

**THE STUDY OF PROBLEMS IN TEACHING –  
LEARNING ENGLISH MANAGEMENT OF PRIMARY  
EDUCATION ENGLISH TEACHERS IN  
EDUCATIONAL SERVICE AREA OFFICE 2,  
CHAIYAPHUM, THAILAND**

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**ABSTRACT**

*The purpose of this study was to study the problems in teaching-learning English management of primary education English teachers and to identify the situation in teaching-learning English management of Primary Education English Teachers in Educational Service Area Office 2, Chaiyaphum, Thailand. Samples were 120 primary education students and 90 English school teachers by purposive sampling method. The instruments used in-depth interviews, classroom observation, and questionnaires. Basic statistics used in this study was percentage, mean and standard deviation. The study found that English school teachers were not majored in English but assigned to teach English. Students had insufficient English background with poor learning achievement. The situation in teaching-learning management showed that no English teaching methods clung to the English text without learners' interest and inability to be trained in teaching English due to small-sized schools with a limited number of teachers.*

**Keywords: Problem-based learning English. Learning English**

**I. INTRODUCTION**

English is the international language that uses to communicate in every country in the world. Then young generation youth has to learn English which will help them understand the communication has and various nations. Thus Thai government and the accessory and the administration study then give precedence with English education of foreign languages Thai are substance learning group that reinforce humanity base and build the latency in the analysis and the work create , (Ministry of Education ,2015) with regard to the student is omniscient and the ability in using foreign languages are will the expansion pile up the knowledge and the skill in the remedy and have the skill in the analysis more and still be person be omniscient the understanding and fully admit the difference of the culture of the native speaker.

From quality education national assessment by an office tests education office committee education foundation way; Ministry of Education found that the way education subject English achievement of the elementary pupil

studies year grad 6 minimum was 0 and the points was 48 point averages are, (an office tests way education standard, 2558) which be the points rather lower standard location standard keeps from data student accumulation gets into trouble learning about listening skill. And found that the points individually point a temple was think 56 percentages get into trouble speaking skill, individually point 58 percentage temples get into trouble skill reading way individually point a temple thinks to are 54 percentages and a student get into trouble topmost are writing skill individually point a temple thinks to are 64 percentages (an office tests way education standard, 2558). From the observation informally student get into trouble something cannot read and cannot use English communicate also cannot listen and understand English. In conclusion student cannot to communicate English efficiently a student is not interested in study torn the motivation torn the interest because of instruction education is annoying a teacher is without expertise encourage to give a student takes an interest to study the way teaches to are annoying don't cause learning.

From a problem aforementioned still is uneducated like to delve into torn the procedure studies that is of good quality actually that, how problem state is true actually that happen get. Thus the researcher want to study problem state true actually that happen in the administration learns English of English level elementary education teacher be under area education elementary education Chaiyaphum office 2, Thailand .for use in rows remedy meditation in next time education.

## II. THE OBJECTIVES

1. To study arrangement activity learning states of English degree elementary education teacher under area education elementary education Chaiyaphum office 2, Thailand.
2. To study problem instruction English states of English teacher, elementary education degree under area education elementary education Chaiyaphum office 2, Thailand.

## III. THE BENEFITS OF THE RESEARCH

### Practice Benefit

The side practice advantage to get know administration problem learns English of English level elementary education teacher under area education elementary education Chaiyaphum office 2 Thailand which can induce study for seek the trend corrects in next time education.

### Academic Benefits

1. The research result advantage to get the knowledge about the administration learns English which can use in rows arrangement meditation trains for develop instruction English skill of English teacher and group substance learning other teacher of area education elementary education Chaiyaphum office 2, Thailand.
2. The research result can lead base way research pertaining to development skill instruction English data in elementary education level of area education elementary education Chaiyaphum office 2, Thailand in other issue or in other area and go to engage in further study.

## IV. SCOPE OF RESEARCH

This research is qualitative research. The scope of the research is as follows:

### The scope contents

1. The side substance limits studies arrangement activity learning state of English teacher, elementary education degree under area education elementary education Chaiyaphum office 2, Thailand.
2. To study problem arrangement activity learning English states, elementary education degree under area education elementary education Chaiyaphum office 2, Thailand.

### The scope of the target group

The side target group limits was a target group is an English teacher elementary education under area education elementary education Chaiyaphum office 2, Thailand and random to specify; (Purposive Sampling) was 90 teachers and level elementary education student was 120 persons.

## V. LITERATURE REVIEWS

Here are several methods of teaching English to students who are learning the language for the first time, each with their own unique pros and cons. Depending on the teaching situation, setting, and resources available, any one of these English teaching methods could be right for you and your students. In this guide, we'll go over the basics of each method and determine what kind of English language student it would work best on. If you or someone you know are trying to learn English for the first time, or improve a current English speaking skill level, check out this elementary English language course for starters.

### 1. Grammatical Approach

A focus on grammar rules is one of the most popular English teaching methods in traditional academic settings, perhaps due to the focus on grammar in native language courses. Teaching English as a second language, according to this approach, should not stray from the model. This approach can only work if the instructor speaks the first language of the students in addition to English, because much of it is based on the teacher's ability to translate. English grammar rules should be taught conceptually in the student's native language, with examples provided in simple English sentences that the teacher can translate back to the native tongue so that a solid parallel can be drawn. These grammar rules should be strictly enforced, and students should be allowed to practice proper structure and syntax through the use of examples and quizzes. Also important to this method is vocabulary, as students need a large knowledge bank of English words in order to interpret and form their own English grammar examples. Grammar and vocabulary quizzes fuel this approach, and should be at the forefront of instruction. The English language is examined in terms of grammar rules. Get a firm grasp on this side of the English language with this advanced English grammar course. This approach is best for students who natively speak a language with a dramatically different set of grammar rules from English. The instructor must have a strong grasp of the English language themselves, and the grammar rules of their classroom's native tongue,

meaning it's best if all students are coming at English from the same first language. Check out this course on English grammar essentials for some tips.

## 2. Aural Approach

The aural English teaching method focuses on the most natural way to learn a language, which is by hearing it. Children who are raised to speak English learn it first by hearing it from their parents and others around them, long before they ever learn how to read or write. The aural approach is similar, meaning it's strictly audio-based and should not focus on the reading or writing until long after the students can grasp the language on a speaking level. The actual method involves dialogue. In the beginning, the students will mostly be spoken to. The teacher might use visual cues such as objects to give the students something to associate the words they're hearing with. Then, they will be instructed to speak the words themselves, coming to grasp vocabulary and basic grammar through hearing and speaking, rather than advanced instruction or writing. Teachers should not write the words they're saying, and let the bulk of the instruction exist in dialogue. For note taking purposes, students should be allowed to write words they've learned phonetically, in their native language, if applicable. Check out this course on hearing, speaking, and pronouncing English properly for tips on teaching these elements of the language. The aural English teaching method is an approach best used for younger students, as it most closely relates to the way they've been used to learning language. It's also great for students whose first language is of a writing system dissimilar to English, such as Mandarin or Arabic. This way, the students can focus on learning the language in its purest, aural form, rather than be distracted and possibly confused by learning the written word as well. That segment of the instruction can come once the students have a firm grasp on the spoken language. Proper pronunciation is a huge part of this method. Check out this introduction to English pronunciation course for instructional tips.

## 3. English-Only Approach

The English only method is one of the most direct approaches to teaching the language. For this method, neither the teacher nor the student should speak their native tongue at all during instruction. All instruction should be done in English only.

Vocabulary should be taught first, as it is the easiest to grasp because it can be demonstrated with a visual aid. As the student builds vocabulary, the instructor can begin introducing abstract words and elements of the language, but without explaining or focusing on the actual grammatical structure. The complexities of the language will be learned inherently, with the student picking up on its patterns through practice and application only. At the end of each class period, there can be an optional question and answer session where students are allowed to ask the teacher about that day's lesson. Here, clarifications may be made and confusion may be cleared up, but again, this is entirely optional. Sometimes, the best way to learn the language through this method is to just tough it out and let it come naturally. This method works best for situations where the instructor does not speak the native language of the students they're instructing. (Of course, this would make the optional question answer sessions an impossibility.) It is also an ideal method for situations where there is a diverse set of students who don't share the same native language, all trying to learn English. This way, the

barriers and constraints brought in by an inability to communicate natively can be dismissed, and a stronger focus on the language at hand can be made.

Looking to teach a course with this method? Check out this intermediate English language course and make sure you're prepared to represent the language with fluency and accuracy.

#### **4. Translative Approach**

The translative approach is a bit like the grammatical approach, only with a broader focus on the English language's structure in comparison to the native language of the students. This approach must be taught by an instructor who speaks the same language as their students, and all the students must also share a fluency in the same language. English will be taught as a subject like any other, with different elements of the language such as vocabulary, grammar, syntax, speaking, reading, and writing focused on every day. This method will make strong use of note cards, where students can write English vocabulary and grammar concepts on one side, and then translate the word or idea on the back in their native language. Quizzes and exams should be given, first asking questions in the native language of the students, and eventually moving into English-only in the later duration of the course. Lecturing will be the primary method of instruction during the class, with student questions allowed and encouraged. Check out this introduction to English grammar course and make sure you're up to speed on the basics. This method is best for students learning the English language because of an academic interest in it as a language, and not just an interest or need to know how to speak it. Speaking, reading, and writing the language will be given equal priority, and grammar rules and concepts will not be avoided for a more "natural" approach. It will be taught academically, as any other subject, and is best for students who are interested in this kind of rigorous approach.

#### **5. Immersive Approach**

The immersive approach is one of the best ways to learn the language for older students who are able to travel for their education. Someone who wants to learn English doesn't even need to be enrolled in an English language course to use this method – all they need are the resources involved in travel. For students wanting to learn British English, a trip to the United Kingdom is recommended. For students wanting to learn American English, a trip to the United States is recommended. If the student wants an academic-heavy approach, there are foreign exchange programs they can enroll in through colleges, or other academic programs that allow prolonged travel. Again, an academic program is not required for this method. Staying in a new country and learning the language through pure immersion and necessity is one of the best ways to learn it quickly. Students will be surrounded by media in that language, and people who speak that language. It is a great way to break off from the distractions of your native tongue, and learn how to think in the English language as well as speak it. Teachers and students who are able to travel and stay in another country long enough to develop a strong grasp on the English language. For more tips on teaching the English language, check out this course on how to teach English for academic purposes.

From research above-mentioned works in rows think in skill education English development for develop way crow achievement studies and for the student has can to develop writing English skill .Correctly follow

language structure and correspond the student are appropriate surround situation and give the student has good contentment builds English education.

## VI. RESEARCH DESIGN

This is a quality research and the target group is an English teacher elementary education degree to specify, (Purposive Sampling) was teacher amount 90 persons and level elementary education student 120 persons. The instruments that use in the research were in deep interview, questionnaire and instruction observation .The data saving collects; because of quality saving research collects the data then uses' laying the primer before painting and liking to observation participates. The statistics that use in data analysis use base statistics, average, and the percentage.

## VII. CONCLUSION

1. The state now administration problem studies English instruction found that a student studies English week vacates 3 time and study follow the textbook. The atmosphere in a classroom doesn't encourage to give a student takes an interest to study; classroom arrangement doesn't help to build activity education instruction arrangement also the mass instruction media is annoying do not encourage give a student is bore learning. The education in teacher classroom teachers to follow a book , (Chalk and talk) and testify student homework get to do at a house which a student and without expertise learning because of teacher homework no teach in class and don't explain the work but they assign to give and do by themselves at a house. The problem states found that the administration learns English is get from the teacher no graduates English branch or relate graduate other side but received assign teach English used the way teach to annoy and teach follow a book narrate to follow a book and get from student; there have no English base because of don't study English come to continuously affect to build way education English low achievement.

2. From states administration education learns English of the teacher found that teachers cannot use instruction English format in all format because of no study come to a teacher follow the textbook doesn't encourage to give a student is get learning or take an interest English education. The teacher have not in training the administration learns because of the personnel who not enough school is small-sized teacher school must teach every fully subject.

## VIII. DISCUSSIONS

The states now administration problem learns English found that student studies English 3 times in a week and study follow the textbook. The atmosphere in a classroom doesn't encourage to give a student takes an interest to study also classroom arrangement doesn't help to build activity education instruction arrangement. The mass instruction media is annoying and do not encourage give a student is get learning. The education in teacher classroom teachers to follow a book ; (Chalk and talk) and testify student homework get to do at a house which a student is without expertise learning because of teacher homework no teach in class and do not explain the work but assign and give to do by themselves at a house. The problem found that the administration learns English is get from the teacher no graduates English branch or at relate graduate other side but received assign

teach English uses the way teaches to annoy and teach follow a book narrate to follow a book. And get from student have no English base because of don't study English comes to continuously affect to build way education English low achievement that correspond the research of suit Sompron Inthakanok (2558 ,the abstract ) do research for develop education instruction skill writing English activity of the elementary pupil studies year 6 with whirl the instruction of enjoy to meet that the sample student bears fruit to are accomplished education way think 84.96 percentages which many more standard the omniscience that fix be 70 percentages of the full marks. And student amount that change standard the omniscience that fixes aforementioned think 96.66 percentages which many more standard of student amount that note 70 percentages s of all student. The administration studies English instruction should use instructional interesting media for a student wants to study and born learning has actually and cause a student but English skill improves.

From states administration education learns English of the teacher found that they cannot use instruction English format in all format because of they don't study come to a teacher and teach to follow the textbook doesn't encourage to give a student get learning or take an interest English education. The teacher is not in training the administration learns because of the personnel not enough to teach in school also school is small-sized and teacher must teach every fully subject corresponds the research of Sasripim Sonkit (2551) get study writing English skill development by use to train the skill from writing likes control to writing like free for the elementary pupil studies year that 6 found that get train writing English skill from writing control. The free for the elementary pupil study year at 6 about 20 amounts to train and take time study 20 hour can apply be appropriate and writing English skill of the elementary pupil studies year that 6 by use to train writing English skill from writing like [ model ] control to writing .The free there are 72.92 point percentage averages which tall more standard at note 65.00 percentages besides the development gives a student is get teacher learning should develop the student are get learning with various way for the student is get learning permanently permanent and hit to miss in the education in higher level.

## **IX. SUGGESTION**

### **Feedback Policy**

The original affiliation institute should give teacher directly with major subject that graduated to come teach or relate for the efficiency in the administration will learn and to happen with the student.

### **Practical suggestions**

From problem sides state studies a teacher should suppose to interesting activity for encourages and give students get learning and want to study English. And they do not bored with study and can communicate English with various nations. And problem side teacher states should use instruction various formats and have interesting media for student takes an interest and not tiresome replace the instruction follows a book to narrate (chalk and talk).

### **Suggestions for further implementation**

1. From problem state that meet in the education this time should induce do the research for develop instruction skill of English teacher by doing strategy skill instruction English development of English teacher in 21 elementary education centuries area education elementary education Chaiyaphum office 2, Thailand.

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2. In next time study was suppose to the education for develop arrangement activity learning form English teacher in elementary education level area education elementary education Chaiyaphum office 2, Th.

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