

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents reviews of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerning with the research problems, including overviews of the definition of student teachers or novice students, problem and difficulties of teaching practicum, the explanation of English language teaching in Thailand, and general statement of difficulties in teaching English in Thailand.

#### **A. Student Teachers/ Novice Teachers**

Student teachers and novice teacher is interchangeably to refer to teachers who are still new in the profession of teaching. Several studies on how novice teachers experience the process of teaching and learning indicated some important findings to underline. The first issue, which is often considered to be the biggest main concern for novice teachers, is classroom management. As many studies indicated, many novice teachers found serious problems with classroom management<sup>5</sup>.

Professional development – becoming a better teacher is chiefly about learning to know what we are doing in the classrooms and how to improve our teaching. Here you do not need a lot of resources but perhaps a different approach to the work. Teaching and learning are effectively about

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<sup>5</sup>Borg, S. *Teacher cognition in language teaching*. In K. Johnson (Ed.), *Expertise in second language learning and teaching*. (New York: Palgrave Macmillan, 2005), p. 190-209

collaboration, working together. It is about the personal growth of teachers of all ages and experiences. It requires courage to be confronted with, share and receive criticism. Teaching is learning and accepting that we cannot succeed all the time.

Real teaching, therefore, is not only about mastering the declarative or scientific concepts of the subject matter, but more about creating strong and reflective dialogue with the realities in the field (everyday concepts) to create a stronger understanding to be further used as the basis for making any pedagogical decisions.

#### **B. Problems/Difficulties of Teaching Practicum**

Many English student - teachers, especially during their teaching practicum, will face many challenges in dealing with a variety of situations involving not only those related to students but also a lot more related to the socio-cultural contexts in a certain school where they conduct their practicum. So from this explanation the researcher can conclude that there are many factors which influence student- teachers in their teaching practicum. These factors may come from many sources like student, classroom situation, or may be psychological condition from student - teachers themselves.

Several studies on how novice teachers experience the process of teaching and learning indicated some important findings to underline. As many studies indicated, many novice teachers found serious problems with classroom management. Novice teachers often spent much of their attention

to enforce discipline and appropriate techniques to control student behavior to create a conducive and positive atmosphere for effective learning in the classroom.

In comparison to more experienced teachers, Andrews stated that novice teachers tend to exhibit a low level of competence in behavior-related language awareness in their teaching practice. This may become an indicator that many novice teachers' attention to linguistic content is not as much as what is shown by more experienced teachers.

Richards, Li, & Tang, cited in Borg's book, highlighted another issue concerning the performance of novice teachers. They found that there are at least four poor aspects of novice teachers' performance, namely: (1) positioning themselves to be students who think about the subject matter, (2) Mastery of the subject matter, (3) presenting a well-structured subject matter, and (4) ability to make a connection between language learning and the curricular objectives<sup>6</sup>.

### **C. English Language Teaching in Thailand**

To meet the demands of global economics, the Thai government has launched new initiatives in all domains of the educational system, including curriculum development, materials, and teaching and learning facilities,

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<sup>6</sup>Riesky, Indonesian Journal Of Applied Linguistics, *How English Student Teachers Deal With Teaching Difficulties In Their Teaching Practicum*. Indonesia University of Education, Vol. 2 No. 2, January 2013, p. 258.

throughout the history of ELT in Thailand<sup>7</sup>. To begin with, in 1895, English language was assigned to be studied as an optional subject taught in secondary schools. The major change occurred in 1909 when English was assigned to be studied in primary schools. Later in 1921, English became a compulsory subject for students beyond Grade 4.

Aksornkul pointed out that "the objectives of this change were twofold, they are: to produce modern thinkers for the country, and also to provide students with sufficient knowledge of English to be able to function in classroom"<sup>8</sup>.

There was a great change in the English syllabus for secondary schools in 1960. That is, English language was stated in the Upper Elementary Education Curriculum to be compulsory subject at the upper elementary level. Another major change was witnessed in the 1978 curriculum, which classified the English subject as optional again, and the subject was grouped together with Work Oriented Experience Area in the Special Experience Group. As for 1980 national curriculum, the English subject was classified as an elective in primary schools and compulsory subject from Grade 7 or in secondary schools. Then, the revised English language curriculum was introduced in 1996.

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<sup>7</sup>Wongsothorn, A., Hiranburana, K., & Chinnawong, S. (2003). English language teaching in Thailand today. In Ho WahKam, & R.L. Wong (Eds.), *English language teaching in East Asia today: Changing policies and practices* (pp.441-453). Singapore: Eastern University Press.

<sup>8</sup>Aksornkul, N. (1980). *EFL planning in Thailand: A case study in language planning*. Unpublished doctoral dissertation, Georgetown University.



According to Khamkhien:

“although English was still an elective in primary schools, the Thai government pushed a substantial effort, for every government school, to start learning English at Grade 1 onwards because there was a gap in terms of English standard between students studying English in private schools and those from government schools”<sup>9</sup>.

The purpose of this revised proficiency-based curriculum was to provide students with the opportunity to continue their English education without interruption and to facilitate life-long learning. At this stage, the emphasis was placed on the development of the students' language proficiency to fulfill a number of purposes: communication, acquisition of knowledge, use of English in socio-cultural functions, career advancement, etc. In terms of approach to language teaching, functional-communicative approach with an eclectic orientation was focused.

The current English curriculum was revised and introduced in 2001 when the Ministry of Education introduced the national foreign language standard and benchmarks. The motivation for this revision was to be consistent with the changing world and globalization. With this change, the 2001 system integrated primary and secondary into a single stream, which was divided into four sub-levels: the Preparatory Level (Grades 1-3); the Beginning Level (Grades 4-6); the Expanding Level: (Grades 7-9); and Progressive Level (Grades 10-12)<sup>10</sup>.

<sup>9</sup>Khamkhien, A. (2006). *Thai and Vietnamese university students' language learning strategies*. M.A. thesis, Chulalongkorn University.

<sup>10</sup> Foley, J. *English in Thailand*. (RELC:36, 2005)., p. 223-234. (O-NET reports. <http://www.onesqa.or.th/onesqa/th/download/index.php?> Access on 24<sup>th</sup> November 2014)

At this point, Foley asserted that an emphasis of this current English curriculum was placed on learner-centered culture and life-long learning through cognitive, emotional, affective, ethical, and cultural growths within the Thai context<sup>11</sup>. At the university level, both public and private Thai universities reformed English language curriculum in order to meet the demand for English language skills in the workplace.

Foley also explained, English is now required for twelve credits instead of six in university education, namely, six in general English and the other six in English for academic or specific purposes<sup>12</sup>. Moreover, the English curriculum in Thailand can be viewed as a paradigm shift from English as an elective to English as a compulsory subject, emphasizing independent work, autonomous learning, innovations and new technology in English language teaching (ELT), such as self-access learning, performance standards of general English as well as English for academic and specific purposes.

#### **D. Teaching English Difficulties in Thailand**

In teaching practicum in Thailand, of course the student-teacher will get problems or difficulties more than teaching practicum in Indonesia or local area. However, in another country, the student-teacher do not know how the curriculum and the social interaction. Some general statement about

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<sup>11</sup>Education in Thailand.(n.d.). In Wikipedia, the free encyclopedia, from [http://en.wikipedia.org/wiki/Education\\_in\\_Thailand](http://en.wikipedia.org/wiki/Education_in_Thailand) (access on 12<sup>nd</sup> April 2015)

<sup>12</sup>Foley, J. *English in Thailand*. 240

difficulties in teaching and learning English in Thailand has been shown by some researcher before.

Teachers face many obstacles in English language teaching and learning, for instance, inadequately equipped classrooms and educational technology. As for the students, they are lack confidence to speak English with their teacher and classmates because of the effect from their mother tongue, particular in pronunciation. They also lack of opportunity to use English in their daily lives. Many Thai students could not use English skills effectively, especially listening and speaking<sup>13</sup>.

Understanding students, mastering the content and pedagogical skills tend to be the main problems, and therefore, influence how the novice teachers practice their teaching. Another important thing from novice teachers' experience is that the role of creating identity. But in this study the researcher will focus in some difficulties that generally faced by student-teacher in their teaching practice, the difficulties those are: (1) Performance in the class. (2) Classroom management. (3) Mastering of teaching materials. (4) Classroom situation, and (5) Teachings' experience.

Teachers do not act only in the classroom where they instruct students more or less in isolation from other classes and teachers. A modern view of teaching also includes professional activities on the school level, such as co-operating in teams, building professional learning communities, participating in school development, and evaluating and changing working

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<sup>13</sup>Jaiyai, S., Torwong, P., Usaha, S., Danvirattana, A., Luangthongkam, S. Piyadamrongchai, R. *The existing situations and Problems Relating to Foreign Language Teaching and Learning in the Southern part of Thailand (Educational Region 5)*. (The Thailand Research Fund: 2005).



conditions<sup>14</sup>. Teachers beside perform themselves in the classroom they must also do reflective practice. It's meant that teacher observes his or her own teaching, what is happening in the learning process and makes a critical assessment as to what is working and what is not.

Upon examining the English-language classes, many researchers pointed to a few main factors contributing to the failure of English-language teaching-and-learning: (1) unqualified and poorly-trained teachers, (2) poorly-motivated students, (3) learners of mixed abilities in overly large classes, and (4) rare opportunities for student exposure to English outside of class time<sup>15</sup>.

Wiriyaichitra, compiled the causes of difficulties in English language teaching and learning in Thailand especially in the primary and secondary schools. Some of the problems she posted were<sup>16</sup>: (1) teachers' heavy teaching loads, (2) inadequately equipped classrooms and education technology, (3) the university entrance examination system, and (4) teachers' insufficient English language skills and cultural knowledge.

The problems involving students who wished to speak English fluently included: (1) challenging interference from Thai language, (2) lack of opportunity to use English in their daily lives, (3) unchallenging English lessons, (4) being passive learners, (5) being too shy to speak English with

<sup>14</sup>. Darling-Hamond, L. (2006). *Powerful teacher education*. San Francisco: Jossey-Bass. 85

<sup>15</sup>Dhanasobhon, S. *English language teaching dilemma in Thailand*. (2006). From <http://www.curriculumandinstruction.org/index.php?lay=show&ac=article&Id=539134523&Ntype=7> (access on May, 01<sup>st</sup> 2015)

<sup>16</sup>Wiriyaichitra, A. *English-language Teaching and Learning in Thailand in This Decade*. (Thai TESOL Focus: 2002). 15(1), p. 4-9



classmates, (6) being poorly-motivated, and (7) lack of responsibility for their own learning.

These problems have been attributable to the unsatisfactory results of English language teaching as mentioned earlier. However, according to Geringer, he explained that the most important factor in student learning progress is the teachers, and teacher quality outweighs other factors such as motivation, funding, and class sizes. Qualified teachers can create the best environment for learning<sup>17</sup>.

As for Thailand, a survey, in collaboration with the University of Cambridge, measuring the qualifications of four hundred Thai teachers of English, found that a full 60% of them had knowledge of English and teaching methodologies below that of the syllabus level at which they were teaching. Of the remaining top 40%, only 3% had a reasonable level of fluency, and only 20% were teaching class-levels for which they were both qualified and competent<sup>18</sup>.

Noopong also reported that 65% of primary school teachers who were teaching English had not taken English as their major of their studies, and only around 70% of secondary school English teachers graduated with a bachelor's degree in English<sup>19</sup>. Dhanasobhon explained that at the secondary

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<sup>17</sup>Geringer, J. *Reflections on professional development: Toward high-quality teaching and learning*. (Phi Delta Kappan: 2003), p. 84.

<sup>18</sup>Education in Thailand. (n.d.). In Wikipedia, the free encyclopedia. from [http://en.wikipedia.org/wiki/Education\\_in\\_Thailand](http://en.wikipedia.org/wiki/Education_in_Thailand) (Access on May 01<sup>st</sup> 2015)

<sup>19</sup>Noopong, D. (2002). Thesis "*English teaching problems and the needs for professional development of teachers of English in education extended schools under the Jurisdiction of the Office of Primary Education*", (Nakhon Ratchasima. Nakhon Ratchasima Rajabhat University. English Program:2005) p. 42

level, there is a shortage of teachers of English because English majored graduates love to work in other higher salary jobs such as flight attendants, or in hotel and tourism businesses, or with private companies<sup>20</sup>.

From some earlier research, we can conclude that in Thailand, English teacher professional is very low. It is because the many English teachers do not take English major as their study background. It can influence the learning process in the class because the successful teaching learning is begun from the teachers.

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<sup>20</sup>Dhanasobhon, S. *English language teaching dilemma in Thailand*. (2006). from <http://www.curriculumandinstruction.org/index.php?lay=show&ac=article&Id=539134523&Ntype=7> (Access on May 01<sup>st</sup> 2015)