Only three schools out of six held a program for their students to go to a temple to pray and practice meditation.

4.1.3 Teachers' qualifications

Regarding conformity to the EP policies with regard to teachers' qualifications, the six EP directors revealed the fact about the educational qualifications of teachers, their English test scores, the teacher - training, support for training, development of Thai teachers, exchanging teaching methods and signing contracts.

To start with the educational qualifications of teachers, the EP principles require that all teachers must have at least a Bachelor's degree and a major in the relevant subjects that they are teaching. In this case, both Thai and foreign EP teachers held Bachelor's degrees. However, some of foreign teachers did not often teach in the subjects they majored in.

Regarding EP principles in English language proficiency of teachers, all teachers who are non-native English speakers must have a good command of the four English skills with a 550 TOEFL score, 600 TOEIC score, or 5.5 IELTS band. In this

study, each school had 6 to 9 foreign teachers. Most of them were English native speakers, such as English, American, Canadian, Australian, and New Zealander. Others were Filipino, Norwegian, Finnish, and Belgium. It was found that the English language proficiency of EP foreign teachers met the requirement.

For teacher training, the EP principles require that all teachers must attend at least 15 units of teaching courses in order to have good knowledge of teaching methodology and understanding of students, or they must have teaching experience of not less than three years as certified by their former schools. In practice, EP directors reported that they focused this requirement to the Thai teachers only. Moreover, the EP principles need foreign teachers to be trained in the Thai language, culture, and curricula for at least 15 hours. In this respect, all six schools could not completely conform to this principle. EP directors specified that schools could not provide these training courses without the support from the government.

EP principles also required that EP schools support all teachers to get training both in Thailand and abroad at least once in every three years. In practice, most EP schools supported training more for the Thai teachers than for the foreign teachers, because some foreign teachers usually only worked at the schools for less than two years. So it was not worth providing support to them. However, because of their workload, Thai teachers rarely requested to attend any training.

In addition, schools providing the English Program along with the regular program are required to improve the ability of the Thai teachers who teach English so that they are able to teach English using the English language as a medium of instruction. In this regard, all schools did not conform to this principle. No school had plans to improve these teachers because the students want to learn English from native speakers, as do their parents.

To enhance the effectiveness of the English Program, the EP schools are required to encourage Thai and foreign teachers to share and exchange their teaching methods or lesson plans. EP directors pointed out that Thai and foreign teachers rarely studied or exchanged methods and teaching techniques with each other as they usually socially associated with members of their own group.

Lastly, according to the EP principles, all teachers, except for permanent Thai teachers, were required to sign contracts with the schools for at least one

academic year. All schools conformed to this principle, but usually some foreign teachers quit their jobs before the end of the semester, and EP directors could not do anything about this.

4.1.4 Teaching and learning materials

In regard to EP principles, schools must be resourceful in the provision of relevant documents, exercise books, or an appropriate number of additional books in English for all subjects. These English materials must be consistent with the Thai educational curriculum. In this regard, the six EP schools could not completely comply with the requirement. All six EP directors specified that the English Program had relevant documents, exercise books and an appropriate number of additional books in English for all subjects, but it was difficult to find English material that was in accordance to the Basic Education Curriculum B.E.2544. However, EP teachers tried to cover the content of the Thai educational curriculum. They selected some parts of many books in English to use in their lessons. The teachers also took interesting content from the Internet to use in their teaching and classroom activities.

In addition, the EP principles require that the English Program must provide varied modern teaching and learning media. Also, the media must suite to the learning contents. In this case, five out of six EP schools in this study had their own computer rooms. Only two schools had their own scientific laboratories. Furthermore, most EP schools had additional learning resources of their own, such as a library, a resource center, and a music rehearsal room.

4.1.5 Student assessment

EP principles of student assessment require that the EP schools must use the same criteria as the students in the regular program. According to the Basic Education Curriculum, the assessments are conducted to obtain results from the management of learning activities, whether students have actively gained knowledge, and have had moral behavior and desirable characteristics. The assessment must involve the

students' behavior, learning procedures, contribution in the activities, and project work. Also, the English Program must provide transcripts in English for EP students.

In practice, all schools conformed to this assessment and emphasized achievement of English proficiency. Foreign teachers were in charge of the assessment of English learning while Thai teachers assessed learning achievement in other subjects and other development aspects. Also, all schools provide English-transcripts for their EP students.

Furthermore, the EP principles require EP schools to assess Matayomsuksa 6 (Grade 12) students with English language proficiency examinations, such as TOEFL, TOEIC, or IELTS. In this respect, this study surveyed only the lower-secondary level; thus, no schools conformed to this principle. However, only one school assessed Matayomsuksa 3 (Grade 9) students with Pre-TOEFL.

4.1.6 Program evaluation

EP principles stated that the English Program will be evaluated by the Ministry of Education and education service area in terms of schools' preparation, management, implementation, and students' achievements. In this regard, authorities of the ministry inspected the schools only during their early stages of running the English Program in order to evaluate whether the schools were ready to launch it. There had been no program evaluation of the EP schools done by the Ministry of Education so far.

However, the EP schools were encouraged by the Ministry of Education to conduct research for solving problems and developing the English Program more effectively. The recommended areas of research were about students' achievements, cost controls, teachers' quality and effective program management. In practice, only one school conducted research about parents' expectations and satisfaction towards the English Program.

In general, the six EP schools of this study conformed to almost a half of the EP policies. The requirements that these schools could not conform to involved

teaching and learning management, teachers' qualifications and teaching materials as shown in the Table 4.1.

Table 4.1 The management of the English Program

No	EP policies	Conformity		
		All	Some	None
Administration				
1	School can set up their own criteria for student admission.	✓		
2	The EP class must consist of not more than 30 students.	✓		
3	Schools must charge the tuition fees of the English Program not more than 35,000 per semester.	✓		
4	Schools have to allocate their income for scholarship to 3% of achievers or unprivileged students.		✓	
5	Schools must encourage parents' participants.	✓		
Teaching and learning management				
6	Teaching and learning must be managed according the Basic Education Curriculum B.E.2544.	✓		
7	English medium has to use in all subjects, except for the subjects involving Thai cultural identity.	✓		
8	EP must provide English language development activities.	✓		
9	EP must provide school activities for both EP students and regular program students.			✓
10	EP must provide activities enhancing Thai cultural identity.		✓	
Teachers' qualifications				
11	All teachers had to have at least a Bachelor's degree.	✓		
12	All teachers must major in the relevant subjects that the teachers are teaching.		✓	
13	All non-native English teachers must have an English test score of TOEFL, TOEIC or IELTS.	✓		
14	All teachers are required to attend 15 credits of teaching course.		✓	
15	Foreign teachers must be trained in Thai language, culture and curricular for at least 15 hours.			✓
16	Schools must support all teachers for training both in Thai and abroad.		✓	

No	EP policies	Conformity		
		All	Some	None
17	Schools are required to improve The English ability of Thai teachers to use English as a medium of instruction.			✓
18	Thai and foreign teachers have to exchange and learn teaching methods each other.			✓
19	EP teachers must sign one-academic-year contracts with the schools.	✓		
Teaching and learning materials				
20	Schools must provide textbooks and exercise books in English for all subjects.	✓		
21	The English materials must be in accordance to the Basic Education Curriculum B.E.2544.		✓	
22	Schools must provide varied modern teaching and learning media.		✓	
Student assessment				
23	The students assessment of the English Program is the same criteria of the regular program	✓		
24	Schools must provide English transcripts for EP students.	✓		
25	EP M.6 students must be assessed by TOEFL, TOEIC or IELTS.			✓
Program evaluation				
26	The English Program must be evaluate by the Ministry of Education	✓		
27	The stakeholders of The English Program are supported to conduct research for solving problems and developing the program.		✓	

4.2 Satisfaction towards the management of the English Program

Data from the questionnaires were calculated to show general information and levels of satisfaction of each group of research subjects: students, parents, and teachers. In this part, general information about each subject group is presented, and then levels of their satisfaction in the management of the English Program are discussed.

EP stakeholders' general information

Regarding EP students' general information, EP students (87.5%) made their own decisions for study in the English Program while few students enrolled in this program because of their parents' influence. Almost half of the students learned four subjects in English, including mathematics, English, science and social science.

In terms of parents' general information, it can be observed that most of EP parents were business owners, government officers and teachers. More than half of the parents had Bachelor's degree. Approximately, the parents (42.3%) earned an income of 30,001-50,000 Baht per month. Furthermore, data indicated that generally, the parents had to pay around 30,000-40,000 Baht per semester for one child in an EP program. These expenses included tuition fees and the additional fees. Almost all the parents (91.8%) wanted their children to study in the English Program because they wanted their children to have better English proficiency.

For Thai teachers' general information, data revealed that the majority of the Thai teachers (75.6%) had Bachelor's degrees while the rest had Master's degrees. More than half of the Thai teachers had no English test scores of TOEFL, TOEIC or IELTS to qualify them for teaching in the English Program. Most of them earned a salary of 30,000-40,000 Baht per month. Almost all of the Thai teachers (91%) taught in both the English Program and the regular program; a very small number of them taught only in the English Program. In the English Program, the Thai teachers were usually in charge of one subject and two-thirds of the teachers made lesson plans of the subjects they taught.

Concerning foreign teachers' general information, it was found that many foreign teachers of the English Program (60%) were English native speakers (British 35%, American 20%, and Canadian 5%). Half of the foreign teachers had Bachelor's degrees. Data revealed that a small number of the teachers (12.5%) were qualified with an English proficiency score. Most of those who had no English test scores were the English natives. Generally, the foreign teachers earned a salary of 30,000-40,000

Baht per month. The majority of the foreigners (72.5%) taught only in the English Program. In the English program, each foreign teacher had responsibility in 1-2 subjects. Usually, they taught in the subjects of English, mathematics, science and other elective English subjects. Almost all the foreign teachers (85%) made lesson plans.

All details of the EP stakeholders' general information are shown in Appendix E.

Satisfaction towards the management of the English Program

This section presents satisfaction levels of EP stakeholders towards the management of the English Program in five categories: (1) administration, (2) teaching and learning management, (3) teachers' qualifications, (4) students' achievements, and (5) quality and availability of teaching and learning materials.

Regarding overall satisfaction levels towards the management of the English Program, most EP stakeholders were satisfied at a high level.

Table 4.2 Satisfaction towards the management of the English Program

No	Management	Satisfaction level							
		Students		Parents		Thai teachers		Foreign teachers	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Administration	-	-	3.59	.542	4.07	.345	3.46	.746
2	Teaching and learning management	3.67	.559	3.49	.606	-	-	-	-
3	Teachers' qualifications	3.99	.487	3.74	.525	3.21	.606	3.25	.459
4	Students' achievements	3.88	.463	3.66	.489	3.59	.446	3.04	.680
5	Quality and availability of teaching and learning materials	3.68	.766	3.57	.732	3.53	.420	3.31	.607
Total		3.85	.466	3.62	.483	3.60	.364	3.25	.512

According to the data in Table 4.2, responses from all participants varied between “moderate” and “high” levels with the means ranging from 3.25-3.85. Students, parents and Thai teachers were satisfied at a high level with the management of the English Program. Different from other participants, foreign teachers were pleased with the EP management at a moderate level. When exploring in each category, students and their parents were highly gratified by all categories. Thai teachers were well happy with all categories, except for teachers’ qualifications. Differently, foreign teachers were moderately satisfied with all categories, except for administration.

4.2.1 Satisfaction towards administration

Only parents and teachers were asked about administration in the aspects that each participants involving the English program.

Table 4.3 Satisfaction towards administration

No	Administration	Satisfaction level					
		Parents		Thai teachers		Foreign teachers	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Schools’ preparations for running the English Program	3.81	.690	3.98	.499	3.43	.813
2	The number of students per a class	4.10	.676	4.36	.484	3.50	.847
3	Enrollment process	3.78	.810	-	-	-	-
4	Tuition fee	3.50	.791	-	-	-	-
5	Extra expenses on textbooks and learning materials	3.52	.817	-	-	-	-
6	Report the program’s advancement	3.37	.806	-	-	-	-
7	Frequency of parents’ meeting	3.57	.832	-	-	-	-
8	Opportunity to participate the management of the English Program management	3.15	.919	-	-	-	-
9	The independent administering structure of the English Program	-	-	3.98	.753	3.50	.784

No	Administration	Satisfactory level					
		Parents		Thai teachers		Foreign teachers	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
10	The supports from school administrators for the English Program	-	-	4.27	.688	3.43	.984
11	Administrative ability of EP director	-	-	4.29	.661	3.65	.921
12	English communication proficiency of EP director	-	-	4.51	.589	3.78	1.00
13	Signing at least one-academic-year contract with the school	-	-	3.71	.869	3.45	.783
14	Salary	-	-	3.49	.727	2.98	.974
Total		3.59	.542	4.07	.345	3.46	.746

Data showed that parents, Thai teachers and foreign teachers were satisfied at a high level with the administration with the means ranging from 3.46 to 4.07. When exploring in details, all of them were happy with the EP preparation for opening the program (item 1) and EP class size of 25-30 students (item 2). Concerning with other aspects of their satisfaction, parents agreed with the amount of tuition fees and extra expenses on textbooks and learning materials they paid (items 4 and 5). In terms of involvement in the English Program, although the parents reported their satisfaction at a high level with frequency of the parents' meeting with the EP administrators (item 7: $\bar{x} = 3.57$), they rated at a moderate level of satisfaction on the opportunity to participate in the program management (item 8: $\bar{x} = 3.15$).

For teachers' satisfaction towards administration, both Thai and foreign teachers felt well satisfied with an independent administration structure of the English Program and signing a one-academic-year contract with the school (items 9 and 13). Furthermore, Thai teachers declared themselves satisfied at a very high level with the EP directors' ability (items 11 and 12) and the support from school administrators for the English Program (items 10), while foreign teachers seemed satisfied with those at a high level. In terms of salary, the foreign teachers were happy with their salary less than the Thai teachers (item 14).

4.2.2 Satisfaction towards teaching and learning management

It was only students and their parents that were asked for teaching and learning management in the English Program with broadly similar aspects.

Table 4.4 Satisfaction towards teaching and learning management

No	Teaching and learning management	Satisfactory level			
		Students		Parents	
		\bar{X}	SD	\bar{X}	SD
1	Self-access learning	3.80	.735	3.61	.754
2	Practice hours	3.77	.804	3.67	.821
3	English foundation before entering the English Program	4.14	.735	3.82	.766
4	Supplementary classes in Thai medium	3.62	.817	3.51	.864
5	Activities enhancing Thai cultural identity	3.42	.805	3.34	.853
6	Activities enhancing morality	3.65	.782	3.53	.872
7	Activities enhancing using English	4.26	.822	3.80	.799
8	Musical activities	3.48	1.062	3.29	.970
9	Sports	3.58	.963	3.27	.803
10	Art activities	3.37	.969	3.20	.874
11	Doing activities with regular program students	3.15	1.023	-	-
12	Interesting teaching and learning activity	3.89	.636	-	-
13	Expenses for activities	-	-	3.42	.725
Total		3.67	.559	3.49	.606

Data in Table 4.4 showed that students and their parents were gratified at a high level with the teaching and learning management with the means ranging between 3.67 and 3.49. In exploring in details, it was found that responses from students and parents varied from “moderate” to “very high” levels. Both were happy with the management of learning activities that enhance students’ self-access learning under the close supervision of teachers (item 1); they were also pleased with practice hours of what the students had learned (item 2). Furthermore, the students and their parents seemed highly satisfied with the courses for improving English basic skills and knowledge before entering the English Program (item 3). Both of them were also well happy with the number of supplementary classes in Thai medium (item 4).

For all extra curricular activities provided by the English Program, the activities that the students perceived as the highest level of satisfaction is the programs enhancing students' use of English language (item 7: $\bar{x} = 4.26$); the programs seemed to satisfy the parents at a high level ($\bar{x}=3.80$). The students declared highly satisfied with other activities (items 5, 6, 8 and 9), except for art activities (item 10: $\bar{x} = 3.37$). In contrast to students' satisfaction, their parents seemed moderately satisfied with almost all other extra curricular activities (items 5, 8, 9 and 10). Surprisingly, the EP students felt moderately satisfied with doing activities with regular program students (item 11: $\bar{x} = 3.15$).

4.2.3 Satisfaction towards teachers' qualifications

All participants were asked about teachers' qualification but in different aspects. Students and their parents were questioned about the qualifications of Thai and foreign teachers, whereas EP teachers were asked for their own qualifications. Therefore, perception of the students and their parents were presented firstly; the perception of the teachers followed.

(A) Satisfaction towards teachers' qualifications perceived by students and parents

Students and their parents were asked to rate their satisfaction level in EP teachers' qualifications.

Table 4.5 Satisfaction towards teachers' qualifications perceived by students and parents

No	Qualifications	Satisfaction level			
		Students		Parents	
		\bar{x}	SD	\bar{x}	SD
1	Foreign teachers	4.00	.514	3.71	.626
2	Thai teachers teaching in English	4.01	.650	3.74	.611
3	Thai teachers teaching in Thai	3.95	.620	3.78	.624

No	Qualifications	Satisfaction level			
		Students		Parents	
		\bar{X}	SD	\bar{X}	SD
	Total	3.99	.487	3.74	.525

According to data in Table 4.5, students and their parents were satisfied at a high level with the means ranging 3.99 and 3.74. They were satisfied with all three groups of the teachers: foreign teachers (item 1: $\bar{x} = 4.00$, 3.71), Thai teachers teaching in English (item 2: $\bar{x} = 4.01$, 3.74) and Thai teachers teaching in Thai (item 3: $\bar{x} = 3.95$, 3.78).

In more details, generally, students and their parents were pleased at a high level with the teachers' knowledge of the subjects they were teaching, hospitality and attention to the students of all three groups of the teachers. For English communicative competence of the teachers, students were extremely satisfied with that of foreign teachers and were highly gratified by that of Thai teachers teaching in English, whereas the parents were happy with the English competence of both teachers at a high level.

In addition, the students were well satisfied with teaching methods of EP teachers. They were also happy when the foreign teachers ($\bar{x} = 4.04$) and the Thai teachers teaching in English ($\bar{x} = 3.97$) used English that were suitable for students' English proficiency. The results also showed that the students were more satisfied with the English accent of the Thai teachers who teach in English ($\bar{x} = 4.06$) than the accents of foreign teachers ($\bar{x} = 3.83$). Concerning relationship between students and teachers, the students had closer relationship with foreign teachers than Thai teachers. See more details in Appendix F.

(B) Satisfaction towards teachers' qualifications perceived by teachers

Both Thai and foreign teachers were asked whether they were satisfied with their own qualifications.

Table 4.6 Satisfaction towards teachers' qualifications perceived by teachers

No	Qualifications	Satisfaction level			
		Thai teachers		Foreign teachers	
		\bar{X}	SD	\bar{X}	SD
1	Your English Proficiency	3.00	.564	3.20	.464
2	Your knowledge of the subjects you teach	4.20	.694	4.05	.815
3	Co-working between you and foreign teachers	2.69	1.164	3.20	.823
4	The support of the school for the teachers to attend training and study trips in Thailand	3.11	.935	3.10	.778
5	The support of the school for the teachers to attend abroad training and study trips	2.62	1.211	3.08	.944
6	EP principle for teachers either to acquire teaching course at least 15 hours or to have teaching experience not less than 3 years	3.58	.965	3.25	.809
7	EP principle for foreign teachers to be trained at least 15 hours on Thai curricula, language and culture	3.56	1.159	2.68	.944
8	EP principle for both Thai and foreign teachers to exchange and learn about their from each other	3.00	.739	2.98	.530
9	Your understanding of Thai students based on Thai culture	-	-	3.75	.809
Total		3.21	.606	3.25	.459

In terms of teachers' satisfaction towards their own qualification, it was clearly seen that Thai and foreign teachers rated at a moderate level with the means ranging between 3.21 and 3.25. It was found that EP teachers had moderate satisfaction with their English proficiency (item 1). They were pleased at a high level with their knowledge of the subjects they taught (item 2). Both groups of the EP teachers admitted that they rarely exchanged or learned about teaching and methods with their foreign colleagues (item 3). In addition, the Thai and foreign teachers had a lower satisfactory level with the little support of the school for the teachers to attend training and study trips overseas (items 4 and 5). The Thai teachers were happy with EP principles for teachers to have 15-credit teaching courses or 3-year teaching experiences, and the principle for foreign teachers to be trained in Thai curricular,

language and culture to be qualified to teach in the English Program (items 6 and 7). In contrast, the foreign teachers were less satisfied with all EP principles for teachers.

4.2.4 Satisfaction towards students' achievements

All EP stakeholders were asked about students' achievements with broadly similar aspects.

Table 4.7 Satisfaction towards students' achievements

No	Students' achievements	Satisfaction level							
		Students		Parents		Thai teachers		Foreign teachers	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Students' achievements in listening skill	4.00	.612	3.81	.649	3.67	.522	3.10	.778
2	Students' achievements in speaking skill	3.96	.667	3.63	.692	3.69	.557	3.05	.876
3	Students' achievements in reading skill	4.09	.645	3.80	.684	3.69	.557	3.18	.675
4	Students' achievements in writing skill	3.97	.664	3.76	.680	3.62	.576	3.15	.662
5	Students' communicative competence	3.87	.675	3.63	.696	3.67	.564	2.98	.920
6	Students' confidence in communicating in English in class	3.77	.800	-	-	3.67	.739	2.80	.883
7	Students' confidence in communicating in English outside class	3.65	.799	-	-	3.44	.693	2.98	.974
8	Students' knowledge acquire from the English Program	4.18	.700	3.74	.698	3.84	.520	3.38	.667
9	Students' knowledge of the subjects taught in English	3.84	.688	3.58	.699	-	-	-	-

No	Students' achievements	Satisfaction level							
		Students		Parents		Thai teachers		Foreign teachers	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
10	Students' knowledge for higher education examinations	3.82	.767	3.56	.712	3.78	.599	-	-
11	Students' understanding of Thai and foreign cultures	3.93	.683	-	-	3.67	.674	3.08	.797
12	Students' Thai communication	-	-	3.66	.726	3.64	.743	-	-
13	Students' discipline and punctuality	-	-	3.78	.756	3.27	.809	2.80	1.01
14	Students' good manners	-	-	3.68	.827	3.13	.944	-	-
Total		3.88	.463	3.66	.489	3.59	.446	3.04	.680

Data in Table 4.7 showed that students, parents and Thai teachers were satisfied at a high level with students' achievements with the means ranging from 3.59 to 3.88. On the contrary, foreign teachers seemed moderated satisfied with EP students' achievements with the mean of 3.04. When exploring in details, the students, the parents and the Thai teachers had high satisfactory level with all aspects with the means ranging from 3.44 to 4.18, whereas the moderate means of foreign teachers' satisfaction ranged from 2.80 to 3.38.

The students, the parents and the Thai teachers were pleased at a high level with English achievement in the four skills and English communicative competence of the EP students (items 1-5). These participants were sure with students' acquired knowledge from studying in the English Program (item 8) and they believed that this knowledge would help the students pass higher education examination (item 10). Furthermore, the students and the Thai teachers were happy that EP students were confident to speak English in and outside the classrooms (items 6 and 7); also, the students understood both Thai and foreign cultures (item 11). Results showed that students and their parents were pleased that students understood the contents of the subjects being taught in English (item 9). Parents and Thai teachers seemed high

satisfied with Thai communication, discipline, punctuality and manners of the students (items 12 and 14). On the contrary, the foreign teachers perceived at a moderate level with all aspects mentioned above as shown in the table.

4.2.5 Satisfaction towards quality and availability of teaching and learning materials

All EP stakeholders were asked about quality and availability of teaching and learning materials with slightly different aspects.

Table 4.8 Satisfaction towards quality and availability of teaching and learning materials

No	Teaching and learning materials	Satisfaction level							
		Students		Parents		Thai teachers		Foreign teachers	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	The computer lab	3.84	.960	3.60	.919	4.02	.723	3.48	.784
2	Other labs	3.54	.951	3.43	.953	3.76	.743	3.23	.698
3	Equipments in computer lab	3.61	1.129	-	-	3.84	.706	3.43	.781
4	Equipments in other labs	3.52	1.049	-	-	3.82	.777	3.33	.764
5	Sharing materials with regular program students	3.32	1.033	-	-	3.67	.769	3.12	.516
6	Necessary classroom aids	3.80	.962	3.60	.867	3.96	.767	3.33	.944
7	Textbooks and exercise books in English	3.93	.858	3.62	.777	3.07	.330	3.40	.900
8	Additional English handouts	4.01	.822	3.65	.795	3.07	.330	3.33	.694
9	Other materials for self-learning in the school library	3.64	1.00	-	-	3.07	.252	3.23	.862

No	Teaching and learning materials	Satisfaction level							
		Students		Parents		Thai teachers		Foreign teachers	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
10	Compatibility of English textbooks and contents of the curriculum	-	-	-	-	3.11	.383	-	-
Total		3.68	.766	3.57	.732	3.53	.420	3.31	.607

According to data in Table 4.8, responses of all stakeholders varied between “moderate” and “high” levels with the means ranging from 3.31 to 3.68. Students, parents and Thai teachers were satisfied at a high level with the teaching and learning materials, whereas foreign teachers had moderate satisfaction with the materials.

In more details, students, parents and Thai teachers were declared highly satisfied with laboratories and necessary classroom aids (items 1, 2 and 6). Only students and parents were happy with textbooks, exercise books and handouts in English (items 7 and 8). However, students rated that they were moderately satisfied when they had to share laboratories or materials with the regular program students (item 5). Concerning quality of textbooks, handouts and materials for students’ self-learning, Thai and foreign teachers seemed to have moderate satisfaction with these (items 7-9). Moreover, Thai teachers were in doubt whether contents of English textbooks were equivalent to those required in the Thai curriculum (item 10). On the contrary, generally, foreign teachers were moderately satisfied with almost aspects as shown in the table above.

4.3 Problems about the English Program

To further investigate into problems, all EP stakeholders; namely, students, parents, and teachers, were asked about problems in the English Program. They were asked to list problems they had perceived in the section of open-ended questions. Of all the received questionnaires from the four groups of the subjects, 43% of students,

23% of parents, 27% of Thai teachers, and 38% of foreign teachers, had pointed out some problems of the English Program.

This section presents interesting problems perceived by each group of the EP stakeholders in the five categories of (1) administration, (2) teaching and learning management, (3) teachers' qualifications, (4) students' achievements, and (5) quality and availability of teaching and learning materials.

4.3.1 Problems on administration

Parents, Thai teachers and foreign teachers noted various problems on EP administration.

Table 4.9 Problems on administration

No	Administration	Parents	
		N	%
1	There was invalid informal enrollment into the English Program.	4	40
2	The English Program did not offer enough opportunity for parents to participate in the program.	3	30
3	The EP tuition fee was too high.	3	30
Total		10	100

With regard to parents' perception towards the EP administration, they listed three major problems. From the table above, nearly a half of the parents (40%) complained that some EP schools allowed students who did not pass English criteria to enter the English Program, if the parents could pay extra money to subsidize the school activities. The parents believed that this had an impact on the teaching and learning processes. They assumed that students with low English ability did not achieve well enough in both English and other subjects so the teachers had to spend more time with these students during class time, so the other students wasted their learning opportunities (item 1). One-third of them (30%) mentioned that the EP schools rarely allowed them to take part in the management of the English Program, so there was little opportunity for exchanging ideas among parents or giving opinions to the schools (item 2). Moreover, a third of the parents (30%) commented that the tuition fees for the English Program were too high. The money they paid for a

semester should cover extra curricular activities for their children, and the additional expenses should not be further requested (item 3).

For Thai teachers' opinions, they specified two major problems. More than half of the Thai teachers (67%) pointed out that the administration of the English Program was dependent on the schools. EP directors could not manage the program without the control of their school administrators. Only one-third of the Thai teachers (33%) reported that the English Program could not be managed following the program objectives in many aspects, such as teaching and learning management, foreign teacher employment, students' achievements, and school environment.

Concerning foreign teachers' opinions on the EP administration, they noted two major problems. Few of the foreign teachers (18%) pointed out that the English Program had failed to explicitly define objectives and expectation of its mission. They believed that the success of the English Program would result from an open-discussion about the requirements of students, parents, administrators, and teachers. Another few of the foreigners (18%) complained that very little attention was given to their opinions. They noted that administrators hardly asked for needs, opinions, or suggestions from foreign teachers about the teaching, curricular and overall standards of students.

4.3.2 Problems on teaching and learning management

Similar to the rating scale part, only students and parents were asked for problems on teaching and learning management. They mentioned some similar problems.

Table 4.10 Problems on teaching and learning management

No	Teaching and learning management	Students		Parents	
		N	%	N	%
1	EP contents were not similar to those of school regular program.	11	15.98	4	16
2	There were not enough music, sports, and art activities.	7	10.14	4	16
3	Students got too many assignments and too much homework.	5	7.24	3	12
4	The EP offered few supplementary courses in Thai.	5	7.24	5	20
5	Students were given too many class hours to study.	20	28.98	-	-
6	Students had few practice hours.	9	13.04	-	-
7	Teaching and learning were not interesting.	6	8.69	-	-
8	There were too few activities with regular program students.	6	8.69	-	-
9	Teaching and learning was poor academically and without in-depth knowledge.	-	-	9	36
Total		69	100	25	100

From the table above, small numbers of students (15.98%) and parents (16%) mentioned that the contents the EP students learned in several subjects were not similar to those of regular program students, especially mathematics and science (item 1). Both students and parents doubted whether the EP contents were equivalent to what the Thai educational curriculum required. Few of them commented that there were not enough activities of music, sports and art for students' recreation (item 2); also the EP students got too many assignments and too much homework (item 3). A small number of the students (7.24%) and nearly a fourth of their parents (20%) complained that the English Program offered few supplementary courses in Thai, the classes which could help elaborate or clarify the subject matters previously taught in English (item 4).

Furthermore, some students (28.98%) pointed out that they had too many class hours. They had to learn core subjects in English, supplement tutorials for the core subjects in Thai medium, and extracurricular activities for students' development (item 5). A very small number of students (8.69%) noted that they hardly joined activities with regular program students. They added that the English Program always provided extra curricular activities only for the EP students so they could not join activities with the regular program students. They sometimes felt they did not have any friends except for those in the English Program (item 8).

4.3.3 Problems on teachers' qualifications

For problems on teachers' qualifications, each participant mentioned the problems about all three groups of EP teachers in various aspects. Most complaints of students and parents, and all comments of Thai teachers concerned qualifications of foreign teachers. Only few problems about Thai teachers were mentioned by students and their parents. In the views of foreign teachers, they noted some problems about their own qualifications.

(A) Problems on qualifications of foreign teachers

Table 4.11 Problems on qualifications of foreign teachers

No	Qualifications	Students		Parents		Thai teachers	
		N	%	N	%	N	%
1	Foreign teachers did not major in the subjects they were teaching.	14	15.10	6	14.28	4	50
2	Foreign teachers did not have adequate teaching skills.	12	12.90	7	17	2	25
3	Foreign teachers had different English accents.	13	13.97	5	11.90	-	-
4	There were not enough foreign teachers.	11	11.82	6	14.28	-	-
5	Foreign teachers spoke too quickly.	12	12.90	-	-	-	-
6	Foreign teachers could not cover academics required by the Thai educational curriculum.	9	9.67	-	-	-	-
7	Foreign teachers used too many difficult words or technical terms.	8	8.60	-	-	-	-
8	Foreign teachers paid less attention to students.	7	7.52	-	-	-	-
9	Foreign teachers assigned too much homework.	7	7.52	-	-	-	-
10	Foreign teachers frequently resigned from the English Program.	-	-	9	21.42	-	-
11	Foreign teachers did not have good knowledge in the subjects they were teaching.	-	-	9	21.42	-	-
12	Foreign teachers did not understand Thai educational curricular.	-	-	-	-	2	25
Total		93	100	42	100	8	100

According to data in Table 4.11, small numbers of students (15.10%) and parents (14.28%), and half of the Thai teachers complained that foreign teachers of the English Program did not major in the subjects they were teaching (item 1). Also some of these participants noted that the foreign teachers did not have adequate

teaching techniques to attract students to the subject matters and to help students understand the contents (item 2). Few percentages of students and parents indicated that non-native English foreign teachers had English accents that were difficult to understand (item 3); there were not enough foreign teachers (item 4). Moreover, a very small number of the students (9.67%) noted that the foreign teachers could not cover academics required by the Thai curriculum (item 6); similar to a fourth of Thai teachers (25%), they asserted that the foreign teachers did not understand the Thai curricular (item 12).

(B) Problems on qualifications of Thai teachers teaching in English

It was found that most complaints of students and their parents concerned the use of English of the Thai teachers who teach in English. One-third of the students (33.33%) and nearly a half of the parents (40%) mentioned this problem.

The students specified that although the Thai teachers were responsible for teaching by the English medium, most hardly used English and when they did, they often used technical terms; moreover, the accents of the Thai teachers were difficult to catch when compared with the accents used by the foreign teachers.

The parents noted that Thai teachers could not use English well in their teaching. The parents were afraid that non-native accents of Thai teacher could confuse their children who might imitate the incorrect accents.

(C) Problems on qualifications of Thai teachers teaching in Thai

Obviously, more than half of the students (59.09%) and around two-thirds of the parents (64%) mentioned the most significant problem of the Thai teachers who teach in Thai. They complained that Thai teachers had strong bias against EP students.

The students noted that Thai teachers usually made sarcastic remarks to students and tended to compare EP students with regular program students in terms of knowledge and behavior.

The parents felt that Thai teachers who might think that the English Program was provided for the elite only, had negative attitudes towards both EP students and parents.

Furthermore, nearly a half of the students (40.90%) specified that Thai teachers paid less attention to EP students, and the teachers often came to classes late.

(D) Problems on their own qualifications of foreign teachers

It was found that one-third of the foreign teachers (38%) admitted that they did not have enough understanding of the Thai curriculum, and did not have enough knowledge and experience about Thai culture. These two problems might be the reasons why foreign teachers could not cover academics required by the Thai educational curriculum.

The rest of the foreign teachers' complaints were in a small percentage. For example, the English Program assigned excessive numbers of teaching hours to foreign teachers. Foreign teachers rarely knew the EP policies. It was difficult to find adequate trainings and study trips from the English Program.

4.3.4 Problems on students' achievements

Problems on students' achievement were variously mentioned by all EP stakeholders.

Table 4.12 Problems on students' achievements

No	Students' achievement	Students		Parents		Thai teachers		Foreign teachers	
		N	%	N	%	N	%	N	%
1	Students did not understand subject matters they had learned in English.	13	20.96	7	29.18	-	-	-	-
2	Students were not able to communicate in English.	13	20.96	5	20.83	-	-	-	-
3	Children hardly use English outside classrooms and in daily lives.	-	-	3	12.5	4	26.66	3	30

No	Students' achievement	Students		Parents		Thai teachers		Foreign teachers	
		N	%	N	%	N	%	N	%
4	Students were not confident to speak English.	8	12.90	4	16.66	-	-	-	-
5	Students had low English ability.	5	8.09	-	-	-	-	3	30
6	Students usually chatted in classes.	9	14.51	-	-	-	-	-	-
7	Students were not confident with the knowledge they learned in the English Program.	7	11.29	-	-	-	-	-	-
8	Students were not confident with their knowledge for passing the higher education exams.	7	11.29	-	-	-	-	-	-
9	Children were not polite and disciplined.	-	-	5	20.83	-	-	-	-
10	Students did not have acceptable classroom behavior.	-	-	-	-	6	40	-	-
11	Students had low learning achievements.	-	-	-	-	3	20	-	-
12	Students did not have enthusiasm for learning.	-	-	-	-	2	13.34	-	-
13	Students had too many subjects to study.	-	-	-	-	-	-	4	40
Total		62	100	24	100	15	100	10	100

From the table above, a fourth of the students and the parents indicated that the EP students did not understand subject matters they had learned in English, especially the subjects of science and mathematics (item 1); also the students were not able to communicate in English (item 2). A small number of the parents (12.5%), a fourth of the Thai teachers (26.66%) and a third of the foreign teachers (30%) felt that the students hardly use English outside classrooms and in their daily lives (item 3).

Nearly a half of the foreign teachers (40%) complained that EP students had too many subjects to study and too much work to complete. They believed that students who were required to study too many classes could not possibly achieve very much in each class, especially in a foreign language (item 12). Interestingly, a third of the foreign teachers (30%) specified that EP students had overly low English ability to study other subjects in English, whereas few students (8.09%) also admitted that they had low English ability, particularly in speaking and listening skills (item 5). Moreover, a small number of the students were not confident whether the knowledge they learned in the English Program would help them pass the National Test (NT) and the entrance examinations (items 7 and 8).

Concerning students' behavior, some parents (20.83%) noted that their children were not polite and disciplined (item 9) while nearly a half of the Thai teachers (40%) asserted that the EP students did not have good discipline, especially in their classes, did not behave themselves politely towards Thai teachers, and were not punctual for their work or classes (item 10). In addition, almost a fourth of the Thai teachers (20%) pointed out that the EP students had low learning achievement when compared with the learning achievements of regular program students, especially in the subjects that did not involve English (item 11).

4.3.5 Problems on quality and availability of teaching and learning materials

All EP stakeholders were asked to give some problems concerning quality and availability of teaching and learning materials of the English Program. All their comments could be divided into three main aspects: laboratories, teaching equipment and textbooks.

Table 4.13 Problems on quality and availability of teaching and learning materials

No	Teaching and learning materials	Students		Parents		Thai teachers		Foreign teachers	
		N	%	N	%	N	%	N	%
1	Problems of laboratories	18	30	8	33.34	1	14.28	-	-
2	Problems of teaching equipment	27	45	4	16.66	-	-	1	25
3	Problems of textbooks	-	-	12	50	2	28.57	3	75
4	Others	15	25	-	-	4	57.15	-	-
Total		60	100	24	100	7	100	4	100

Firstly, a third of the students (30%), the parents (33.34%) and a few of the Thai teachers (14.28%) gave their comments about laboratories (item 1). Students and their parents reported that computer labs of the English Program had not enough computers when compared to the number of EP students and the computers usually had low capacity. Thai teachers noted that there were conflicts in sharing the

laboratories between EP students and regular program students. EP students did not like to share any resources with regular program students.

Next, nearly a half of the students (45%), a few of the parents (16.66%) and a fourth of the foreign teachers (25%) mentioned about the problems of teaching equipment in the English Program (item 2). The students and their parents noted that there was not enough scientific equipment for EP classes. Furthermore, the students and the foreign teachers pointed out that the teaching equipment was not available in every EP classroom.

Lastly, the problems of textbooks were the most significant problems mentioned by parents (50%), Thai teachers (28.57%) and foreign teachers (75%). The parents were concerned that their children did not have textbooks in English in some subjects. The content books the teachers used contained content and vocabulary that were too difficult for their children. Also, EP teachers did not often use textbooks that the school provided. The Thai teachers commented that the English Program had a small number of textbooks and additional books in English which were not sufficient for EP students' self learning and additional learning. In the views of the foreign teachers, they complained that there were no textbooks in English which were relevant to the Thai curriculum, especially textbooks for mathematics. It was not easy to find English materials on each subject in local bookshops. Also, there were not enough reference materials.

CHAPTER 5

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter summarizes the main findings of the study. It also includes a discussion of the findings; the implications derived from the study, and recommendations for further studies.

5.1 Summary of the findings

This study was conducted to investigate the three research questions: (1) how the EP schools conform to the EP policies, (2) what satisfaction levels student, parents and teachers have towards the EP management, and (3) what are the current problems of the English Program as perceived by the EP stakeholders.

The main research findings can be summarized as follows.

For the extent of using the EP policies as assigned by the Ministry of Education of Thailand, the six EP directors in this study mentioned that they understood all EP policies and tried to acknowledge them. However, they could not completely follow the policies. They indicated that there was a significant gap between the stated EP policies and the practices. The Ministry of Education launched the EP policies without action plans so EP schools were running the EP policies without supplementary support from the ministry. Particularly, the EP policies require that foreign teachers must be trained in Thai language, culture and curricula for at least 15 hours. In this respect, EP schools have to handle trainings and orientations by themselves without support from governmental departments. Furthermore, some EP policies had not been conformed to in several schools under the study. For example, EP schools were required to fund scholarships for 3% of good achievers or unprivileged students, but the Ministry of Education did not follow up and impel the EP schools to conform to the policies.

Regarding EP stakeholders' satisfaction, students, parents and Thai teachers were satisfied at a high level with the management of the English Program while foreign teachers were moderately satisfied with that. When exploring into each category, it was found that EP students and their parents were pleased at a high level with all categories of administration, teaching and learning management, teachers' qualifications, students' achievements, and teaching materials. Thai teachers teaching in the English Program were satisfied with all categories at a high level, except the category of teachers' qualifications. The Thai teachers were only moderately satisfied with their qualifications. Surprisingly, foreign teachers were only moderately satisfied with almost all categories of teachers' qualifications, students' achievements, and teaching materials. They, however, were satisfied with EP administration at a high level. Obviously, satisfaction towards all categories of students and their parents who are EP customers is much higher than satisfaction of Thai and foreign teachers who are EP servants.

With reference to the investigation into open-ended questions asking for any problems the EP stakeholders perceived, several problems in EP management were found. Interesting problems stated by students, parents and EP teachers were related to students' lack of in-depth knowledge, difficulty in the implementing the Thai curriculum in the English medium, foreign teachers' qualifications, EP students' achievements, and teaching materials and content books in English. EP students and their parents were in doubt if the EP students had poor academics and no in-depth knowledge, particularly knowledge in the subjects of mathematics and science. The students, parents and Thai teachers also noted that foreign teachers did not have adequate knowledge in the subjects they were teaching. Foreign teachers indicated that it was difficult to follow the Thai curriculum because they did not have enough knowledge of the 2001 Thai curriculum and there was a lack of teaching materials in English. In addition, all EP stakeholders admitted that EP students had low learning achievements, especially in English. The unconformity and specified problems above then may obstruct the English Program from achieving success in management.

In conclusion, the data from interviews with EP directors confirmed that the six EP schools could not completely conform to the EP policies. Furthermore, the results of this study showed a high degree of satisfaction for the management of the

English Program when the respondents answered the rating scale questionnaires, but when asked to list the EP problems, a different picture was drawn. They listed a lot more details of problems they found in EP management. Thus, it can be concluded that the English Program of the six schools under the Office of Educational Inspector, Region 11 satisfied students, parents and teachers at a reasonable level. The, certain areas of management of the programs must be improved with collaboration of the government and schools in order to solve their problems.

5.2 Discussion of the findings

The results from the interviews, rating scale questionnaires and open-ended questionnaires are discussed together. These results present the management of the English Program, EP stakeholders' satisfaction and problems the respondents found in the English Program.

Some interesting issues worth discussing of these findings are discussed in the categories of administration, teaching and learning management, teachers' qualifications, students' achievements, and teaching and learning materials, respectively.

5.2.1 Administration

The interesting issues found in this category are related to schools' preparations, the number of students, parents' participation, qualifications of EP directors, invalid informal enrollment, and budget allocation. Each issue is discussed below.

Regarding schools' preparations and arrangements for running the English Program, parents, Thai teachers and foreign teachers were similarly satisfied at a high level. This implies that as a whole, these participants were pleased with the readiness of the English Program, such as curricular, teachers, materials, and buildings. However, when directly asked to list problems they found in the English Program,

parents, Thai teachers and foreign teachers noted problems concerning curricular, teachers and materials. Those problems will be discussed in a separate section.

Concerning classroom management, EP policies required the number of not more than 30 students per class at the secondary level. All schools in this study conformed to the EP policies by allocating 25-30 students per class. In this case, EP parents and foreign teachers were pleased at a high level with EP class size, while Thai teachers were satisfied at a very high level with this number. This reflects the truth that generally, Thai teachers taught in a large class size, with 40-50 students, in regular school programs which is not comfortable to manage. Thus, the Thai teachers were really happy with EP small class size. The suitable number of students per class plays an important role for learning, especially a foreign language acquisition. With a class size of 25-30 students, a teacher can manage class more effectively and she can help for students when they have problems. This finding is also in accordance with Thareekate (2008) who suggested that a small class size of EP class was favorable for Thai and foreign teachers to take care of and pay more attention to their students.

According to initiatives of the English Program, the Ministry of Education stated that the English Program must be managed following educational reforming and the concept 'All for Education' of the National Education Act, B.E. 2542 (Bureau of Educational Innovation Development, Ministry of Education, 2005). That is, the English Program must be collaboration between schools and parents in order to provide quality education for Thai students. Therefore, EP schools have to listen to opinions of EP parents for the management of the English Program and allow parents to participate in the English Program. However, the results of the questionnaires showed that the EP parents were only moderately pleased with their participation in the management of the English Program, and obtaining information about their children's learning achievements, EP activities and teachers' qualifications. Furthermore, the parents noted that they obtained moderate opportunity and information from the six EP schools.

These findings reflect a weakness of the English Program in coordinating between the program and parents in order to build a better understanding and collaboration. More frequent meetings and the EP parent association should be held to satisfy EP parents. More frequent meetings will enhance opportunities to exchange

information which will benefit the management of the English Program and EP students. This finding seems to agree with the study of Kosanlavit (2007) whose findings suggested that EP parents wanted more opportunities to take part in the management of the program. The parents offered the idea of upholding parent associations which would help solve all problems of the EP management. This was because parent associations could help not only to support their own children to learn better but they also helped raise funds for the program to increase its capacity in improving staff and facilities.

Regarding EP directors, Thai teachers of the English Program were satisfied at a very high level with the qualifications of the EP directors, whereas EP foreign teachers were pleased at a high level. These EP teachers admired the EP directors both in administrative and English ability. Thus, it could be concluded that the six EP directors were well-accepted by their colleagues.

According to the EP policies, EP schools are required to set up their own criteria of student admission. The results of interviews with the EP directors indicated that the six EP schools required the scores for EP student admission in the subjects of English, mathematics, and science on the average of 50, 25, and 25 per cent respectively. Also, GPA of the students must be no less than 3.00, and the students had to pass the interview test run by foreign teachers. In this regard, nearly a half of parents noted that there was the invalid informal enrollment into the English Program. They claimed that the EP schools allowed students who did not pass English criteria but their parents could pay extra money to support the school to study in the English Program. Due to Thai social values, Thai parents tend to support their children to study in famous schools because those schools can provide better education. The English Program is a program expected to be able to provide better education in bilingualism. Many parents were pleased to pay to buy educational opportunity for their children. Nevertheless, all EP stakeholders must recognize that the students who were admitted by the invalid informal enrollment might have low English proficiency and they could not succeed in learning in the English-speaking environment. At the same time, these low proficiency students might retard the learning achievements of the whole class or the whole program.

Regarding budget allocations, EP policies require that EP schools must allocate funds to scholarships for three per cent of under privileged students who want to study in the English Program. The results of the interviews indicated that only one school allocated its income to scholarships. This finding implies that, most EP schools did not allocate funds to scholarships; thus, there were not much educational opportunities for students whose family had low income.

5.2.2 Teaching and learning management

According to the results of the interviews, the six EP schools conformed to the EP policies in case of English-speaking teachers teaching in the subjects of mathematics, science, social sciences, health and physical education, art, career and technology, and English language (Ministry of Education, 2001). Only the subjects of Thai language and social sciences in the parts of Thai history, Thai law, Thai culture and traditions were taught in Thai. These findings are assumed that although learning with foreign teachers help EP students learn English better than learning with Thai teachers, the students might not gain all content knowledge in those subjects taught in English if they could not understand English well, and the students could be underprivileged in those subjects for the tests in upper-secondary level or the entrance exam.

Regarding the results of the questionnaires for both satisfaction and problems, students and their parents were satisfied at a high level with teaching and learning management as a whole but not in all aspects. They also noted many problems in the open-ended question part.

The interesting issues found in this category are related to extra curricular activities, self-access learning, activities shared with regular program students, lack of in-depth knowledge, and supplementary tutoring classes in Thai language.

To start with extra curricular activities, as a whole, students and their parents were satisfied at a high level with the activities enhancing the use of English, the activities for raising morality, and music, sports and art activities. However, the results showed that EP parents were not pleased with the activities involving Thai

mores. This dissatisfaction was consistent with parents' opinions expressed in the open-ended questions that their children were not as polite as they were expected to be according to Thai standards. Thus, the English Program should provide more activities enhancing Thai customs in order that EP students would not only be excellent in English but also retain Thai customs and mores.

Besides, 10% of students and 16% of parents indicated that the English Program provided a small number of activities of music, sports and art. This lack can be explained on the basis of too many class hours of the English Program. The EP class hours consisted of core subjects taught by foreign and Thai teachers, and supplementary tutorial classes taught in Thai by Thai teachers. EP teaching and learning also were comprised of extra activities enhancing students' English proficiency. These educational activities resulted in many more classes for the English Program than the regular school program. Thus, it was difficult for the English Program to promote other activities of music, sports and art. This might be the reason why the English Program provided a small number of music, sports and art activities.

With regard to the student-centered approach used in teaching and learning management of the English Program, teachers and students' roles are redefined. Teachers' roles are viewed as a coach and a facilitator of students' learning rather than as a controller and transmitter of contents, whereas the students take more responsibility for their own learning (Office of the Education Council, 2006). Regarding this study, self-access learning, practices what students had learned in class and assignment were results of the student-centered approach used in the English Program. The results of the questionnaire showed that EP students and their parents were satisfied at a high level with self-access learning and classroom practices that the students had experienced. However, being asked to list questions they had in learning, 20% of EP students complained that they had too few class practice hours and they got too many assignments. Similarly, 12% of parents complained that their children got too much homework and assignments that made the children unhappy with studying. These findings reflect that the six EP schools were trying to provide teaching and learning using the student-centered approach. To conform to this teaching approach, EP teachers usually assign tasks and homework to the students to be responsible for their own learning.

According to the EP policies, schools where the English Program was run side by side with the regular school program must provide student development activities for both groups of students to participate together. The results from the survey questionnaires indicated that EP students were moderately satisfied with sharing activities with regular program students. One possible reason might be that EP tuition fees are much higher than the regular program fees. EP students might suppose that they should be more privileged; their parents paid much money to the program so they should be treated better and gain more than other students. It is not reasonable for them to share activities with regular program students. This result is consistent with the findings in Chinkumtornwong (2005) who also found that in schools where the English Program was run side by side with the regular school program, conflicts had arisen between students in the two programs. As EP tuition fees were higher, schools were under pressure from parents to provide EP students with more privileges, smaller class sizes, and better facilities. In fact, this is also against the EP policies requiring EP and regular students sharing common activities.

In addition, although students and parents were satisfied at a high level with teaching and learning management of the English Program, they listed many problems about quality of EP teaching and learning. For example, small numbers of students and parents complained that the contents EP students had learned in many subjects were not similar to those of regular program students. Also, a third of parents noted that the English Program offered poor academics and little in-depth knowledge, particularly knowledge in the subjects of mathematics and science. These comments imply that both students and parents were in doubt if the EP students received sufficiently required academic contents in such subjects for the examinations for higher studies, the National Test (NT) and the entrance examinations. These problems might result from not having enough knowledge of the Thai curriculum of EP foreign teachers.

Nevertheless, to relieve the problems concerning poor academics and little in-depth knowledge, the English Program provided supplementary tutorial classes taught in Thai by Thai teachers to cover the topics the foreign teachers had not yet covered. Also, the classes in Thai were expected to help the students who had low English proficiency to understand the subject contents previously taught in English.

Students were satisfied to be taught by Thai teachers because they could gain better understanding of the subject contents. However, students and their parents commented that there were not enough tutorial classes in Thai. This finding reflects high demands of the Thai supplementary tutorial classes.

These supplementary tutorial classes in Thai had pros and cons. The advantage is that EP students had better understanding of the subject areas through Thai; on the other hand, these classes might cause the students to pay less attention to the class taught in English because the students knew that the topics would be repeated in Thai in the tutorial classes. After all, EP students would not gain real English proficiency and the objectives of the English Program would not be reached.

5.2.3 Teachers' qualifications

According to the responses from the questionnaires asking all the research participants about teachers' qualifications, students and parents were satisfied with EP teachers' qualifications at a high level. On the other hand, the EP teachers rated their own qualifications at a moderate level. For the open-ended questions, many problems towards qualifications of EP teachers, especially problems about foreign teachers, were noted by all participants. Furthermore, the results of the interviews showed that the six EP schools could not follow completely on the EP policies concerning teachers' qualifications.

To further clarify, the discussion about teachers' qualifications will be classified by three groups of EP teachers: foreign teachers, Thai teachers teaching in English and Thai teachers teaching in Thai. After that, a discussion of the responses of the EP teachers towards their own qualifications will follow.

Regarding qualifications of foreign teachers, students and their parents were satisfied at a high level with all details. However, both noted many problems about foreign teachers when they were asked to list any problems. The stated problems are related to small numbers of foreign teachers, their teaching skills and knowledge of Thai curricular.

Some students and their parents mentioned that the number of foreign teachers was inadequate. There could be three possible reasons for this: one is that qualified foreign teachers usually apply for the position of instructors at the university level. Another reason is the political unrest in the South of Thailand. Foreigners are worried about working in the South. The last reason is that the English Program offers low salaries to foreign teachers. The small numbers of foreign teachers, thus, has resulted in the following problems.

Firstly, students and their parents complained in the open-ended questions that foreign teachers did not have sufficient knowledge in the subjects they were teaching. Due to the inadequate number of qualified foreign teachers, some foreign teachers must be responsible for teaching more than one subject. Thus, the second subject they were teaching might not be related to their major field of study.

Secondly, students and their parents commented that foreign teachers teaching in the English Program had various English accents. It was difficult to understand some English words of the foreign teachers, particularly those of non-native English teachers. Parents commented that the English Program usually hired non-native English teachers who had varied accents. The parents were afraid that their children might adopt unacceptable English accents. Although EP schools tried to employ English native teachers, such as British, American, Canadian, Australian as required in the EP policies; in practice it was difficult to find these English speaking teachers who had both language ability and subject content knowledge. Thus, because of the small number of English native teachers, non-native English speakers have become an alternative.

Next, 13% of students and 18% of parents noted that foreign teachers did not have adequate teaching skills. Furthermore, a fourth of Thai teachers also complained about this problem. These findings showed that the six EP schools could not follow the EP policy requirements to train teaching skills for foreign teachers. The results of the interviews also confirmed this problem. The six EP directors indicated that they did not seriously focus on the EP preliminary requirements for EP teachers to have 15 credits of teaching methodology when deciding to hire a foreign teacher.

Furthermore, another 25% of Thai teachers complained that foreign teachers did not have knowledge of Thai educational curricular, particularly the Basic

Education Curriculum B.E.2544. Few students also supported this complaint that the foreign teachers could not cover academics following the 2001 curriculum. Thirteen percent of foreign teachers also admitted that they did not have enough knowledge of Thai curricular. These findings reflect a drawback of the management of the English Program. It showed that the six EP schools did not offer knowledge of the Basic Education Curriculum B.E.2544 to EP foreign teachers and did not provide teaching trainings following the Thai curriculum. In this regard, the EP directors stated that they need ongoing support from the government to offer teacher training for foreign teachers.

Regarding qualifications of Thai teachers teaching in English, students and parents were satisfied at a high level with all aspects. However, both of them stated the problem about the use of English in EP classes of these Thai teachers.

Twenty percent of students and nearly a half of parents commented that Thai teachers who teach in English could not use English well in their teaching. This weakness needs immediate action because the English proficiency of teachers impacts on students' English ability. At present, the English improvement center under the Ministry of Education is established to train and to improve the English proficiency of Thai teachers. The most important thing must be concerned is that the Thai teachers who teach in English not only could communicate well in English, but also they could use English to deliver subject contents.

The results of the interviews of the six EP directors reflected that the six EP schools did not follow the EP policies concerning development of Thai teachers. One requirement of the EP policies indicates that schools where the English Program are run side by side with the regular school program are required to develop Thai teachers to be able to teach in English so that the schools do not need to employ a large number of foreign teachers. The Ministry of Education wants to replace some foreign teachers with qualified Thai teachers who are proficient in English. Nevertheless, the customers of the English Program, students and parents, preferred foreign teachers. Thus, the six EP schools still need to hire more foreign teachers than well-qualified Thai teachers in order to respond to their customers' demands.

With regard to qualifications of Thai teachers teaching in Thai, students and their parents were also satisfied at a high level, but 60% of students and 64% of parents complained that Thai teachers who teach in Thai had biases against EP students. Students indicated that these Thai teachers usually made sarcastic remarks to them. The teachers usually compared EP students with regular program students in terms of knowledge and behaviors. The parents felt that the Thai teachers had negative attitudes towards EP students and parents. There could be two possible reasons for the findings: one is that EP students were treated with more privileges, and the other is that EP students were accustomed to manners in western culture so they had abandoned manners in Thai culture, particularly their respect to teachers.

Next, satisfaction of the EP teachers and stated problems concerning their own qualifications will be discussed. Further, the EP management about teachers will be also considered.

Regarding EP teachers' satisfaction, they were only satisfied at a moderate level with their own qualifications. For example, their qualifications in English, the collaboration in teaching between Thai and foreign teachers, EP preliminary requirements for teachers, and school support in training and study trips.

In regard to English proficiency of EP teachers, Thai teachers were only moderately satisfied with their English proficiency. This finding implies that these Thai teachers were aware of their own limited abilities in English. Punthumasen (2007) noted that in the EP schools, there were both Thai teachers who teach the subject of English and those who use English as the medium for teaching other content subjects. In order to develop English competency and competencies in other content subjects of Thai students, we have to firstly improve English proficiency of the teachers. Similar to Thai teachers, the foreign teachers, particularly non-English native speakers, were also moderately satisfied with their English proficiency. It might not mean that they could not communicate in English, but it was because the foreign teachers were not sure of their English ability in using English language as a medium to teach other contents.

The differences of languages and cultures might be important barriers to communication and collaboration in teaching between Thai and foreign teachers. Also, this finding reflects that the six EP schools did not encourage collaboration in teaching among EP teachers.

According to EP preliminary requirements for EP teachers, foreign teachers were moderately satisfied with the requirements of the EP policies for them to have 15 credits of teaching methodology or three-year teaching experience. Most of them could not meet these two requirements. These findings are also in accordance with Thareekate (2008) whose findings demonstrated that some foreign teachers of the EP school subjects had no evidence to show that they had attended the 15-unit teaching course and trained for 15 hours in Thai culture.

In the aspect of school support, both Thai and foreign teachers rated at a moderate level towards school support for training and study trips. These results imply that the six EP schools had not adequately supported training for their teachers. Most EP schools have limited budgets for teacher training. The EP budgets were allocated for teacher salaries, extra curricula activities, and mostly for teaching and learning resources and equipment, such as computer labs and language labs. The interviews confirmed that the six EP schools did not allocate permanent funds to teacher trainings. In particular, the schools seldom supported foreign teachers for further training or attending conferences because these teachers were not permanent staff. In this regard, school administrators might have overlooked that the teachers' weaknesses can lead to students' weaknesses. Thus, to invest in teacher training and teacher development is always important and urgent.

5.2.4 Students' achievements

Regarding students' achievements, there were conflicts in the responses about satisfaction and problems of EP students, parents and Thai teachers. Although EP stakeholders, except for foreign teachers, were satisfied at a high level with students' achievements, they noted many problems about students' learning achievements and behaviors in the open-ended question section. Almost all the

comments of the respondents showed that EP students have low English ability, especially in listening and speaking skills.

It can be assumed that EP students have low English ability because of their learning habits. Mackenzie (2002), who studied EFL curriculum reform in Thailand, discussed characteristics of Thai students, such as Thai students generally lack willingness to speak due to a culturally-based seniority system and due to shyness. Students were trained or taught in an English class where an over-emphasis on accuracy is used and they may have an ingrained attachment to rote memorization. These are the reasons why most EP students, even the regular students, did not have a high level of English competency despite learning English for over six years during basic education. Furthermore, limitations in English proficiency have blocked them in understanding concepts in the subject matters taught in English. As students did not understand what they learned in English, they would not be confident with the knowledge they gained whether it could help them pass the higher education exams. Moreover, there is another aspect that should be concerned. Although EP students were taught and assessed for many subjects in English medium, the test for upper-secondary level, the National Test and the university entrance examination are conducted in the Thai language. Students from the English Program may not be properly prepared for the academic demands of taking these tests. In order to ease this obstacle, consolidation of the English Program across Thailand is suggested so that students coming from English backgrounds are not at a disadvantage in upper-secondary test, national examinations, and entrance examinations.

5.2.5 Quality and availability of teaching and learning materials

Teaching and learning materials in this study will be classified into content books and educational facilities.

Regarding content books, Thai teachers and foreign teachers were only moderately satisfied with the English content books and exercise books. Almost a third of the Thai teachers complained that only a small number of content books and additional books in English were available for students' self-learning. Also, the Thai

teachers rated moderate satisfactory level towards the equivalence of content books in English and the contents of the Thai curriculum.

While almost all foreign teachers complained about content books used in the English Program that there were scarcely enough English content books which had equivalent contents with the Thai curriculum, especially textbooks for the subject of mathematics. These findings imply that the six EP schools faced the problem of lacking content books with equivalent contents of the Thai curriculum. In the interviews, the EP director stated that the English Program used content books from foreign publishers. The problem of the content books might have resulted from the materials of foreign publisher designed around the British or American educational system, while the English Program followed the Thai curriculum, Basic Education Curriculum B.E. 2544.

Regarding educational facilities, there were conflicts between students and their parents' responses of satisfaction levels and problems listed in the open-ended questionnaire. EP students and parents were satisfied at a high level with the availability of educational facilities in the English Program. Both of them were happy with labs, equipments in the labs and necessary aids in EP classrooms, but they noted many problems concerning the facilities when they were directly asked to list the problems. Almost all students and a half of parents reported that the English Program did not have enough educational facilities; for example, computers, laboratories and equipment. This was because EP tuition fees were higher, so parents and EP students expected to be treated with more privileges and better facilities. Both of them expected that the English Program should have more facilities because they had paid much money.

Furthermore, EP students rated at a moderate level towards sharing educational resources, particularly laboratories, with regular program students. Despite the EP policies emphasizing that the management of the English Program must benefit also the regular school program, EP students did not like sharing their educational resources with others.

In short, according to the results of the EP stakeholders' satisfaction and listed problems, one can conclude that the English Program managed the quality and availability of teaching and learning materials unfavorably.

5.3 Implications for the management of the English Program

The findings from this study offer some implications that may be helpful for the Ministry of Education, EP directors, school administrators, and EP staffs. The implications are presented as follows:

5.3.1 It has been indicated that unsatisfactory attitudes towards the management of the English program, and problems occurring in the program have resulted from gaps between policies and practices. The Ministry of Education launched EP policies without action plans and EP schools performed the EP project without supplementary support from the ministry. Thus, moderate satisfaction and problems occur. This suggests that the ministry must make action plans for EP schools in terms of teacher training, establishment of foreign teacher centers, and English materials as follows.

5.3.1.1 The results from the questionnaires showed that there were unsatisfactory feelings towards EP teacher quality, both Thai and foreign teachers, from students and parents. Thus, teacher trainings are suggested to solve this problem. Regarding Thai teachers, the Ministry of Education or educational institutes need to design special courses of teacher trainings to serve the English Program. The trainings should focus on improvement of teachers' qualifications both in terms of English proficiency and teaching skills. Thai teachers who are highly proficient both in English and teaching can replace the English native speakers. Training for foreign teachers should be executed according to the following recommendations.

5.3.1.2 The results from EP directors' interviews showed the high demand for establishment of a foreign teacher center. The ministry should establish a central office preparing qualified foreigners for EP schools around Thailand. The center should be in charge of official documents for foreigners and trainings as the ministry requires; for example, Thai language, Thai curriculum, Thai culture, and teaching

methods that are suitable for the Thai educational system. This saves the time and money of the schools and could help the schools to manage the English Program more effectively.

5.3.1.3 The results from the questionnaires showed that there is difficulty in finding English materials for the EP subjects and the view about the differences of contents. EP schools follow the Thai curriculum in English. However, most published materials in English are designed around the British or American educational systems. This problem can overcome by translation of the Thai contents from the core curriculum into English and the production of other English materials consistent with Thai education. Then, the schools do not waste time, money, or personnel to find suitable materials for their special programs. Also, it could become a standard for the English Program because of the use of the same materials.

5.3.2 It was found that students and parents were worried whether the knowledge the students gain from the English Program would help them pass higher education examinations. To ease this problem, the government should consolidate the English Program across Thailand so that students graduated from English Program are not at a disadvantage in entrance examinations and national examinations. Also, the government should provide many English Programs at the upper-secondary level to allow EP students from lower-secondary level to continue directly with their education.

5.3.3 The results from the questionnaires showed that parents were only moderately satisfied with their participation in the English Program. The schools should hold a parents' meeting twice or more per semester in order to update them on the students' learning achievements and EP improvements, and provide more opportunities for EP parents to meet school administrators, EP directors, and EP teachers to share requirements for EP improvement. In addition, the idea of a parents' organization will help solve this problem because this organization can help not only support their own children to learn better according to requirement of the schools but can also help raise funds for the program to increase its capacity in improving their staffs and their facilities.

5.3.4 The findings indicated that parents and EP teachers were not sure that EP students use English outside the classroom. The schools should provide English assessment out of class hours by parents and Thai teachers to force EP students to speak English outside the classroom. EP teachers might distribute an assessment form to Thai teachers teaching in the English Program and EP parents to rate how often EP students speak English in school and at home. The EP students must know that they are also assessed by this method.

5.4 Recommendations for further studies

According to this study, some issues have not been examined because of some limitations. In order to confirm the findings and to find out points that have not been covered in the current study, some areas are recommended for further study.

5.4.1 The findings in this study indicated that there were many problems concerning foreign teachers, such as inappropriate behaviors and teaching skills. It would be interesting to design an in-depth study to probe causes of these problems, such as a case study, teachers' interviews, or classroom observations for a semester so that a more thorough picture may be revealed. Knowing the causes of these problems can help school administrators, and EP directors find more proper solutions. The results can lead to the improvement of the English Program in the Thai context.

5.4.2 This study indicated that there were dissatisfaction and problems in the English Program run in some public schools in Songkhla, Nakhon Si Thammarat, Trang, and Satun. It is worth conducting a survey of satisfaction and problems in the English Program in other provinces around the country.

5.4.3 The findings in this study showed that EP students and their parents were worried whether EP students have less academic knowledge in some subjects, such as Mathematics and science, than regular program students. It is recommended that a case study should be conducted to investigate into these two subjects.

5.4.4 In open-ended questions in this study, students and parents complained that Thai teachers who teach in Thai had biases against EP students, and the teachers usually compared EP students with regular program students in terms of knowledge and behaviors. The Thai teachers also commented about EP students' low learning achievement and improper manner. It is worth conducting a case study of Thai teachers' biases towards EP students both in learning achievement and behavior.

Bibliography

Bilingual education in Thailand: What can we expect? Retrieved October 14, 2008, from <http://www.thaiapep.net/Documents/Articles/19.pdf>

Bureau of Educational Innovation Development. Ministry of Education. (2005). *English Program Succeeded or Not?*. Bangkok: Adison Press Product.

Bureau of Educational Innovation Development. Ministry of Education. (2005). *No Doubt in English Program*. Bangkok: Adison Press Product.

Chinkumtornwong, S. (2005). The role of bilingualism in Thai education. *South East Asia: A multidisciplinary journal*, 6, No.1, 2005/2006 (pp. 35-50). Universiti Brunei Darussalam, Brunei.

Chuenvinya, U. (2002). *An evaluation of English Program curriculum for secondary school level of Yothinburana school, Department of General Education*. Unpublished master's thesis, Chulalongkorn University, Bangkok, Thailand.

Chum-upakarn, N. (1985). *A survey of English teaching problems and wants in teaching-training of upper secondary English teaching in government secondary schools in southern Thailand*. Unpublished master's thesis, Mahidol University, Bangkok, Thailand.

Jansong, S. (2004). *The organization of English Program curricula in primary bilingual schools under the jurisdiction of the Office of the Basic Education Commission*. Unpublished master's thesis, Chulalongkorn University, Bangkok, Thailand.

Jindarot, P. (2003). *The satisfaction of parents, teachers and students towards the English Program in Khon Kaen Province*. Unpublished master's thesis, Khon Kaen University, Khon Kaen, Thailand.

- Kosanlavit, V. (2007). *An investigation into the effectiveness of the Mini English Program in Nakhon Ratchasima province*. Unpublished master's thesis, Khon Kaen University, Khon Kaen, Thailand.
- Meemongkol, G. (2005). *A study of problems in learning and teaching by using English language in the English Program project of the Ministry of Education*. Unpublished master's thesis, Srinakharinwirot University, Bangkok, Thailand.
- Ministry of Education. (2001). *Basic Education Curriculum B.E.2544 (A.D.2001)*. Bangkok: ETO.
- Ministry of Education. (2001, October 9). *Policy, principles and process of teaching and learning of Ministry of Education's curriculum in English*. Retrieved September 26, 2007, from <http://inno.obec.go.th/project/ep/acrobat/201065.pdf>
- Office of the Education Council. (2006). *Education in Thailand 2005/2006*. Bangkok: Amarin Printing and Publishing.
- Office of the Private Education Commission. (2005). *The report of the follow up of the procedures in the English Program in private schools in the academic year of 2005*. Thailand.
- Prapaisit, L. (2003). Changes in teaching English after the educational reform in Thailand. *Dissertation Abstracts International*. (UMI No. 3100485)
- Punthumasen, P. (2007). *International program for teacher education: An approach to tackling problems of English education in Thailand*. Retrieved October 14, 2008, from <http://www.unescobkk.org>
- Rattanayart, W. (2007). *A study of attitudes and problems of teaching and learning English in Islamic religious schools in Yala*. Unpublished master's thesis, Prince of Songkhla University, Hatyai Campus, Songkhla, Thailand.

- Sawaswadee, P. (1991). *English and Thai children at the elementary level*. Bangkok: Chulalongkorn Press.
- Srithong, S. (2006). *Satisfaction of students and parents on the English Program at Saparajinee school, in Trang*. Trang, Thailand.
- Thareekate, O. (2008). *A study of English Program implementations in private schools, Bangkok metropolis*. Unpublished master's thesis, Srinakharinwirot University, Bangkok, Thailand.
- Thongsri, M. (2005). *An investigation into the implementation of 2001 English curriculum in government secondary schools in Songkhla*. Unpublished master's thesis, Prince of Songkhla University, Hatyai Campus, Songkhla, Thailand.

APPENDIXE A
QUESTIONNAIRES IN ENGLISH

For Students

Questionnaire
A Study of Management, Satisfaction and Problems of the English Program
in Schools under the Office of Educational Inspector, Region 11, Thailand

Clarification

1. This questionnaire is designed to survey satisfaction and problems of the management of the English Program being taught at public lower-secondary schools under the Office of Educational Inspector, Region 11.

2. The respondents are **students**

3. The questionnaire consists of two sections as follows.

Section 1 The respondents' information

Section 2 The level of satisfaction towards the management and
problems in the English Program

4. Please give your honest opinions, for the benefit of developing the quality of Thai government school English Programs.

5. To reflect any problems occurring in English Program and to benefit the management of the English Program, please answer all questions, especially open-ended questions.

6. The results will be presented as overall findings. Therefore, your responses will not affect you or your school.

Thank you for your cooperation,

(Miss Anchalee Watcharajinda)

Researcher

Graduate Student, Applied Linguistics,
Faculty of Arts, Prince of Songkla University

Questionnaire

**A Study of Management, Satisfaction and Problems of the English Program
in Schools under the Office of Educational Inspector, Region 11, Thailand
For Students**

Section 1 The respondents' personal information

Clarification Please check ✓ in the appropriate boxes below and fill in the blank.

1. Gender

- Male
- Female

2. Grade

- Mathayomsuksa 1
- Mathayomsuksa 2
- Mathayomsuksa 3

3. Reasons for study in the English Program (can answer more than one box)

- Students' need
- Parents' need
- Friend
- Teachers' advice
- Others (please specify).....

4. Number of the subjects you are studying in English

..... subjects (please specify the subject codes and the subject name)

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....

5. Opinion towards the English Program

.....

.....

.....

.....

Section 2 The level of satisfaction towards the management and problems in the English Program. These four areas are surveyed: (1) teaching and learning management, (2) teachers' qualifications, (3) students' achievements, and (4) qualification and availability of teaching and learning materials.

Clarification Please check ✓ in the appropriate boxes below to indicate your level of satisfaction and identify any problems in the space provided.

I Teaching and learning management

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Interesting teaching and learning activity					
2. Self-access learning					
3. Practice hours					
4. English foundation before entering the English Program					
5. Supplementary classes in Thai medium					
6. Activities enhancing Thai cultural identity					
7. Activities enhancing morality					
8. Activities enhancing using English					
9. Musical activities					
10. Sports					
11. Art activities					
12. Doing activities with regular program students					

Problems in teaching and learning management

- 1.....
- 2.....
- 3.....

II Teachers' qualifications

Foreign teachers

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Foreign teachers' knowledge of the subjects they teach					
2. Foreign teachers' teaching method					
3. Foreign teachers' English communicative competence					
4. Foreign teachers' using English that suitable for students' English proficiency					
5. Foreign teachers' English accent					
6. Foreign teachers' hospitality					
7. Foreign teachers' attention to the students					
8. Relationship between foreign teachers and the students					
9. Sufficient number of foreign teachers					

Problems in qualifications of foreign teachers

- 1.....
- 2.....
- 3.....

Thai teachers (teach by English language)

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Thai teachers' knowledge of the subjects they teach					
2. Thai teachers' teaching method					
3. Thai teachers' English communicative competence					
4. Thai teachers' using English that suitable for students' English proficiency					
5. Thai teachers' English accent					
6. Thai teachers' hospitality					
7. Thai teachers' attention to the students					

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
8. Relationship between the Thai teachers and the students					
9. Sufficient number of the Thai teachers					

Problems in qualifications of Thai teachers (teach by English language)

- 1.....
- 2.....
- 3.....

Thai teachers (teach by Thai language)

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Thai teachers' knowledge of the subjects they teach					
2. Thai teachers' teaching method					
3. Thai teachers' hospitality					
4. Thai teachers' attention to the students					
5. Relationship between the Thai teachers and the students					

Problems in qualifications of Thai teachers (teach by Thai language)

- 1.....
- 2.....
- 3.....

III Students' achievements

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Students' achievements in listening skill					
2. Students' achievements in speaking skill					
3. Students' achievements in reading skill					
4. Students' achievements in writing skill					
5. Students' communicative competence					
6. Students' confidence in communicating in English in classrooms					
7. Students' confidence in communicating in English outside classrooms					
8. Students' knowledge of the subjects taught in English					
9. Students' knowledge acquire from the English Program					
10. Students' knowledge for higher education examination					
11. Students' understanding of Thai and foreign cultures					

Problems in students' achievements

- 1.....
- 2.....
- 3.....

IV Quality and availability of teaching and learning materials

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. The computer lab					
2. Other labs (Ex. Language lab, science lab)					
3. Equipments in computer lab (compared with the number of the EP students)					
4. Equipments in other labs (compared with the number of the EP students)					
5. Sharing materials with regular program students					
6. Necessary aids in classrooms					

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
7. Textbooks and exercise books in English					
8. Additional English handouts					
9. Other materials for self-learning in the school library					

Problems in quality and availability of teaching and learning materials

- 1.....
- 2.....
- 3.....

For Parents

Questionnaire

A Study of Management, Satisfaction and Problems of the English Program in Schools under the Office of Educational Inspector, Region 11, Thailand

Clarification

1. This questionnaire is designed to survey satisfaction and problems of the management of the English Program being taught at public lower-secondary schools under the Office of Educational Inspector, Region 11.

2. The respondents are **parents**

3. The questionnaire consists of two sections as follows.

Section 1 The respondents' information

Section 2 The level of satisfaction towards the management and
problems in the English Program

4. Please give your honest opinions, for the benefit of developing the quality of Thai government school English Programs.

5. To reflect any problems occurring in English Program and to benefit the management of the English Program, please answer all questions, especially open-ended questions.

6. The results will be presented as overall findings. Therefore, your responses will not affect you or your school.

Thank you for your cooperation,

(Miss Anchalee Watcharajinda)

Researcher

Graduate Student, Applied Linguistics,
Faculty of Arts, Prince of Songkla University

Questionnaire

A Study of Management, Satisfaction and Problems of the English Program in Schools under the Office of Educational Inspector, Region 11, Thailand

For parents

Section 1 The respondents' personal information

Clarification Please check ✓ in the appropriate boxes below and fill in the blank.

1. Gender

- Male
 Female

2. Age

- 21-30 years 41-50 years
 31-40 years More than 51 years

3. Occupations

- Teachers/ lecturers Business owners
 Government officers Farmers
 State enterprise officers Others (please specify).....
 Officers

4. Highest academic qualification

- Lower than a Bachelor's degree
 A Bachelor's degree
 A Master's degree
 A Doctoral degree

5. Level of your children

- Mathayomsuksa 1
 Mathayomsuksa 2
 Mathayomsuksa 3

6. Family's income for month

- Less than 10,000 30,001 – 50,000
 10,001-30,000 More than 50,000

7. Expenses of children's study per semester

(included tuition fee and additional fee)

- 20,000-30,000 50,001-60,000
 30,001-40,000 60,001-70,000
 40,001-50,000 More than 70,000

8. Reasons for support your children to study in the English Program

(can answer more than one box)

- Want the children to have much English proficiency
- Want the children to communicate with English native speakers
- Others (please specify.....)

9. Follow up and attend your children' study

- Usually follow up and attend
- Seldom follow up and attend
- Hardly follow up and attend

10. Study and follow the English Program's teaching and learning management

- Usually study and follow up
- Seldom study and follow up
- Hardly study and follow up

11. Opinion towards the English Program

.....

.....

.....

.....

Section 2 The level of satisfaction towards the management and problems in the English Program. These five areas are surveyed: (1) administration, (2) teaching and learning management, (3) teachers' qualifications, (4) students' achievements, and (5) quality and availability of teaching and learning materials.

Clarification Please check ✓ in the appropriate boxes below to indicate your level of satisfaction and identify any problems in the space provided.

I Administration

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Schools' preparation for running the English Program					
2. Enrollment process					

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
3. The number of students per a class					
4. Tuition fee					
5. Extra expenses on textbooks and learning materials					
6. Report the program's advancement					
7. Frequency of parents' meeting					
8. Opportunity to participate the management of the English Program management					

Problems in administration

- 1.....
- 2.....
- 3.....

II Teaching and learning management

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Self-access learning					
2. Practice hours					
3. English foundation before entering the EP					
4. Supplementary classes in Thai medium					
5. Activities enhancing Thai cultural identity					
6. Activities enhancing morality					
7. Activities enhancing using English					
8. Musical activities					
9. Sports					
10. Art activities					
11. Expenses for activities					

Problems in teaching and learning management

- 1.....
- 2.....
- 3.....

III Teachers' qualifications**Foreign teachers**

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Foreign teachers' knowledge of the subjects they teach					
2. Foreign teachers' English communicative competence					
3. Foreign teachers' hospitality					
4. Foreign teachers' attention to the students					
5. Sufficient number of foreign teachers					

Problems in qualifications of foreign teachers

- 1.....
- 2.....
- 3.....

Thai teachers (teach by English language)

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Thai teachers' knowledge of the subjects they teach					
2. Thai teachers' English communicative competence					
3. Thai teachers' disposition					
4. Thai teachers' attention to the students					
5. Sufficient number of Thai teachers					

Problems in qualifications of Thai teachers (teach by English language)

- 1.....
- 2.....
- 3.....

Thai teachers (teach by Thai language)

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Thai teachers' knowledge of the subjects they teach					
2. Thai teachers' disposition					
3. Thai teachers' attention to the students					

Problems in qualifications of Thai teachers (teach by Thai language)

- 1.....
- 2.....

III Students' achievements

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Students' achievements in listening skill					
2. Students' achievements in speaking skill					
3. Students' achievements in reading skill					
4. Students' achievements in writing skill					
5. Students' communicative competence					
6. Students' Thai communication (accurate, suitable)					
7. Students' knowledge of the subjects taught in English					
8. Students' knowledge acquire from the English Program					
9. Students' knowledge for higher education exam					
10. Students' discipline and punctuality					
11. Students' good manners					

Problems in students' achievements

- 1.....
- 2.....
- 3.....

IV Quality and availability of teaching and learning materials

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. The computer lab					
2. Other labs (Ex. Language lab, science lab)					
3. Necessary aids in classrooms					
4. Textbooks and exercise books in English					
5. Additional English handouts					

Problems in quality and availability of teaching and learning materials

- 1.....
- 2.....
- 3.....

For Thai teachers

Questionnaire

A Study of Management, Satisfaction and Problems of the English Program in Schools under the Office of Educational Inspector, Region 11, Thailand

Clarification

1. This questionnaire is designed to survey satisfaction and problems of the management of the English Program being taught at public lower-secondary schools under the Office of Educational Inspector, Region 11.

2. The respondents are **Thai teachers**

3. The questionnaire consists of two sections as follows.

Section 1 The respondents' information

Section 2 The level of satisfaction towards the management and
problems in the English Program

4. Please give your honest opinions, for the benefit of developing the quality of Thai government school English Programs.

5. To reflect any problems occurring in English Program and to benefit the management of the English Program, please answer all questions, especially open-ended questions.

6. The results will be presented as overall findings. Therefore, your responses will not affect you or your school.

Thank you for your cooperation,

(Miss Anchalee Watcharajinda)

Researcher

Graduate Student, Applied Linguistics,
Faculty of Arts, Prince of Songkla University

Questionnaire

A Study of Management, Satisfaction and Problems of the English Program in Schools under the Office of Educational Inspector, Region 11, Thailand For Thai teachers

Section 1 The respondents' personal information

Clarification Please check ✓ in the appropriate boxes below and fill in the blank.

1. Gender

- Male
 Female

2. Age

- 21-30 years 41-50 years
 31-40 years More than 51 years

3. Highest academic qualifications

- Lower than a Bachelor's degree in (major).....
 A Bachelor's degree in (major).....
 A Master's degree in (major).....
 A Doctor's degree in (major).....

4. English proficiency (can answer more than one box)

- TOEFL scores.....
 TOEIC scores.....
 IELTS scores.....
 Other (please specify)..... scores.....
 No English test score

5. Salary and other allowances

- Less than 10,000 Baht 30,001-40,000 Baht
 10,001-20,000 Baht 40,001-50,000 Baht
 20,001-30,000 Baht More than 50,000Baht

6. Present Teaching

- Teaching in both regular program and the English Program
 Teaching only in the English Program

7. Number of subjects you are teaching in the English Program

- Teaching in Thai subjects

1. Subject code: Subject name:

2. Subject code: Subject name:

3. Subject code: Subject name:

4. Subject code: Subject name:

Teaching in English subjects

1. Subject code: Subject name:

2. Subject code: Subject name:

3. Subject code: Subject name:

4. Subject code: Subject name:

8. Lesson plan

Making lesson plans for all subjects you teach

Making lesson plans for some subjects

1. Subject code: Subject name:

2. Subject code: Subject name:

3. Subject code: Subject name:

Not making any lesson plans

9. Teaching experience

Teaching in a regular program

1-3 years

More than 10 years

4-6 years

None

7-10 years

Teaching in the English Program

1-3 years

7-10 years

4-6 years

10. Contract with the school

Signing the contract

One year

Two years

More than two years

Not signing a contract because you are a permanent teacher

Not signing a contract because (please specify)

.....

11. Opinions towards English Program

.....

.....

.....

.....

Section 2 The level of satisfaction towards teaching and learning management and problems in the English Program. These four areas are surveyed: (1) administration, (2) teachers' qualifications, (3) students' achievements, and (4) quality and availability of teaching and learning materials

Clarification Please check ✓ in the appropriate boxes below to indicate your level of satisfaction and identify any problems in the space provided.

I Administration

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Schools' preparation for running the English Program					
2. The independent administering structure of the English Program					
3. The support from school administrators for the English Program					
4. Administrative ability of EP director					
5. English communication proficiency of EP director					
6. Signing at least one-academic-year contract with the school					
7. Salary					
8. The number of students per a class					

Problems in administration

- 1.....
- 2.....
- 3.....

II Teachers' qualifications

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Your English Proficiency					
2. Your knowledge of the subjects you teach					

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
3. Co-working between you and foreign teachers					
4. The support of the school for the teachers to attend training and study trips in Thailand					
5. The support of the school for the teachers to attend abroad training and study trips					
6. EP principle for teachers either to acquire teaching course at least 15 hours or to have teaching experience not less than 3 years					
7. EP principle for foreign teachers to be trained at least 15 hours on Thai curricular, language and culture					
8. EP principle for both Thai and foreign teachers to exchange and learn about their from each other					

Problems in teachers' qualifications

- 1.....
- 2.....
- 3.....

III Students' achievements

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Students' achievements in listening skill					
2. Students' achievements in speaking skill					
3. Students' achievements in reading skill					
4. Students' achievements in writing skill					
5. Students' communicative competence					
6. Students' confidence in communicating in English in class					
7. Students' confidence in communicating in English outside class					

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
8. Students' Thai communication (accurate, suitable)					
9. Students' knowledge acquired from the English Program					
10. Students' knowledge for higher education examination					
11. Students' understanding of Thai and foreign cultures					
12. Students' discipline and punctuality					
13. Students' good manners					

Problems in students' achievements

- 1.....
- 2.....
- 3.....

IV Quality and availability of teaching and learning materials

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. The computer lab					
2. Other labs (Ex. Language lab, science lab)					
3. Equipments in the computer labs (compared with the number of EP students)					
4 Equipments in other laboratories (compared with the number of EP students)					
5. Sharing material with regular school program					
6. Necessary aids in classrooms					
* (If you are teaching in Thai, omit 7-10)					
7. Textbooks and exercise books in English					
8. Additional English handouts					
9. Compatibility of English textbooks and contents of the curriculum					
10. Other materials for self-learning in the school library					

Problems in quality and availability of teaching and learning materials

1.....

2.....

3.....

For foreign teachers

Questionnaire

A Study of Management, Satisfaction and Problems of the English Program in Schools under the Office of Educational Inspector, Region 11, Thailand

Clarification

1. This questionnaire is designed to survey satisfaction and problems of the management of the English Program being taught at public lower-secondary schools under the Office of Educational Inspector, Region 11.

2. The respondents are **foreign teachers**

3. The questionnaire consists of two sections as follows.

Section 1 The respondents' information

Section 2 The level of satisfaction towards the management and problems
in the English Program

4. Please give your honest opinions, for the benefit of developing the quality of Thai government school English Programs.

5. To reflect any problems occurring in English Program and to benefit the management of the English Program, please answer all questions, especially open-ended questions.

6. The results will be presented as overall findings. Therefore, your responses will not affect you or your school.

Thank you for your cooperation,

(Miss Anchalee Watcharajinda)

Researcher

Graduate Student, Applied Linguistics,

Faculty of Arts, Prince of Songkla University

Questionnaire

A Study of Management, Satisfaction and Problems of the English Program in Schools under the Office of Educational Inspector, Region 11, Thailand For Foreign teachers

Section 1 The respondents' information

Clarification Please check ✓ in the appropriate boxes below and fill in the blank.

1. Gender

- Male
 Female

2. Age

- 21-30 years 41-50 years
 31-40 years More than 50 years

3. Nationality

- English Canadian
 American Other (please specify).....

4. Highest academic qualifications

- Lower than a Bachelor's degree in (major).....
 A Bachelor's degree in (major).....
 A Master's degree in (major).....
 A Doctoral degree in (major).....

5. English proficiency (can answer more than one box)

- TOEFL scores.....
 TOEIC scores.....
 IELTS scores.....
 Other (please specify)..... scores.....
 No English test score because you are an English native speaker
 No English test score

6. Salary and other allowances

- Less than 10,000 Baht 30,001-40,000 Baht
 10,001-20,000 Baht 40,001-50,000 Baht
 20,001-30,000 Baht More than 50,000Baht

7. Present Teaching

- Teaching in both regular program and the English Program
- Teaching only in the English Program

8. Number of subjects you are teaching in the English Program

..... subjects

1. Subject code: Subject name:
2. Subject code: Subject name:
3. Subject code: Subject name:
4. Subject code: Subject name:
5. Subject code: Subject name:

9. Lesson plan

- Making lesson plans for all subjects you teach
- Making lesson plans for some subjects
1. Subject code: Subject name:
 2. Subject code: Subject name:
 3. Subject code: Subject name:
- Not making any lesson plans

10. Teaching experience

- Teaching in a regular program**
- | | |
|-------------------------------------|---|
| <input type="checkbox"/> 1-3 years | <input type="checkbox"/> More than 10 years |
| <input type="checkbox"/> 4-6 years | <input type="checkbox"/> None |
| <input type="checkbox"/> 7-10 years | |
- Teaching in the English Program**
- | |
|-------------------------------------|
| <input type="checkbox"/> 1-3 years |
| <input type="checkbox"/> 4-6 years |
| <input type="checkbox"/> 7-10 years |

11. Contract with the school

- Signing the contract
- | |
|--|
| <input type="checkbox"/> One year |
| <input type="checkbox"/> Two years |
| <input type="checkbox"/> More than two years |
- Not signing a contract because (please specify)

.....

12. Opinions towards English Program

.....

.....

Section 2 The level of satisfaction towards teaching and learning management and problems in the English Program. These four areas are surveyed: (1) administration, (2) teachers' qualifications, (3) students' achievements, and (4) materials, equipment and teaching materials.

Clarification Please check ✓ in the appropriate boxes below to indicate your level of satisfaction and identify any problems in the space provided.

I Administration

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Schools' preparation for running the English Program					
2. The independent administering structure of the English Program					
3. The support from school administrators for the English Program					
4. Administrative ability of EP director					
5. English communication proficiency of EP director					
6. Signing at least one-academic-year contract with the school					
7. Salary					
8. The number of students per a class					

Problems in administration

- 1.....
- 2.....
- 3.....

II Teachers' qualifications

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
* (If you are an English native speaker, omit it)					
1. Your English Proficiency					
2. Your knowledge of the subjects you teach					

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
3. Co-working between you and foreign teachers					
4. Your understanding of Thai students' nature based on Thai culture					
5. The support of the school for the teachers to attend training and study trips in Thailand					
6. The support of the school for the teachers to attend abroad training and study trips					
7. EP principle for teachers either to acquire teaching course at least 15 hours or to have teaching experience not less than 3 years					
8. EP principle for foreign teachers to be trained at least 15 hours on Thai curricular, language and culture					
* (If it is not existed in your school, omit it)					
9. EP principle for both Thai and foreign teachers to exchange and learn about their from each other					

Problems in teachers' qualifications

- 1.....
- 2.....
- 3.....

III Students' achievements

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. Students' achievements in listening skill					
2. Students' achievements in speaking skill					
3. Students' achievements in reading skill					
4. Students' achievements in writing skill					
5. Students' communicative competence					
6. Students' confidence in communicating in English in class					

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
7. Students' confidence in communicating in English outside class					
8. Students' knowledge acquired from the English Program					
9. Students' understanding of Thai and foreign cultures					
10. Students' discipline and punctuality					

Problems in students' achievements

- 1.....
- 2.....
- 3.....

IV Quality and availability of teaching and learning materials

How satisfied are you with.....	Level of satisfaction				
	Very high	High	Moderate	Low	Very low
	5	4	3	2	1
1. The computer lab					
2. Other labs (Ex. Language lab, science lab)					
3. Equipments in the computer lab (compared with the number of EP students)					
4 Equipments in other labs (compared with the number of EP students)					
5. Sharing materials with regular program students					
6. Necessary aids in classroom					
7. Textbooks and exercise books in English					
8. Additional English handouts					
9. Other materials for self-learning in the school library					

Problems in quality and availability of teaching and learning materials

- 1.....
- 2.....

APPENDIX B
QUESTIONNAIRES IN THAI

สำหรับนักเรียน

แบบสอบถาม

เรื่อง การศึกษาการบริหารจัดการ ความพึงพอใจและปัญหาของ English Program ในโรงเรียน
สังกัดสำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11 ประเทศไทย

คำชี้แจง

1. แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาความพึงพอใจต่อการจัดการเรียนการสอน และปัญหาที่พบในการจัดการโครงการ English Program ในโรงเรียนรัฐบาลระดับมัธยมศึกษา สังกัดสำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11
2. ผู้ตอบแบบสอบถาม คือ **นักเรียน**
3. แบบสอบถามฉบับนี้ประกอบด้วย 2 ตอน คือ
 - ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบ
 - ตอนที่ 2 ความพึงพอใจต่อการจัดการเรียนการสอนในโครงการ English Program และปัญหาที่พบ
4. โปรดแสดงความคิดเห็นของท่านตามความเป็นจริง เพื่อประโยชน์ในการพัฒนาคุณภาพการจัดการเรียนการสอนในโครงการ English Program
5. โปรดแสดงความคิดเห็นของท่านในทุกข้อคำถาม โดยเฉพาะความคิดเห็นเกี่ยวกับ ปัญหาที่พบในการจัดการโครงการ English Program เพื่อสะท้อนปัญหาเหล่านั้นแก่ผู้ที่เกี่ยวข้องและเพื่อประโยชน์ในการบริหารจัดการโครงการที่ดีขึ้นต่อไป
6. การเสนอผลวิจัยจะนำเสนอในภาพรวม ดังนั้นจึงไม่มีผลกระทบใดๆ ต่อตัวท่านหรือโรงเรียนของท่าน

ขอขอบคุณที่ให้ความอนุเคราะห์

(นางสาวอัญชติ วัชรจินดา)

นักศึกษาระดับปริญญาโท สาขาภาษาศาสตร์ประยุกต์
คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์
ผู้ทำการวิจัย

แบบสอบถาม

เรื่อง การศึกษาการบริหารจัดการ ความพึงพอใจและปัญหาของ English Program ในโรงเรียน
สังกัดสำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11 ประเทศไทย
สำหรับนักเรียน

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบ

คำชี้แจง โปรดกรอกข้อมูลและทำเครื่องหมาย ในช่อง หน้าข้อความที่เป็นจริงเกี่ยวกับตัวท่าน

1. เพศ

- ชาย
 หญิง

2. ระดับชั้นที่กำลังศึกษา

- มัธยมศึกษาปีที่ 1
 มัธยมศึกษาปีที่ 2
 มัธยมศึกษาปีที่ 3

3. สาเหตุที่เข้าเรียนใน English Program (ตอบได้มากกว่า 1 ข้อ)

- นักเรียนอยากเรียน คุณครูแนะนำให้เรียน
 ผู้ปกครองต้องการให้เรียน อื่นๆ (โปรดระบุ)

เรียนตามเพื่อน

4. รายวิชาที่เรียนเป็นภาษาอังกฤษ จำนวน.....วิชา ได้แก่ (โปรดระบุรหัสวิชาและชื่อวิชา)

1. 5.....
2. 6.....
3. 7.
4. 8.

5. ทศนคติส่วนตัวของนักเรียนต่อ English Program

.....
.....
.....

ตอนที่ 2

ความพึงพอใจต่อการจัดการเรียนการสอนในโครงการ English Program และปัญหาที่พบ ใน 4 ด้าน คือ ด้านการจัดการเรียนการสอน ด้านคุณภาพของครูผู้สอน ด้านพัฒนาการของผู้เรียน และด้านวัสดุ อุปกรณ์ และสื่อการเรียนการสอน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ในช่องที่ตรงกับความพึงพอใจของท่าน และ โปรดระบุปัญหาตามความคิดเห็นของท่านเกี่ยวกับ English Program ในขณะนี้

ก. ด้านการจัดการเรียนการสอน

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	การเรียนการสอนสนุก น่าสนใจ					
2	การจัดการเรียนการสอนที่เน้นความสนใจและความต้องการของนักเรียนเป็นสิ่งสำคัญ					
3	การจัดการเรียนการสอนที่เน้นให้นักเรียนได้ปฏิบัติจริง					
4	การสอนเพื่อปรับพื้นฐานภาษาอังกฤษให้แก่่นักเรียน					
5	การสอนเสริมในวิชาต่างๆนอกเวลาเรียน					
6	การจัดกิจกรรมที่ส่งเสริมความเป็นไทย					
7	การจัดกิจกรรมที่ส่งเสริมคุณธรรม จริยธรรม					
8	การจัดกิจกรรมที่ส่งเสริมการใช้ภาษาอังกฤษ (เช่น กิจกรรมเข้าค่ายการเรียนรู้ภาษาอังกฤษ, การทัศนศึกษาทั้งในและต่างประเทศ)					
9	การจัดกิจกรรมพัฒนาผู้เรียนด้านดนตรี					
10	การจัดกิจกรรมพัฒนาผู้เรียนด้านกีฬา					
11	การจัดกิจกรรมพัฒนาผู้เรียนด้านศิลปะ					
12	การทำกิจกรรมร่วมกับนักเรียนภาคปกติ					

ปัญหาด้านการจัดการเรียนการสอน

- 1.....
- 2.....
- 3.....

ข. ด้านคุณภาพของครูผู้สอน

ครูต่างชาติ

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ความรู้ความเชี่ยวชาญของครูต่างชาติในวิชาที่สอน					
2	วิธีและเทคนิคของครูต่างชาติในการสอนให้นักเรียนเข้าใจ					
3	ความสามารถของครูต่างชาติในการสื่อสารด้วยภาษาอังกฤษ					
4	การใช้ภาษาอังกฤษของครูต่างชาติที่เหมาะสมกับความสามารถของนักเรียน					
5	สำเนียงภาษาของครูต่างชาติฟังง่าย เข้าใจง่าย					
6	อัธยาศัยของครูต่างชาติ					
7	ความเอาใจใส่ของครูต่างชาติต่อนักเรียน					
8	ความสัมพันธ์ระหว่างครูต่างชาติกับนักเรียน					
9	ครูต่างชาติมีจำนวนเพียงพอ					

ปัญหาด้านคุณภาพของครูต่างชาติ

- 1.....
- 2.....
- 3.....

ครูไทย (ครูที่สอนเป็นภาษาอังกฤษ)

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ความรู้ความเชี่ยวชาญของครูไทยในวิชาที่สอน					
2	วิธีและเทคนิคของครูไทยในการสอนให้นักเรียนเข้าใจ					
3	ความสามารถของครูไทยในการสื่อสารด้วยภาษาอังกฤษ					
4	การใช้ภาษาอังกฤษของครูไทยที่เหมาะสมกับความสามารถของนักเรียน					
5	สำเนียงภาษาอังกฤษของครูไทยฟังง่าย เข้าใจง่าย					
6	อัธยาศัยของครูไทย					

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
7	ความเอาใจใส่ของครูไทยต่อนักเรียน					
8	ความสัมพันธ์ระหว่างครูไทยกับนักเรียน					
9	ครูไทยมีจำนวนเพียงพอ					

ปัญหาด้านคุณภาพของครูไทย (ที่สอนเป็นภาษาอังกฤษ)

- 1.....
- 2.....
- 3.....

ครูไทย (ที่สอนเป็นภาษาไทย)

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ความรู้ความเชี่ยวชาญของครูไทยในวิชาที่สอน					
2	วิธีและเทคนิคของครูไทยในการสอนให้นักเรียนเข้าใจ					
3	อรรถาศัยของครูไทย					
4	ความเอาใจใส่ของครูไทยต่อนักเรียน					
5	ความสัมพันธ์ระหว่างครูไทยกับนักเรียน					

ปัญหาด้านคุณภาพของครูไทย (ที่สอนเป็นภาษาไทย)

- 1.....
- 2.....
- 3.....

ค. ด้านพัฒนาการของผู้เรียน

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	พัฒนาการทางภาษาอังกฤษของนักเรียนในทักษะการฟัง					
2	พัฒนาการทางภาษาอังกฤษของนักเรียนในทักษะการพูด					
3	พัฒนาการทางภาษาอังกฤษของนักเรียนในทักษะการอ่าน					
4	พัฒนาการทางภาษาอังกฤษของนักเรียนในทักษะการเขียน					
5	ความสามารถของนักเรียนในการใช้ภาษาอังกฤษเพื่อการสื่อสาร					
6	ความมั่นใจของนักเรียนในการใช้ภาษาอังกฤษในห้องเรียน					
7	ความมั่นใจของนักเรียนในการใช้ภาษาอังกฤษนอกห้องเรียน					
8	ความเข้าใจของนักเรียนในเนื้อหาวิชาที่เรียนด้วยภาษาอังกฤษ					
9	ความเข้าใจของนักเรียนในความแตกต่างของวัฒนธรรมไทยและวัฒนธรรมต่างชาติ					
10	ความรู้ที่นักเรียนได้รับจากการเรียนในโครงการ English Program					
11	ความรู้ความสามารถของนักเรียนสำหรับการสอบเรียนต่อในระดับที่สูงขึ้น					

ปัญหาด้านพัฒนาการของผู้เรียน

- 1.....
- 2.....
- 3.....

ง. ด้านวัสดุ อุปกรณ์ และสื่อการเรียนการสอน

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ห้องปฏิบัติการทางคอมพิวเตอร์					
2	ห้องปฏิบัติการอื่นๆ (เช่น ห้องปฏิบัติการทางภาษา ห้องปฏิบัติการทางวิทยาศาสตร์)					

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
3	อุปกรณ์ในห้องปฏิบัติการทางคอมพิวเตอร์ต่อจำนวนนักเรียนในโครงการ					
4	อุปกรณ์ในห้องปฏิบัติการอื่นๆ (เช่น ห้องปฏิบัติการทางภาษา ห้องปฏิบัติการทางวิทยาศาสตร์) ต่อจำนวนนักเรียนในโครงการ					
5	การใช้ห้องปฏิบัติการต่างๆ ร่วมกับหลักสูตรปกติ(เช่น ห้องปฏิบัติการทางภาษา ห้องปฏิบัติการทางวิทยาศาสตร์)					
6	วัสดุ อุปกรณ์ที่เอื้อต่อการเรียนการสอนในห้องเรียน (เช่น คอมพิวเตอร์ โทรทัศน์ เครื่องเล่น เทป/วีซีดี)					
7	หนังสือเรียนและหนังสือแบบฝึกหัดฉบับภาษาอังกฤษที่ใช้ในวิชาต่างๆ					
8	เอกสารประกอบการเรียนฉบับภาษาอังกฤษที่ใช้ในวิชาต่างๆ					
9	หนังสือและสื่ออื่นๆ (เช่น ม้วนเทป ซีดี) ฉบับภาษาอังกฤษที่ใช้ศึกษาเพิ่มเติมในห้องสมุด					

ปัญหาด้านวัสดุ อุปกรณ์ และสื่อการเรียนการสอน

- 1.....
- 2.....
- 3.....

แบบสอบถาม

เรื่อง การศึกษาการบริหารจัดการ ความพึงพอใจและปัญหาของ English Program ในโรงเรียน
สังกัดสำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11 ประเทศไทย

คำชี้แจง

1. แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาความพึงพอใจต่อการจัดการเรียนการสอน และปัญหาที่พบในการจัดการโครงการ English Program ในโรงเรียนรัฐบาลระดับมัธยมศึกษา สังกัดสำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11
2. ผู้ตอบแบบสอบถาม คือ ผู้ปกครอง
3. แบบสอบถามฉบับนี้ประกอบด้วย 2 ตอน คือ
 - ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบ
 - ตอนที่ 2 ความพึงพอใจต่อการจัดการเรียนการสอนในโครงการ English Program และปัญหาที่พบ
4. โปรดแสดงความคิดเห็นของท่านตามความเป็นจริง เพื่อประโยชน์ในการพัฒนา คุณภาพการจัดการเรียนการสอนในโครงการ English Program
5. โปรดแสดงความคิดเห็นของท่านในทุกข้อคำถาม โดยเฉพาะความคิดเห็นเกี่ยวกับ ปัญหาที่พบในการจัดการโครงการ English Program เพื่อสะท้อนปัญหาเหล่านั้นแก่ผู้ที่เกี่ยวข้องและเพื่อประโยชน์ในการบริหารจัดการโครงการที่ดีขึ้นต่อไป
6. การเสนอผลวิจัยจะนำเสนอในภาพรวม ดังนั้นจึงไม่มีผลกระทบใดๆ ต่อตัวท่านหรือ โรงเรียนของท่าน

ขอขอบคุณที่ให้ความอนุเคราะห์

(นางสาวอัญชลี วัชรจินดา)

นักศึกษาระดับปริญญาโท สาขาภาษาศาสตร์ประยุกต์
คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์
ผู้ทำการวิจัย

แบบสอบถาม

เรื่อง การศึกษาการบริหารจัดการ ความพึงพอใจและปัญหาของ English Program ในโรงเรียนสังกัดสำนัก
ผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11 ประเทศไทย
สำหรับผู้ปกครอง

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบ

คำชี้แจง โปรดกรอกข้อมูลและทำเครื่องหมาย ✓ ในช่อง หน้าข้อความที่เป็นจริงเกี่ยวกับตัวท่าน

1. เพศ

- ชาย
 หญิง

2. อายุ

- 21-30 ปี 41-50
 31-40 ปี มากกว่า 51 ปี

3. อาชีพ

- ครู/ อาจารย์ กิจการส่วนตัว
 รับราชการ เกษตรกร
 พนักงานรัฐวิสาหกิจ อื่นๆ (โปรดระบุ).....
 พนักงานบริษัทเอกชน

4. วุฒิการศึกษาสูงสุด

- ต่ำกว่าปริญญาตรี ปริญญาโท
 ปริญญาตรี ปริญญาเอก

5. บุตรหลานของท่านกำลังศึกษาในระดับชั้น

- มัธยมศึกษาปีที่ 1
 มัธยมศึกษาปีที่ 2
 มัธยมศึกษาปีที่ 3

6. รายได้ของครอบครัวต่อเดือน

- ต่ำกว่า 10,000 30,001 – 50,000
 10,001 – 30,000 มากกว่า 50,000

7. ค่าใช้จ่ายในการเรียนต่อหนึ่งภาคการศึกษา

(รวมค่าธรรมเนียมการศึกษาและค่าใช้จ่ายอื่นที่โรงเรียนเก็บเพิ่ม)

- 20,000 – 30,000 50,001 – 60,000
 30,001 – 40,000 60,001 – 70,000
 40,001 – 50,000 มากกว่า 70,000

8. เหตุผลที่ให้ผู้บริหารของท่านเข้าเรียนในหลักสูตร English Program (ตอบได้มากกว่าหนึ่งข้อ)

- ต้องการให้นักเรียนมีความสามารถด้านภาษาอังกฤษมากขึ้น
- ต้องการให้นักเรียนมีโอกาสได้สื่อสารภาษาอังกฤษกับเจ้าของภาษา
- อื่นๆ (โปรดระบุ).....

9. การติดตามและดูแลพัฒนาการด้านการเรียนของผู้บริหาร

- ติดตามดูแลอย่างใกล้ชิด
- ติดตามดูแลบ้างเป็นครั้งคราว
- แทบจะไม่ได้ติดตามดูแลเลย

10. การศึกษาและติดตามกระบวนการจัดการเรียนการสอนในหลักสูตร English Program

- ศึกษาและติดตามอย่างสม่ำเสมอ
- ศึกษาและติดตามบ้างเป็นครั้งคราว
- แทบจะไม่ได้ศึกษาและติดตามเลย

11. ทรรศนะส่วนตัวของท่านต่อหลักสูตร English Program

.....

.....

.....

.....

.....

ตอนที่ 2

ความพึงพอใจต่อการจัดการเรียนการสอนในโครงการ English Program และปัญหาที่พบ ใน 5 ด้าน คือ ด้านการบริหารจัดการ ด้านการจัดการเรียนการสอน ด้านคุณภาพของครูผู้สอน ด้านพัฒนาการของผู้เรียน และด้านวัสดุอุปกรณ์ และสื่อการเรียนการสอน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ในช่องที่ตรงกับความพึงพอใจของท่าน และ โปรดระบุปัญหาตามความคิดเห็นของท่านเกี่ยวกับ English Program ในขณะนี้

ก. ด้านการบริหารจัดการ

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ความพร้อมของโรงเรียนในการดำเนินโครงการ					

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
2	วิธีการคัดเลือกนักเรียนเข้าเรียนในโครงการ					
3	จำนวนนักเรียนต่อหนึ่งห้อง					
4	อัตราค่าธรรมเนียมการศึกษา					
5	ค่าใช้จ่ายที่เก็บเพิ่มเกี่ยวกับหนังสือ และเอกสารประกอบการเรียน					
6	การรายงานความคืบหน้าของโครงการ					
7	ความสม่ำเสมอในการจัดการประชุมผู้ปกครอง					
8	โอกาสที่โรงเรียนจัดให้ผู้ปกครองมีส่วนร่วมในการจัดการศึกษาในโครงการ English Program					

ปัญหาด้านการบริหารจัดการ

- 1.....
- 2.....
- 3.....

ข. ด้านการจัดการเรียนการสอน

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	การจัดการเรียนการสอนที่เน้นความสนใจและความต้องการของนักเรียนเป็นสำคัญ					
2	การจัดการเรียนการสอนที่เน้นให้นักเรียนได้ปฏิบัติจริง					
3	การสอนปรับพื้นฐานภาษาอังกฤษให้แก่นักเรียน					
4	การสอนเสริมในวิชาต่างๆนอกเวลาเรียน					
5	การจัดกิจกรรมที่ส่งเสริมความเป็นไทย					
6	การจัดกิจกรรมที่ส่งเสริมคุณธรรม จริยธรรม					
7	การจัดกิจกรรมที่ส่งเสริมการใช้ภาษาอังกฤษ (เช่น กิจกรรมเข้าค่ายการเรียนรู้ภาษาอังกฤษ, การทัศนศึกษาทั้งในและต่างประเทศ)					

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
8	การจัดกิจกรรมพัฒนาผู้เรียนด้านดนตรี					
9	การจัดกิจกรรมพัฒนาผู้เรียนด้านกีฬา					
10	การจัดกิจกรรมพัฒนาผู้เรียนด้านศิลปะ					
11	ค่าใช้จ่ายในการจัดกิจกรรมอื่นๆ					

ปัญหาด้านการจัดการเรียนการสอน

- 1.....
- 2.....
- 3.....

ค. ด้านคุณภาพของครูผู้สอน

ครูต่างชาติ

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ความรู้ความเชี่ยวชาญของครูต่างชาติในวิชาที่สอน					
2	ความสามารถของครูต่างชาติในการสื่อสารด้วยภาษาอังกฤษ					
3	อัธยาศัยของครูต่างชาติ					
4	ความเอาใจใส่ของครูต่างชาติต่อนักเรียน					
5	ครูต่างชาติมีจำนวนเพียงพอ					

ปัญหาด้านคุณภาพของครูต่างชาติ

- 1.....
- 2.....
- 3.....

ครูไทย (ครูที่สอนเป็นภาษาอังกฤษ)

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ความสามารถของครูไทยในการสื่อสารด้วยภาษาอังกฤษ					
2	ความรู้ความเชี่ยวชาญของครูไทยในวิชาที่สอน					
3	อรรถาธิบายของครูไทย					
4	ความเอาใจใส่ของครูไทยต่อนักเรียน					
5	ครูไทยมีจำนวนเพียงพอ					

ปัญหาด้านคุณภาพของครูไทย (ที่สอนเป็นภาษาอังกฤษ)

- 1.....
- 2.....
- 3.....

ครูไทย (ที่สอนเป็นภาษาไทย)

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ความรู้ความเชี่ยวชาญของครูไทยในวิชาที่สอน					
2	อรรถาธิบายของครูไทย					
3	ความเอาใจใส่ของครูไทยต่อนักเรียน					

ปัญหาด้านคุณภาพของครูไทย (ที่สอนเป็นภาษาไทย)

- 1.....
- 2.....
- 3.....

ง. ด้านพัฒนาการของผู้เรียน

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	พัฒนาการทางภาษาอังกฤษในทักษะการฟัง					
2	พัฒนาการทางภาษาอังกฤษในทักษะการพูด					
3	พัฒนาการทางภาษาอังกฤษในทักษะการอ่าน					
4	พัฒนาการทางภาษาอังกฤษในทักษะการเขียน					
5	ความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารของนักเรียน					
6	การใช้ภาษาไทยในการสื่อสารของนักเรียน (ใช้ได้ถูกต้องเหมาะสม)					
7	ความเข้าใจของนักเรียนในเนื้อหาวิชาที่เรียนด้วยภาษาอังกฤษ					
8	ความรู้ที่นักเรียนได้รับจากการเรียนหลักสูตร English Program					
9	ความรู้ความสามารถของนักเรียนสำหรับการสอบเรียนต่อในระดับที่สูงขึ้น					
10	ระเบียบวินัยและความตรงต่อเวลาของนักเรียน					
11	สัมมาคารวะของนักเรียน					

ปัญหาด้านพัฒนาการของผู้เรียน

1.....

2.....

3.....

จ. ด้านวัสดุ อุปกรณ์ และสื่อการเรียนการสอน

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ห้องปฏิบัติการทางคอมพิวเตอร์					
2	ห้องปฏิบัติการอื่นๆ (เช่น ห้องปฏิบัติการทางภาษา ห้องปฏิบัติการทางวิทยาศาสตร์)					
3	วัสดุ อุปกรณ์ที่เอื้อต่อการเรียนการสอนในห้องเรียน (เช่น คอมพิวเตอร์ โทรทัศน์ เครื่องเล่น เทป/วีซีดี)					
4	หนังสือเรียนและหนังสือแบบฝึกหัดฉบับภาษาอังกฤษที่ใช้ในวิชาต่างๆ					
5	เอกสารประกอบการเรียนฉบับภาษาอังกฤษที่ใช้ในวิชาต่างๆ					

ปัญหาด้านวัสดุ อุปกรณ์ และสื่อการเรียนการสอน

- 1.....
- 2.....
- 3.....

แบบสอบถาม

เรื่อง การศึกษาการบริหารจัดการ ความพึงพอใจและปัญหาของ English Program ในโรงเรียน
สังกัดสำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11 ประเทศไทย

คำชี้แจง

1. แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อศึกษาความพึงพอใจต่อการจัดการเรียนการสอน และปัญหาที่พบในการจัดการโครงการ English Program ในโรงเรียนรัฐบาลระดับมัธยมศึกษา สังกัดสำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11
2. ผู้ตอบแบบสอบถาม คือ ครูไทย
3. แบบสอบถามฉบับนี้ประกอบด้วย 2 ตอน คือ
ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบ
ตอนที่ 2 ความพึงพอใจต่อการจัดการเรียนการสอนในโครงการ English Program และปัญหาที่พบ
4. โปรดแสดงความคิดเห็นของท่านตามความเป็นจริง เพื่อประโยชน์ในการพัฒนาคุณภาพการจัดการเรียนการสอนในโครงการ English Program
5. โปรดแสดงความคิดเห็นของท่านในทุกข้อคำถาม โดยเฉพาะความคิดเห็นเกี่ยวกับ ปัญหาที่พบในการจัดการโครงการ English Program เพื่อสะท้อนปัญหาเหล่านั้นแก่ผู้ที่เกี่ยวข้องและเพื่อประโยชน์ในการบริหารจัดการโครงการที่ดีขึ้นต่อไป
6. การเสนอผลวิจัยจะนำเสนอในภาพรวม ดังนั้นจึงไม่มีผลกระทบใดๆ ต่อตัวท่านหรือโรงเรียนของท่าน

ขอขอบคุณที่ให้ความอนุเคราะห์

(นางสาวอัญชติ วัชรจินดา)

นักศึกษาระดับปริญญาโทสาขาภาษาศาสตร์ประยุกต์
คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์
ผู้ทำการวิจัย

แบบสอบถาม

เรื่อง การศึกษาการบริหารจัดการ ความพึงพอใจและปัญหาของ English Program ในโรงเรียนสังกัด
สำนักผู้ตรวจราชการ ประจำเขตตรวจราชการที่ 11 ประเทศไทย
สำหรับครูไทย

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบ

คำชี้แจง โปรดกรอกข้อมูลและทำเครื่องหมาย ✓ ในช่อง หน้าข้อความที่เป็นจริงเกี่ยวกับตัวท่าน

1. เพศ

- ชาย
 หญิง

2. อายุ

- 21-30 ปี 41-50
 31-40 ปี มากกว่า 51 ปี

3. วุฒิการศึกษาสูงสุด

- ต่ำกว่าปริญญาตรี สาขาวิชา.....
 ปริญญาตรี สาขาวิชา.....
 ปริญญาโท สาขาวิชา.....
 ปริญญาเอก สาขาวิชา.....

4. ความสามารถทางภาษาอังกฤษ (ตอบได้มากกว่าหนึ่งข้อ)

- TOEFL ได้คะแนน.....
 TOEIC ได้คะแนน.....
 IELTS ได้คะแนน.....
 อื่นๆ โปรดระบุ..... ได้คะแนน.....
 ไม่มีคะแนนสอบใดๆ

5. เงินเดือนและค่าตอบแทนอื่นๆ

- น้อยกว่า 10,000 30,001 – 40,000
 10,001 – 20,000 40,001 – 50,000
 20,001 – 30,000 มากกว่า 50,000

6. การสอนในปัจจุบัน

- สอนทั้งหลักสูตรปกติและหลักสูตร English Program
 สอนเฉพาะหลักสูตร English Program

7. จำนวนวิชาที่สอนในหลักสูตร English Program

- สอนเป็นภาษาไทย จำนวน.....วิชา ได้แก่
1. รหัสวิชา..... ชื่อวิชา.....
 2. รหัสวิชา..... ชื่อวิชา.....
 3. รหัสวิชา..... ชื่อวิชา.....
 4. รหัสวิชา..... ชื่อวิชา.....
- สอนเป็นภาษาอังกฤษ จำนวน.....วิชา ได้แก่
1. รหัสวิชา..... ชื่อวิชา.....
 2. รหัสวิชา..... ชื่อวิชา.....
 3. รหัสวิชา..... ชื่อวิชา.....
 4. รหัสวิชา..... ชื่อวิชา.....

8. การทำแผนการสอน

- ทำแผนการสอนครบทุกวิชาที่สอน
- ทำแผนการสอนในบางวิชา (โปรดระบุรายวิชา).....
- ไม่ได้ทำแผนการสอน

9. ประสบการณ์ในการสอน

- การสอนในหลักสูตรปกติ
- | | |
|---------------------------------|--|
| <input type="checkbox"/> 1-3 ปี | <input type="checkbox"/> 7-10 ปี |
| <input type="checkbox"/> 4-6 ปี | <input type="checkbox"/> มากกว่า 10 ปี |
- การสอนในหลักสูตร English Program
- | | |
|---------------------------------|----------------------------------|
| <input type="checkbox"/> 1-3 ปี | <input type="checkbox"/> 7-10 ปี |
| <input type="checkbox"/> 4-6 ปี | |

10. การทำสัญญากับโรงเรียน

- ทำเป็นเวลา
- | | | |
|-------------------------------|-------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 ปี | <input type="checkbox"/> 2 ปี | <input type="checkbox"/> มากกว่า 2 ปี |
|-------------------------------|-------------------------------|---------------------------------------|
- ไม่ได้ทำ เพราะเป็นครูประจำการของโรงเรียน
- ไม่ได้ทำ เพราะ.....

11. ทักษะส่วนตัวของท่านต่อ English Program

.....

.....

.....

.....

.....

ตอนที่ 2

ความพึงพอใจต่อการจัดการเรียนการสอนในโครงการ English Program และปัญหาที่พบ ใน 4 ด้าน คือ ด้านการบริหารจัดการ ด้านคุณภาพของครูผู้สอน ด้านพัฒนาการของผู้เรียน และด้านวัสดุ อุปกรณ์ และสื่อการเรียนการสอน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ในช่องที่ตรงกับความพึงพอใจของท่าน และ โปรดระบุปัญหาตามความคิดเห็นของท่านเกี่ยวกับ English Program ในขณะนี้

ก. ด้านการบริหารจัดการ

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ความพร้อมของโรงเรียนในการดำเนิน โครงการ					
2	โครงสร้างการบริหาร โครงการที่เป็นอิสระ (แยกออกจากหน่วยงานอื่น)					
3	การสนับสนุนจากผู้บริหารของโรงเรียนต่อการจัดหลักสูตร English Program					
4	ความรู้ความสามารถของผู้รับผิดชอบ โครงการในการบริหารจัดการ English Program					
5	ความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารของผู้รับผิดชอบ โครงการ					
6	การกำหนดให้ครูผู้สอนต้องทำสัญญาปฏิบัติงานเป็นเวลาอย่างน้อยหนึ่งปี การศึกษา					
7	เงินเดือนและค่าตอบแทนอื่นๆ					
8	จำนวนนักเรียนต่อหนึ่งห้อง					

ปัญหาด้านการบริหารจัดการ

- 1.....
- 2.....
- 3.....

ข. ด้านคุณภาพของครูผู้สอน

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
*	(หากท่านสอนเป็นภาษาไทย กรุณาข้ามไปตอบข้อ 2)					
1	ความสามารถของท่านในการสื่อสารด้วยภาษาอังกฤษ					
2	ความรู้ความเชี่ยวชาญของท่านในวิชาที่สอน					
3	การทำงานร่วมกันระหว่างท่านกับครูต่างชาติ					
4	การสนับสนุนจากโรงเรียนในการฝึกอบรมหรือศึกษาดูงานภายในประเทศ					
5	การสนับสนุนจากโรงเรียนในการฝึกอบรมหรือศึกษาดูงานในต่างประเทศ					
6	การกำหนดให้ครูผู้สอนต้องผ่านการศึกษาด้านการสอนอย่างน้อย 15 ชั่วโมง หรือมีประสบการณ์สอน ไม่น้อยกว่าสามปี					
7	การกำหนดให้ครูต่างชาติต้องผ่านการอบรมด้านหลักสูตรของประเทศไทย ภาษาไทยและวัฒนธรรมไทย อย่างน้อย 15 ชั่วโมง					
*	(หากไม่มีกรณีนี้ในโรงเรียนของท่าน กรุณาข้ามไปตอบข้อต่อไป)					
8	การจัดให้ครูที่สอนเป็นภาษาไทยและครูที่สอนเป็นภาษาอังกฤษ ได้ศึกษาวิธีและ เทคนิคการเรียนการสอนซึ่งกันและกัน					

ปัญหาด้านคุณภาพของครูผู้สอน

- 1.....
- 2.....
- 3.....

ค. ด้านพัฒนาการของผู้เรียน

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	พัฒนาการทางภาษาอังกฤษของนักเรียนในทักษะการฟัง					
2	พัฒนาการทางภาษาอังกฤษของนักเรียนในทักษะการพูด					
3	พัฒนาการทางภาษาอังกฤษของนักเรียนในทักษะการอ่าน					

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
4	พัฒนาการทางภาษาอังกฤษของนักเรียนในทักษะการเขียน					
5	ความสามารถของนักเรียนในการใช้ภาษาอังกฤษเพื่อการสื่อสาร					
6	ความมั่นใจของนักเรียนในการใช้ภาษาอังกฤษในห้องเรียน					
7	ความมั่นใจของนักเรียนในการใช้ภาษาอังกฤษนอกห้องเรียน (เช่น การพูดคุยกับครูต่างชาติ การสื่อสารขณะทำกิจกรรม)					
8	การใช้ภาษาไทยในการสื่อสารของนักเรียน (ใช้ได้ดังที่ถูกต้องเหมาะสม)					
9	ความเข้าใจของนักเรียนในความแตกต่างของวัฒนธรรมไทยและวัฒนธรรมต่างชาติ					
10	ความรู้ที่นักเรียนได้รับจากการเรียนหลักสูตร English Program					
11	ความรู้ความสามารถของนักเรียนสำหรับการเรียนต่อในระดับที่สูงขึ้น					
12	ระเบียบวินัย และความตรงต่อเวลา					
13	สัมมาคารวะของนักเรียน					

ปัญหาด้านพัฒนาการของผู้เรียน

- 1.....
- 2.....
- 3.....

ง. ด้านวัสดุ อุปกรณ์ และสื่อการเรียนการสอน

ที่	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
1	ห้องปฏิบัติการทางคอมพิวเตอร์					
2	ห้องปฏิบัติการอื่นๆ (เช่น ห้องปฏิบัติการทางภาษา ห้องปฏิบัติการทางวิทยาศาสตร์)					
3	อุปกรณ์ในห้องปฏิบัติการทางคอมพิวเตอร์ต่อจำนวนนักเรียนในโครงการ					
4	อุปกรณ์ในห้องปฏิบัติการอื่นๆ ต่อจำนวนนักเรียนในโครงการ					

ร.ท.	ท่านพึงพอใจในประเด็นต่อไปนี้เพียงใด	ระดับความพึงพอใจ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
		5	4	3	2	1
5	การใช้ห้องปฏิบัติการต่างๆ ร่วมกับหลักสูตรปกติ					
6	วัสดุ อุปกรณ์ที่เอื้อต่อการเรียนการสอนในห้องเรียน (เช่น คอมพิวเตอร์ โพรเจกต์ เครื่องเล่น เทป/วีซีดี)					
*7	(หากท่านสอนเป็นภาษาไทย กรุณาเว้นข้อ 7-10) หนังสือเรียนและหนังสือแบบฝึกหัดฉบับภาษาอังกฤษที่ใช้ในวิชาต่างๆ					
*8	เอกสารประกอบการเรียนฉบับภาษาอังกฤษที่ใช้ในวิชาต่างๆ					
*9	ความสอดคล้องของหนังสือเรียนฉบับภาษาอังกฤษกับเนื้อหาที่หลักสูตรกำหนด					
*10	หนังสือและสื่ออื่นๆ (เช่น ม้วนเทป ซีดี) ฉบับภาษาอังกฤษที่ใช้ศึกษาเพิ่มเติมในห้องสมุด					

ปัญหาด้านวัสดุ อุปกรณ์ และสื่อการเรียนการสอน

- 1.....
- 2.....
- 3.....

APPENDIXE C
STRUCTURED-INTERVIEW OF EP DIRECTORS

Structured-interview of EP directors

I Administration

1. The English Program has started when.....
2. The criteria of EP admission
.....
.....
.....
3. EP students per class
.....
4. The number of foreign teachers and Thai teachers teaching in the English Program
.....
5. Budget allocation for unprivileged students
.....
.....
.....
.....
6. The rate of EP tuition fee per year (The rate stated in the EP certificate)
The rate of EP tuition fee per year (The rate in practice)
.....
7. Providing the Ministry of Education's curriculum both in Thai and English versions
for EP teachers
.....
.....
8. Transcripts in English for EP students
.....
9. Salaries of Thai and foreign teachers
.....
.....
.....

10. Participation of EP parents in the management of the English Program

.....
.....
.....

11. Participation of the community in the English Program

.....
.....
.....

12. The parents' meetings (frequency, agenda)

.....
.....
.....

II Teaching and learning management

1. Student-centered management

.....
.....
.....

2. Student development activities

.....
.....
.....
.....

3. Extra curricular activities for enhancing Thai cultural identity

.....
.....

4. Extra curricular activities for enhancing morals

.....
.....

III Teachers' qualifications

- 1. The approach for development teachers who teach in English as well as English native teachers

.....
.....
.....

- 2. Co-teaching between Thai and foreign teachers
(Teach in the same subject but separate the contents, or teach the same contents but different language)

.....
.....
.....

- 3. Exchanging teaching methods between Thai and foreign teachers

.....
.....

- 4. Lesson plan

.....
.....

- 5. Foreign teacher recruitment

.....
.....
.....

- 6. Rules to control foreign teachers to take responsibility in their teaching

.....
.....
.....

- 7. School support for teachers to attend training or study trips

.....
.....

IV Teaching and learning materials

1. EP laboratories

.....

2. Sharing educational resources between the English Program and the regular program

.....

3. Content books, exercise books, additional books, and handouts in English

.....

4. Methods for purchasing books for the English Program (in Thailand or aboard) and problems about books and handouts

.....

5. Compatibility of books in English and the Thai curriculum

.....

V Program assessment

1. The approach for program assessment of the school
(for what, how, and whom report to)

.....

2. The approach for program assessment of the Ministry of Education

.....

3. Conduct of research about the English Program

.....
.....

4. Internal-program assessment

.....
.....

5. External-program assessment

.....
.....

VI Student assessment

1. The approach to student assessment (what way, how, frequency)

.....
.....
.....

2. Achievements of EP students

.....
.....
.....

What does the English Program need from the government?

APPENDIX D
RELIABILITY OF QUESTIONNAIRES

STUDENTS' QUESTIONNAIRES

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	220.3667	433.5506	20.8219	55

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
1. Interesting teaching and learning activity	216.5667	423.7713	.4788	.9508
2. Self-access learning	216.6000	422.8000	.3685	.9512
3. Practice hours	216.7333	418.1333	.5980	.9502
4. English foundation before entering the English Program	216.2667	423.9264	.3371	.9513
5. Supplement classes in Thai medium	217.2667	427.4437	.2072	.9518
6. Activities enhancing being Thai	216.9000	416.9897	.5374	.9504
7. Activities enhancing morality	216.7000	424.7000	.2847	.9516
8. Activities enhancing using English	216.0333	423.0678	.3177	.9515
9. Musical activities	216.3333	422.0920	.3073	.9517
10. Sports	216.8333	422.4885	.2773	.9520
11. Art activities	216.7333	415.4437	.4045	.9515
12. Doing activities with regular program students	217.3000	410.9069	.5456	.9505
13. Foreign teachers' knowledge of the subjects they teach	216.5000	430.3276	.1409	.9519
14. Foreign teachers' teaching method	216.8000	425.6138	.2921	.9514

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
15. Foreign teachers' English communicative competence	216.1667	421.5920	.4623	.9508
16. Foreign teachers' using English that suitable for students' English proficiency	216.3333	421.2644	.4717	.9507
17. Foreign teachers' English accent	216.4333	416.0471	.5619	.9503
18. Foreign teachers' hospitality	216.2333	419.3575	.4030	.9511
19. Foreign teachers' attention to the students	216.5333	416.8782	.4965	.9506
20. Relationship between foreign teachers and the students	216.4000	417.5586	.4929	.9506
21. Sufficient number of foreign teachers	216.8333	414.5575	.5819	.9502
22. Thai teachers' knowledge of the subjects they teach	216.1333	420.2575	.5566	.9504
23. Thai teachers' teaching method	216.0667	415.9264	.6475	.9500
24. Thai teachers' English communicative competence	216.2000	416.0276	.7964	.9496
25. Thai teachers' using English that suitable for students' English proficiency	216.1000	420.0931	.7189	.9501
26. Thai teachers' English accent	215.9000	419.8862	.6447	.9502
27. Thai teachers' hospitality	216.1667	410.8333	.7175	.9495
28. Thai teachers' attention to the students	216.0000	419.6552	.5964	.9503
29. Relationship between the Thai teachers and the students	216.0000	415.3793	.6503	.9499
30. Sufficient number of the Thai teachers	216.4000	420.1103	.4389	.9509
31. Thai teachers' knowledge of the subjects they teach	216.0333	417.8264	.6902	.9500
32. Thai teachers' teaching method	216.3667	416.9299	.6169	.9501
33. Thai teachers' hospitality	216.4667	413.2230	.6402	.9499
34. Thai teachers' attention to the students	216.3333	415.7471	.5901	.9502

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
35. Relationship between the Thai teachers and the students	216.5667	412.5299	.6229	.9499
36. Students' achievements in listening skill	216.3333	422.4368	.3881	.9511
37. Students' achievements in speaking skill	216.3333	415.2644	.6069	.9501
38. Students' achievements in reading skill	216.1333	425.3609	.3817	.9511
39. Students' achievements in writing skill	216.1667	422.6264	.4689	.9508
40. Students' communicative competence	216.5000	413.0172	.6738	.9497
41. Students' confidence in communicating in English in classrooms	216.2000	418.5103	.5089	.9505
42. Students' confidence in communicating in English outside classrooms	216.4667	419.0161	.4813	.9507
43. Students' knowledge of the subjects taught in English	216.5000	417.7069	.6010	.9502
44. Students' knowledge acquire from the English Program	216.4000	425.1448	.3166	.9513
45. Students' knowledge for higher education examination	216.2000	422.9241	.4220	.9509
46. Students' understanding of Thai and foreign cultures	216.6000	417.4207	.5245	.9505
47. The computer lab	216.1000	422.5069	.4044	.9510
48. Other labs	216.7000	413.4586	.5130	.9506
49. Equipments in computer lab	216.6000	417.4897	.4609	.9508
50. Equipments in other labs	216.7333	410.4092	.5927	.9501
51. Sharing materials with regular program students	217.2333	403.8402	.7083	.9494
52. Necessary aids in classrooms	216.3000	418.0103	.4957	.9506
53. Textbooks and exercise books in English	216.3333	418.2989	.5015	.9506
54. Additional English handouts	216.1333	418.3264	.5792	.9503
55. Other materials for self-learning in the school library	216.4667	414.6713	.5576	.9503

Reliability Coefficients

N of Cases = 30.0

N of Items = 55

Alpha = .9514

PARENTS' QUESTIONNAIRES

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Statistics for	Mean	N of Variance	Std Dev	Variables
SCALE	173.1333	807.3609	28.4141	48

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
1. Schools' preparation for running the English Program	169.4333	784.3920	.6180	.9753
2. Enrollment process	169.3667	785.2057	.5301	.9755
3. The number of students per a class	169.1333	795.3609	.3193	.9759
4. Tuition fee	169.7667	787.0126	.4340	.9757
5. Extra expenses on textbooks and learning Materials	169.7333	793.7195	.3007	.9761
6. Report the program's advancement	169.9333	783.9954	.5346	.9755
7. Frequency of parents' meeting	169.6000	778.5241	.5583	.9755
8. Opportunity to participate the management of the English Program management	170.2667	777.6506	.5517	.9755
9. Self-access learning	169.6333	772.7230	.7081	.9750
10. Practice hours	169.8000	765.4759	.7434	.9749
11. English foundation before entering the EP	169.3667	776.5851	.6997	.9751
12. Supplement classes in Thai medium	169.5667	769.2885	.7170	.9750
13. Activities enhancing being Thai	169.9333	758.8920	.7832	.9748
14. Activities enhancing morality	169.8000	758.1655	.7527	.9749

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
15. Activities enhancing using English	169.3333	775.4023	.6313	.9752
16. Musical activities	170.1667	755.6609	.8124	.9747
17. Sports	169.8333	763.6609	.8472	.9746
18. Art activities	170.0667	752.8230	.8489	.9746
19. Expenses for activities	169.7000	788.6310	.4172	.9758
20. Foreign teachers' knowledge of the subjects they teach	169.6000	770.3862	.7242	.9750
21. Foreign teachers' English communicative competence	169.2667	789.7195	.4880	.9756
22. Foreign teachers' hospitality	169.4333	771.9782	.8358	.9747
23. Foreign teachers' attention to the students	169.5333	762.7402	.8870	.9745
24. Sufficient number of foreign teachers	169.6000	769.9724	.7675	.9749
25. Thai teachers' knowledge of the subjects they teach	169.4333	771.4264	.7581	.9749
26. Thai teachers' English communicative competence	169.3667	779.9644	.7103	.9751
27. Thai teachers' disposition	169.3000	781.8034	.5633	.9754
28. Thai teachers' attention to the students	169.5333	773.9126	.6561	.9752
29. Sufficient number of Thai teachers	169.6333	779.6195	.6256	.9752
30. Thai teachers' knowledge of the subjects they teach	169.3000	784.7000	.6129	.9753
31. Thai teachers' disposition	169.4333	777.4264	.6615	.9752
32. Thai teachers' attention to the students	169.5667	768.7368	.7960	.9748
33. Students' achievements in listening skill	169.2667	786.2023	.5415	.9755
34. Students' achievements in speaking skill	169.6333	780.5161	.6046	.9753
35. Students' achievements in reading skill	169.4667	780.3264	.6677	.9752
36. Students' achievements in writing skill	169.3333	787.0575	.4938	.9756
37. Students' communicative competence	169.5667	778.1161	.7599	.9750

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
38. Students' Thai communication	169.6667	787.8161	.3893	.9759
39. Students' knowledge of the subjects taught in English	169.5333	777.9126	.6342	.9752
40. Students' knowledge acquire from the English Program	169.5667	774.9437	.6978	.9751
41. Students' knowledge for higher education exam	169.8000	780.4414	.5059	.9756
42. Students' discipline and punctuality	169.4667	769.9126	.6864	.9751
43. Students' good manners	169.6000	770.3172	.7602	.9749
44. The computer lab	169.6000	762.0414	.7961	.9747
45. Other labs	169.8667	756.0506	.8437	.9746
46. Necessary aids in classrooms	169.7667	766.7368	.8082	.9747
47. Textbooks and exercise books in English	169.5333	767.9126	.8601	.9746
48. Additional English handouts	169.6000	768.1793	.8060	.9747

Reliability Coefficients

N of Cases = 30.0

N of Items = 48

Alpha = .9756

THAI TEACHERS' QUESTIONNAIRES

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	144.1000	275.6793	16.6036	39

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
1. Schools' preparation for running the English Program	140.2000	266.7862	.5517	.9403
2. The independent administering structure of the English Program	140.1000	267.9552	.3838	.9411
3. The supports from school administrators for the English Program	139.9667	264.5161	.4475	.9407
4. Administrative ability of EP director	139.7333	260.3402	.6901	.9390
5. English communication proficiency of EP director	139.5667	264.3230	.5361	.9401
6. Signing at least one-academic-year contract with the school	140.4333	267.2885	.2500	.9428
7. Salary	140.5667	267.7713	.2699	.9423
8. The number of students per a class	139.7000	275.2517	.0108	.9430
9. Your English Proficiency	141.0667	267.6506	.4243	.9409
10. Your knowledge of the subjects you teach	139.8667	265.7747	.4266	.9408
11. Co-working between you and foreign teachers	141.3333	251.6782	.5800	.9403

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
12. The supports of the school for the teachers to attend training and study trips in Thailand	140.8667	257.5678	.5102	.9406
13. The supports of the school for the teachers to attend abroad training and study trips	141.3333	248.2989	.6393	.9397
14. EP principle for teachers either to acquire teaching course at least 15 hours or to have teaching experience not less than 3 years	140.5333	257.1540	.5426	.9402
15. EP principle for foreign teachers to be trained at least 15 hours on Thai curricular, language and culture	140.5667	255.0126	.4776	.9417
16. EP principle for both Thai and foreign teachers to exchange and learn about their from each other	141.0667	264.1333	.4144	.9411
17. Students' achievements in listening skill	140.5000	268.4655	.3736	.9412
18. Students' achievements in speaking skill	140.4333	268.7368	.3306	.9414
19. Students' achievements in reading skill	140.5333	266.2575	.4906	.9405
20. Students' achievements in writing skill	140.5333	266.8092	.4604	.9406
21. Students' communicative competence	140.5000	264.4655	.5357	.9401
22. Students' confidence in communicating in English in class	140.5000	266.4655	.3676	.9413
23. Students' confidence in communicating in English outside class	140.7000	260.2862	.6365	.9393
24. Students' Thai communication	140.5000	256.9483	.7844	.9382
25. Students' knowledge acquired from the English Program	140.4667	255.2920	.8102	.9378
26. Students' knowledge for higher education Examination	140.3333	260.8506	.7902	.9387

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
27. Students' understanding of Thai and foreign cultures	140.3667	260.2402	.8023	.9386
28. Students' discipline and punctuality	140.7333	258.0644	.6183	.9393
29. Students' good manners	140.9333	256.4092	.5798	.9398
30. The computer lab	140.0333	255.3437	.7861	.9380
31. Other labs	140.3333	259.4023	.6716	.9390
32. Equipments in the computer labs	140.2333	259.1506	.6803	.9389
33. Equipments in other laboratories	140.2000	254.4414	.7615	.9381
34. Sharing material with school regular program	140.3333	258.2989	.6747	.9389
35. Necessary aids in classrooms	140.2333	260.7368	.6110	.9395
36. Textbooks and exercise books in English	141.0333	269.4126	.5117	.9408
37. Additional English handouts	141.0333	269.4126	.5117	.9408
38. Compatibility of English textbooks and contents of the curriculum	140.9333	269.3747	.4025	.9410
39. Other materials for self-learning in the school library	141.0000	270.3448	.5224	.9409

Reliability Coefficients

N of Cases = 30.0

N of Items = 39

Alpha = .9416

FOREIGN TEACHERS' QUESTIONNAIRES

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Statistics for	Mean	Variance	N of Std Dev	Variables
SCALE	119.0333	376.0333	19.3916	36

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
1. Schools' preparation for running the English Program	115.5667	353.3575	.7144	.9558
2. The independent administering structure of the English Program	115.5000	352.1207	.7559	.9556
3. The supports from school administrators for the English Program	115.5667	349.0126	.7170	.9557
4. Administrative ability of EP director	115.3333	349.2644	.7579	.9555
5. English communication proficiency of EP director	115.2000	346.0276	.7919	.9552
6. Signing at least one-academic-year contract with the school	115.5333	355.6368	.6377	.9563
7. Salary	116.0000	352.4138	.6267	.9564
8. The number of students per a class	115.4333	356.9437	.5683	.9568
9. Your English Proficiency	115.7667	371.2195	.2263	.9583
10. Your knowledge of the subjects you teach	114.9333	367.8575	.2611	.9585
11. Co-working between you and foreign teachers	115.7667	355.9092	.5912	.9566
12. Your understanding of Thai students' nature based on Thai culture	115.2333	368.4609	.2393	.9586

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
13. The supports of the school for the teachers to attend training and study trips in Thailand	115.9000	351.0586	.7517	.9556
14. The supports of the school for the teachers to attend abroad training and study trips	115.9667	348.9989	.6858	.9560
15. EP principle for teachers either to acquire teaching course at least 15 hours or to have teaching experience not less than 3 years	115.7667	371.3575	.1172	.9596
16. EP principle for foreign teachers to be trained at least 15 hours on Thai curricular, language and culture	116.3000	354.0793	.5691	.9568
17. EP principle for both Thai and foreign teachers to exchange and learn about their from each other	116.0333	368.1713	.3336	.9579
18. Students' achievements in listening skill	115.9000	352.9207	.7290	.9558
19. Students' achievements in speaking skill	115.9667	351.2747	.7039	.9559
20. Students' achievements in reading skill	115.8000	360.3724	.5897	.9567
21. Students' achievements in writing skill	115.8333	359.1782	.6518	.9564
22. Students' communicative competence	116.0333	348.1713	.7631	.9554
23. Students' confidence in communicating in English in class	116.1667	346.4195	.8238	.9550
24. Students' confidence in communicating in English outside class	116.0333	347.3437	.7045	.9559
25. Students' knowledge acquired from the English Program	115.6333	355.6195	.7284	.9559
26. Students' understanding of Thai and foreign cultures	115.9000	354.2310	.6852	.9560
27. Students' discipline and punctuality	116.1667	354.9023	.5296	.9572

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
28. The computer lab	115.5333	356.3264	.6514	.9563
29. Other labs	115.7667	360.0471	.5160	.9571
30. Equipments in the computer labs	115.5333	356.1195	.6217	.9564
31. Equipments in other laboratories	115.6333	354.3782	.6853	.9560
32. Sharing material with school regular program	115.9000	365.5414	.4653	.9573
33. Necessary aids in classrooms	115.5667	354.8747	.5744	.9568
34. Textbooks and exercise books in English	115.6333	353.5506	.6166	.9565
35. Additional English handouts	115.6667	354.4368	.7296	.9558
36. Other materials for self-learning in the school library	115.7000	353.4586	.6556	.9562

Reliability Coefficients

N of Cases = 30.0

N of Items = 36

Alpha = .9577

APPENDIX E
DETAILS OF EP STAKEHOLDERS'
GENERAL INFORMATION

Table 1: Number and percentages of students' general information

Information	Number	Percent
1. Gender		
Male	84	30.1
Female	195	69.9
2. Grade		
Mathayomsuksa 1	108	38.7
Mathayomsuksa 2	69	24.7
Mathayomsuksa 3	102	36.6
3. Reasons for study in the English Program *		
Students' needs	244	87.5
Parents' needs	34	12.2
Friends	18	6.5
Teachers' advices	93	33.3
4. Number of the subjects studying in English		
Four subjects	113	40.5
Five subjects	86	30.8
Six subjects	36	12.9
Subjects:		
Math	271	99.3
English	266	97.4
Science	230	84.2
Social Science	149	54.6
Health and physical education	118	43.2
Computer	63	23.1

* More than one answer is possible.

Table 2: Number and percentages of parents' general information

Information	Number	Percent
1. Gender		
Male	98	35.1
Female	181	64.9
2. Age		
21-30 years	6	2.2
31-40 years	48	17.2
41-50 years	199	71.3
More than 51 years	26	9.3
3. Occupations		
Teachers/ lecturers	47	16.8
Government officers	71	25.4
State enterprise officers	11	3.9
Officers	12	4.3
Business owners	106	38.0
Farmers	7	2.5
Others	25	9.0
4. Highest academic qualifications		
Lower than bachelor's degree	61	21.9
Bachelor's degree	169	60.6
Master's degree	43	15.4
Doctor's degree	6	2.2
5. Level of your children		
Mathayom 1	102	36.6
Mathayom 2	84	30.1
Mathayom 3	93	33.3
6. Family's income per month		
Lower than 10,000	4	1.4
10,001 – 30,000	60	21.5
30,001 – 50,000	118	42.3
More than 50,000	97	34.8
7. Expenses of children's study per semester (included tuition fee and additional fee)		
20,000 – 30,000	109	39.1
30,001 – 40,000	120	43.0

Information	Number	Percent
40,001 – 50,000	16	5.7
50,001 – 60,000	15	5.4
60,001 – 70,000	8	2.9
More than 70,000	11	3.9
8. Reasons for support your children to study in the English Program*		
Want the children to have much English proficiency	256	91.8
Want the children to communicate with English native speakers	201	72.0
Others	36	12.9
9. Follow up and attend your children's study		
Usually follow up and attend	161	57.7
Seldom follow up and attend	118	42.3
Hardly follow up and attend	0	0
10. Study and follow up the English Program's teaching and learning management		
Usually study and follow up	130	46.6
Seldom study and follow up	136	48.7
Hardly study and follow up	13	4.7

* More than one answer is possible.

Table 3: Number and percentages of Thai teachers' general information

Information	Number	Percent
1. Gender		
Male	7	15.6
Female	38	84.4
2. Age		
21-30 years	2	4.4
31-40 years	14	31.1
41-50 years	16	35.6
More than 51 years	13	28.9
3. Highest academic qualifications		
Lower than bachelor's degree	0	0
Bachelor's degree	34	75.6
Master's degree	11	24.4
Doctor's degree	0	0

Information	Number	Percent
4. English proficiency *		
TOEFL	1	2.2
TOEIC	0	0
IELTS	0	0
Others	3	6.7
No English test score	33	73.3
5. Salary and other allowances		
Lower than 10,000	1	2.2
10,001 – 20,000	9	20.0
20,001 – 30,000	11	24.4
30,001 – 40,000	19	42.2
40,001 – 50,000	4	8.9
More than 50,000	0	0
6. Present teaching		
Teaching in both regular program and the English Program	41	91.1
Teaching only in the English Program	3	6.7
7. Number of subjects you are teaching in the English Program		
Teach by Thai language	40	88.9
Number of subjects		
One	36	80.0
Two	3	6.7
Three	1	2.2
Teach by English language	5	11.1
Number of subjects		
One	2	4.4
Two	1	2.2
Three	1	2.2
Four	1	2.2
8. Lesson plans		
Making lesson plans for all subjects you teach	30	66.7
Making lesson plans for some subjects	12	26.7
Not making any lesson plans	2	4.4
9. Teaching experience		
Teaching in a regular program	38	84.4
1-3 years	2	5.3
4-6 years	1	2.6

Information	Number	Percent
7-10 years	1	2.6
More than 10 years	32	84.2
Teaching in the English Program	36	80.0
1-3 years	27	75.0
4-6 years	8	22.2
7-10 years	1	2.8
10. Contract with the school		
Signing the contract	5	11.1
One year	2	40.0
Two years	0	0
More than two years	1	20.0
Not signing a contract because you are a permanent teachers	34	75.6
Not signing a contract because of other reasons	5	11.1

* More than one answer is possible.

Table 4: Number and percentages of foreign teachers' general information

Information	Number	Percent
1. Gender		
Male	32	80.0
Female	8	20.0
2. Age		
21-30 years	9	22.5
31-40 years	12	30.0
41-50 years	9	22.5
More than 50 years	10	25.0
3. Nationality		
English	14	35.0
American	8	20.0
Canadian	2	5.0
Others	16	40.0
4. Highest academic qualifications		
Lower than bachelor's degree	7	17.5
Bachelor's degree	20	50.0

Information	Number	Percent
Master's degree	12	30.0
Doctor's degree	1	2.5
5. English proficiency *		
TOEFL	2	5.0
TOEIC	0	0
IELTS	0	0
Others	3	7.5
No English test score because you are an English native speaker	25	62.5
No English test score	6	15.0
6. Salary and other allowances		
Lower than 10,000	0	0
10,001 – 20,000	5	12.5
20,001 – 30,000	13	32.5
30,001 – 40,000	19	47.5
40,001 – 50,000	1	2.5
More than 50,000	0	0
7. Present teaching		
Teaching in both regular program and the English Program	9	22.5
Teaching only in the English Program	29	72.5
8. Number of subjects you are teaching in the English Program		
Number of subjects		
One	11	27.5
Two	11	27.5
Three	7	17.5
Four	3	7.5
Five	3	7.5
Six	1	2.5
Seven	1	2.5
Eight	1	2.5
8. Lesson plans		
Making lesson plans for all subjects you teach	34	85.0
Making lesson plans for some subjects	2	5.0
Not making any lesson plans	2	5.0
9. Teaching experience		
Teaching in a regular program	16	40.0
1-3 years	7	43.8

Information	Number	Percent
4-6 years	1	6.3
7-10 years	4	25.0
More than 10 years	1	6.3
Teaching in the English Program	15	37.5
1-3 years	11	73.3
4-6 years	3	20.0
7-10 years	0	0
10. Contract with the school		
Signing the contract	25	62.5
One year	22	88.0
Two years	0	0
More than two years	1	4.0
Not signing a contract	2	5.0

* More than one answer is possible.

APPENDIXE F
DETAILS OF STUDENTS AND PARENTS' SATISFACTION
TOWARDS TEACHERS' QUALIFICATIONS

(A) Satisfaction towards qualifications of foreign teachers**Table (A) Satisfaction towards qualifications of foreign teachers**

No	Qualifications	Satisfaction			
		Students		Parents	
		\bar{X}	SD	\bar{X}	SD
1	Sufficient number of foreign teachers	3.81	.874	3.44	.875
2	Foreign teachers' hospitality	4.07	.724	3.86	.733
3	Foreign teachers' attention to the students	4.10	.725	3.70	.801
4	Foreign teachers' English communicative competence	4.22	.684	3.87	.663
5	Foreign teachers' knowledge of the subjects they teach	4.04	.708	3.71	.877
6	Foreign teachers' teaching method	3.86	.758	-	-
7	Foreign teachers' using English that suitable for students' English proficiency	4.04	.693	-	-
8	Foreign teachers' English accent	3.83	.767	-	-
9	Relationship between foreign teachers and the students	4.05	.718	-	-
Total		4.00	.514	3.71	.626

(B) Satisfaction towards qualifications of Thai teachers teaching in English**Table (B) Satisfaction towards qualifications of Thai teachers teaching in English**

No	Qualifications	Satisfaction			
		Students		Parents	
		\bar{X}	SD	\bar{X}	SD
1	Sufficient number of the Thai teachers	3.86	.936	3.63	.751
2	Thai teachers' hospitality	4.01	.811	3.80	.735
3	Thai teachers' attention to the students	4.11	.834	3.79	.791
4	Thai teachers' English communicative competence	3.94	.788	3.81	.665
5	Thai teachers' knowledge of the subjects they teach	4.13	.705	3.71	.734
6	Thai teachers' teaching method	4.08	1.907	-	-

No	Qualifications	Satisfaction			
		Students		Parents	
		\bar{X}	SD	\bar{X}	SD
7	Thai teachers' using English that suitable for students' English proficiency	3.97	.831	-	-
8	Thai teachers' English accent	4.06	.796	-	-
9	Relationship between the Thai teachers and the students	4.00	.798	-	-
Total		4.01	.650	3.74	.611

(C) Satisfaction towards qualifications of Thai teachers teaching in Thai

Table (C) Satisfaction towards qualifications of Thai teachers teaching in Thai

No	Qualifications	Satisfaction			
		Students		Parents	
		\bar{X}	SD	\bar{X}	SD
1	Thai teachers' hospitality	3.90	.780	3.73	.740
2	Thai teachers' attention to the students	3.93	.849	3.72	.754
3	Thai teachers' knowledge of the subjects they teach	4.18	.641	3.89	.645
4	Thai teachers' teaching method	3.89	.696	-	-
5	Relationship between the Thai teachers and the students	3.86	.811	-	-
Total		3.95	.620	3.78	.624

VITAE

Name Miss Anchalee Watcharajinda

Student ID 4792006

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts (Business English)	Yonok College	2003