

Initial English Teacher Education at Rajabhat Universities in Thailand

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Project Report

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Education at Rajabhat
Universities in Thailand**
for British Council

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Acknowledgements

We are extremely grateful to all the people who have helped us in completing this project.

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We would also like to extend our sincere appreciation to the participants who generously gave us their time and insightful data for the study. This allowed us to learn a lot about teacher education in Thailand. Thank you for your kind contribution! Please share the questionnaire with your friends who are studying in years 4 or 5 of a Bachelor of Education programme (in English) in Rajabhat Universities.

Last but not least, we would like to express our deepest gratitude to the British Council for their impactful initiative and grant, which made this project possible. We are fully indebted to Pattanavimol Israngkura Na Ayudhya, Ewan MacRae, Ekkarat Subannarat and their team for trusting us, providing valuable feedback on the project, and supporting us throughout the research process. We look forward to continuing our partnership in the future.



Foreword

It is my great pleasure to be able to introduce the Initial English Teacher Education in Rajabhat Universities report. This report into the pre-service education of teachers of English as a Subject in Basic Education (ESBE) offers policymakers, initial teacher education institutions, academics, practitioners, and the wider public valuable insights into how teachers of English are prepared to enter the classroom.

Following on from Subhan Zein's recent report on ESBE in the member states of Association of Southeast Asian Nations, this report focuses on prospective teachers of ESBE in Thailand as they progress from entering a Rajabhat University — where the majority of teachers are trained — through to their early careers as serving English teachers.

What is most heartening from this report is that the voices of prospective and newly qualified teachers can be heard loud and clear. This is testament to the commitment, drive, enthusiasm, and passion of teacher trainees and newly qualified teachers. Another important feature of this report is that teacher educators and mentors are central to the discussion. We were also delighted that the researchers were able to observe actual teacher education classes in Rajabhat Universities, demonstrating the collaborative and supportive environment of the stakeholders. The contribution and support of the Rajabhat Universities and the Ministry of Higher Education, Science Research and Innovation (MHESI) to this report is also greatly appreciated.

Education experts around the world generally concur that when it comes to enhancing education systems, the qualities and abilities of new entrants into the teaching profession are paramount. Despite this, the 'how' and the 'what' of raising the bar on the status quo is often quite elusive. It is commendable, therefore, that this report highlights clear and concise ways forward which are tangible and realistic. A greater emphasis on trainees' English language proficiency in their first year of study to become English teachers is understandable. Greater differentiation between how English should be taught for the primary phase and how English should be taught for the secondary phase is another important finding. In addition, the desire among trainees for a more vivid insight into the intact classroom context makes sense as does the wish to get very precise feedback to prepare them for the role. Learning theories, educational psychology, and classroom management were also areas highlighted for further input and development.

The British Council in Thailand remains fully committed to supporting the quality of English language teaching and learning. In addition to this report's focus on trainee English teachers, the British Council supports practising teachers through the commissioning of close-to-practice research, English language teaching methodology courses, digital innovation grants, and supporting teachers' action research skills development. We have also taken an interest in post-secondary English teaching and learning through recently commissioned research into English as a subject in higher education.

My sincere thanks go to MHESI, the Rajabhat Universities, their faculty, and their students, as well as their alumni, for their valuable support and input. I would also like to express my gratitude to the researchers and authors for producing such a comprehensive and informative report. Their efforts to strengthen the evidence base in the English language teaching field in Thailand will benefit many and can contribute to furthering ambitions for Thailand on the international stage. Lastly, thank you to you, the reader, as it is your interest and uptake that is the true acknowledgement of all the hard work and input that has gone into this report.

**Helga Stellmacher,
Country Director Thailand**

Executive Summary

The success of English-language education greatly depends on the quality of teachers, making it crucial to focus on pre-service teacher education. This includes studying the curriculum for pre-service English teachers, its implementation, and its impact on teacher practices. In the past five years, more than 70% of the graduates of English-language education programmes in Thailand have been from Rajabhat Universities (RUs) (Ministry of Higher Education, Science, Research and Innovation, n.d.). Exploring the content and structure of the Bachelor of Education (B.Ed.) programmes in English at Rajabhat Universities (RUs), which are teacher education programmes for pre-service English teachers, as well as investigating teaching practices and the impact of these practices, are therefore fundamental to the future development of teacher education.

As of 2022, there were a total of 38 RUs in Thailand, managed by the Ministry of Higher Education, Science, Research and Innovation (MHESI). They are divided into five regional groups: Bangkok (Rattanakosin), Central, Northern, North-eastern, and Southern (Pantuworakul, 2020). Over time, there have been several shifts in the curriculum of RUs between four-year and five-year programmes (Thongthew, 2014). As of 2023, Buriram Rajabhat University is the only institution that continues to use the five-year curriculum.

Previous studies related to pre-service teachers in Thailand focused on various aspects, including pre-service teachers' attitudes and perceptions towards learning principles, curriculum change, and teaching activities, as well as their identities, needs, opportunities, and challenges. These studies have provided evidence that researching pre-service English teacher education is crucial to developing professional skills and effective teaching practices.

On the basis of our review, limited research has been conducted on curriculum-related issues in English teacher education, particularly in the context of RUs. The most recent papers related to the curriculum focus on the impact of curriculum reforms and the length of pre-service teacher programmes, as well as pre-service teachers' perceptions of the curriculum (Chailom, 2019; Kiatkheeree, 2018; Sairattanain & Loo, 2021). Although relevant, these papers have not prioritised the content and structure of education programme curricula and their impact, leaving this area under-researched. To contribute to this underserved area, we conducted this project to study the overall content, implementation, and impact of teacher education programmes for pre-service English teachers in RUs across Thailand.

Research objectives

1. To establish an overview of the curricula of teacher education programmes for English teachers in RUs
2. To investigate the implementation of these curricula in RUs
3. To evaluate the implementation of the curricula in RUs
4. To investigate the impact of curriculum implementation on teaching practices within school contexts

Methodology

To address the four objectives of the study, we collected multiple sources of data for the study:

1. Curriculum documentation (11 documents)
2. Classroom observations (4 classes)
3. Reflective commentaries of teacher trainers (4 reflection entries)
4. Focus groups with teacher trainers and pre-service teachers (5 focus groups)
5. Interviews with teacher trainers (RU lecturers), programme administrators, novice teachers (those who had recently completed a B.Ed. in English from an RU) and mentors of novice teachers (33 interviews)
6. A questionnaire to pre-service teachers (191 responses)

These data sources were examined using qualitative data analysis techniques, with thematic and content analyses as the main methods. We present the findings that address the four objectives under four main themes:

1. The curriculum
2. Teaching practices at RUs
3. Reactions to learning at RUs, microteaching, and internship experiences
4. Reactions to learning at RUs, based on teaching experiences in schools

Considering that the impact of the curriculum can take time to manifest, to gain insight into the possible impact of the curriculum on pre-service teachers after graduation, we gathered feedback and reactions from novice teachers who had recently completed their studies at an RU.

Summary of findings

The curriculum

Rajabhat University (RU) curricula consist of general education courses, core courses (divided into two types: 1) general pedagogy, which aims to provide foundational knowledge about education in general, and 2) English language pedagogy, which provides specific content for English language teaching), and free elective courses. In this study, we developed a framework of five types of knowledge, those required in an English language teacher programme, from the previous literature. We used this framework to analyse the core courses of general pedagogy and English language pedagogy.

The findings reveal that all RU curricula provide adequate courses relating to content knowledge, pedagogic content knowledge, and general pedagogic knowledge. However, the areas of concern are insufficient courses on general learning knowledge, theories of second language learning, and process knowledge that would support pre-service teachers in their future postings.

Teaching practices at Rajabhat Universities

The analysis shows several aspects related to how teaching practices were implemented.

- Regarding the medium of instruction, Thai was used as the main language for lecturing, giving explanations, giving feedback, and as the classroom language, while English was used for giving key words, e.g., the terminology related to the field of English language teaching. Class observations also revealed that teachers frequently switched between Thai and English to encourage more participation from pre-service teachers.
- The level of participation and engagement of pre-service teachers in the classroom was related to the use of different teaching methods by RU teachers. A lecture-style class was found to elicit minimal participation from pre-service teachers, while whole-class discussions, group work, and group presentations were found to encourage more substantial participation.

We noticed that Rajabhat teachers had the freedom to make their choices in managing their own teaching practice to deliver content and made decisions about how to deliver the content while teaching. For example, they chose to have more group activities in class because they believed in student-centredness, discovery learning, and collaboration. Some RU teachers used dialogic teaching and the Presentation-Practice-Production approach to improve pre-service teachers' understanding of the content. However, it was found

that the level of English proficiency of pre-service teachers influenced the selection of teaching practices by RU teachers. For example, they tended to use Thai as the main language of instruction if pre-service teachers had low English language proficiency.

Reactions to learning at Rajabhat Universities, microteaching, and internship experiences

Pre-service teachers in their final year of study and novice teachers responded positively to questions about the content delivery in RUs. Teaching activities and techniques were practical and could be advantageous to them in the initial phases of their teaching profession. Many reported that learning about technology was especially helpful during the COVID-19 pandemic, when online learning became necessary.

Despite reporting that microteaching exercises were helpful, some pre-service teachers faced difficulties in applying what they had learned to their actual teaching practice, due to differences between the situations in the exercises and real school contexts. This is often the case in other contexts, because the reality of teaching is often quite different from microteaching. In addition, some pre-service teachers felt that the feedback provided during the microteaching exercises was not sufficient.

Regarding the content and courses, the pre-service teachers had an overall positive perception of the curriculum implementation, and they generally agreed with the practicality and appropriateness of the curriculum.

Psychology, teaching theories and techniques, and classroom management were found to be particularly useful and the most relevant to the teaching practices of pre-service teachers.

Despite the positive reactions, some pre-service teachers and novice teachers faced challenges related to the gap between theory and practice. The courses offered a great deal of theoretical knowledge but did not have sufficient practical application in actual classrooms, especially in primary education.

Reactions to learning at Rajabhat Universities, based on teaching experiences at school

Overall, the training at RUs received positive reactions from novice teachers and other participants, particularly regarding English language knowledge and teaching profession courses. Novice teachers reported developing various teaching techniques, activities, and material design skills. They also reported that they were equipped with technological and digital skills that could be applied to classroom activities and materials for their students, which they perceived as their strengths.

Novice teachers could apply the knowledge gained from psychology courses to their teaching practices. However, some participants thought that the content was outdated and that the teaching approach used by RU teachers was not always practical for teaching primary school students. The teaching approach and techniques taught in the RUs, mostly through lectures, did not always align with the requirements of the OBEC (Office of the Basic Education Commission), which focus more on active learning. As a result, pre-service teachers' learning experiences did not align with how they were required to teach in schools. Novice teachers also shared their views that the training did not adequately prepare them for non-teaching duties, such as administrative work and school management systems, which affected their teaching preparation.



Recommendations

Based on key findings regarding curriculum, courses, and teacher training programmes in RUs, as well as the impact of training as perceived by participants who were exposed to actual school contexts, Chapter 7 discusses eight key issues and provides crucial recommendations that are worth considering for future actions. These key issues and recommendations are summarised below.

1. **Changes in course content:** It is worth considering modifying or adding courses and content in the areas of 1) theories of language learning, 2) research to encourage pre-service teachers' learning and development, 3) fundamental subjects other than English for primary education, and 4) classroom management, while considering the updated policies in basic education.
2. **Increasing the coherence of the curriculum:** To improve the coherence of the curriculum, the following steps should be taken: 1) collaborate in designing general pedagogy and English language pedagogy courses to avoid overlaps, 2) rearrange courses from fundamental to more advanced content, especially those affected by the transition from a five-year to a four-year curriculum, and 3) integrate technology into the material and activity design course.
3. **Enhancing the practical aspects of training:** The practical aspects of teacher training should be enhanced through 1) providing more practical feedback for microteaching or using videos of actual microteaching or lifelike scenarios for discussion and debates on teaching practices, and 2) using demonstration techniques to enhance the learning experiences of pre-service teachers.

4. **Providing separate tracks for primary and secondary education:** To cater for the diverse needs of primary and secondary school students, the curriculum for teacher training should have distinct paths and customised courses that should be specifically designed for potential teachers of each level of education.
5. **Providing courses related to practical aspects of working in schools:** Rajabhat Universities should offer courses and/or content that provide pre-service teachers with hands-on experience and practical skills that are necessary for their work in schools, for example, administrative work as well as school management systems.
6. **Improving the English proficiency of pre-service teachers:** Rajabhat Universities should give priority to improving pre-service teachers' English proficiency levels in their first year of study and use English as the primary language of instruction in the later years of the programme.
7. **Specialisms of individual Rajabhat Universities:** To facilitate pre-service teachers to develop their specialised skills, gain distinctive learning experiences, and stand out for future career opportunities, each RU should consider providing them with courses that reflect its areas of expertise, in addition to the courses offered as part of the core curriculum.
8. **Updating the curriculum:** Rajabhat Universities should consistently revise their curriculum, courses, and teachers' knowledge and skills, with a particular emphasis on technology and psychology that enhance effective teaching and learning.

These key findings and recommendations that are relevant to the content, implementation, and practical impact of the current curricula have provided insights and specific directions for key stakeholders, which include MHESI and government organisations, teacher training providers, RUs offering pre-service teacher education programmes, and teacher trainers. The project team anticipates that the insights from this study will be valuable for enhancing the education of English teachers and, as a result, the quality of English teachers in the future.



บทสรุปผู้บริหาร

ความสำเร็จของการศึกษาภาษาอังกฤษขึ้นอยู่กับคุณภาพครู ทำให้การวิจัยด้านการศึกษานักศึกษาศาสตร์ สาขาวิชาภาษาอังกฤษมีความสำคัญอย่างยิ่ง ซึ่งรวมถึงการศึกษาหลักสูตรที่ใช้ การเรียนการสอน และผลกระทบของการใช้หลักสูตรในการเรียนการสอนต่อการปฏิบัติการสอนของทั้งนักศึกษาฝึกสอนและครูจบใหม่ เนื่องจากในช่วงห้าปีที่ผ่านมา ครูผู้สอนภาษาอังกฤษกว่าร้อยละเจ็ดสิบสำเร็จการศึกษาจากหลักสูตรครุศาสตรบัณฑิตสาขาวิชาภาษาอังกฤษจากมหาวิทยาลัยราชภัฏ (กระทรวงการอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรม) การศึกษาเนื้อหาและโครงสร้างของหลักสูตรครุศาสตรบัณฑิตสาขาวิชาภาษาอังกฤษในมหาวิทยาลัยราชภัฏ การเรียนการสอน และผลกระทบของแนวปฏิบัติการสอนจึงเป็นพื้นฐานสำคัญในการพัฒนาการศึกษาครุศาสตร์ในอนาคต

จากข้อมูลในปี พ.ศ. 2565 มีมหาวิทยาลัยราชภัฏทั้งหมด 38 แห่งทั่วประเทศไทย ซึ่งอยู่ภายใต้การกำกับของกระทรวงการอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรม (อว.) มหาวิทยาลัยราชภัฏทั้ง 38 แห่งถูกจัดเป็น 5 กลุ่มตามภูมิภาค ได้แก่ กลุ่มรัตนโกสินทร์ กลุ่มภาคกลาง กลุ่มภาคเหนือ กลุ่มภาคตะวันออกเฉียงเหนือ และกลุ่มภาคใต้ (Pantuworakul, 2020) ในส่วนของหลักสูตร มหาวิทยาลัยราชภัฏได้มีการปรับเปลี่ยนหลักสูตรระหว่างหลักสูตร 4 ปี และ 5 ปี หลายครั้ง (Thongthew, 2014) และในปี 2566 มีเพียงมหาวิทยาลัยราชภัฏบุรีรัมย์เท่านั้นที่ยังคงใช้หลักสูตร 5 ปี

งานวิจัยที่เกี่ยวกับนักศึกษาศาสตร์ในประเทศไทยที่ผ่านมาครอบคลุมประเด็นต่าง ๆ ได้แก่ ทักษะคิดและการรับรู้ของนักศึกษาศาสตร์ที่มีต่อหลักการเรียนรู้ การเปลี่ยนแปลงหลักสูตร และกิจกรรมการสอน ตลอดจนอัตลักษณ์ ความต้องการ โอกาส และความท้าทาย งานวิจัยเหล่านี้ชี้ให้เห็นว่าการศึกษานักศึกษาศาสตร์สาขาภาษาอังกฤษมีความจำเป็นอย่างยิ่งต่อการพัฒนาทักษะวิชาชีพและการสอนของพวกเขาให้มีประสิทธิภาพ

จากการทบทวนวรรณกรรม งานวิจัยที่เกี่ยวข้องกับหลักสูตรครุศาสตร์สำหรับครูภาษาอังกฤษ โดยเฉพาะในบริบทของมหาวิทยาลัยราชภัฏมีอยู่ก่อนจำกัด งานวิจัยที่เกี่ยวข้องกับหลักสูตรล่าสุดมุ่งศึกษาผลกระทบของการปฏิรูปหลักสูตรและระยะเวลาของหลักสูตร ตลอดจนการรับรู้ของนักศึกษาศาสตร์ต่อหลักสูตร (Kiatkheeree, 2018; Chailom, 2019; and Sairattanain & Loo, 2021) แม้ว่างานวิจัยเหล่านี้จะมีความเกี่ยวข้องกับหลักสูตร แต่ไม่ได้ศึกษาประเด็นที่เกี่ยวกับ

เนื้อหาและโครงสร้างของหลักสูตร และผลกระทบของหลักสูตรด้วยเหตุดังกล่าว โครงการวิจัยนี้จึงมีวัตถุประสงค์เพื่อศึกษาเนื้อหาหลักสูตรครุศาสตรสาขาภาษาอังกฤษในภาพรวม การใช้หลักสูตร และผลกระทบของหลักสูตรที่มีต่อนักศึกษาในมหาวิทยาลัยราชภัฏทั่วประเทศไทย และต่อครูสอนภาษาอังกฤษในโรงเรียนของรัฐ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาภาพรวมของหลักสูตรครุศาสตรสาขาภาษาอังกฤษ
2. เพื่อศึกษาการนำหลักสูตรไปใช้ในการเรียนการสอนที่มหาวิทยาลัยราชภัฏ
3. เพื่อประเมินการนำหลักสูตรไปใช้ในการเรียนการสอนที่มหาวิทยาลัยราชภัฏ
4. เพื่อศึกษาผลกระทบของการเรียนการสอนจากมหาวิทยาลัยราชภัฏต่อการปฏิบัติการสอนในโรงเรียน

ระเบียบวิธีวิจัย

แหล่งข้อมูลของโครงการงานวิจัย มีดังต่อไปนี้

1. เอกสารประกอบหลักสูตร หรือ มคอ. 2 (จำนวน 11 หลักสูตร)
2. การสังเกตการสอนในชั้นเรียน (จำนวน 4 ชั้นเรียน)
3. การสะท้อนคิดของอาจารย์ผู้สอน (จำนวน 4 ท่าน)
4. การสนทนากลุ่มกับอาจารย์ผู้สอน และนักศึกษาศาสตร์ (จำนวน 5 กลุ่ม)
5. การสัมภาษณ์อาจารย์ผู้สอน ผู้บริหารหลักสูตร ครูจบใหม่ และครูที่ปรึกษา (จำนวน 33 คน)
6. แบบสอบถามสำหรับนักศึกษาศาสตร์ชั้นปีสุดท้าย (จำนวนผู้ตอบ 191 คน)

การวิเคราะห์ข้อมูลใช้เทคนิคการวิเคราะห์ข้อมูลเชิงคุณภาพโดยใช้การวิเคราะห์แก่นสาระ (thematic analysis) และการวิเคราะห์เนื้อหา (content analysis) เป็นวิธีการหลัก การนำเสนอผลจากการวิเคราะห์แบ่งออกเป็น 4 หัวข้อหลักได้แก่

1. หลักสูตร
2. การเรียนการสอนในมหาวิทยาลัยราชภัฏ
3. ปฏิบัติการต่อการเรียนรู้จากมหาวิทยาลัยราชภัฏ ต่อประสบการณ์การสอนแบบจุลภาค (microteaching) และการฝึกงาน (internship) และ
4. ปฏิบัติการต่อการเรียนรู้จากมหาวิทยาลัยราชภัฏ จากประสบการณ์การสอนจริงในโรงเรียน ซึ่งสะท้อนผลกระทบของหลักสูตร

เนื่องจากผลกระทบที่เกิดจากการดำเนินหลักสูตรอาจไม่ปรากฏผลในระยะสั้น เพื่อให้เข้าใจผลกระทบที่เป็นไปได้ของหลักสูตรต่อนักศึกษาศาสตร์ที่จบการศึกษาแล้วประกอบวิชาชีพครู เราจึงรวบรวมข้อมูลประสบการณ์การสอนจากครูจบใหม่ ที่จบการศึกษาจากมหาวิทยาลัยราชภัฏ

สรุปประเด็นจากการศึกษา

หลักสูตร

หลักสูตรของมหาวิทยาลัยราชภัฏประกอบด้วย หมวดวิชาศึกษาทั่วไป หมวดวิชาเฉพาะ (ซึ่งประกอบด้วยกลุ่มวิชาชีพครูทั่วไป ที่เน้นพื้นฐานเกี่ยวกับการสอนแบบภาพรวม และกลุ่มวิชาชีพครูภาษาอังกฤษที่เน้นการสอนวิชาภาษาอังกฤษโดยเฉพาะ) และหมวดวิชาเลือกเสรี งานวิจัยนี้ศึกษาเฉพาะหมวดวิชาเฉพาะ (core courses) ซึ่งประกอบด้วยกลุ่มวิชาชีพครูและกลุ่มวิชาชีพครูภาษาอังกฤษ โดยใช้กรอบความรู้ 5 ประเภทในการวิเคราะห์ ซึ่งเป็นประเภทความรู้ที่จำเป็นสำหรับการเป็นครูผู้สอนภาษาอังกฤษที่ได้จากการทบทวนวรรณกรรม

ผลการวิจัยพบว่าหลักสูตรของมหาวิทยาลัยราชภัฏทุกแห่ง มีหลักสูตรที่เกี่ยวข้องกับความรู้ในเนื้อหา (content knowledge) ความรู้เนื้อหาทางการสอน (pedagogic content knowledge) และความรู้ทั่วไปเกี่ยวกับการสอน (general pedagogic knowledge) อย่างเพียงพอ อย่างไรก็ตาม ประเด็นที่น่ากังวลคือวิชาที่เกี่ยวข้องกับทฤษฎีการเรียนรู้ภาษาที่สอง (second language acquisition) และความรู้ด้านกระบวนการ (process knowledge) ที่นักศึกษาสามารถนำไปปฏิบัติใช้ได้ ในสถาบันที่ไปสังเกตยังมีไม่เพียงพอ

การเรียนการสอนในมหาวิทยาลัยราชภัฏ

ผลการวิจัยแสดงให้เห็นหลายแง่มุมเกี่ยวกับวิธีดำเนินการสอน

- ภาษาที่ใช้ในการสอน: ภาษาไทยเป็นภาษาที่ใช้ในห้องเรียน โดยจะใช้เป็นหลักในการบรรยาย อธิบาย และแสดงความคิดเห็น ส่วนภาษาอังกฤษจะใช้ในการอธิบาย คำสำคัญ เช่น คำศัพท์ที่เกี่ยวข้องกับสาขาวิชาการสอน ภาษาอังกฤษ นอกจากนี้ผู้สอนมีการสลับใช้ภาษาอังกฤษและภาษาไทยในการสอน โดยมีวัตถุประสงค์เพื่อส่งเสริมให้ผู้เรียนมีส่วนร่วมในชั้นเรียนมากขึ้น
- การมีส่วนร่วมของนักศึกษา: ระดับการมีส่วนร่วมในการเรียนของนักศึกษานั้นขึ้นอยู่กับวิธีการสอนของผู้สอน การสอนแบบบรรยายไม่ส่งเสริมให้ผู้เรียนมีส่วนร่วมในการเรียนการสอน ในขณะที่การสอนแบบอภิปราย ทั้งชั้นเรียน การทำงานกลุ่ม และการนำเสนอกลุ่ม ช่วยกระตุ้นให้ผู้เรียนมีส่วนร่วมมากกว่า

นอกจากนี้ผลการวิจัยแสดงให้เห็นว่าอาจารย์ราชภัฏมีอิสระในการเลือกวิธีการจัดการเรียนการสอนของตนเอง ผู้สอนสามารถตัดสินใจว่าจะนำเสนอเนื้อหาในการสอนอย่างไร ตัวอย่างเช่น ผู้สอนมีการจัดกิจกรรมกลุ่มในชั้นเรียน หากมีความเชื่อในแนวคิดการสอนแบบผู้เรียนเป็นศูนย์กลาง (student-centredness) การเรียนรู้แบบค้นพบ (discovery learning) และการทำงานร่วมกัน (collaboration) แต่ผู้สอนบางคนใช้การสอนแบบโต้ตอบ (dialogic teaching) และการนำเสนอ-ฝึกปฏิบัติ-การผลิตภาษาเพื่อตอบสนอง (PPP) เพื่อเพิ่มความเข้าใจเนื้อหาของผู้เรียน นอกจากนี้ งานวิจัยแสดงให้เห็นว่า ผู้สอนจะเลือกวิธีการสอนแบบใดนั้นขึ้นอยู่กับระดับความสามารถทางภาษาอังกฤษของผู้เรียนด้วย ตัวอย่างเช่น ผู้สอนมีแนวโน้มที่จะใช้ภาษาไทยเป็นภาษาหลักในการสอน หากนักศึกษาศาสตร์มีความสามารถทางภาษาอังกฤษในระดับต่ำ

ปฏิกิริยาต่อการเรียนรู้ที่มหาวิทยาลัยราชภัฏ ต่อประสบการณ์การสอนแบบจุลภาค (microteaching) และประสบการณ์การฝึกงาน (internship)

นักศึกษาชั้นปีสุดท้ายและครูจบใหม่มีความพึงพอใจต่อการสอนในมหาวิทยาลัยราชภัฏ พวกเขาสามารถนำกิจกรรมการสอนและเทคนิคการสอนไปใช้ได้จริง และเป็นประโยชน์สำหรับพวกเขาในระยะเริ่มต้นของวิชาชีพครู นอกจากนี้ การเรียนรู้เกี่ยวกับเทคโนโลยีมีประโยชน์อย่างยิ่ง ในการสอนช่วงการระบาดของ COVID-19

แม้ว่านักศึกษาฝึกสอนจะสะท้อนความคิดเห็นว่า ประสบการณ์การสอนแบบจุลภาค หรือ microteaching มีประโยชน์ แต่นักศึกษาบางคนประสบปัญหาในการนำสิ่งที่เรียนรู้จากการสอนแบบนี้ไปใช้ในการสอนจริงเนื่องจากความแตกต่างระหว่างการสอนแบบจุลภาค (micro teaching) และบริบทการสอนจริงในโรงเรียน ซึ่งกรณีเช่นนี้มักจะเกิดขึ้นในสถาบันการศึกษาอื่นด้วยเช่นกัน เนื่องจากการสอนในสถานการณ์จริงมักจะแตกต่างจากการสอนแบบจุลภาค นอกจากนี้ นักศึกษาฝึกสอนบางคนรู้สึกว่าการนำเสนอแนะจากอาจารย์ที่ให้ระหว่างที่ตนฝึกสอนยังไม่เพียงพอ

โดยรวมแล้ว นักศึกษามีความพึงพอใจด้านเนื้อหาหลักสูตร และรายวิชาต่าง ๆ และการนำหลักสูตรไปใช้ ส่วนใหญ่เห็นว่าสามารถนำไปปฏิบัติจริงได้และหลักสูตรมีความเหมาะสม วิชาที่มีประโยชน์อย่างยิ่งและเกี่ยวข้องกับการปฏิบัติการสอนมากที่สุดคือ จิตวิทยา ทฤษฎีและเทคนิคการสอน และการจัดการชั้นเรียน อย่างไรก็ตาม นักศึกษาฝึกสอนและครูจบใหม่บางคนพบว่าความท้าทายในการศึกษาของเขาคือช่องว่างระหว่างทฤษฎีและการปฏิบัติ หลักสูตรนี้นำเสนอความรู้ทางทฤษฎีมากมาย แต่ยังมีจุดด้อยในการนำไปใช้ในห้องเรียนจริง โดยเฉพาะในการสอนระดับประถมศึกษา

ปฏิริยาต่อการเรียนรู้จากมหาวิทยาลัยราชภัฏกาฬสินธุ์ ประสบการณ์การสอนจริงในโรงเรียน

โดยรวมแล้วการสอนจากมหาวิทยาลัยราชภัฏได้รับการตอบรับเชิงบวกจากครูจบใหม่และผู้เข้าร่วมวิจัยกลุ่มอื่น ๆ โดยเฉพาะวิชาที่เกี่ยวกับความรู้ภาษาอังกฤษและวิชาชีพครู ครูจบใหม่ได้รับคำชมว่ามีเทคนิคการสอน กิจกรรม และทักษะการออกแบบสื่อการเรียนการสอนที่หลากหลาย และมีทักษะด้านเทคโนโลยีและดิจิทัลที่สามารถนำไปใช้กับกิจกรรมในห้องเรียนและเนื้อหาสำหรับนักเรียนได้ดี ซึ่งถือเป็นจุดแข็ง

ครูจบใหม่สามารถนำความรู้ที่ได้รับจากรายวิชาจิตวิทยาไปใช้ในการสอนได้ อย่างไรก็ตาม บางคนกล่าวว่าเนื้อหาและวิธีการสอนที่เรียนรู้จากหลักสูตรใช้ไม่ได้ผลเสมอไปสำหรับการสอนนักเรียนชั้นประถมศึกษา นอกจากนี้ วิธีการสอนและเทคนิคการสอนที่มหาวิทยาลัยราชภัฏส่วนใหญ่เป็นแบบการบรรยาย ซึ่งไม่สอดคล้องกับสิ่งที่กระทรวงศึกษาธิการคาดหวังซึ่งเน้นการสอนแบบการเรียนรู้เชิงรุก (active learning) ครูจบใหม่มีความคิดเห็นตรงกันว่าหลักสูตรยังขาดการเตรียมความพร้อมพวกเขาให้ปฏิบัติงานจริงในด้านการงานที่ไม่เกี่ยวข้องกับการสอน เช่น งานธุรการและระบบบริหารจัดการในโรงเรียน ซึ่งกระทบต่อการเตรียมการสอนและเวลาในการสอน

บทที่ 7 ได้อภิปราย 8 ประเด็นหลักที่สรุปได้จากผลงานวิจัย พร้อมทั้งนำเสนอข้อเสนอแนะ เพื่อประกอบการพัฒนาหลักสูตรในอนาคต โดยประเด็นดังกล่าว สรุปได้ดังนี้

ข้อเสนอแนะ

- 1. ปรับเปลี่ยนเนื้อหาของรายวิชา:** ควรปรับเปลี่ยนหรือเพิ่มเติมเนื้อหาเหล่านี้ในหลักสูตร
 - 1) ทฤษฎีการเรียนรู้ภาษาที่สอง
 - 2) การวิจัยที่ส่งเสริมการเรียนรู้และพัฒนาวิชาชีพสำหรับนักศึกษาครุศาสตร์
 - 3) รายวิชาพื้นฐานที่นอกเหนือจากวิชาภาษาอังกฤษสำหรับนักศึกษาครุศาสตร์ที่จะสอนในระดับประถมศึกษา
 - 4) การจัดการชั้นเรียน ซึ่งต้องพิจารณาประกอบกับนโยบายการศึกษาของการศึกษาขั้นพื้นฐานในขณะนั้นด้วย
- 2. สร้างความสอดคล้องและความต่อเนื่องของหลักสูตร:** การสร้างความต่อเนื่องของรายวิชาในหลักสูตรสามารถทำได้โดยดำเนินการตามขั้นตอนเหล่านี้
 - 1) สร้างความร่วมมือระหว่างผู้พัฒนาหลักสูตรในกลุ่มวิชาครูทั่วไป (general pedagogy) และในกลุ่มวิชาสอนภาษาอังกฤษ (English language pedagogy) ในการพัฒนารายวิชา เพื่อหลีกเลี่ยงความซ้ำซ้อน
 - 2) ปรับลำดับของรายวิชาที่สอน จากรายวิชาที่มีเนื้อหาในระดับพื้นฐานไปสู่รายวิชาที่มีเนื้อหาที่มีความยากซับซ้อนเพิ่มขึ้น โดยเฉพาะรายวิชาที่เกิดจากการปรับหลักสูตรจาก 5 ปีเป็น 4 ปี
 - 3) บูรณาการการใช้เทคโนโลยีในการพัฒนาสื่อการสอนและกิจกรรมการเรียนการสอน

3. ปรับปรุงการสอนในแง่ปฏิบัติ: การปรับปรุงการสอนในแง่การปฏิบัติ สามารถทำได้โดย

- 1) ให้คำแนะนำหรือข้อเสนอแนะขณะทำการสอนแบบจุลภาค (micro teaching) ที่สามารถนำไปปฏิบัติจริงได้มากขึ้นหรือควรใช้วิธีทัศนการสอนแบบจุลภาคที่เกิดขึ้นจริงหรือเสมือนจริงในการอภิปรายในชั้นเรียนกับนักศึกษา
- 2) ใช้วิธีการสอนแบบสาธิต เพื่อเสริมประสบการณ์การเรียนรู้ของนักศึกษาครูศาสตร์

4. พัฒนารายวิชาเฉพาะสำหรับนักศึกษาครูศาสตร์ที่จะสอนนักเรียนระดับประถมศึกษาและมัธยมศึกษา: เพื่อตอบสนองความต้องการที่หลากหลายและแตกต่างกันของนักเรียนทั้งในระดับประถมศึกษาและระดับมัธยมศึกษา หลักสูตรครูศาสตร์ควรมีเส้นทางที่ชัดเจนและรายวิชาเฉพาะสำหรับนักศึกษาครูศาสตร์ที่จะสอนนักเรียนในระดับประถมศึกษาและระดับมัธยมศึกษาในอนาคต

5. พัฒนารายวิชาที่มีเนื้อหาเกี่ยวกับการทำงานจริงในโรงเรียน: หลักสูตรครูศาสตร์ควรมีรายวิชาที่มีเนื้อหาที่เอื้อให้นักศึกษาครูศาสตร์ได้รับประสบการณ์ตรงในการทำงานพร้อมกับทักษะที่จำเป็นในการทำงานในโรงเรียน เช่น งานบริหาร รวมถึงระบบบริหารงานโรงเรียน

6. พัฒนาระดับความสามารถทางภาษาอังกฤษของนักศึกษาครูศาสตร์: หลักสูตรครูศาสตร์ควรให้ความสำคัญกับการพัฒนาความสามารถทางภาษาอังกฤษของนักศึกษาครูศาสตร์เป็นอันดับแรกในชั้นปีที่ 1 และใช้ภาษาอังกฤษเป็นภาษาหลักในการสอนรายวิชาต่าง ๆ ในชั้นปีถัดไป

7. สร้างความเชี่ยวชาญเฉพาะทางของมหาวิทยาลัย

ราชภัฏแต่ละแห่ง: เพื่อให้ นักศึกษาของมหาวิทยาลัยราชภัฏสามารถสร้างความเชี่ยวชาญและมีความโดดเด่นเฉพาะตัว พร้อมทั้งได้รับประสบการณ์ในการเรียนรู้ที่มีค่า อันจะนำไปสู่โอกาสทางอาชีพที่ดีในอนาคต มหาวิทยาลัยราชภัฏแต่ละแห่งควรพัฒนาหลักสูตรและสร้างรายวิชาที่สะท้อนความเชี่ยวชาญของตนเอง นอกเหนือจากรายวิชาที่เปิดสอนตามหลักสูตรกลาง

8. ปรับปรุงหลักสูตรให้ทันสมัยอยู่เสมอ: มหาวิทยาลัย

ราชภัฏควรปรับปรุงหลักสูตร เนื้อหาในรายวิชา พร้อมทั้งเพิ่มพูนความรู้และทักษะต่าง ๆ ของอาจารย์ผู้สอนอย่างสม่ำเสมอ โดยเฉพาะในรายวิชาด้านเทคโนโลยี และจิตวิทยาซึ่งจะช่วยส่งเสริมการเรียนรู้การสอนให้มีประสิทธิภาพมากขึ้น

โครงการวิจัยนี้ศึกษาเนื้อหาหลักสูตรครูศาสตร์สาขาภาษาอังกฤษของมหาวิทยาลัยราชภัฏทั่วประเทศ รวมทั้งการนำหลักสูตรไปใช้ในการสอน และผลกระทบของหลักสูตรในทางปฏิบัติผ่านปฏิกิริยาต่อการเรียนรู้จากมหาวิทยาลัยราชภัฏของนักศึกษาครูศาสตร์และครูจบใหม่ ผลของงานวิจัยได้ให้ข้อมูลเชิงลึกและข้อเสนอแนะสำหรับผู้มีส่วนได้ส่วนเสียที่สำคัญ ซึ่งรวมถึงกระทรวงการอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรม (อว.) และองค์กรของรัฐ สถาบันฝึกอบรมครูมหาวิทยาลัยราชภัฏที่เปิดสอนหลักสูตรครูศาสตร์ และอาจารย์ในหลักสูตรครูศาสตร์ ทางคณะผู้วิจัยหวังเป็นอย่างยิ่งว่าข้อมูลเชิงลึกที่ได้จากงานวิจัยชิ้นนี้จะเป็นประโยชน์ต่อการพัฒนาการศึกษาของครูผู้สอนภาษาอังกฤษและสร้างผลกระทบต่อคุณภาพของครูสอนภาษาอังกฤษในอนาคต

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Chapter 1

Introduction and background of the study

1.1 Introduction

Improving the quality of Thai English teachers in state schools has been a persistent challenge in the country's education system. Addressing this challenge requires a focus on improving the pre-service education of English teachers. Because Rajabhat Universities (RUs), formerly established as teachers' colleges, are the main providers of pre-service education for schoolteachers in Thailand (Watson Todd & Darasawang, 2020), studying the pre-service English teacher education curricula offered by these universities is therefore fundamental to understanding and evaluating the current state of teacher development in Thailand.

A curriculum document sets out a plan and a series of objectives. These include the course content, teaching and learning procedures, as well as assessment and evaluation criteria for the achievement of specific educational goals within an educational institution (Feez, 2002; Richards, Platt & Platt, 1992; Richards, 2017; Yalden, 1987). Some curriculum documents include how the programme is implemented and identify the implementational and contextual constraints (Graves, 1996; Markee, 1997). For this study, the term 'curriculum' refers to an educational programme that states the philosophy of the programme, the course content, teaching and learning arrangements, evaluation methods, and documentation related to the management of programmes in pre-service English teacher institutions.

This study aims to explore the content of the curriculum implemented by Bachelor of Education programmes (B.Ed.) in English in RUs, the implementation of the curricula, and the impact of the implementation on graduating teachers and stakeholders. These three main aspects have been investigated through multiple research instruments. Key informants are various groups of stakeholders:

- RU teachers (trainers)
- Programme administrators
- Pre-service teachers
- Novice teachers who recently graduated from RUs
- Mentors of novice teachers

The study conducted a document analysis of the current curricula of English-language Education Programmes in RUs throughout Thailand. The study also conducted classroom observations (where pre-service teachers are trained), as well as elicited reflections from RU teachers and pre-service teachers. The research process drew on data from interviews and focus group discussions with RU teachers, novice teachers, and mentors.

Understanding the typical components and content of the current curricula, the implementation, and the impact of the curricula on teaching practices, revealed through this study, will provide potential beneficiaries with a deep insight into the curricula and teacher practices. These insights could lead to recommendations and directions for actions for RUs offering pre-service English teacher education programmes, and governmental organisations, including the Ministry of Higher Education, Science, Research and Innovation (MHESI) and the Thai Ministry of Education on future improvement of quality of English teachers and English-language education.



1.2 Background to Rajabhat Universities

This section provides background to RUs according to five different aspects:

- The history of RUs in Thailand
- The number of RUs and education programmes in English
- Graduation statistics of education programmes in English
- The process of curriculum development and implementation
- The curriculum of four- and five-year programmes

1.2.1 The history of Rajabhat Universities in Thailand

Rajabhat Universities are a group of public universities with a rich history of development since their inception as teacher training colleges almost a century ago. The development of RUs can be grouped into four eras: 1) Teacher Training Schools, 2) Teacher Training Colleges, 3) Rajabhat Institutes, and 4) Rajabhat Universities (Sinthunava, 2009).

Teacher Training Schools (1982–1960)

King Rama V played a crucial role in establishing the foundation of education in Thailand with the aim of modernising the country to prevent colonisation by Western powers (Durongphan et al., n.d.; Kaur, Young, & Kirkpatrick, 2016). The King introduced an education system from the West that focused on the importance of schools, curriculum, instructional materials, and teachers (Chinnawong, 2018; Rajabhat University Act, 2004).

The Department of Education was established to oversee all the educational work initiated by the King. With modern schools opening up, many people sent their children to these schools, but faced the problem of inadequate teachers. To solve the problem, a budget was allocated to set up teacher training schools to produce teachers (Chinnawong, 2018; Rajabhat University Act, 2004). The first school was established in Bangkok in 1892, and then later in many large cities such as Nakhon Ratchasima, Udonthani, Nakhon Si Thammarat, Songkhla, and Chiangmai, among others (Chinnawong, 2018; Sinthunava, 2009). These schools offered a Certificate in Education that aimed at training graduates to teach in elementary schools, and a Higher Certificate in Education for graduates to become secondary schoolteachers (Nakhon Si Thammarat Rajabhat University, 2014; Nakon Pathom Rajabhat University, n.d.).

Teacher Training College (1960–1992)

In 1960 (B.E. 2503), the Ministry of Education upgraded all teacher training schools to become 'Teacher Training Colleges'. The colleges offered a Higher Certificate in Education and a Bachelor Degree in Education (Chinnawong, 2018).

In 1975 (B.E. 2518), the Thai government made education compulsory through the ninth grade, due to a rapid increase in population and the requirements of a growing economy. As a result, there was a call for a large number of teachers to work in elementary and secondary schools. The government referred to the Teacher Education Act 1957, and all 36 teacher colleges began to operate in accordance with the Act, offering bachelor's degrees in education (Quigley and Kanjananiyot, 2022; Teacher College Act, 1975; Teacher Education Act, 1984).

The colleges encountered many changes and paved the way to becoming institutes of higher education. As stated in Article No. 5 of the 1975 Act, they would, "... become research institutes and legitimately center the bachelor's degree, deliberately promote the instructor / teachers and education personnel's academic standing, preserve and nurture the arts and cultures, and provide the community with academic services." (Teacher College Act, 1975).

In 1984 (B.E. 2527), some articles in the Teachers' College Act 1975 were revised and amended because the demand for schoolteachers was reduced. Consequently, colleges were required to offer other fields of study rather than only teacher education (Teacher Education Act, 1984).

Rajabhat Institutes (1992–2004)

In 1992 (B.E. 2535), during the education reform period, King Rama IX bestowed the name 'Rajabhat Institute' to replace the name 'Teacher College'. 'Rajabhat' is an honourable name that means 'Son of the King'. Three years later, in 1995, the Teachers College Act 1992 was replaced by the Rajabhat Institute Act. The 36 teacher colleges became Rajabhat Institutes and were allowed to offer various fields of study leading to associate degrees, bachelor's degrees, master's degrees, as well as doctorate degrees. In 1997 (B.E. 2540), five more Rajabhat Institutes were established, bringing the total number of institutes to 41.

Rajabhat Universities (2004–present)

In 2004 (2547), Rajabhat Institutes were accredited with legal status according to the Rajabhat University Act. All Rajabhat Institutes were re-designated as universities. They were officially recognised as 'Rajabhat University' (RU). Section 7 of the Act redesigned the role of an RU to become

“... an institute of higher education for local development in order to help reinforce national intelligence, revive the learning force, promote local wisdom, create artistry for secure and sustainable prosperity of the people, take part in managing, maintaining, utilizing natural resources and the environment on a balanced and sustainable basis under the objectives of providing education, enhancing advanced knowledge and professionalism, providing lessons, researching, providing academic services to society, improving, transferring, and developing technology, maintaining arts and culture, generating teachers and enhancing the academic standing of teachers.” (Rajabhat University Act, 2004: 2).

Currently, all RUs are under the authority of MHESI, and are now responsible for producing graduates in different fields of study with bachelor's, master's, and doctorate degrees.

1.2.2 The number of Rajabhat Universities and Education Programmes in English

Currently, there are 38 RUs operating in Thailand, all of which offer Bachelor of Education (B.Ed.) programmes in English (Atkin, 2020). RUs offer undergraduate and graduate degrees in different fields of study including Education, Humanities and Social Sciences, Science and Technology, and Management Sciences. These RUs are grouped by either graduation ceremony management areas or regions. There are four groups according to the areas of the graduation ceremony and five groups according to their regions (Pantuworakul, 2020). The regional groups of RUs are presented in Figure 1-1 below.

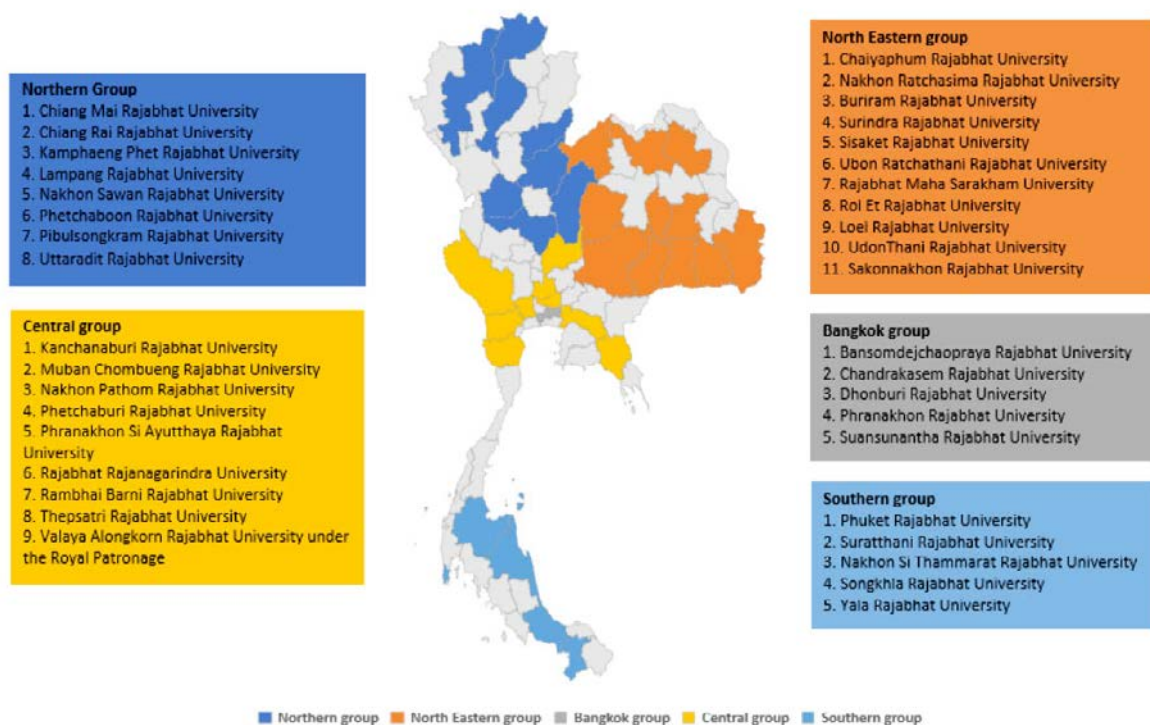


Figure 1-1: Rajabhat Universities in five regional groups

1.2.3 Graduation statistics of education programmes in English

Rajabhat Universities produce most of the schoolteachers in Thailand. On the basis of the national education

statistics provided by the MHESI (Ministry of Higher Education, Science, Research and Innovation, n.d.), in the past five years, there were over two thousand bachelor's graduates in education programmes in English each year, with over 70% of these graduates graduating from RUs (see Table 1-1).

Academic year	Total (all universities)	Rajabhat Universities	
		Frequency	%
B.E. 2560 (2017)	3,034	2,359	77.75
B.E. 2561 (2018)	2,607	2,130	81.70
B.E. 2562 (2019)	2,387	1,716	71.89
B.E. 2563 (2020)	2,189	1,523	69.58
B.E. 2564 (2021)	1,950	1,502	77.03

Table 1-1: The number of graduates from the Faculty of Education (English major) in Thai universities

1.2.4 The process of curriculum development and implementation

The Council of Rajabhat University Presidents of Thailand reached an agreement on the collaborative development and implementation of a competency-based four-year Bachelor of Education curriculum, beginning in 2019 (Suansunantha Rajabhat University, 2019). According to this agreement, representatives from all 38 RUs worked together to develop the Bachelor of Education in English, aligning with the following three documents.

Thai Qualification Frameworks for Higher Education 2009 (TQF: HEd)

Thai Qualification Frameworks for Higher Education 2009 (TQF: HEd) announced by the Ministry of Education aims to provide the qualification frameworks for Thai higher education institutions and universities to use as the standard for curriculum development, teaching and learning implementation, and learning quality management. By conforming to this national framework, graduates from the same field of study can be guaranteed to have parity in quality at both national and international levels.

Qualifications Standard for Bachelor's Degree in Education B.E. 2562 (2019)

Qualifications Standard for Bachelor's Degree in Education B.E. 2562 (2019), generated by the Ministry of Education, aims to establish the standards for a Bachelor's Degree in Education and conform to the Thai Qualification Frameworks for Higher Education 2009. Guidelines are provided for the design and development of curricula in the field of Education, covering areas such as expected graduate outcomes, standards for learning outcomes, knowledge requirements, curriculum structure, teaching and assessment strategies, as well as verification for learning outcomes assessment.

Rules of the Teacher's Council for (Education) Professional standard, issue no. 4, B.E. 2562 (2019)

Rules of the Teacher's Council for (Education) Professional standard, issue no. 4, B.E. 2562 (2019) generated and announced by the Council of Teachers aims to provide the standard for the teaching profession in Thailand. There are two main standards issued in this document: the standard for knowledge required in the teaching profession and the standard for a minimum level and quality of teaching activities which would lead to a desired level of competency and experience for a teacher.

Knowledge	Roberts (1998: 103)	Crandall (2000: 38)	Randall and Thornton (2001: 27)	Burns and Richards (2009: 3)
Content knowledge	/	-	/	/
Pedagogic content knowledge	/	/	/	/
General pedagogic knowledge	/	-	/	-
Curriculum and materials knowledge	/	-	/	-
Contextual knowledge	/	-	/	-
Process knowledge	/	-	-	-
Knowledge related to development	-	-	-	/

Table 1-2: Types of knowledge required in English-language teacher programmes

Essential Knowledge in English Teacher Training Programmes

Table 1-2 summarises the types of knowledge essential in English teacher training programmes. The two most important ones are content knowledge and pedagogic content knowledge.

Content knowledge

Content knowledge refers to knowledge of the target language, or linguistic knowledge of the language. It also includes teachers' English proficiency (Roberts, 1998; Randall & Thornton, 2001). Burns and Richards (2009) expand this knowledge to cover language analysis and discourse analysis.

Pedagogic content knowledge

This type of knowledge provides teachers with an understanding of the theories of how second or foreign languages are learned, and how they relate to approaches, methods, and techniques used in teaching (Crandall, 2000).

General pedagogic knowledge

General pedagogic knowledge refers to non-teaching skills. It includes classroom management (Roberts, 1998; Randall & Thornton, 2001), one's repertoire of ELT activities (Roberts, 1998; Randall & Thornton, 2001), assessment, and the use of technology (Roberts, 1998).

Curriculum and materials knowledge

This is knowledge about the official language curriculum and the materials and resources used by the teachers (Roberts 1998; Randall & Thornton, 2001).

Contextual knowledge

Contextual knowledge refers to knowledge of the context in which the curriculum will be used. The context includes the learners (e.g., characteristics and expectations), the school, and the community (Roberts 1998; Randall & Thornton, 2001).

Process knowledge

This refers to a set of enabling skills that will help teachers in their work. These skills include study skills, team skills, observational skills, classroom enquiry skills. Roberts (1998) also includes language analysis skills as enabling skills, which will help the teachers when they work.

Knowledge related to development

This area includes reflective teaching, classroom research, and action research (Burns & Richards, 2009).

These types of knowledge have been condensed into five workable knowledge areas and skills of teachers. They will be used as the framework for the analysis of the RU curricula of Bachelor of Education in English in this study.

1. Content knowledge – knowledge of the English language system and teachers' competence in using the language
2. Pedagogic content knowledge – knowledge in methodologies and techniques for teaching English
3. General pedagogic knowledge – non-teaching knowledge and skills, including curriculum development, assessment, use of technology and classroom management
4. Knowledge and skills for learning – knowledge of learning theories in general and of theories of English language learning
5. Knowledge and skills other than teaching responsibilities – knowledge of the teaching context, non-teaching duties (such as school accreditation, accounting, and school events), and classroom research

1.2.5 The curriculum of Bachelor of Education programmes: four-year and five-year programmes

The duration of the teacher training programme is important to highlight as the study participants came from various curricula. This section provides a summary of the curriculum that underwent several transitions between four-year and five-year programmes.

According to Jamjuree (2017), Thai teacher education has dealt with some key changes in the length of its curriculum since there used to be a four-year scheme until early 2000. Subsequently, teacher training was changed to five years to ensure quality teaching. Following that, another change came around 2017 when the Teachers Council of Thailand (TCT) agreed in principle on the four-year teacher education plan, together with the compulsory teaching licence application, due to the financial benefit for pre-service teachers. For this reason, most teacher training institutions started to return to the four-year programme (Mala, 2017).

In the five-year programme, the subject content and teaching practice seem to be separated when compared with the four-year programme. For example, the Programme Learning Outcomes from one of the RUs outlines the expected competences for each year of study. During the first three years, pre-service teachers are expected to gain content knowledge to prepare them for teaching. In the fourth year, they are expected to integrate all their content knowledge and apply it to actual teaching situations. The fifth-year practicum will enable pre-service teachers to receive instruction and feedback from faculty supervisors who are responsible for the courses in which the practicum takes place. With the additional year of study, pre-service teachers from five-year programmes are automatically awarded a teaching licence upon graduation.

The TCT's plan to shorten the five-year teacher education programme by one year aims to reduce the pre-service teachers' financial outlay. However, since this approach is relatively new, conclusive evidence to support its effectiveness as the best approach has yet to be established. However, the TCT is committed to ensuring the quality of graduates by aligning the course content with the Thai Qualification Framework for Higher Education (Mala, 2017).

The main goal of this curriculum is to help pre-service teachers achieve competency in real-world teaching situations. To achieve this, every subject integrates teaching theory with actual teaching work.

The curriculum allows pre-service teachers to experience actual school situations from the first year. Throughout each year, pre-service teachers are likely to spend 25% of their time collaborating with school-based practitioners to increase their chances of putting theory into practice and improving their communication skills in actual classroom settings. In their second year, they are requested to work as teacher helpers, assisting classroom teachers as well as engaging in other non-teaching tasks. Then, in their third year, they assume the role of pre-service teacher and practice teaching. They are responsible for preparing their own lesson plans and designing other teaching activities, with the supervision of schoolteachers. In their fourth year, they participate in an internship, in which they work as a teacher for one semester.

Curriculum development has been done to be in line with the National Education Plan B.E. 2560-2579 (2017-2036) and to support the goals of national education management in relation to Thailand's 20-Year National Strategy for B.E. 2561-2580 (2018-2037). Furthermore, it is believed to be in accordance with the 13th National Economic and Social Development Plan B.E. 2566-2570 (2023–2027) by focusing on developing an efficient education management system. The primary objective is to enhance the competency of human capital in alignment with the country's requirements. The newly designed four-year curriculum seeks to generate graduates who possess the necessary skills and cater to learners' needs by prioritising principles of education management that promote equality, while also upholding the Sufficiency Economy Philosophy, which emphasises achieving sustainable development (Blazey, Keller, Nicol, & Degan, 2020).

Apart from the difference in length of study, it is vital to mention that pre-service teachers studying under the four-year curriculum have to take tests in order to obtain a teacher licence, unlike those who complete the five-year programme, who are automatically awarded the licence. This new rule was issued by the TCT. One of their main duties is to issue teacher licences to ensure public assurance that educators have met state teaching standards and have demonstrated their readiness to teach. Under the four-year curriculum, pre-service teachers will have to apply to sit for the national teaching licence test instead of being automatically given their licence at their graduation, a certification practice that stopped in 2019. Therefore, each RU must arrange training for subjects related to the teacher licence tests, namely Thai for Communication, English for Communication, Educational Technology, and Teaching Profession.

In terms of the current situation, after several reforms of teacher education (Thongthew, 2014), most RUs are currently using the four-year curriculum. As of 2023, only Buriram Rajabhat University has retained the five-year curriculum. To earn a degree, pre-service teachers need to complete four types of courses consisting of major courses, general education courses, teaching profession courses, and practicum and internship (Sairattanain & Loo, 2021). The four types of courses are described below.

General Education

General education courses aim to develop learners' general academic knowledge, broaden their worldview, and help them learn more about themselves and society. These courses also encourage the ability to think rationally. Examples of such courses include Human Behaviour and Self-Development, Human Rights and Civic Duties, and Digital Technology and Communication. Some courses are specifically designed to improve pre-service teachers' basic knowledge of communication to be more effective at work, such as Thai for Communication and English for Communication.

Major courses

Major courses are designed for pre-service teachers to specialise in a particular subject and become subject teachers. The subjects include English Structure for Teachers of English, Phonetics and Phonology for Teachers of English, Critical Reading for Teachers of English, Listening and Speaking, Reading, Writing, and English Language Assessment. In these courses, pre-service teachers learn how to develop their subject knowledge and pedagogical techniques to teach efficiently. The curriculum also promotes teamwork to enhance their social skills and self-confidence, allowing for consistent self-development.

Teaching profession courses

Teaching profession courses consist of subjects related to teaching methodology and practices. The goal of these courses is to enhance pre-service teachers' ability and knowledge of core values that uphold the dignity of the teaching profession and to discuss the code of ethics for professional teachers. Pre-service teachers are also made aware of existing laws and jurisprudence governing professional rights, privileges, and responsibilities. Examples of these courses include Curriculum Development, Learning Management Methodology, Educational Technology, and Professional Ethics of Teachers. Through these courses, pre-service teachers learn about the essential elements of teaching, such as dignity, truthfulness, fairness and responsibility, and freedom.

Practicum and internship

Practicum and internship refer to the experiences that pre-service teachers have in the classroom before they take on the full range of responsibilities required for teaching. Practicum serves as the initial step for pre-service teachers to gain practical experience in a classroom setting. Subsequently, they are required to participate in an internship. During the internship, teachers partner with a professional teacher who guides their activities and gives them feedback on their work.

Although the curricula used by the RUs and course criteria and regulations must receive approval from MHESI, curricula and courses offered by the individual RUs can vary in their components and course content.

For teaching profession expectations, the four-year curriculum is aimed at promoting five core competencies for teacher professionalism according to professional academic standards, namely, focusing on achievement in performance, good service, self-development, teamwork, and professional ethics of teachers (Saengpassa, 2018). It is said that the two curricula have some similarities since both focus on responding to the demand side, such as schools, and both use a competency-based curriculum. Furthermore, school-integrated learning is kept in the new curriculum to ensure that pre-service teachers are well prepared for learning processes in actual school settings (Saengpassa, 2018).

1.3 Research into pre-service English teacher education in Thailand

There have been a number of previous studies related to pre-service teachers in Thailand, with several conducted in the specific context of pre-service English teachers. Areas that have received considerable attention include pre-service teachers' attitudes and perceptions (for instance, towards materials [Limhan, Ruttanapun & Thasook, 2017], learning principles [Polyiem, 2020], curriculum changes [Loo & Sairattanain, 2022], communicative language teaching in activities [Suwannaprut, 2021]), and pre-service teacher identities (e.g., Prabjandee, 2020).

Research into professional skills and teaching practices has also been a focus in this area. For example, Plailek, Kitjarak, and Meunchong (2021) studied pre-service English teachers' competency in creating innovations for learning pronunciation and teaching communication. Their study revealed that these pre-service teachers were highly competent in developing learning and teaching innovations and showed keen interest in studying new technology. Other related studies centred on the pre-service teacher practicum and internship (e.g., Atkinson et al., 2008; Songsiangchai, Kewara & Prabjandee, 2020) and guidelines for the professional development of pre-service English teachers (Seubsang & Boonphadung, 2012) with specific suggestions about learning management plans, classroom management techniques, passion for teaching, teaching techniques, and instructional materials, which have been identified as important factors affecting pre-service teacher performance. A recent study conducted by Anchunda and Kaewurai (2022) emphasised the importance of enhancing the content knowledge of pre-service teachers in English, including proficiency in grammatical structures, vocabulary, communicative interactions, and comprehensive reading and writing skills. These competences are critical for effective teaching and the implementation of an instructional approach that promotes deep understanding and critical thinking among students. Although these studies are not directly related to the curriculum, they suggest that the professional skills and performance of pre-service teachers are influenced by the curriculum, course designs, and their implementation.

Other studies have provided useful evidence that the study of the pre-service English teacher education curriculum is crucial, including research into the needs, opportunities, and challenges of Thai pre-service teachers (e.g., Vibulphol, 2015; Oeamoum & Sriwichai, 2020). In terms of the needs and challenges, Oeamoum and Sriwichai (2020) revealed problems faced by fourth-year pre-service English teachers from five universities in three main aspects: the curriculum

and content of education programmes in English, instructional materials, and teaching methods. These pre-service teachers expressed concerns about the curriculum, noting that the number of study hours in their English courses was insufficient, courses for specific English skills were lacking, the curriculum was outdated, and the content taught was not applicable to real life. With regards to teaching methods, issues highlighted included the lack of specialists to teach specialised courses and the reliance on monotonous lecture-based teaching techniques. These problems suggest that the content of the curriculum and the methods of its implementation by teacher trainers in universities should be taken into serious consideration.

1.4 Research into the curricula of education programmes in English in Rajabhat Universities

There has been limited research conducted on curriculum-related issues in English teacher education, particularly in the context of RUs, which graduate the majority of schoolteachers in Thailand (as shown in Table 1-1). Recent studies on the curricula include those by Kiatkheeree (2018), Chailom (2019), and Sairattanain and Loo (2021).

Kiatkheeree's (2018) study examined pre-service teachers' perceptions of the five-year curriculum and factors that affect the success of pre-service teacher training programmes. The study found that the techniques and characteristics of lectures/teacher trainers were crucial factors contributing to learning success. In Chailom's (2019) study, strong and weak points of both the four- and five-year teacher education programmes were investigated, as well as pre-service teachers' preferences for each programme. With a similar focus, Sairattanain and Loo's (2021) study used semiotic analysis to investigate pre-service teachers' perceptions towards the recent reform of the teacher education curriculum from five to four years.

While these studies are relevant to the curricula, their focus has been limited to the impact of the curriculum reforms and the length of the programme on the effectiveness of pre-service teachers, as well as their perceptions towards the curriculum. Although these studies have contributed to the improvement of teacher training programmes, they are limited in scope to pre-service teachers' perceptions towards the length of the curriculum at a particular institute. The focus on the content and structure of the education programme curriculum has not been prioritised and remains an under-researched area.

This project aims to address the aforementioned issues by conducting a comprehensive study of the curricula of education programmes in English across RUs in Thailand.

The study investigates the content of the curricula and the impact of their implementation on various stakeholders, particularly English teachers in public schools. By examining these factors, this project seeks to provide a more holistic understanding of English teacher education in Thailand.

1.5 Objectives of the study

There are four objectives in this study.

1. To provide an overview of the curricula of pre-service teacher education programmes in English
2. To investigate how the curricula are being implemented
3. To evaluate the implementation of the curricula
4. To investigate the impact of the curricula implementation

Objective 1

To establish an overview of the curricula of pre-service teacher education programmes in English, we conducted a thorough investigation of the curricula documentation. This allowed us to gather information on the scope, components, content, focuses, and other related aspects of the current curricula, which can reveal what is being taught and delivered to pre-service English teachers in RUs.

Objective 2

To investigate the implementation of the curricula, data from observations of classes where pre-service teachers were trained and reflections from the teacher trainers on their training practices reflect the implementation of the curricula, suggesting how the content is taught in RUs.

Objective 3

To evaluate the implementation of the curricula, we collected the opinions and experiences of pre-service teachers and the trainers on the teaching methods, content they teach or learn, and challenges faced during the learning process.

Objective 4

Finally, to investigate the impact of the curricula implementation, we collected data from the novice teachers who recently graduated from RUs and their mentors to address the impact of the training on their practices (i.e., teaching behaviour). The findings can be considered the indirect long-term impact of the training on future performance or behaviour of the pre-service teachers in the workplace.

In this study, the descriptive and evaluative findings that address Objectives 3 and 4 can be interpreted using the first three levels of the four-level model of training evaluation: reactions, learning, behaviour, and results (Kirkpatrick, 1996 as cited in Martin & Lomperis, 2002), which has been widely used to measure the effectiveness of training programmes. We investigated the reactions and the perceived learning level by studying the satisfaction of pre-service teachers, novice teachers, and other stakeholders regarding the training and whether they thought they mastered and/or understood the training content (Objective 3). Since the behavioural level looks into changes after the training in the trainee's job-related performance, behaviours, and whether they apply what they have learned in practice, data from the novice teachers and the mentors on their actual practices at schools can reflect the indirect impact of the training (Objective 4).

Multiple data sources from different groups of participants were collected to address the four objectives, with some data sources reflecting several aspects. The details of the data will be provided in the next chapter.



Chapter 2

Research methodology

This section presents how the study of the current curricula of Rajabhat Universities (RUs) has been conducted.

To address the four objectives, we collected data from the 11 sources listed below.

2.1 Data sources

- a) Curriculum documentation
- b) Observations of full classes (Appendix 2-1)
- c) Reflective commentaries (Appendix 2-2)
- d) Observations of selected extracts from full-class recordings (Appendix 2-3)
- e) Focus groups with teacher trainers (Appendix 2-4)
- f) Focus groups with pre-service teachers (Appendix 2-5)
- g) Interviews with teacher trainers (Appendix 2-6)
- h) Interviews with programme administrators (Appendix 2-7)
- i) Interviews with novice teachers (Appendix 2-8)
- j) Interviews with mentors (Appendix 2-9)
- k) Questionnaires to pre-service teachers (Appendix 2-10)

Details of the data sources

Documentation

a) Curriculum documentation (11 documents)
The data are the curriculum books of the B.Ed. in English from the Thai Qualifications Framework for Higher Education (TQF: HEd) of 11 RUs across five regions of Thailand; Bangkok (2 RUs), Central (3 RUs), North (2 RUs), Northeast (2 RUs), and South (2 RUs). Initially, 28 publicly available documents on university websites were collected and 11 of those with complete information on the programme structure and course descriptions were used for analysis. The selected versions of the curriculum are based on the latest revision in 2019.

Observations and reflections

b) Observations of full classes (4 class observations)
Lecturers from RUs (teacher trainers) who volunteered to participate in this study were asked to audio-record one of their online classes. They selected a class that could reflect the implementation of the curriculum. Before the recording, the pre-service teachers in the class were verbally informed, and the lecturers obtained their consent while assuring that it would not affect the pre-service teachers' learning and assessment. The researchers then used the class recordings for the observations. Issues related to teaching practices guided in an observation form were observed, for example, content taught in the lesson (such as subject matter knowledge, materials design, assessment literacy, collaboration, networking, and reflection), types of activities, participation, and interaction structure, teaching instructions, and teaching philosophy. The researcher took observation notes for further analysis. The identities of the teacher trainers and the pre-service teachers in the recorded classes were kept confidential.

c) Reflective commentaries (4 voice recordings)
In addition to keeping an audio record of the online class, each teacher trainer was asked to give reflective commentary (through voice recordings) on his/her teaching immediately after the class was done. The teacher trainers reflected on their perspectives of their recorded classes. They reflected on their perspectives on teaching by focusing on issues related to the curriculum implementation, how the class was taught, and how the content was delivered.



d) Observations of selected extracts from full-class recordings (8 recording extracts)

For each recording of the full class, the teacher trainer who taught each class was asked to identify one to three time periods as selected recording extracts from the full-class recordings that could illustrate their successful implementation of the curriculum. These extracts lasted 10–15 minutes each and were transcribed for further analysis. These recording extracts were used in line with the researcher's notes from the whole-class observation. While the observation notes provided an overview of how the whole class was conducted, the extracts chosen by the lecturers provided insight into the specific practices they perceived as successful.

Focus group discussions

Each focus group discussion consisted of one to two researchers and four to five participants. The topics of the discussions were based on the topics designed for each group of participants. This process lasted approximately 60–90 minutes, and the discussion was recorded to ensure there would be a precise record of what was discussed. The participants' names were kept confidential.

e) Focus group discussion with teacher trainers (1 group)

One researcher conducted a focus group discussion with five teacher trainers. In the focus group discussion, the researcher and the teacher trainers discussed issues related to the curriculum implemented at their institution, the courses offered for pre-service English teachers, aspects that have not been covered in the curriculum, and successes and constraints in implementing the curriculum.

f) Focus groups with pre-service teachers (4 groups)

There were four focus group discussions with pre-service teachers in their final year. In each focus group, there were one or two researchers and four to six pre-service teachers discussing learning experience in RUs, including their views on the courses offered, successes and constraints in implementing what they had learned in their teaching practicum and internship, perceptions of the value of the curriculum and the courses prescribed in the programme, and the extent to which the curriculum prepares pre-service teachers for school teaching.

Interviews

The interview process took place individually with teacher trainers, programme administrators, novice teachers, and mentors. Each interview lasted 30–45 minutes and was conducted via phone or a video conferencing platform, depending on the interviewees' preferences. The researcher audio-recorded the interview to ensure a precise record of the information shared in the interview. The participants' names were kept confidential.

g) Interviews with teacher trainers (7 interviews)

Teacher trainers were interviewed in relation to the implementation of the curriculum. The interviews were conducted to obtain detailed information on interesting points discussed in the focus groups. The interview questions were mainly about the applications of the curriculum, perspectives of the curriculum, successes and constraints in the implementation of the curriculum, and the trainers' opinions on the types of help and support that might be needed.

h) Interviews with programme administrators (4 interviews)

Programme administrators were perceived as key personnel in the process of curriculum implementation. They were interviewed about their responsibilities, experiences in curriculum planning and implementation, successes and constraints, and the institutional support they received.

i) Interviews with novice teachers (14 interviews)

Novice teachers are schoolteachers who have graduated from RUs within the last five years. They were the key respondents since they graduated from the education programme curriculum, and they have already had some teaching experience in at least one school. As such, they could reflect on the impact of the curriculum and the courses on their teaching and professional practices. In the interviews, they were asked about their experiences in an RU, perceptions of the value of the curriculum in terms of whether the curriculum is relevant to their teaching practices, useful and inapplicable courses, and suggestions for aspects which have not been covered in the curriculum.

j) Interviews with mentors (8 interviews)

To investigate the impact of the curriculum on the teaching practices of novice teachers, interviews were conducted with their mentors, who currently work closely with the novice teachers. The mentors were interviewed about their roles and responsibilities, perceptions about the value of the curriculum on novice teachers' teaching practices, and positive and negative impacts of the curriculum on novice teachers.

Questionnaires

k) Questionnaires to pre-service teachers (191 responses)

The questionnaire used in this study was designed to explore perceptions towards the curriculum of the final-year students of RUs in Thailand (fourth-year or fifth-year students from the four-year programme or the five-year programme, respectively). Their participation was voluntary, and the participants took about 20–30 minutes to complete the questionnaire.

Focusing on the preparedness for their teaching career, the questionnaire consisted of three parts:

Part 1: Personal information (7 items),

Part 2: Reflections on the curriculum and the courses offered by the Bachelor of Education (B.Ed.) programmes in English, based on the teaching

experience of pre-service teachers during their internship. This part consisted of two subparts:

2.1) Evaluating courses offered by education programmes in English (9-items: ranking) and 2.2) Rating the level of agreement or disagreement about certain aspects of the programmes (16-items: rating scale), and

Part 3: Aspects that pre-service teachers felt that they were/were not prepared for regarding in-school teaching based on their internship experience, suggestions, and recommendations for changes (6 items: short-answer questions).

To address each of the four objectives, we used multiple sources of data. The data sources incorporated to address each objective are summarised in Table 2-1.

Objectives	Code	Data sources
To provide an overview of curricula of pre-service teacher education programmes in English	a)	Curriculum documentation
To investigate the implementation of the curricula in classroom teaching	b) c) d) f) g) i)	Observations of full classes Reflective commentaries Observations of selected extracts from full-class recordings Focus groups with pre-service teachers Interviews with teacher trainers Interviews with novice teachers
To evaluate the teaching practices	e) f) g) h) i) k)	Focus groups with teacher trainers Focus groups with pre-service teachers Interviews with teacher trainers Interviews with programme administrators Interviews with novice teachers Questionnaires to pre-service teachers
To investigate the impact of the curriculum implementation	g) h) i) j)	Interviews with teacher trainers Interviews with programme administrators Interviews with novice teachers Interviews with mentors

Table 2-1: Data sources that address the four objectives of preparedness for a teaching career

2.2 Data analysis

For RU curricula, a framework of five types of knowledge and skills is used as a guideline for analysis. This framework represents a condensed version of different types of knowledge that we identified from existing literature (as reviewed in Chapter 1).

1. Content knowledge – knowledge of the system of English language and teachers' competence
2. Pedagogic content knowledge – knowledge of methodologies and techniques in teaching English
3. General pedagogic knowledge – non-teaching knowledge and skills, including curriculum development, assessment, use of technology, and classroom management
4. Knowledge and skills on learning – knowledge of learning theories in general and in theories of English language learning
5. Knowledge and skills other than teaching responsibilities – knowledge of the teaching context, non-teaching duties (such as school accreditation, accounting, and school events), and classroom research

The qualitative data collected from interviews and focus group discussions were analysed using qualitative data analysis methods, mainly thematic analysis and content analysis. Related themes and issues that emerged from the qualitative data were identified according to the focuses included in interview protocols, issues for group discussions, and the main focuses (as presented in Table 2-1).

The video recordings of complete classes, reflections, and selected recording extracts were also qualitatively analysed to identify teaching approaches, instructions, content, activity types, as well as pre-service teachers' participation and interaction between teacher trainers and pre-service teachers. These analyses aimed to reflect how the curricula have been implemented.

Responses to the questionnaire include both qualitative and quantitative parts. Data from the open-ended questions were thematised and interpreted accordingly, while data from closed-ended questions and the rating scale were analysed using descriptive statistics. For the other part in which participants were asked to choose the first three most useful and the three least useful courses for their teaching based on the internship experience, from a list of 17 courses, scores of 3, 2, and 1 were assigned to the items which were selected as the most, the second, and the third. A total score for each of the courses was calculated.

2.3 Research ethics

Since this research project involves human participants, this research must be conducted according to the regulations for conducting human subject research to preserve the rights of the research participants. The Human Research Ethics Proposal Form for Expedited Review and related documents, including the research proposal, details of research instruments, participant information sheets, and the informed consent forms for all groups of participants were prepared according to the guidelines for researchers and submitted to the KMUTT-IRB committee.

Under the expedited review procedure, this research project obtained the approval of the KMUTT-IRB committee.

Research proposal number:

KMUTT-IRB-2022/0628/214

Certificate of Ethics approval number:

KMUTT-IRB-COA-2022-040

Date issued: 4 August 2022

Expires: 3 August 2023

Before the data collection process, the research participants were provided with comprehensive information regarding the research instruments (interviews, focus group discussions, reflections, and the questionnaire) and procedures. This included details such as topics, questions, duration, number of sessions, and data recording methods. To ensure research integrity, all participants were explicitly informed about their levels of involvement. Moreover, they were made aware of their right to withdraw from the study at any point for any reason.

Chapter 3

The curriculum of Rajabhat Universities

This section addresses the first objective regarding the content of the curriculum of RUs. The data are comprised of the curriculum documents of B.Ed. in English of Thai Qualifications Framework for Higher Education (TQF: HEd) of 11 RUs across five regions of Thailand; 2 RUs in Bangkok, 3 RUs in Central, 2 in Northern, 2 in North-eastern, and 2 in Southern areas. The criteria for selecting these 11 RUs are that these curriculum documents are complete and that they are available online.

The analysis was conducted on core courses in general pedagogy and English language pedagogy by investigating whether the curricula conformed to the five types of knowledge (as outlined in Section 2.2 Data analysis).

The findings will be reported in the following order:

1. Curriculum structure
2. Core courses based on five types of knowledge
3. Content knowledge in the curriculum
4. Pedagogic content knowledge and skills
5. General pedagogic knowledge
6. Knowledge about learning
7. Knowledge and skills other than teaching responsibilities
8. Observations

3.1 Curriculum structure

From the analysis, the curriculum of the B.Ed. in English comprises three main groups of courses, as shown in Table 3-1 below.

Types of courses	Credits
1. General education	30
2. Core courses	
2.1 General pedagogy <ul style="list-style-type: none"> teaching profession (25-29 credits) teaching practices (12-14 credits) 	37–43
2.2 English language pedagogy <ul style="list-style-type: none"> compulsory (40-42 credits) electives (20-27 credits) 	60–69
3. Free elective courses	6
Total credits	136–148

Table 3-1: Types of courses in B.Ed. in English



The first group of courses is general education, which covers a wide range of areas such as humanities, social sciences, languages, agriculture, science, and mathematics. Pre-service teachers are required to take 30 credits from these courses. The second group consists of general pedagogy and English language pedagogy. Under general pedagogy courses, there are compulsory courses in the teaching profession that consist of 25–29 credits and teaching practice courses that consist of 12–14 credits. For English language pedagogy, the courses focus on knowledge and skills of teaching English. Pre-service teachers require 60–69 credits to fulfil the requirement of this course. The last type of course is free electives. Pre-service teachers can choose any course within the institution for six credits. In total, the graduation requirements

for the B.Ed. in English programme in RUs entail 136–148 credits, which may vary based on the specific requirements of each individual RU.

3.2 Core courses based on five types of knowledge

Table 3-2 illustrates the number of RUs that provided the courses, in general pedagogy and English language pedagogy, in their curricula based on five types of knowledge required in an ELT programme.

Knowledge & Skills	No. of RUs (General pedagogy)	No. of RUs (English language pedagogy)
Content knowledge:		
Knowledge about English	0	11
Four skills of English	0	11
Pedagogic content knowledge:		
Teaching methodologies	10	11 (as a full course & as a topic in a course)
General pedagogic knowledge:		
Curriculum development	11	9
Assessment	11	11
Technology	11	7
Classroom Management	1	8
Knowledge about Learning:		
Learning theories	2	2 (as a topic in a course)
Knowledge and skills other than teaching responsibilities:		
Contextual knowledge	11	0
Process knowledge	11	3
Classroom research	11	11

Table 3-2: The number of RUs which offer the courses categorised based on five types of knowledge

As shown in Table 3-2, the knowledge about learning theories, both in general pedagogy and English language pedagogy seem to be problematic areas in the curricula. From the analysis, even though the curricula include courses for learning, no curriculum has a full course that is dedicated to learning theories. The other

problem area relates to skills for non-teaching duties, with only a few RUs providing courses specifically for English language pedagogy.

The following sections will discuss the findings of each type of knowledge in detail.

3.3 Content knowledge in the curricula

In the English language curriculum, content knowledge refers to knowledge of the system of the English language, or linguistics, and the ability to analyse the language, as well as teachers' English language competence.

The content knowledge of the English language pedagogy in RU curricula will be discussed in two aspects: courses on knowledge of the English language and courses that build up teachers' English language competency.

3.3.1 Content knowledge of English language pedagogy courses

In RU curricula, the content knowledge courses include linguistics, culture, and literature. Table 3-3 shows the content knowledge of the course of the English language pedagogy category. It provides information on the number of RUs offering the course, the count of distinct courses covering Linguistics, Culture, and Literature (counting identical courses as one), and the total number of courses offered by RUs, including both identical and distinct ones. (See Appendix 3-1 for all content knowledge courses offered by all RUs.)

Courses	No. of RUs offering the course	No. of different courses	Total no. of courses offered
Linguistics	11	6	44
Culture	10	2	12
Literature	10	8	26

Table 3-3: Content knowledge course of English language pedagogy

Linguistics

As shown in Table 3-3, all eleven RUs offer content knowledge courses in linguistics, which appear in six different courses: phonetics (offered by 11 RUs), English structure (11 RUs), linguistics (8 RUs), advanced grammar (7 RUs), morphology and syntax (5 RUs), semantics and pragmatics (2 RUs). Collectively, the RUs provide a total of 44 courses in linguistics.

The two most popular linguistics courses are 'Phonetics and Phonology for Teachers of English' (11 RUs) and 'English Structure for Teachers of English' (11 RUs). Each of these courses specifies one aspect of knowledge about the English language, which are sound and structure, respectively. For example, the course 'Phonetics and Phonology for Teachers of English' is aimed at learning about the sound system in English, and the course 'English Structure for Teachers of English' provides content knowledge related to English sentence structure and grammar. This course also focuses on organising learning activities in educational settings. The course descriptions of some courses are presented in Appendix 3-2.

A course that may provide a better foundation for the systems of the English language is 'Linguistics for English Language Teaching' offered by eight RUs. This course offers linguistic theories and content related to sub-categories in Linguistics, such as phonology, morphology, and semantics. In addition, the roles and factors affecting language variation are also included. Moreover, the focus on organising language learning activities is suggested in these courses. The course description is presented in Appendix 3-3.

Culture

For the content knowledge of culture, ten RUs offer two different courses, i.e., World Culture for Teachers of English (provided by 10 RUs), and Intercultural Communication for Teachers of English (2 RUs). It is noticeable that the courses do not provide the pre-service teachers with the basics of knowledge about culture, such as its definition, different levels and types, and techniques for teaching culture. The course description is presented in Appendix 3-4.

Literature

For content knowledge courses in literature, ten RUs offer eight different literature courses, namely, Learning Management for Thinking Skills Development through Children's Literature (offered by 9 RUs), Literary Works for English Language Teaching (7 RUs), Introduction to Literature (2 RUs), Children Literature (2 RUs), English Prose (2 RUs), Asian Literature (2 RUs), Short Stories (1 RU), and English Literature for English Language Teaching (1 RU), resulting in a total of 26 courses offered.

The most popular course that all RUs offer is Learning Management for Thinking Skills Development through Children's Literature which addresses only children's literature. The course focuses on analysing the types and characteristics of children's literature and how to use them in teaching English to develop thinking skills. See the course description in Appendix 3-5.

Another course related to literature is Literary Works for English Language Teaching. This course may be more suitable for every pre-service teacher than the one mentioned earlier, which primarily focuses on children's literature. It addresses broad aspects of

literature, such as the patterns and elements of prose and poetry. Additionally, the course also focuses on analysing and criticising literary works and conducting learning activities related to literature reading. See the detailed course description in Appendix 3-6.

In summary, among the three groups of content knowledge courses, linguistics, or knowledge of the systems and structure of the English language, receives the most emphasis, with 43 courses available in the curriculum. On the other hand, knowledge of culture courses receives the least focus, with only 12 courses provided in the curriculum.

3.3.2 Content knowledge course to develop the English language proficiency of pre-service teachers

RUs provide courses for all four skills of English for language development. Table 3-4 shows the popular courses offered by all RUs. The curricula seem to cover all skills, but speaking is given less priority than other skills.

Table 3-4: English language development courses

Courses	No. of RUs offering the course	No. of different courses	Total no. of courses offered
Listening & Speaking:			
Listening and Speaking for Teachers of English	11	1	1
Reading:			
Critical Reading	10	9	27
Writing:			
Academic Writing	11	8	22
Speaking:			
Presentation and Public Speaking	4	6	12
Others:			
Translation	10	1	1
English for Proficiency Tests	9	1	1

See all courses for English language development in Appendix 3-7.

The skills courses provide knowledge and opportunities to practice the skills that enable pre-service teachers to improve their language proficiency. They also integrate opportunities for how to teach skills. From the course descriptions, most of these skills courses also provide knowledge on how to set up teaching activities that can be applied in the teaching practice of pre-service teachers. The detailed course descriptions are in Appendix 3-8.

However, integrating teaching methodology or suggesting activities in these skills courses may not be effective for upgrading the pre-service teachers' English skills and providing teaching techniques since the techniques are already provided in the teaching methodology courses.

Recommendation 3-1:

The skills courses should only focus on teaching and practising the skills.

3.4 Pedagogic content knowledge and skills

Pedagogic content knowledge embraces knowledge and skills in teaching a subject. Table 3-2 shows that almost all RUs provide teaching methodology courses both in general pedagogy and English language pedagogy.

3.4.1 For general pedagogy

With the exception of one RU in the Northern group, all RUs have one compulsory course dedicated to teaching methodology (see Table 3-5). The course has different names, e.g., Instructional Science, Learning Management Science, Competency-based Instruction, etc., but carries the same content regarding the management of learning and teaching by integrating knowledge and skills as well as resources in the community. See an example of the course description in Appendix 3-9.

Courses	Frequency of courses	
	Compulsory	Elective
Instructional Science	10	0
Learning Management for Learners with Special Needs	0	1
Classroom and Learning Environment Management	0	1
Inclusive Education	0	1
Skills and Techniques of Learning Management	0	1
Learning Model and Learning Management	0	1

Table 3-5: General pedagogy course in teaching methodology

3.4.2 For English language pedagogy

All RUs provide courses in English language teaching methodology. Five compulsory courses and 11 elective courses are available to strengthen the English language teaching skills of pre-service teachers. The courses are provided in two ways: a) courses dedicated to teaching methodology, and b) courses that integrate teaching methodology as one part of a course.

a. Courses in methodology of English language teaching

Table 3-6 shows 11 choices of courses available in the curriculum for English language teaching methodology. Pre-service teachers have to select 2-4 courses as part of their compulsory courseload.

Courses	Frequency of courses	
	Compulsory	Elective
English Language Teaching Methodology	4	2
English Classroom Management	6	2
English Language Learning Management for the 21st Century	6	3
Curriculum and English Learning Activities	7	1
English Language Learning Management in Bilingual Schools	0	1
Teaching English for Primary Education	0	1
Teaching English for Secondary Education	0	1
Integrated English Language Learning Management	1	0
Creative Activities for Teaching English	0	1
Active Learning in English Language Education	0	1
Teaching English for Specific Purposes	0	1

Table 3-6: Compulsory and elective courses in English teaching methodology

All RUs offer these English teaching methodology courses as a selection of compulsory courses such as English Teaching Methodology and English Classroom Management. These courses share the same core content and focus on providing the approaches, methods, teaching techniques, and classroom management in order to be the foundation for the teaching practice. Two examples of courses with descriptions are below (see Appendix 3-10 for more examples).

English Teaching Methods

Study approaches, methods, and techniques of teaching English as a foreign language, with emphasis on integrating the four skills, organising teaching activities according to communicative language teaching approach, writing lesson plans, and teaching demonstration.

(Nakhon Si Thammarat RU, p. 151)

English Classroom Management

Study various classroom management strategies which encourage and equip learners with effective models to create successful learning environment appropriate for English classroom activities.

(Chaiyaphum Rajabhat, p.31)

There are three points for consideration:

1. The course content does not address the theories of second language learning to help pre-service teachers understand how the English language is learned.

Recommendation 3-2:

There should be a course dedicated to theories of second language learning.

2. Microteaching appears in all RUs' general pedagogy courses. The course descriptions include microteaching as part of the course; however, two RUs address this twice in English pedagogy courses (one from the Bangkok group and another from the Southern group).

Doing microteaching in a general pedagogy course will not be as effective as in the English pedagogy courses since receiving feedback is an essential process of developing teachers of English. Feedback needs to be provided by teachers who understand the process of English language teaching.

Recommendation 3-3:

Microteaching should be included in English language teaching methodology courses.

3. Among the RUs, only one (in the Northern group) includes two dedicated courses in its curriculum that focus on teaching methods specifically designed for teaching primary and secondary school students (see examples below).

Teaching English for Primary Education
... methods, techniques, materials selection and evaluation for primary education.
(Rajabhat Kamphaeng Phet, p. 92)
Teaching English for Secondary Education
... methods, techniques, materials selection and evaluation for secondary education.
(Rajabhat Kamphaeng Phet, p. 92)

Recommendation 3-4:

Each Rajabhat should have a separate course for teaching English at primary and secondary levels, compulsory or elective.

b. Courses that integrate English teaching methodology as one part of the course

Apart from courses dedicated to English language teaching methodology, RUs integrate teaching methodology into other knowledge courses (e.g., culture, grammar) and skills courses (listening, and reading skills). Table 3-7 illustrates these courses.

Table 3-7: English language pedagogic core courses

Courses	Frequency of courses	
	Compulsory	Elective
Listening and Speaking for Teachers of English	10	0
English Structure for Teachers of English	9	0
Critical Reading for Teachers of English	10	0
Linguistics and Digital Technology for ELT	4	2
Phonetics and Phonology for Teachers of English	10	0
Literary Works / Literature for ELT	7	2
Advanced Grammar for Teachers of English	8	0
Translation for Teachers of English	9	1
Culture of Speakers of English	1	0
Learning Management for Thinking Skill Development through Children's Literature	0	5
Learning English Through Drama	1	2

The course descriptions of some of the courses are provided in Appendix 3-11.

Each course integrates the organisation of learning activities as an integral component. Pre-service teachers are already required to complete a minimum of two teaching methodology courses. However, integrating teaching methods into courses such as grammar and the four skills of English may result in redundancy, as these topics are already addressed in the teaching methodology courses.

Recommendation 3-5:

Remove teaching techniques from the skills courses so that they will not overlap with English teaching methodology courses.

3.5 General pedagogic knowledge

General pedagogic knowledge relates to knowledge pertaining to general issues that are non-teaching-related.

Such general issues include the knowledge of curriculum development, assessment, and technology. Table 3-8 reveals that all RUs provide these courses in their curricula in general pedagogy, but not all provide this knowledge in English language pedagogy.

Courses	Frequency of courses	
	Compulsory	Elective
Curriculum Development	11	9
Assessment	11	11
Technology	11	7

Table 3-8: General pedagogic knowledge of general pedagogy and English language (EL) pedagogy courses

The three compulsory courses on English language pedagogy are repeated. That means there is some unnecessary repetition of course content provided in general pedagogic courses and English language pedagogy courses. For example, courses on curriculum development are found in both groups; however, they address different issues in curriculum development. While, for example, the Competency Based Curriculum Development course focuses on the basic knowledge of a curriculum in terms of its implementation and evaluation, the other courses, e.g., Curriculum and English Learning Activities, focus specifically on English curriculum and activity design. These two courses could complement each other well (see Appendix 3-12 for course descriptions).

Additionally, there are overlaps in the assessment courses listed under the category of general pedagogy (e.g., Learning Measurement and Evaluation) and English language pedagogy (e.g., English language assessment). These two courses address the issues of theories of assessment and test design (see Appendix 3-13 for course descriptions).

Similarly, in the technology in teaching courses, two courses (e.g., Innovation and Information Technology for Education, and Media and Digital Technology for English Language Learning Management) consist of similar concepts, such as media design. The detailed course descriptions are in Appendix 3-14.

In summary, the three types of courses provided in the curricula (curriculum development, assessment, and technology) adequately cover general pedagogical knowledge. However, the repetition of the courses in both general and English language pedagogy core courses may need to be fixed.

It is important to note that even though there is some content overlap and no sequential relationship between the two courses, it may not be necessary to study both.

Recommendation 3-6:

Coordination between general pedagogy and English Language pedagogy courses is necessary to ensure that the course in general pedagogy lays an adequate foundation for the English language pedagogy courses to build upon.

3.6 Knowledge about learning

Table 3-2 reveals a deficiency of knowledge about learning, which is an essential concept because such knowledge assists teachers in understanding how their students learn. This finding reveals that there seems to be a limited number of courses, both in general pedagogy and English language pedagogy that are dedicated to knowledge about learning.

For general pedagogy, there are only two RUs (one from the Bangkok group and another from the Northern group), that provide one to two courses dedicated to learning, i.e., Psychology of Learning and Psychology of Learning and Teaching (Table 3-9). The courses directly address different aspects of learning, such as psychology of learning, learner development, learning theories, motivation, and so on (see Appendix 3-15), while the other RUs partially mention the theories of learning in teaching and learning management courses. For instance, they emphasise integrating knowledge, content, curriculum, teaching science, and digital technology in instruction, guided by learning theories.

Courses	Frequency
Psychology of Learning	2
Psychology of Learning and Teaching	1

Table 3-9: General pedagogy core courses in psychology

For English language pedagogy, similar to general pedagogy, there is no course directly dedicated to theories of language learning. However, the concept is mentioned as a topic in courses in language teaching methodology, i.e., psychological theories of language learning in Principles of English Language Learning Management (one RU in the Southern group), and how language is acquired in Methodology of English Language Teaching (one RU in the Bangkok group) (see Appendix 3-16).

In summary, knowledge about learning appears to be a problematic area in all RU curricula. In general pedagogy, there is one course dedicated to knowledge about learning; however, only two RUs provide this course. Moreover, in English language pedagogy, there is also no course that can lay a solid foundation of knowledge about learning. Instead, the concept is mentioned as a part of some of the courses.

Recommendation 3-7:

A course dedicated to theories of second language learning should be added to the English language pedagogy category.

3.7 Knowledge and skills other than teaching responsibilities

This knowledge includes contextual knowledge and process knowledge.

3.7.1 Contextual knowledge

Contextual knowledge refers to knowledge about educational policy, learners, schools, and communities. This knowledge is essential for pre-service teachers when they conduct their teaching internship. Table 3-10 shows the courses that provide contextual knowledge in the general pedagogy courses in RU curricula.

Contextual knowledge	Frequency
Education Administration and Quality Assurance in Education	11
Practicum 1	11
Internship 1	11

Table 3-10: The contextual knowledge in general pedagogy core courses

Educational Administration and Quality Assurance is a compulsory course in every RU curriculum. It provides content on the preparation, design, and implementation of school and local community development projects, as well as quality assurance matters in educational contexts. The course description can be found in Appendix 3-17.

However, this course focuses more on the policy level. It does not cover the context related to learners’ characteristics, the school, and the community, which prepares pre-service teachers before teaching practice. None of the 11 RUs has a course or courses to prepare pre-service teachers in this aspect. Pre-service teachers will learn about these contexts while they start doing their 12–14 credits of teaching practice.

The process of teaching practice starts first at the pre-service teachers’ own institution. Pre-service teachers need to understand their roles and responsibilities before working as teacher assistants to plan their lessons with a mentor. After gaining more confidence in teaching, the pre-service teachers work as teachers at their own institutions. The final step is an internship at a designated school. It is stated

in the curriculum of one RU in the Western group that pre-service teachers work as a teacher, teach their subject major at a school, conduct research to solve problems, and do community work as well as culture and local wisdom conservation activities. Through this process, pre-service teachers learn about the context of their pupils, schools, and community.

In reality, during their internship at the designated school, pre-service teachers are required to do tasks other than teaching. However, there is no course or part of a course that makes pre-service teachers aware of, prepared for, or trained to do those tasks. Thus, they will feel frustrated not knowing that these are expected by the school. Only one RU in the North-eastern group offers a course in English for School Secretarial and Administrative Duties. This might be the only course that prepares pre-service teachers for tasks beyond teaching.

Recommendation 3-8:
Develop a course or include a topic within the teaching practicum that addresses the tasks pre-service teachers may be expected to undertake in school settings.

3.7.2 Process knowledge

The next table shows courses focusing on process knowledge, especially thinking skills. Offering a course on thinking skills is compulsory in the general education

category of all RUs. Such courses focus on knowledge about thinking in general, such as logical thinking, the process of thinking, and decision making. Courses include, for example, Logical Thinking and Thinking and Decision Making (see Appendix 3-18).

Process knowledge	Frequency of courses	
	Compulsory	Elective
Thinking skills (general education)	11	0
Thinking skills (core course: general pedagogy)	2	1
Design of English Language Learning Area at Secondary School (core course: English language pedagogy)	1	0

Table 3-11: Process knowledge in general pedagogy core courses

Besides, the courses promoting thinking skills are also prescribed in the list of compulsory and elective courses under the core courses of general education pedagogy (see Table 3-11). The scope of these courses is mainly related to teaching and learning management, and the focus is on creative thinking and thinking skill development. However, there are some repetitions with the thinking courses provided in general education. Some of these courses provide the principle of thinking and different types of thinking skills which overlap with those courses in the general education group; for example, the overlaps across courses such as Creativity for Teachers, Creative Thinking Development, Thinking Process Skill Development, and Analytical Thinking for Problem Solving (see the course descriptions in Appendix 3-19).

Only one RU (in the Bangkok group) offers a course on thinking skills specific to English language teaching. The course, Design of English Language Learning Area at Secondary Level, focuses on basic thinking skills, higher thinking skills, and how to integrate thinking and knowledge management to design activities for secondary school students, as shown below.

Design of English Language Learning Area at Secondary Level

Basic thinking skills; higher order thinking skills; integration of thinking and knowledge management for teaching English as a Foreign Language (EFL); principles for designing activities according to the developmental theories for secondary school learners. (Rajabhat Suan Sunantha, p. 65)

3.7.3 Classroom research

While pre-service teachers are engaged in their internship at the designated school, they encounter problems in their teaching. Knowledge about classroom action research can assist them in realising the possible causes of these problems and then in planning their teaching to address the problems.

There are two research courses in all curricula, one in general pedagogy and the other in English language pedagogy. These research courses provide the foundation for how to conduct research in order to solve problems and develop students. However, only three RUs (one each from Bangkok, Western, and Northern groups) have the research course prescribed in general pedagogy. Course descriptions can be found in Appendix 3-20.

However, the research course in English language pedagogy aims for formal research covering how to search for information, organise information, conduct research, and prepare and publish research reports more than simply researching to find solutions to teaching problems. As a result, it is not clear whether this course has value for teacher training.

Recommendation 3-9:

The course on Research for English Language Teaching should focus on the learning and development of pre-service teachers, rather than emphasising formal research.

3.8 Primary findings derived from the observation of the curricula

3.8.1 Medium of instruction

The four groups of courses in the programme (general education, general pedagogy, English language pedagogy, and free electives) are taught by various teaching staff in the faculty. Table 3-12 shows the course types and the language used as the medium of instruction.

Types of courses	Credits	Language
General education courses	30	Thai
General pedagogy	37-43	Thai
English pedagogy	60-69	Thai, English, and code-switching between the two languages

Table 3-12: Types of courses and the language used as the medium of instruction

The use of Thai language seems to dominate the programme. The limited exposure of pre-service teachers to English language can impact their English proficiency.

Recommendation 3-10:

To expose pre-service teachers to more English, more courses should be conducted in English.

Recommendation 3-11:

Rajabhat University teachers need training in using English as the medium of instruction, and the training sessions should specifically address the use of English for teaching low-proficiency students.

3.8.2 Repetition of courses across all Rajabhat Universities due to collaborative curriculum development

Since all 38 RUs collaboratively developed B.Ed. in English programmes, the courses offered in the programmes are very similar. Some courses share the same course title and course description; for example, Learning Measurement and Evaluation is similarly used in two RUs (see course descriptions in Appendix 3-21).

The second example is the course in curriculum development, Curriculum and English Learning Activities, which is found in three RUs from the Northern group, Central group, and Southern group. The course descriptions show that these courses share the same content and focus (see the course descriptions in Appendix 3-22).

While it may be useful, especially in terms of workload, for RUs to share resources to develop core courses, since each RU serves a different community and has its own strengths, it would be beneficial for each RU to identify a specialism that could be implemented in a few elective courses. In this way, each RU would have its own identity and may attract students interested in its specialism.

Recommendation 3-12:

Each Rajabhat University should identify an area of specialism and develop courses in that area.

Summary of recommendations related to the curricula of Rajabhat Universities:**Recommendation 3-1:**

Skills courses should only focus on teaching and practising English language skills.

Recommendation 3-2:

There should be a course dedicated to second language learning theories.

Recommendation 3-3:

Microteaching should be included in English language teaching methodology courses.

Recommendation 3-4:

Each Rajabhat University should have a separate course for teaching English at primary and secondary levels, compulsory or elective.

Recommendation 3-5:

Remove teaching techniques from the skills courses so that it will not overlap with English teaching methodology courses.

Recommendation 3-6:

Coordination between general pedagogy and English Language pedagogy courses is necessary to ensure that the courses in general pedagogy lay an adequate foundation for the English language pedagogy courses to build upon.

Recommendation 3-7:

A course dedicated to theories of second language learning should be added to the English language pedagogy category.

Recommendation 3-8:

Develop a course or include a topic within the teaching practicum that addresses the tasks pre-service teachers may be expected to undertake in school settings.

Recommendation 3-9:

The course on Research for English Language Teaching should focus on the learning and development of pre-service teachers, rather than emphasising formal research.

Recommendation 3-10:

To expose pre-service teachers to more English, more courses should be conducted in English.

Recommendation 3-11:

Rajabhat University teachers need training in using English as the medium of instruction, and the training sessions should specifically address the use of English for teaching low-proficiency students.

Recommendation 3-12:

Each Rajabhat University should identify an area of specialism and develop courses in that area.



Chapter 4

Implementation of the curriculum: Content delivery

4.1 Overview of the courses and content delivery at Rajabhat Universities

This part provides an overview of the courses, main content, and content delivery that the final-year students and novice teachers reported in the data collection process.

To gain an overview of how the content is delivered, records of classes and recording extracts were analysed. Based on the analysis, the data revealed four common aspects:

- The medium of instruction
- The participation structures
- The level of interactions between teacher trainers and pre-service teachers
- The teaching approach implemented for content delivery

Table 4-1 illustrates the overview of how the content was delivered at RUs. Details of the four aspects are provided in 4.1.1-4.1.4.

Table 4-1: Overview of content delivery

Observed class	Medium of instructions	Participation structure	Level of interaction	Teaching approach
Class 1	Thai	<ul style="list-style-type: none"> • Monologic and lecture-based 	very little	deductive
Class 2	English	<ul style="list-style-type: none"> • Interactive: IRF • Group presentation: Teacher feedback • Whole-class discussion 	substantial	inductive
Class 3	Thai	<ul style="list-style-type: none"> • Interactive: IRF • Group presentation: Teacher feedback • Whole-class discussion 	substantial	inductive
Class 4	Thai	<ul style="list-style-type: none"> • Interactive: IRF • Group activities: Teacher feedback 	substantial	deductive

IRF: Initiation-Response-Feedback



4.1.1 Medium of instruction

Observations of class recordings and selected recording extracts revealed variations in language use for delivering content. As presented in Table 4-1, both English and Thai were used as mediums of instruction. Three Rajabhat teacher trainers used Thai as the primary language for teaching. Only one used English as the language of instruction. This variation indicated that teachers were free to decide and use the language of their choice in delivering content to serve their teaching objectives.

The analysis also revealed that there were elements of code-switching between Thai and English in all four classes. The use of Thai and English was found to differ in terms of their degree of use and purposes. As presented in Table 4-1, three teachers primarily used Thai as a medium of instruction, while the rest primarily used English.

When Thai was the primary language, Thai was used for:

- lecturing
- giving explanations
- giving feedback
- classroom language (e.g., giving directions)

English was used for:

- giving key terms, e.g., the terminology related to the field of English language teaching
- presenting English vocabulary

When English was the primary language, English was used for:

- the classroom language to manage class activities
- giving feedback on pre-service teachers' performance in class activities

Thai was used for:

- emphasising or checking pre-service teachers' understanding of the content after providing an English explanation
- small talk

4.1.2 Participation structures

There were variations in class participation among the observed classes conducted by Rajabhat teacher trainers. From the analysis, these different types of participation were related to how the teachers delivered the content. Table 4-1 displays different types of participation structures.

Teaching structures

A monologic or lecture-based instructional approach in which the teacher was at the front of the class was observed in class 1. In the class, the teacher provided a lecture with very little participation from the pre-service teachers. The other three classes provided more varied class activities, such as whole-class discussions, group work, and group presentations.

These more varied classes appeared to have substantial participation from the pre-service teachers. This is consistent with more participatory styles of teaching and learning. They might help in modelling different forms of tasks and activities that are possible in classrooms. By doing this, the amount of participation in these three observed classes was quite substantial compared to the lecture-based class.

The structure of class participation revealed a clear pattern of Initiation-Response-Feedback (IRF). From the analysis, and as can be expected, the IRF pattern always started with teacher trainers' initiation. Teacher trainers initiated the prompt by asking questions or showing some scenarios or providing other input related to the content being taught. Then pre-service teachers responded to these prompts, mostly by answering trainers' questions, expressing their opinions, or reflecting their understanding of the prompts. Teacher trainers then gave feedback to acknowledge the pre-service teachers' responses or to add more prompts to lead pre-service teachers to gain better understanding or reflect more on the topic being discussed. This structure of participation was frequently used in the three classes being observed. Presumably, the IRF structure mostly related to the way Rajabhat teacher trainers delivered their content to the pre-service teachers via whole-class discussions. Furthermore, more class activities like group work and presentations resulted in more participation than in the class conducted as more of a monologic lecture. IRF, however, can be beneficial as teacher trainers can provide immediate feedback on pre-service teacher responses, enabling them to learn from the trainer's comments. This real-time feedback can help pre-service teachers learn how to give constructive feedback.

Code-switching while teaching

Another interesting point is the pre-service teachers' language choices for class participation. Pre-service teachers always participated by using Thai, even if the prompts from the trainers were in English. To encourage even more responses, the teacher trainer may have to switch the prompt to Thai. The following excerpt shows the practice of code-switching during teaching.

T: Think about item test type that ... now answer as a student นะคะ ... in your opinion ... item test type that can be used to assess writing for you ค่ะ

S:

T: The item that you think it really reflects your writing skill

S: เอสเส ... ได้ไหมคะ [Is it essay?]

T: Ok ... essay ค่ะ ... you think it is essay that you think it truly reflects ... and ... what ... what อาจารย์ปึกปึก ... อันนั้นแม่สุ

S: เจอนัล หรือคะ [Journal, right?]

T: เออ ... journal ... นั่นแหละ what อาจารย์ปึกปึก want to assess ... you out ... if it is a journal

S: ไร้ดั่ง ... [writing]

T: เออ ก็ writing นั่นแหละ พี่นว่ายังสุ อันนั้น ... writing อันนี้ free practicum ... you have to write journal, right อาจารย์ปึกปึก wants to assess what

S: เป็นแบบรีพอร์ตรีเปล่าคะอาจารย์ [Is it like ... report?]

T: arr ... report นั่นแหละ report ... สมมติว่า journal ... what อาจารย์ ปึกปึก want to assess you ... do you know that ... เจอนัลที่เราเขียนอะ อันนั้นแหละ ที่เราเขียนไปส่ง free practicum ของพวกเราอะ [It is the journal ... that one ... the one you write for your free practicum.]

S: แกรมม่า รีเปล่าคะ [Is it grammar?]

(Observation, Class 2)

4.1.3 Level of interaction between teacher trainers and pre-service teachers

Considering the level of interactions in class between the teacher trainers and the pre-service teachers, there were also some variations found in class observations. Table 4-1 illustrates that three out of four classes revealed a substantially high level of interaction, whereas the remainder had very few interactions between the trainer and the pre-service teachers.

Different amounts of interaction in teaching might relate to the individual practice of Rajabhat teacher trainers. The analysis of teacher trainers' reflections on their teaching implementation revealed different teaching philosophies which affected how they taught. These might be relevant to the amount of interaction found in classes. For example, teacher trainers who believed in discovery learning and collaboration would have more group work and discussion (reflection of class 2), which showed higher interaction than in the monologic lecture (observed class 1). The data showed that monologic lecturing did not encourage pre-service teachers to participate in class compared to other class activities like class discussions and group presentations.

Moreover, other factors affecting student interaction in class activities might be the number of prompts or questions initiated (Tsui, 2001), students' confidence level, preferred teaching styles, or even teachers' personalities (Havik & Westergård, 2020). Furthermore, different numbers of classroom interactions might also result from how teacher trainers perceive different roles in teaching. The teacher trainers with a monologic lecture style might perceive their role as one whose responsibility is to transfer knowledge to the pre-service teachers. On the other hand, the teacher trainers who promoted more interaction in class might encourage pre-service teachers to interact more to generate their understanding of the content. Walsh (2011, 2014) proposed the idea of Classroom Interactional Competence which refers to a teacher's ability to manage and facilitate interaction in the classroom effectively. According to Walsh, effective classroom interaction is vital for promoting language learning and achieving learning goals. This can be linked to the current context that effective interaction, therefore, requires participants to be aware of and respond to each other's communicative needs and preferences.

To sum up, different teaching practices can either promote or hinder the level of interaction among pre-service teachers. However, these pieces of data cannot provide a solid conclusion about whether it was an effective or ineffective practice. An interesting lecture might be fairly monologic, but the students can still find it engaging, useful, and stimulating. At the same time, a session with lots of interaction may be perceived by students as lacking in focus and clear learning objectives. The findings explicitly demonstrate that the teacher trainers employed different teaching approaches, leading to varying levels of interaction among pre-service teachers.

4.1.4 Teaching approach

Observational data showed that both deductive and inductive approaches to teaching had been used to deliver content to pre-service teachers.

Deductive approach

For the deductive approach (classes 1 and 4), the teacher trainers directly introduced the main content to the pre-service teachers. For example, in a lesson about how to teach the four skills in English, the trainer explained directly how to teach each skill and provided sample teaching activities which pre-service teachers could apply in their own teaching practice. The following excerpt illustrates this aspect.

“For teaching listening... it seems to be the first skill, right? It can be called the receptive skill, right? Sometimes, there are problems for some students because we listen to another language that is not our mother tongue. So, when teaching listening, we should try to stimulate our students to become more familiar with the components of sound and so on, so that they can understand the audio text. This can lead to speaking or writing, as after listening, we need to have activities that are related, such as giving a talk or writing something related to what students have listened to. We can ask students to answer questions related to what they have listened to....”
(Class observation 1)

Inductive approach

Classes 2 and 3 adopted an inductive approach to teaching. This involved eliciting pre-service teachers' background knowledge on the topic, providing exercises or group work, and encouraging their active participation in whole-class discussions. The aim was to facilitate their understanding and comprehension of the content being taught. Then the teacher trainers summarised the content at the end.

As presented in Table 4-1, there is great variation in teaching implementation at RUs in those four main aspects. There is no mandatory approach for how content should be delivered to implement the whole curriculum. There is no prescription for how teaching

should be conducted, which medium of instruction should be encouraged to support learning, or how class activities should be promoted in content delivery. Some of the teachers made good use of class activities, presentations, and whole-class discussions to make their classes more interactive. However, there was also evidence of more traditional teaching via a lecture-based approach to content delivery. A variation of deductive and inductive approaches was observed. It can be said that Rajabhat teacher trainers have the freedom to make their own choices to manage their own teaching practice.

4.2 Rationales behind Rajabhat teacher trainers' decisions on content delivery

Rajabhat teacher trainers had adequate freedom to make decisions on how they delivered or transferred the content to pre-service teachers. The reflections and interviews of the trainers unveiled interesting rationales behind their teaching decisions. These decisions seemed to be guided by their teaching philosophies and beliefs about teaching.

Lectures

From the reflection of class 1, the teacher trainer clearly stated the rationale for choosing lectures incorporated with the use of IRF as the approach in delivering content to the class. This teacher trainer believed that incorporating the IRF questioning style into the lecture could encourage pre-service teachers to reflect on the application of the content being taught. The teacher trainer could use the responses from pre-service teachers as evidence to understand and fulfil the competencies expected in the courses.

"...students can reflect on the activities being presented. For example, the first slide focuses on teaching listening skills. Students can contemplate the various activities that can be implemented at this stage. ...what can be done to lead to the lesson including other skills. They can give some examples and can discuss on this topic"

(Teacher trainer, Reflection 1)

Student-centredness, discovery learning, and collaboration

The reflection of class 2 also revealed different beliefs about teaching. This teacher trainer stated that the focus on child-centredness, discovery learning, and collaboration was the main principle behind their teaching. This principle was also applied in content delivery, based on the evidence of group work and group presentations.

"... we try to have child-centredness, discovery learning, and collaboration in teaching

... some teacher talk (lecturing) is required ... and the main activity is class discussion ... students work together and summarise ... or work on the case study

... students analyse the case in groups ... the highlight is they can work in small groups and talk with their friends"

(Teacher trainer, Reflection 2)

Dialogic teaching

Another belief about teaching was found in the reflection on class 3. This teacher trainer implemented the class through a whole-class discussion and a group presentation. From the reflection, this teacher clearly identified the teaching philosophy as being centred on a dialogic teaching style (Alexander, 2008) that aims to encourage pre-service teachers to actively participate in class discussions. Moreover, the principle of collaborative learning was also emphasised as pre-service teachers were required to work in groups, share ideas, and give feedback on their performance.

“... I do believe that teaching is a matter of having a conversation like dialogically
 ..., It is important for me because it was part of building rapport. I always believe that when students trust their teacher, they feel comfortable expressing their concerns and feelings about anything. In return, the teacher should respond to those problems in a positive way to help students see alternative perspectives. This, to me, is a way of promoting critical thinking. Teaching goes beyond mere knowledge transmission; it should also include problem-solving skills and the ability to broaden students’ perspectives on the world
 ... they were working in groups because I think collaborative learning is so important
 ... I do believe that if we make the classroom positive enough, students, no matter if they are tired or scared of the teacher or whatever, would somehow express their opinions if they knew that there were no right or wrong answers”
 (Teacher trainer, Reflection 3)

Presentation-Practice-Production (PPP)

The reflection on class 4 also illustrated the teacher’s beliefs about teaching. The teaching paradigm of PPP was explicitly stated as the sequence that this teacher trainer employed. Furthermore, setting up the group work for pre-service teachers to practice and produce the final piece of work to reflect their understanding of the topic being taught was clearly identified in the teacher trainer’s reflection.

“... the teaching activity will start from giving explanations ... like lecture-based ... then students will practice and work in groups”
 (Teacher trainer, Reflection 4)

Grammar-translation

Furthermore, the teacher trainer reported that grammar-translation was employed in delivering the content so as to make sure that pre-service teachers learned and understood the vocabulary used in the content.

“... for this part ... the focus is to familiarise students with technical vocabulary or subject-oriented vocabulary I used the principle of grammar-translation in teaching because I want students to learn about the vocabulary”
 (Teacher trainer, Reflection 4)

In summary, there were variations in the beliefs of Rajabhat teacher trainers, which directly affected how they transferred course content to pre-service teachers. It can be said that Rajabhat teacher trainers reported having progressive beliefs in teaching and delivering content to pre-service teachers.

4.3 Factors affecting the transferring of teacher trainers’ beliefs and rationales in teaching practices

Rajabhat teacher trainers reported having strong rationales to support their teaching, and they did try to teach their classes based on their beliefs and rationales. The analysis, however, also revealed some factors obstructing the success in transferring these beliefs and rationales in teaching. These factors, therefore, were the practical constraints that caused some difficulties in teaching.

English language proficiency of pre-service English teachers

From the interviews with teacher trainers, numerous comments were made regarding the overall English proficiency level of pre-service teachers.

It was observed that pre-service teachers entering the programme had a relatively low proficiency in English, which could potentially impact how teacher trainers conducted class activities.

This implementation restriction could be considered a practical constraint that prevented them from applying their beliefs to practice. To illustrate this point, the teacher trainers reported that they had to allow pre-service teachers to use Thai in class participation instead of using English. Pre-service teachers with low proficiency in English could not interact more in class activities. By allowing them to use Thai, they were able to express their thoughts and reflect more on the content.



... students use Thai because it enables them to express the content more than English ... which is acceptable because we want them to be able to express more...

(Teacher trainer, Reflection 2)

Competency-based curriculum

Problems concerning the new curriculum, which is competency-based, and the transition from the five-year programme into a four-year programme also caused some constraints in content delivery. The changes affected the sequence of courses, and this meant that some pre-service teachers were inadequately prepared to succeed in some courses. To cope with this issue, some teacher trainers needed to provide supplementary content to prepare pre-service teachers before reaching the focus of the course, and this affected time management in teaching implementation.

“... it is difficult because students don’t have enough skills to cope with the content of the course. I have to teach them from the beginning. The allotted time is not enough”

(Teacher trainer 3)

Recommendation 4-2:

Transitioning from a five-year programme to a four-year programme requires a revision of the course arrangement and sequence to ensure that they are logically structured and support the development of knowledge.

Recommendation 4-3:

When revising the course arrangement and sequences, desired learning outcomes should initially be considered. This means reviewing the curriculum and considering the knowledge, skills, and competencies that pre-service teachers need to acquire within the four-year programme.

Recommendation 4-4:

Once the necessary courses have been identified, it is important to consider pre-service teachers’ reflections on those courses. By prioritising courses based on their feedback and experiences,

they can become more engaged, motivated, and better equipped with the knowledge required for their future practice.

Generation gap

Some comments were related to the generation gap between the teacher trainers and the pre-service teachers. This purported gap caused some problems in teaching and communication in the class. In the interviews, some teacher trainers reported having problems with the possibility of miscommunication with pre-service teachers.

“... we can’t be too hard on them...we need to be more reasonable because of the generation gap ... sometimes, they might not understand the reasons why we have to be very strict with them. They don’t see our good intentions ... so we do need to explain and provide more reasons to help them understand”

(Teacher trainer 3)

Summary of recommendations related to the curriculum implementation:

Recommendation 4-1:

There are two potential approaches for addressing the English proficiency level of pre-service English teachers: 1) implementing a higher English proficiency threshold for admission into the programme, and 2) designing the initial year of B.Ed. programmes for pre-service English teachers to focus primarily on enhancing their English proficiency before gradually transitioning into more teaching-oriented coursework in subsequent years.

Recommendation 4-2:

Transitioning from a five-year programme to a four-year programme requires a revision of the course arrangement and sequence to ensure that they are logically structured and support the development of knowledge.

Recommendation 4-3:

When revising the course arrangement and sequence, desired learning outcomes should initially be considered. This means reviewing the curriculum and considering the knowledge, skills, and competencies that pre-service teachers need to acquire within the four-year programme.

Recommendation 4-4:

Once the necessary courses have been identified, it is important to consider pre-service teachers’ reflections on those courses. By prioritising courses based on pre-service teachers’ feedback and experiences, they can become more engaged, motivated, and better equipped with the knowledge required for their future practice.

Chapter 5

Reactions toward the implementation of the curriculum

5.1 Reactions towards content delivery at Rajabhat Universities

The content delivery could have had a potential impact on pre-service teachers' learning and, to some extent, their future practices or performance in actual classrooms. The data obtained from individual and group interviews with pre-service teachers in their final year and novice teachers who graduated from the programme reflected their reactions towards content delivery and training experiences in RUs. Most participants had positive reactions towards how they were taught by the teacher trainers. Some difficulties were also mentioned in the hope that future changes could be made.

5.1.1 Practicality of teaching activities and techniques

The pre-service teachers in their final year and the novice teachers reported that they could apply what they learned and had been trained to do in the programme in their teaching practice. They gained more confidence in teaching from participating in class activities. Their improvement was not only due to their experiences in class activities, but they could also adapt many teaching techniques and activities to their context.

"... I had learned about the activities that suited different levels of students ... like activities for secondary or high school level"
(Final-year student, Focus Group 2)

"... The teachers told us how to teach English skills like listening, speaking, reading, and writing Then we can apply to our teaching"
(Final-year student, Focus Group 3)

For novice teachers, most of the content could benefit them during the early stages of their teaching career. Some of them confirmed that the teaching techniques or activities they had undertaken while they were in the programme could significantly and positively impact their teaching.

"... the teaching simulations that I had done in the universities were very useful When I started my career and I was faced with the same scenario, I could apply what I had learned and I felt really great Especially the use of technology, because I started my career during the COVID-19 pandemic and I felt like I was the trendiest teacher in school I could make good use of technology in teaching because I was already trained while I was in the university"
(Novice teacher 7)

"... this teacher gave the teaching techniques and explained how to teach. We had peer teaching. Then the teacher gave feedback on our performance. Like, what should be done in each situation."
(Novice teacher 7)

"... it's a class for primary level ... the teacher would let us do the role play. One of us would be the teacher, and others would be the students. This is the activity that helps us to learn about teaching and assessment ... as if we were real teachers and students in an actual classroom"
(Novice teacher 8)





5.1.2 Difficulties in the application of microteaching

Some pre-service teachers reported that they had some difficulties in learning and expressed negative reactions to content delivery.

Some expressed that the activities conducted in class, for example, microteaching, were too distant from teaching outside of the course. For example, teaching their peers during microteaching was very different to teaching actual school students.

Some pre-service teachers also mentioned that they did not get enough feedback from their trainers following their microteaching.



... The situations in the microteaching and the actual teaching practice were totally different. Some techniques that we practiced during the microteaching were not successful in actual teaching situations ... so it was quite difficult to handle ...

(Final-year student, Focus Group 2)

“... The feedback that we had got from the microteaching or activities in class was good, but sometimes it was not enough for us to improve ourselves for teaching practice”
(Final-year student, Focus Group 3)

Generally, there were both positive and negative reactions towards content delivery and the activities provided in class. Pre-service teachers in the final year perceived that the lectures and activities provided for them were useful and beneficial. However, some situations in the microteaching or class activities were inauthentic, and they still had some difficulties applying certain practices to their own teaching. The pre-service teachers also needed more feedback on their teaching performance.

Recommendation 5-1:

More reflective and practical feedback on the performances of pre-service teachers in microteaching/peer-teaching should be provided to help them improve based on their teaching practice experiences.

Recommendation 5-2:

Real classroom scenarios can be addressed by using videos of actual microteaching classes. Watching and reflecting on the videos can promote discussion and debate, thereby developing the teaching skills of pre-service teachers.

5.2 Reactions to the content and courses

Overall, the pre-service teachers expressed positive views on the curriculum implementation. However, they believed that their success depended on several factors, including teacher performance and the engagement of their pupils.

“For the curriculum in Education, I think it’s not 100% certain to make me become a good teacher. Take English Language Teaching Techniques as an example, and this course provides us with different techniques to transfer knowledge to students; however, it depends on us as teachers as well as the students.”

(Final-year student, Focus Group 1)

“For me, I would rate the major courses at about 70%–80% because I gained a lot of content knowledge provided by the teachers. For those teaching courses, I think the curriculum works, say 60%–70%, because I feel that I haven’t seen a clear picture of what I have learned.”

(Final-year student, Focus Group 3)

The questionnaire data also show positive reactions toward the content and courses. Overall, the number of pre-service teachers who agreed with the practicality and appropriateness of the curriculum was proportionally higher than that of those who disagreed. With the highest proportions of strongly positive views, as shown in Table 5-1, pre-service teachers agreed that:

- they received feedback on their teaching performance from the supervisor during the internship (statement 13).
- their supervisor gave them opportunities to reflect on their teaching practice during the internship (statement 14).
- they received adequate support from the supervisor during the internship (statement 15).

These statements show that the pre-service teachers are very positive about their supervisor’s support during their internship and that the supervisor is perceived as one of the important factors that contribute to satisfactory training.

It is worth noting that responses from the questionnaire are quite contradictory to the information we gained from the interviews, namely that the feedback on microteaching is insufficient. However, the data from these two parts suggest that feedback and support from teacher trainers are crucial to pre-service teachers’ learning and teaching practices.

Table 5-1: Levels of agreement or disagreement about the practicality and appropriateness of the education programmes and courses
Strongly agree (SA), Moderately agree (MA), Neutral (N), Moderately disagree (MD), Strongly disagree (SD)

Items	Courses	SA	MA	N	MD	SD
		% (frequency)				
1	The programme gave me adequate training in English language knowledge (e.g., English structure, grammar, phonology).	25.4 (48)	49.2 (93)	21.7 (41)	3.7 (7)	0.0 (0)
2	The programme gave me adequate training in English language skills and use (e.g., four basic skills, communication skills).	25.9 (49)	48.7 (92)	20.1 (38)	4.2 (8)	1.1 (2)
3	The programme gave me adequate training in teaching skills.	29.1 (55)	48.1 (91)	18.0 (34)	4.8 (9)	0.0 (0)
4	The programme gave me adequate training in classroom management skills.	27.5 (52)	42.9 (81)	23.3 (44)	5.8 (11)	0.5 (1)
5	The programme prepared me to function in the school context in which I worked during my internship, for example, school management system and culture.	22.8 (43)	42.3 (80)	26.5 (50)	5.8 (11)	2.6 (5)
6	The programme has a good balance between training in English, teaching skills, and classroom management skills.	19.0 (36)	53.4 (101)	23.8 (45)	2.6 (5)	1.1 (2)
7	The courses offered by the Education in English programme are in an appropriate sequence. (For example, Philosophy in Education course in year 1 and Psychology course in year 2).	29.6 (56)	40.7 (77)	20.6 (39)	6.9 (13)	2.1 (4)
8	The content taught in the courses is up to date.	20.1 (38)	44.4 (84)	27.5 (52)	5.8 (11)	2.1 (4)
9	The content in the courses is taught based on course descriptions.	25.0 (47)	54.3 (102)	17.6 (33)	2.1 (4)	1.1 (2)
10	The courses promote flexibility in using different teaching practices for different situations.	29.6 (56)	51.3 (97)	18.0 (34)	1.1 (2)	0.0 (0)
11	The courses which I have taken in the past few years have prepared me to design and write a lesson plan.	29.6 (56)	45.5 (86)	21.2 (40)	2.6 (5)	1.1 (2)
12	The courses which I have taken in the past few years have prepared me well for non-teaching work and administrative work (e.g., ceremonials and formal events, camps, financial management).	21.4 (40)	34.2 (64)	31.0 (58)	6.4 (12)	7.0 (13)
13	I received feedback on my teaching performance from the supervisor during the internship.	49.7 (94)	34.9 (66)	13.2 (25)	0.5 (1)	1.6 (3)
14	The supervisor provided me with opportunities to reflect on my teaching practice during the internship.	48.9 (92)	35.1 (66)	13.3 (25)	2.1 (4)	0.5 (1)
15	I received adequate support from the supervisor during the internship.	48.1 (90)	30.5 (57)	18.2 (34)	2.7 (5)	0.5 (1)
16	Overall, the programme met my needs.	23.8 (45)	54.5 (103)	19.0 (36)	1.6 (3)	1.1 (2)

However, if we focus on the statements with the highest proportions of disagreement showing relatively negative feedback on the curriculum, we found that there is still room for changes and development regarding:

- Training in classroom management skills (statement 4)
- The school management system and culture (statement 5)
- The sequence of the courses learned in years 1–4 or 5 (statement 7)
- Course content revision, which should always be up to date (statement 8)
- Non-teaching work and administrative work (statement 12)

These issues are consistent with the curriculum analysis and the reactions from the interviews and focus groups. Reactions from the interviews and focus groups will be further elaborated in the following sections.

5.2.1 Courses and content that are relevant to teaching practice

The pre-service teachers and novice teachers reported that the curriculum was relevant to their teaching practice, especially their teacher education courses and their major courses. Among these, psychology, teaching theories, and techniques seemed to be very important to deal with young learners in primary education.

The most successful implementation of the curriculum depended on the levels of school students. Most novice teachers who teach elementary schools found that Psychology for Teachers and Classroom Management were imperative to teach young learners to study more effectively. Framing pedagogies and transferring knowledge heavily relied on courses like teaching theories and techniques that prepped them with various strategies, such as using games, songs, and roleplays.

Some of the novice teachers pointed out that they would like to have more chances to study psychology because it would allow them to understand individual learning and inform the instructional process, as two of the novice teachers mentioned in the following excerpts.



I want to be reminded of the methods to teach at different ages from psychological perspectives. Actually, we find some in educational psychology, right. But it's very basic psychology for beginners, and the main emphasis is on the teaching methods that we have to use. However, sometimes we can't figure it out because we haven't studied that deeply.

(Novice teacher 3)

"I feel that we can use the knowledge gained from psychology class. Each child may be different; we can use many theories in the classroom. Some theories allow us to control the class. Some theories can make us let go as we have learned that individual children are not the same."

(Novice teacher 9)

“

For me, I think Classroom Management really works. We learned how to manage and implement various learning activities in the classroom. It helped a lot when I noticed that the students didn't pay attention. I adjusted activities so they could try to learn new things.

(Final-year student, Focus Group 3)

For the major courses, phonetics, grammar, listening and speaking, children's literature, and language assessment were also applicable to the beginning of their teaching career. One of the participants mentioned the relevance of the major subject called Listening and Speaking since it can be realistically used in the primary classroom, as seen in this excerpt.

“The speaking and listening course is relevant to my teaching. I chose this course because no matter where you go, most of the Thai children who have problems with listening are unable to speak. So, if the teacher that comes to teach the class focuses on listening and speaking, then we will be able to help the child learn to listen to speak first because it is the basics before they can produce output.”

(Novice teacher 4)

Implementing stories from Children's Literature helped improve pupils' reading skills and critical thinking skills. In addition, the novice teachers were confident to apply the contents of English language teaching based on different scenarios set in the classroom for them to practice teaching primary school students and secondary school students. One of the participants mentioned how she could integrate critical thinking through the use of analysing the main character's behaviour as mentioned below.

“Some of them enjoy children's fairy tales. So, when we teach children, we use methods that encourage them to think critically. For example, a teacher can initiate a discussion like, 'Is it appropriate to behave like Jack in Jack and the Beanstalk?' We will explore the story's actual content and encourage children to think accordingly. If Jack were a real person, would stealing from someone else's house be the right thing to do or not? And also, he went on to cause damage to other people's houses too.”

(Novice teacher 3)



These findings were also consistent with the responses to the open-ended items of the questionnaire with Classroom Management, Language-related courses,

and Psychology mentioned most as the courses that could benefit the pre-service teachers during the internship (see Table 5-2).

Aspects	Number of responses	%
Classroom management	55	27.6
Language skills development	36	18.1
Psychology	30	15.1
Lesson planning	27	13.6
Teaching skills development	20	10.1
Innovation and technology-enhanced teaching	9	4.5
Learning to teach from teaching observation/practicum	7	3.5
Material design	7	3.5
Curriculum knowledge	2	1.0
Extracurricular activity engagement	2	1.0
Research skills	2	1.0
Human relationship development	1	0.5
None	1	0.5

Table 5-2: Aspects of the internship for which the pre-service teachers were well prepared by taking the courses

The pre-service teachers mentioned that Classroom Management could benefit them the most while having their internship because it gave them guidelines on how to deal with pupils in the class and how to manage the class to support transferring knowledge from teachers to pupils. In addition, language courses prescribed in the programme, such as those related to phonetics and grammar, could be a great resource for them to teach English to their pupils. Psychology was referred to as a tool to help these pre-service teachers deal with different groups of pupils and help them learn about how to motivate or increase pupils' attention in class. Furthermore, this group of pre-service teachers also stated that the lecture on how to write lesson plans, as well as other subjects related to teaching philosophy and teaching techniques, enhanced their ability to systematise their teaching and see, broadly, how to teach. These appeared to benefit them a lot during their internship.

Apart from the aforementioned aspects, there were other useful aspects stated by the pre-service teachers, although they were mentioned less frequently. For example, some pre-service teachers mentioned that during their internship they could apply some of the innovation and technology-enhanced teaching that they had learned in the programme. They also made use of the experiences that they gained during their school teaching observations and short-term practicum. These experiences provided them with a clearer picture of what teaching during the internship would be like and helped to prepare them for it. Knowledge related to material design, curriculum, extracurricular activities, and classroom research also supported them in their internship.

5.2.2 The least successful aspects of the curriculum implementation

Due to the levels of the learners and school contexts, some courses were not fully applicable to young learners. For example, Reading/Critical Reading and (Academic) Writing were too advanced and only suitable for teaching secondary school students and above.

Less successful implementation of the curriculum was also due to school contexts. In small schools, those having fewer than 120 students, they often do not receive sufficient resources for quality education, despite the government providing a “top-up” budget. Therefore, in some schools, there are no subject teachers, and English teachers are often assigned to teach subjects other than English. For example, some novice teachers reported being assigned to teach science, mathematics, Thai, PE, and history.



I have come to teach elementary school, so I feel that what we study at university is more advanced than primary school students. The content we learned is suitable for teaching upper elementary or high school. When teaching young children, I think that what I've studied here doesn't cover young children.

(Novice teacher 1)

“When we go to actually teach at the primary level, we also have to teach other subjects as well. The smaller the school, the [more a] class homeroom teacher has to teach subjects that we are not familiar with, such as IS subjects, anti-corruption subjects, physical education subjects, and subjects of history that we are not familiar with at all.”
(Novice teacher 9)

“Most are small-sized schools, so the number of teachers is limited. One teacher teaches many subjects. My senior teacher is in one of these schools and she/he is responsible for science, maths, and social studies.”
(Final-year student, Focus Group 2)

Recommendation 5-3:

Consideration should be given to whether third- and fourth-year students in B.Ed. programmes could take different course tracks based on their intended teaching levels, whether in primary or secondary schools.

Recommendation 5-4:

Opportunities to develop fundamental knowledge of key subjects such as mathematics, Thai, and science should be provided as some teachers teach these subjects even though they only hold a degree in English Education.



5.2.3 Problematic courses

One of the most salient findings from the data relates to problematic subjects and classroom practice. Some pre-service teachers reported that they had not been well equipped to deal with actual classroom practice. Even though the curriculum states that subjects dealing with teaching theory and practice should be included, the reality seems to be different from what the curriculum has described. For example, English Classroom Management should be taught to enable pre-service teachers to gain experience in managing the classroom environment before they engage in teaching practice. However, the pre-service teachers reported that there is not enough emphasis on lesson planning and how to deal with special needs students, so they feel uncertain about their planning. They need more informative explanations and feedback for improvement, as seen in the following excerpts.

“We didn’t learn how to write lesson plans properly. It was a very big problem. When we were observing a class at school for ten days, it turned out that the lesson plan I created did not pass all ten days at all.”
(Final-year student, Focus Group 1)

“We have taught how many types of special children there are, but the lecturer didn’t teach us how to deal with it, how to do it, like learning that special children have this type, this type, and what next, do I need to make a lesson plan with this kid? It was like we did not need that because our major is English.”
(Novice teacher 6)

There is also an issue regarding the impracticality of teaching practice in the teacher training classroom. Pre-service teachers tend to be perplexed when they have to deal with children with challenging learning habits or those who do not want to learn at all, because the teachers have not encountered those realities during their university training.

Recommendation 5-5:

More specialised courses related to teaching techniques for teaching young learners should be implemented, especially for those teachers who are placed in primary schools.

Many pre-service teachers seem to concur that the actual teaching is more demanding and challenging than what they have learned during their university training, as seen in the following excerpt.

“There is no subject that seems to be applied 100%, that is, between studying and actually teaching, that is, it is very different. During that time in the university, most of the time, we would have our friends pretend to be children. So, friends will look like they’re playing a little bit. When we were trying to discipline, friends stopped easily. But when we come across a real situation, it’s not like what we’ve learned before. When meeting situations like this, they become more difficult to deal with.”
(Final-year student, Focus Group 4)

This situation implies that feedback from teacher trainers is needed since it makes pre-service teachers realise what to do and how to deal with difficulties in class. This recommendation is in line with what Ellis and Loughland (2017) intended when suggesting that pre-service teachers need to be trained by receiving constructive ‘Where to next?’ comments. Teacher trainers might need to be aware that teaching practice is promoted in the curriculum to familiarise pre-service teachers with teaching steps and structures involving mainly their classmates, so challenging situations might not occur. To avoid such issues, a variety of classroom scenarios could be included to allow pre-service teachers to engage in teaching planning and aspects of implementation, such as classroom management.

Recommendation 5-6:

Getting feedback from both teacher trainers and peers on microteaching is essential. One effective way to help pre-service teachers reflect on their teaching is by recording the microteaching sessions and using them as a stimulus for discussions and reflections between the trainee and the teacher trainer.

Through the questionnaire, the pre-service teachers were also asked to identify which of the teaching profession courses are most and least useful for preparing them to become effective teachers based on their internship experience. In Figure 5-1, a total score of the degree of usefulness of each course is the sum of scores of 3, 2, and 1, which are assigned to those courses chosen as the first, second, and third most useful, respectively. Similarly, the first, second, and third least useful courses are also assigned scores of 3, 2, and 1, respectively.

On the basis of the total scores, courses that were perceived as most useful and least useful corresponded to those mentioned in the interviews.

The courses the pre-service teachers perceived as most useful were Psychology for Teachers, Principle of Learning Management and Classroom Management, Internship, English for Teachers, and Self-Actualization for Teachers. Conversely, the courses that were perceived as least useful were Philosophy of Education, Self-Development Report, and Educational Quality Assurance.

These findings can provide useful information for RUs to consider redesigning the curriculum and courses for pre-service English teachers.

Usefulness as well as challenges faced in some of these courses, e.g., the Psychology for Teachers course and the Principle of Learning Management and Classroom Management course, have been repeatedly mentioned by several participants in the interviews and focus groups. Insights into the relevance and value of these courses to the teachers' actual teaching and other responsibilities should be further investigated.

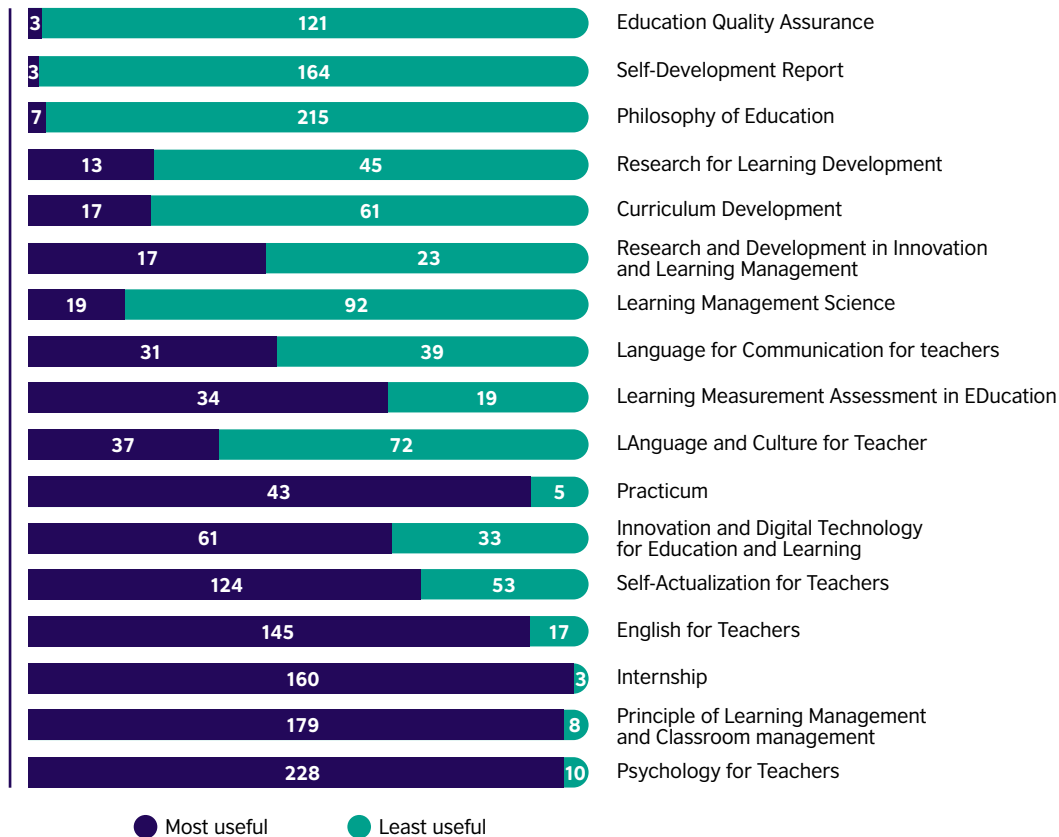


Figure 5-1: Reflections on the usefulness of teaching profession courses offered by education programmes in English

5.2.4 Teacher trainers as key agents of the curriculum implementation

Most of the participants, both pre-service teachers in their final year and novice teachers, seemed reluctant to comment on the curriculum. Instead, they stated that it depended heavily on the lecturers, as seen in the following excerpts:

“Not sure about the content of the curriculum for linguistics, but how the lecturer taught was just reading poems without practicing pronunciation. If those were taught properly, we would use it to teach our students.”
(Novice teacher 3)

“The name of the subject was Reading, but the teacher asked us to write an essay without evaluating our reading progress. So, I think it's not about the subject. It's about the lecturer.”
(Novice teacher 7)

“As for the English major subject, there was one subject called Academic Writing, that is, maybe the teacher may have misinterpreted the objectives. So, the teacher asked me to write a blog in WordPress, which I was confused about because how could we improve academic writing without feedback? When seeing the title of the course and comparing it with actual learning, it may give the impression that it may not match the concept at all.”
(Novice teacher 9)

These excerpts from novice teachers at three different universities point to a similar problem: the limitation of the content taught basically stemmed from the lecturers who might have various opinions about how to implement the curriculum in each course. In this way, some lecturers may have total freedom to do what they want in a particular classroom and ignore the curriculum completely.

5.2.5 Missing courses

The participants have provided some suggestions for courses that might help them to better deal with actual life in school.

Non-teaching work

The crucial issue that all groups of participants mentioned is how to deal with non-teaching tasks.



We had to face the real situation of non-teaching work. The course in the university does not cover much about that, so if you add the subject Finance, financial supplies, the situation will be better.

(Novice teacher 14)

Non-teaching duties include, but are not limited to, school finance, supplies, sports-attendance assignments, commencement exercises, and related senior activities. These duties seem to be extremely challenging tasks for new teachers, because they have not been trained to deal with these duties during their university training. When they enter their actual school life, it becomes unavoidable for them to deal with these responsibilities, which could make them feel stressed. This is why most of the participants revealed that they would be grateful if universities could prepare them to deal with these tasks.

“This is not relevant to teaching but dealing with how to process documents in school. My mentor gave me a little suggestion, but I don’t know how to write a formal letter or memo and which details should be put in the document.”

(Final-year student, Focus Group 2)

“I was assigned to help with the Academic work of the school. This work is writing a formal letter that the university didn’t cover, so I feel confused. And the mentors at the school expect that the university teaches us.”

(Final-year student, Focus Group 3)

“

I found what hinders my teaching practicum is extra activities. I have to find a lot of time to prepare these and feel so drained. As a result, I don't have enough time to prepare my lesson, which reduces my passion.

(Final-year student, Focus Group 3)

These findings are also supported by the responses from the questionnaire. On the basis of their internship experience, most pre-service teachers reported having difficulties in dealing with administrative work and some official documents. For example, they had problems writing official letters or filling in some formal documents, because many of them did not have any preparation for this before starting their job.

Failing to complete these tasks might result in stressful tension between personnel in schools since they require everyone to dutifully complete these tasks as seen in the following excerpts.

“It was like when I came to learn that the non-teaching job was very tiring. I knew nothing, which meant that I started from zero. Everyone was ready to scold me because they thought that I could pass the entrance exam. I must be good at everything. They automatically expect that if we pass the test, we must be good in every aspect.”
(Novice teacher 7)

“

The curriculum should provide additional courses for education students to know how the school system works in schools, such as knowing non-teaching jobs because it is very important when we go to teach. For example, we need to know basic finance. Second, we also need to know about school supplies, right?”

(Novice teacher 12)

Recommendation 5-7:

School management systems (general management, academic management, school financial and accounting, and personnel) should be given increased focus in a standalone course or as broken up taught in other courses where relevant.

Recommendation 5-8:

Preparation for the non-teaching side of being a teacher at a Thai school needs to be more focused in the curriculum. However, it is notable that the Teachers Council of Thailand does not include these courses in the main content of the curriculum. The Faculty of Education might consider incorporating this in student-teacher preparation before the practicum.

Classroom management

Apart from non-teaching work, which is crucial to Thai teachers, classroom management is another point of concern. Both pre-service and novice teachers have noticed that disruptive student behaviour heavily affects their teaching practice. This implies that lacking practical teaching practice, as well as poor classroom management skills, may almost certainly elevate their stress and burnout rates.

“Interesting teaching techniques should be included in the curriculum because I don’t think I have new techniques to attract students’ interest, and that affects classroom management.”

(Novice teacher 1)



Personally speaking, teaching techniques should be added to the curriculum. When I was in university, I studied this subject once, and it included both primary and secondary school teaching. This should be extended. Another thing is about instructional media production because it can be used in the real classroom.

(Novice teacher 8)

Psychology for teaching young learners

Another suggested course type relating to classroom management is psychology for teaching young learners. Pre-service teachers said it is needed because they tend to feel overwhelmed when they have to deal with actual classroom learning situations.

Recommendation 5-9:

A clear focus on classroom management, particularly on how to effectively handle challenging students in school settings, is necessary for the curriculum.

From the questionnaire, the pre-service teachers suggested some courses that they would like to add to the curriculum. The courses are listed in Table 5-3.

A list of course types that should be added	Number of responses	%
Language courses	83	23.9
Subjects other than English	57	16.4
Teaching methodology	31	8.9
Administrative work (official forms and letters, school decoration)	26	7.5
Curriculum & material design	25	7.2
Classroom management	18	5.2
Dealing with misbehaving students or students who need extra care (e.g., Learning Disability)	16	4.6
Technology-enhanced teaching	15	4.3
Extracurricular & recreational activities	13	3.7
Psychology	12	3.4
Social etiquettes	10	2.9
Teaching skills	8	2.3
First aid	7	2.0
Survival skills	6	1.7
Dealing with mental health	6	1.7
Internship	5	1.4
Research	5	1.4
School culture	4	1.1
Morality	1	0.3

Table 5-3: Suggested courses

According to Table 5-3, most pre-service teachers reported that they needed to have more courses related to language improvement, teaching, material design, and classroom management. They were required to improve their language proficiency, especially their speaking skills, which corresponds to the analysis of the curriculum that showed a lack of courses on speaking skills compared to other skills.

Apart from this, pre-service teachers need more courses that could provide them with opportunities to be exposed to official documents and prepare for how to deal with them. They also expected to learn more about administrative work, which was added to the teachers' responsibilities while working in schools.

To help them cope with their school life, pre-service teachers need to be informed about how to adapt to a school's culture, develop survival skills for novices, be taught etiquette for socialising with their colleagues, and learn how to deal with mental health issues while working.

Summary of recommendations related to reactions towards the training

Recommendation 5-1:

More reflective and practical feedback on the performances of pre-service teachers in microteaching/peer-teaching should be provided to help them improve based on their teaching practice experiences.

Recommendation 5-2:

Real classroom scenarios can be addressed by using videos of actual microteaching classes. Watching and reflecting on the videos can promote discussion and debate, thereby developing the teaching skills of pre-service teachers.

Recommendation 5-3:

Consideration should be given to whether third- and fourth-year students in B.Ed. programmes could take different course tracks based on their intended teaching levels, whether in primary or secondary schools.

Recommendation 5-4:

Opportunities to develop fundamental knowledge of key subjects such as mathematics, Thai, and science should be provided, as some teachers teach these subjects even though they only hold a degree in Education in English.

Recommendation 5-5:

More specialised courses related to teaching techniques for teaching young learners should be implemented, especially for those teachers who are placed in primary schools.

Recommendation 5-6:

Getting feedback on microteaching from both teacher trainers and peers is essential. One effective way to help pre-service teachers reflect on their teaching is by recording the microteaching sessions and using them as a stimulus for discussions and reflections between the trainee and the teacher trainer.

Recommendation 5-7:

School management systems (general management, academic management, school financial and accounting, and personnel) should be given increased focus in a standalone course or as separately taught in other courses where relevant.

Recommendation 5-8:

Preparation for the non-teaching side of being a teacher at a Thai school needs to be more focused on the curriculum. However, it is notable that the Teachers Council of Thailand does not include these courses in the main content of the curriculum. The Faculty of Education might consider including this as a part of student-teacher preparation before starting the practicum.

Recommendation 5-9:

A clear focus on classroom management, particularly on how to effectively handle challenging students in school settings, is necessary for the curriculum.



Chapter 6

Impact of the curriculum

This section focuses on the impact of the curriculum, mainly based on the interviews with novice teachers who graduated from RUs within the past five years and currently teach in state schools. These teachers had been through the curriculum process in RUs for four or five years. The other main group of participants are the mentors of these teachers. Mentors could be the teachers' supervisors, department heads, or peers who give them support during the very first years of their teaching career.

As fundamental to the impact of the curriculum, this section addresses the participants' views on the extent to which the novice teachers developed professional knowledge, experiences, and competencies specified in the curriculum, the extent to which the curriculum is relevant to classroom practices at the beginning of their career, perceptions of the value of the curriculum, success, and challenges in professional practices. Additionally, views from some teacher trainers and programme administrators on the impact of the curriculum are also reported. Here, the impact is not limited to teaching practices but also opportunities for graduates to work in other related fields.

6.1 Overall impact of the curriculum

Most novice teachers and mentors thought that the curriculum provided novice teachers with a broad range of knowledge and skills required for schoolteachers. It also helped these teachers become ready for school teaching. Most novice teachers were appreciative of most courses they took at RUs, especially major courses and teaching profession courses. While the Psychology course was found to be the most important and useful across contexts, the novice teachers made some suggestions related to the importance of continually updating psychological content and issues, which should be more practical and realistic for teaching today's learners.





6.2 Impact on the novice teachers

6.2.1 Positive impact

Novice teachers described the curriculum and the courses learned as relevant, flexible, and applicable to teaching. Two main types of knowledge that emerged from the interviews are disciplinary content knowledge, which relates to the nature of the English language, and pedagogical content knowledge regarding teaching techniques and strategies (Doğançay-Aktuna & Hardman, 2018).

The novice teachers confirmed that they were prepared for the knowledge of the English language, while they felt that their training on the pedagogical content knowledge regarding teaching practices and strategies was more useful, flexible, and practical in real contexts. Like the novice teachers, the mentors' views reflected that the novice teachers they worked with could perform well in terms of using a variety of teaching techniques, designing interesting materials and activities, and integrating technology into classrooms as well as using educational psychology.

The teachers use a variety of teaching techniques, activities, and materials

Novice teachers believed that they had strong disciplinary content knowledge. However, aspects that they considered more useful than language theories are pedagogical content knowledge and skills learned from teacher profession courses. The approach they perceived as best for training pre-service teachers was training via demonstration.

"In the training for teaching primary school students, my instructor began by presenting the background to the nature of the students at this level. His/her teaching technique was a demonstration along with the content we were expected to learn. When we taught our class, it was similar to what we had experienced in training. So, it helped us engage the students."
(Novice teacher 7)

Recommendation 6-1:

Teacher trainers might consider using a demonstration technique in their teaching. This technique requires model behaviours from teachers, often in a step-by-step approach. It can be especially effective for teacher trainers, as it allows them to show pre-service teachers exactly how to teach a particular concept or skill.

Many mentors highlighted that the novice teachers they supervised used a variety of teaching techniques. The ability to design materials and activities was also perceived as these teachers' strengths.

"I observed a novice teacher's class. I can see that s/he performed well. His/her teaching was great, actually. His/her teaching approach and style was different from what I did. Because I did not graduate from an Education programme in English, I followed instructions in a textbook. This novice teacher used different techniques and activities, such as games and songs."
(Mentor 2)

"Most teaching materials were designed by this novice teacher. I think she was trained at the university. She commonly used video clips, handouts, and worksheets, for vocabulary and using songs. Her students really enjoyed her class."
(Mentor 3)

The teachers are equipped with technological and digital skills

Apart from the ability to use a variety of teaching techniques and to design materials, the mentors addressed that the novice teachers incorporated digital skills and integrated technology into teaching practices. Both novice teachers and mentors shared similar thoughts on the importance of technological and digital skills in effective teaching.

"By her teaching performance, I would say the curriculum is effective; that is, she can teach. The curriculum is flexible. In teaching children, teachers need to consider the context in which they teach. ... She had teaching experience from her internship. ... She is good at technology. She used a tablet and visual aids in her class. It is good. It makes English interesting."
(Mentor 4)

"... for technology, I started my teaching career during the Covid-19 pandemic, so it worked well. Because I have been trained, I was accepted as a teacher who is very good at using technology in teaching here."
(Novice teacher 7)

Recommendation 6-2:

Technology and digital knowledge and skills should always be updated. They can help facilitate effective teaching and represent modern practices.

Recommendation 6-3:

Courses on material and activity designs should be integrated with technology for language teaching.

The novice teachers implement psychological knowledge in teaching

One of the most mentioned courses that influenced novice teachers' teaching performance was Psychology. Most novice teachers believed that Psychology underpinned classroom management decisions. Psychological knowledge helped them understand the learning styles of pupils.



In the beginning, the most practical subject was Psychology. I graduated from an English major, but primary school teachers must teach all subjects. The most practical aspects were teaching techniques and strategies learned from the Psychology course. These techniques helped me engage the students. These are the aspects I learned from the programme that I can use in practice.”

(Novice teacher 12)

While Psychology was perceived as the most useful, some novice teachers suggested that course descriptions and content should always be updated. They thought that some established theories were less likely to be effective or practical for today's learners.

“The first one is psychology for teachers. ... However, I think some theories [overall] are outdated, and they do not work well with today's students. It might be because technology has not been used a lot in the past.”

(Novice teacher 6)

Recommendation 6-4:

Teacher trainers should always keep theories and practices in the psychology of learning updated, especially strategies for dealing with young learners.

6.2.2 Negative impact

Although most participants shared positive views on the curriculum, especially in terms of teaching practices, some negative effects were also mentioned. Despite pedagogical content knowledge being highly valued, the participants made some comments about the inadequacy and lack of relevance of the knowledge provided for teaching young learners, and that some of the courses offering pedagogical content knowledge did not align with the national education policies. Furthermore, many novice teachers felt overwhelmed by their lack of knowledge of a school management system and by the effort required to do non-teaching work.

The novice teachers lack practical knowledge and skills for teaching primary school students.

For primary schoolteachers, knowledge of the English language is less likely to be used in their teaching. They felt that courses and training provided at the universities were more appropriate for teaching secondary school students, while the content directly relevant to young learners was limited. Thus, many novice teachers had difficulties in managing young learner classes.



..., if talking about training for primary school teachers, I wanted the university to provide us with teaching methods that are practical for students of all ages and levels. Most content and techniques learned at the university were suitable for high school students. So, when I teach young students, my ideas for lesson planning and learning activities for them are quite limited. I think we typically learned through lectures. ... we should have been trained in the first place.

(Novice teacher 3)

Recommendation 6-5:

Courses specifically for teaching young learners should be provided.

Recommendation 6-6:

Separate courses/instructions for teaching primary and secondary school levels should be offered. Instructions for teaching primary and secondary school students should be differentiated.

The novice teachers were trained in a way that did not align with the teaching mandated by education policies.

One of the novice teachers stated that pre-service teachers typically learned through lectures which they perceived as somewhat passive. In their own teaching in schools, novice teachers are encouraged to implement an active learning approach with their students. Such an approach is prescribed by the national education policy. However, the novice teachers did not have much experience with it.



Most training in the university focused on passive learning through lectures, but was less focused on practice. However, when we teach, we are required to use an active learning method with the students. ... Techniques are not relevant. They should be aligned with the policies implemented by the OBEC (Office of the Basic Education Commission).

(Novice teacher 12)

Recommendation 6-7:

Teacher trainers should always keep updating themselves and the pre-service teachers with trends and education policies (although the policies keep changing according to the party of policymakers).

Recommendation 6-8:

Education policies should also be considered when designing the programme and courses.

Recommendation 6-9:

A training workshop on continuing professional development can be organised for novice teachers to equip them with the skills to update their knowledge of current policies and necessary teaching approaches.

The novice teachers felt overwhelmed by their lack of knowledge of school management systems and by the effort required to do non-teaching duties.

The novice teachers mentioned that aspects that they had not been trained in, such as school management systems and administrative work, had some negative impact on their effort and time reserved for teaching preparation.

“One weakness is that we did not learn about the school system and the duties we have to do for different departments, such as the academic department, administrative department, and human resources. These aspects were not covered in the university. Consequently, these duties were new to us, and we had to spend time learning them from the teachers here. It was expected that we should have been trained in the university.”

(Novice teacher 9)

“For some aspects, we did not learn in the university at all, but they are a part of a teacher’s job. Sometimes, these things had an effect on our teaching preparation time and quality of teaching. They had a negative effect on teaching.”
(Mentor 5)

Recommendation 6-10:

Pre-service teachers should be provided with opportunities to develop foundational knowledge of school management systems and become familiar with various non-teaching responsibilities.

The novice teachers were less passionate about being a teacher

Gaps between the experiences of novice teachers in the university and in school contexts, in terms of duties of teachers, were found to negatively influence the new teachers’ enthusiasm and motivation. Some mentors commented that pre-service teachers should have been trained on possible responsibilities they might encounter in a school context.

“If the curriculum emphasises teacher spirituality and responsibilities, I think it can inspire them. ... teach them teachers’ responsibilities. Being a teacher is hard work. Well, the new generation of teachers might not like it. They did not expect it to be like this.”
(Mentor 4)

6.3 Impact on the school students

Related to the positive impact of the education programme on novice teachers’ teaching practices, these strengths also had a positive impact on their students, especially in terms of their motivation to learn English. Some mentors reflected that the students were seemingly more motivated to study English with the novice teachers. They noticed that novice teachers can engage students by using interesting techniques, activities, and materials as well as technology in their classrooms.

“Students are excited, active, and very enthusiastic about studying with newly qualified teachers.”
(Mentor 1)

“For a novice teacher, he was good. He passed the first round of evaluation. The principal, for example, liked his teaching methods which stimulated students’ learning. The students were more motivated to study English.”
(Mentor 5)

6.4 Impact on the graduates

In addition to the impact of the curriculum implementation on the teaching practices of novice teachers, the programme administrators and the teacher trainers shared their positive views on the curriculum in terms of job opportunities for graduates.

Job opportunities

The findings provided evidence of successful curriculum implementation in relation to job opportunities, as reported by some teacher trainers.

“Some Mathayom 6 (Grade 12) students came to study here because of our reputation that one of our alumni was 3rd in the country in English in the civil service placement test.”
(Teacher trainer 5)

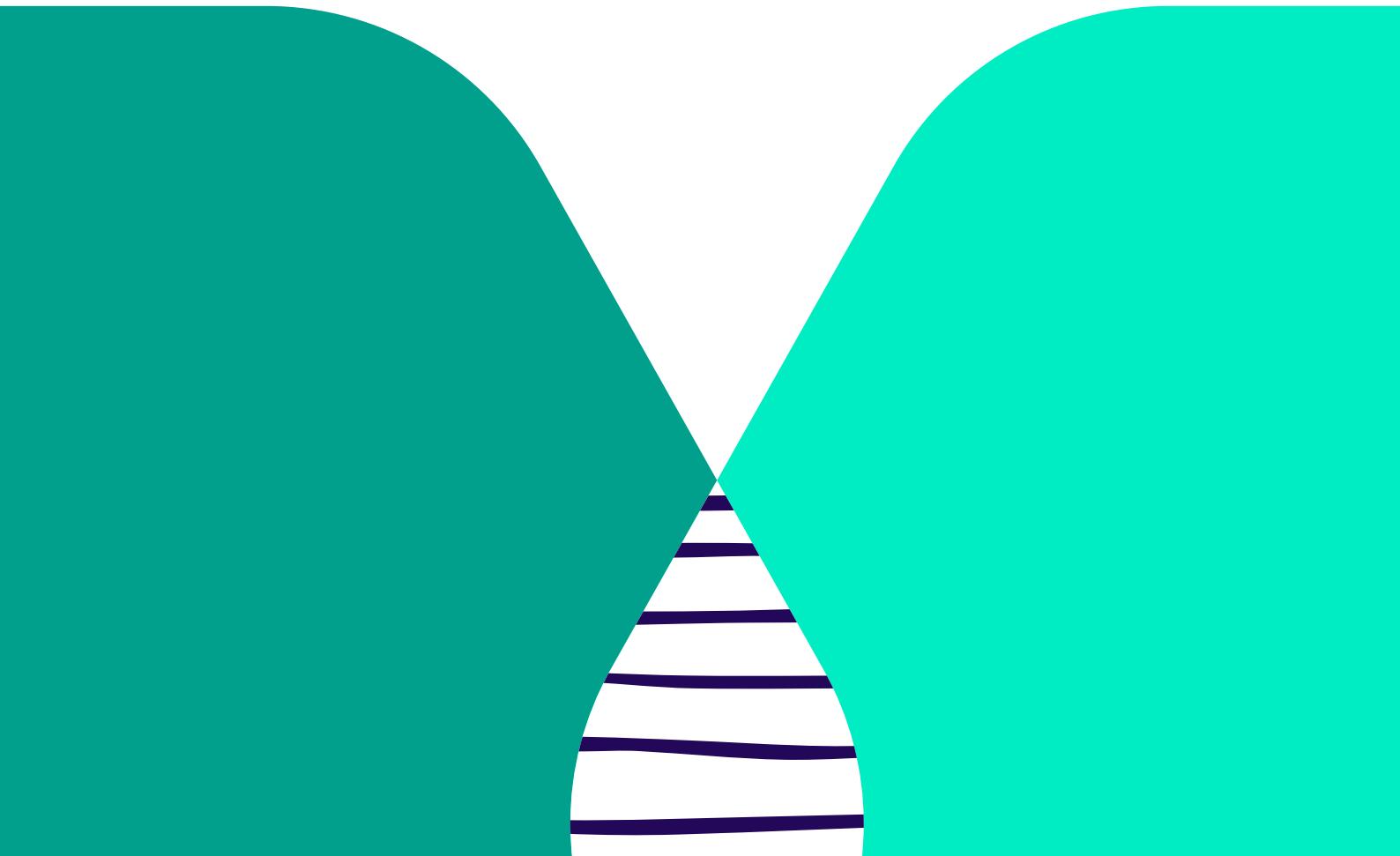
“The result was that a considerable number of our students could pass the civil service placement tests”
(Teacher trainer 6)

“We have observed that students continue their studies with us at a higher rate. They rarely discontinue their education. A greater number of students have obtained civil service jobs after graduation. This number has been increased every year over the past 4–5 years.”
(Teacher trainer 7)

In addition, some teacher trainers mentioned that the implementation of the curriculum could open opportunities for graduates to apply for jobs in related fields of study.

“While they are waiting for a civil service placement test, they can work in private schools, or they can be an employee somewhere because they have a background in the related fields.”
(Teacher trainer 3)

“This will benefit them [the graduates] if they teach in an international school or in the English programme. They can teach math and science, giving them options beyond being public school teachers.”
(Administrator 3)



Summary of recommendations related to the impact of the curriculum:

Recommendation 6-1:

Teacher trainers might consider using a demonstration technique in their teaching. This technique requires model behaviours from teachers, often in a step-by-step approach. It can be especially effective for teacher trainers, as it allows them to show pre-service teachers exactly how to teach a particular concept or skill.

Recommendation 6-2:

Technology and digital knowledge and skills should always be updated because they can help facilitate effective teaching.

Recommendation 6-3:

Courses on material and activity designs should be integrated with technology for language teaching.

Recommendation 6-4:

Teacher trainers should always keep theories and practices in the psychology of learning updated, especially strategies for dealing with young learners.

Recommendation 6-5:

Courses specifically for teaching young learners should be provided.

Recommendation 6-6:

Separate courses/instructions for teaching primary and secondary school levels should be offered. Instructions for teaching primary and secondary school students should be differentiated.

Recommendation 6-7:

Teacher trainers should always keep updating themselves and the pre-service teachers with trends and education policies (although the policies keep changing according to the party of policymakers).

Recommendation 6-8:

Education policies should also be considered when designing the programme and courses.

Recommendation 6-9:

A training workshop on continuing professional development can be organised for novice teachers to equip them with the skills to update their knowledge of current policies and necessary teaching approaches.

Recommendation 6-10:

Pre-service teachers should be provided with opportunities to develop foundational knowledge of school management systems and familiarise them with various non-teaching responsibilities.

Chapter 7

Discussion and recommendations

This project was conducted to investigate what to teach at RUs, how to teach, reactions of stakeholders to what and how to teach at RUs, as well as the impact of the teaching based on the reactions from stakeholders who work in teaching professions in real contexts. The data provide a big picture of the current context of English teacher education and was gathered from three main sources: 1) curriculum documentation; 2) the insiders who currently work in English teacher education contexts (e.g., teacher trainers, pre-service teachers as the students in the programmes, novice teachers who experienced real-world teaching, and their mentors and supervisors); and 3) recordings of the classrooms where the English teacher training took place.

Previous chapters presented insightful and detailed findings about various aspects of English teacher education together with recommendations for different target audiences: policymakers, teacher training programme providers, RUs and other universities where the teacher training programmes are offered, teacher trainers, and school administrators. A summary of findings and recommendations is presented below.

7.1 The curriculum

The curricula of RUs consist of 30 credits of general education courses, a total of 90 credits for core courses (divided into general pedagogy, which provides a foundation in education, and English language pedagogy, which focuses on teaching English), and six credits of free electives.

Only core courses of general pedagogy and English language pedagogy were analysed in this study. The framework for curriculum analysis was five types of knowledge: 1) content knowledge referring to English linguistics and teachers' English language competence; 2) pedagogic content knowledge, or knowledge of teaching methodology; 3) general pedagogic knowledge, or knowledge of general issues that are non-teaching related; 4) knowledge about theories of learning and language acquisition; and 5) knowledge essential to working which includes contextual knowledge and process knowledge.

The findings reveal that all curricula cover all five types of knowledge. They provide adequate courses relating to content knowledge, pedagogic content knowledge, and general pedagogic knowledge. However, there are some problematic areas, such as inadequate courses on general learning and theories of learning a second language, as well as process knowledge that will help pre-service teachers in their work at the designated institutions.



7.2 Teaching practices at Rajabhat Universities

To examine the teaching implementation at RUs, data from various stakeholders were collected to gain an overview of how teaching practices were conducted. The data from the class observations, reflective commentaries, and interviews with pre-service teachers, teacher trainers, and novice teachers were used as the main data sources. The analysis revealed an overview of courses, how the teaching practices were implemented, and the rationales behind the decisions on content delivery at RUs.

There were variations in the language of instruction. Thai was mostly used as the main language for lecturing, giving explanations, and giving feedback, and as the classroom language, whereas English was selected for teaching key words (e.g., terminology related to the field of English language teaching). Second, evidence of the participation structure between trainers and pre-service teachers was related to different uses of teaching methods. For example, a monologic lecture-based class appeared to receive little participation from pre-service teachers, whereas a wide variety of teaching structures, such as whole-class discussion, group work, and group presentations,

provided ample opportunities for substantial participation by pre-service teachers. Furthermore, the evidence of the participation structure of Initiation-Response-Feedback (IRF) was often used in interactive class activities more than in monologic ones. Besides, the class observations also revealed that teacher trainers frequently employed code-switching to encourage greater participation of pre-service teachers in the class. Lastly, both deductive and inductive approaches were observed in the actual teaching implementation. The findings suggest that Rajabhat teachers had the freedom to make their own choices in managing their own teaching practice to deliver the content.

Rajabhat teachers applied their beliefs in making decisions on how to deliver the content in teaching. For example, they chose to have more group activities in class because they believed in student-centredness, discovery learning, and collaboration. Some chose to have dialogic teaching and Presentation-Practice-Production in class because it could enhance pre-service teachers' understanding of content. However, several other factors also influenced the transmission of teacher trainers' beliefs and rationales to teaching practices, such as the English proficiency level of pre-service teachers, the impact of the competency-based programme, and the generation gap between teacher trainers and pre-service teachers.

7.3 Reactions to learning at Rajabhat Universities, microteaching, and internship experiences

Regarding the content delivery at RUs, the pre-service teachers and novice teachers who were interviewed had generally positive reactions towards how they were taught by teacher trainers. They reported that the practicality of teaching activities and techniques allowed them to apply what they learned in their teaching practice and gain more confidence. The teaching techniques and activities they had undertaken while in the programme could benefit them during the early stages of their teaching career. Many felt that the use of technology, which was emphasised in the programme, was especially helpful during the COVID-19 pandemic. Overall, participants found the programme to be useful and applicable to their future teaching practice.

Nevertheless, certain pre-service teachers encountered challenges when applying microteaching, specifically regarding the practical implementation of the concepts learned. They found it challenging to apply what they had learned in the microteaching exercises to their actual teaching practice, as the situations they encountered were often different. Additionally, some pre-service teachers felt that they did not receive enough feedback from their trainers during the microteaching exercises.

Regarding the content and courses, the pre-service teachers had an overall positive perception of the curriculum implementation, although they recognised that its success depended on various factors, such as the teacher trainers and the pre-service teachers themselves. Some pre-service teachers reported

high levels of satisfaction with the major courses, because they gained a substantial amount of content knowledge. However, they felt that they did not have a clear picture of what they learned in the teaching courses. The questionnaire data also showed that the pre-service teachers generally agreed with the practicality and appropriateness of the curriculum, with the highest proportions of strongly positive views related to receiving feedback on their teaching performance from their supervisors during the internship and having opportunities to reflect on their teaching practice during the internship.

Despite the positive reactions towards the content and courses, some pre-service teachers and novice teachers faced difficulties in applying the knowledge gained from the curriculum in their actual teaching practice. One of the challenges was related to the perceived gap between theory and practice. Some pre-service teachers felt that the courses provided a lot of theoretical knowledge but lacked practical application in real classrooms.

The pre-service teachers found courses such as psychology, teaching theories and techniques, and classroom management particularly useful and most relevant to their teaching practices. Language courses such as phonetics and grammar were also seen as beneficial for teaching English. The pre-service teachers also appreciated the lecture on writing lesson plans, as it helped them to systematise their teaching and provided an overview of teaching philosophies and techniques. The pre-service teachers were able to apply technology-enhanced teaching and draw on their experiences from school teaching observation and short-term practicums. Finally, knowledge related to material design, curriculum, extracurricular activities, and classroom research also supported the pre-service teachers during their internship. Overall, it appeared that the curriculum prepared the pre-service teachers well for their internship.

7.4 Reactions to learning at Rajabhat Universities, based on teaching experiences in schools

To investigate how the curriculum affects teaching practices in real-world settings, we conducted interviews with various stakeholders, placing particular emphasis on novice teachers as our primary sources of information. The novice teachers had recently graduated from RUs and were currently in the early stages of their teaching careers. Therefore, their experiences as both pre-service and current teachers were fresh and relevant, and they were able to draw connections between these contexts.

Overall, novice teachers and other participants provided positive reactions towards the training at RUs. They found that the training provided a wide range of knowledge and skills necessary for the teaching profession. In particular, the areas of English language knowledge and teaching profession courses were perceived as most useful.

Novice teachers who received training at RUs acquired diverse teaching techniques, activities, and material design skills. In addition, they had been equipped with technological and digital skills that could be applied to classroom activities and materials for their pupils. These are considered strengths of novice teachers who graduated from RUs. Furthermore, novice teachers are able to apply the knowledge gained from psychology courses, which many find to be the most useful and relevant to their teaching practices.

However, there were some negative reactions to the curriculum. Participants reported that the content and teaching approach used by teacher trainers are not always practical for teaching primary school students and that specific training for teachers of young learners is needed. Additionally, the learning experience at RUs did not always align with the teaching approach and techniques required by OBEC, as the teachers had learned through lectures rather than through active learning. Lastly, novice teachers have stated that the training did not prepare them well for the school management system, administrative work, and other non-teaching duties they have encountered in real-life contexts, which has affected their lesson preparation and teaching time. Lacking this knowledge has also had a negative influence on novice teachers' enthusiasm and motivation for their profession.

According to the interviews, the training at RUs has had an indirect yet positive impact on the students of these novice teachers. The new teachers actively employ interesting learning activities, techniques, and technology-integrated classroom materials that have increased their students' motivation and engagement in learning. Moreover, the findings suggest that the training received at RUs provides benefits for graduates not only in the teaching profession but also in other related fields, such as government officer employment.

The following section will discuss eight issues identified based on the findings with reference to the recommendations, as presented in Chapters 3-6, which we think should be highlighted and require action for English teacher education development.



7.5 Key issues for action

- 1. Changes in the content of courses: It is worth considering modifying or adding courses and content in these areas:** 1) theories of language learning, 2) research to encourage pre-service teachers' learning and development, 3) fundamental subjects other than English for primary education, and 4) classroom management, while always considering updated policies in basic education.
- 2. Increasing coherence of curriculum: To improve the coherence of the curriculum, the following steps should be taken:** 1) collaborate in designing general pedagogy and English language pedagogy courses and avoid overlaps, 2) rearrange courses from fundamental to more advanced content, especially those affected by the transition from a five-year to a four-year curriculum, and 3) integrate technology into the material and activity design course.
- 3. Increasing the practical aspects of training:** The practical aspects of teacher training should be enhanced through 1) providing more practical feedback for microteaching or using videos of actual microteaching or lifelike scenarios for discussion and debates on teaching practices; 2) using demonstration techniques to enhance the learning experiences of pre-service teachers.
- 4. Providing separate tracks for primary and secondary school teaching:** To cater to the diverse needs of primary and secondary school students, the curriculum for teacher training should have distinct paths and customised courses that should be specifically designed for potential teachers of each level of education.
- 5. Providing courses related to practical aspects of working in schools:** Rajabhat Universities should offer courses or content that provide pre-service teachers with hands-on experience and practical skills that are necessary for their work in schools, for example, administrative work as well as school management systems.
- 6. Increasing the English proficiency levels of pre-service teachers:** Rajabhat Universities should give priority to improving pre-service teachers' English proficiency levels in their first year of study and use English as the primary language of instruction in the later years of the programme.

7. Finding specialisms: To facilitate pre-service teachers to develop specialised skills, gain distinctive learning experiences, and stand out for future career opportunities, each Rajabhat University should consider providing them with courses that reflect its areas of expertise, in addition to the courses offered as part of the core curriculum.

8. Updating the curriculum: RUs should consistently revise their curriculum, courses, and teachers' knowledge and skills, with a particular emphasis on technology and psychology that enhance effective teaching and learning.

Details of these issues, with recommendations for stakeholders such as the MHESI and other related government educational divisions, teacher training providers, RUs, and teacher trainers, are provided below.

Issue 1: Changes in the content of courses

It is worth considering modifying or adding courses and content, such as 1) theories of language learning, 2) research focusing on encouraging pre-service teachers' learning and development, 3) fundamental subjects other than English for primary education, and 4) classroom management. Any change should always take into consideration the updated policies in Basic Education.

In terms of the content of the courses that may benefit from modifications, decisions should always be based on the policies for primary and secondary education in Thailand (Recommendation 6-8). The findings suggest adding a course on theories of language learning (Recommendations 3-2 and 3-7), adding a course that provides a foundation for the main subjects in school, such as mathematics, Thai, and science (Recommendation 5-4), especially for primary school level, adding content to dealing with challenging students in the classroom management course (Recommendation 5-9), emphasising research by pre-service teachers on their learning and development in the Research for English Language Teaching course (Recommendation 3-9). In relation to the professional development of English teachers, training workshops for novice teachers on professional development are other essential areas to be focused on (Recommendation 6-9).

Issue 2: Increasing coherence of curriculum

The coherence of the curriculum should be improved by 1) enhancing collaboration in designing general pedagogy and English language pedagogy courses while avoiding overlaps, 2) rearranging courses from fundamental to more advanced content, especially those affected by the transition from a five-year to a four-year curriculum, and 3) integrating technology into the material and activity design course.

The transition from the five-year to the four-year programme introduces imbalances among courses in the curriculum, thereby lacking coherence. The sequence of certain courses does not align with a progression of knowledge on teaching development and current policies. These findings suggest that an improvement in the coherence of the curriculum for pre-service teacher training is needed. First, the designed courses should avoid overlapping teaching and practising skills and English teaching methodology (Recommendations 3-1 and 3-5). Second, there should be better coordination between general pedagogy and English language pedagogy to develop the course in a way that the former lays an adequate foundation for the latter to build upon (Recommendation 3-6). Additionally, the course arrangement and sequence should be revised to support knowledge development, with foundation courses being presented earlier in the programme to provide a solid background for pre-service teachers (Recommendation 4-2). Finally, courses on material and activity design should be integrated with technology for language teaching (Recommendation 6-3).

Issue 3: Increasing the practical aspects of training
The practical aspects of teacher training should be enhanced by 1) providing more practical feedback for microteaching or using videos of either the actual microteaching or real-life-like scenarios for discussion about teaching practice and 2) using demonstration techniques to enhance the learning experiences of pre-service teachers.

There is a discrepancy between cases studied during microteaching at the training university and the actual classroom experiences encountered during internships and real-life teaching in school contexts. To increase practicality in teacher training, microteaching should be integrated into English language methodology courses (Recommendation 3-3), while the teacher trainers should provide more reflective feedback on the performance of pre-service teachers in actual recorded microteaching sessions or discuss scenarios in up-to-date videos about teaching (Recommendations 5-1 and 5-2), since it allows self-reflection which possibly leads to self-improvement. Some pre-service teachers pointed out the uncertainty about their own teaching ability, because they thought they performed poorly, even though they could gain self-awareness and professionalism by means of the video-recorded sessions. Therefore, a greater use of videos of actual classes can then be used as a springboard for discussion and debate. Essentially, the videos would provide lifelike scenarios around which tasks could be set for the pre-service teachers. In addition to feedback from teacher trainers, peer feedback is also essential (Recommendation 5-6). Apart from microteaching, teacher trainers might consider using a demonstration technique in their teaching (Recommendation 6-1).

Issue 4: Providing separate tracks for primary and secondary education

To address the diverse needs of primary and secondary school students, the teacher training curriculum should include separate tracks and tailored courses designed specifically for primary and secondary education, with a particular focus on providing courses that specialise in teaching young learners.

The findings from interviews suggested inadequate training and courses in terms of the knowledge, skills, and teaching techniques required to teach English to young learners in primary school (Recommendations 5-5 and 6-5). Managing a classroom of young learners can be challenging, and teachers need strategies for creating a safe, positive, and organised learning environment. This includes establishing routines and expectations, managing behaviour, and supporting social-emotional development. Therefore, it is worthwhile for each RU to consider offering separate courses for teaching English at the primary and secondary levels, either as compulsory or elective courses or even as separate tracks for pre-service teachers (Recommendations 3-4 and 6-6), such as in their third or fourth year (Recommendation 5-3).

Issue 5: Providing courses related to practical aspects of working in schools

Rajabhat Universities should offer courses or content that equip pre-service teachers with hands-on experience and practical skills that are necessary for their work in schools, for example, administrative work as well as school management systems.

Since the findings show a deficiency in courses related to knowledge and experience pertaining to non-teaching aspects related to the work of schoolteachers, RUs should incorporate a course or topic on tasks that pre-service teachers may encounter during their teaching practicum. This preparation should take place before the practicum begins (Recommendations 3-8 and 5-8). The content of the pre-practicum training should focus on school management systems, covering topics such as general management, academic management, school financial and accounting aspects, as well as personnel management (Recommendations 5-7 and 6-10).

To determine the training format, options could include in-person workshops, online courses, self-paced learning modules, or a combination of these formats to make pre-service teachers familiar with non-teaching duties. It is important to provide ongoing support and resources to help teachers apply the skills and knowledge they have gained in their non-teaching roles.

Issue 6: Increasing the English proficiency levels of pre-service teachers

Rajabhat Universities should prioritise the improvement of pre-service teachers' English proficiency levels, especially in their first year of study, and English should be used as the medium of instruction in the later years of the programme.

The findings show that the teaching practice in the programme is predominantly conducted in the Thai language, primarily due to the low English proficiency of the pre-service teachers who enrolled in the programme. However, the overuse of Thai language in teaching may limit their exposure to the English language, and this limited exposure can adversely affect their ability to improve their proficiency in English. Therefore, when reviewing the curriculum, it is important to consider placing greater emphasis on the improvement of English language proficiency of pre-service teachers in their first year. This can be achieved through offering language courses and using English as a medium of teaching instructions. If necessary, RU teachers should receive training on using English as the medium of instruction, and the training should specifically address the use of English for teaching low-proficiency students (Recommendations 3-10 and 3-11).

Issue 7: Findings specialisms

To help pre-service teachers develop specialised skills, receive unique learning opportunities, and stand out for future career opportunities, each Rajabhat University should consider offering courses that reflect their areas of expertise, in addition to those courses provided according to the core curriculum.

On the basis of the findings from Chapter 3, RUs tended to offer similar courses and did not promote their areas of expertise through their courses. Consequently, graduates from the programme may lack a unique identity and specialisation that can differentiate them from other graduates. Therefore, it is suggested that each RU should find its specialism and develop the curriculum to show its unique identity (Recommendation 3-12).

Issue 8: Updating the curriculum

Rajabhat Universities should continuously update their curriculum, courses, and teachers' knowledge and skills, particularly in areas related to technology and psychology for teaching and learning.

The interviews reflected that the course description and content appear to be outdated, particularly those that could be relevant in managing classrooms for present-day students. To facilitate effective teaching, courses should have up-to-date content, including technology and digital knowledge and skills, as well as psychology for teaching and learning (Recommendations 6-2 and 6-4). In addition to offering these courses, teacher trainers at RUs should also keep themselves and their pre-service teachers updated about knowledge and trends in these areas (Recommendation 6-7).

These recommendations suggest certain training sessions that could potentially improve teacher education and are worth considering for implementation or modification in the future.

7.6 Potential training programmes

For teacher trainers at Rajabhat Universities:

- Supervision and coaching techniques
- Collaborative interpretation of curriculum and course descriptions
- Designing and implementing curriculum

For pre-service teachers (and in-service teachers):

- Teaching techniques and classroom management for young learners
- Psychology for teaching primary and secondary education
- Skills training for non-teaching duties
- Ongoing training to help teachers stay up to date on current policies and best practices

The present study revealed significant findings regarding the curriculum, its implementation, and its impact based on the perspectives of participants with first-hand experience in both teacher education programmes and actual school settings. Although the overall feedback on the training at RUs was positive, the study also identified certain challenges and gaps in the training and practices in real school settings that require careful attention. Such attention should lead to changes and adaptations in the curriculum design and implementation. These efforts are crucial to improve the English teacher education system and thus to enhance the quality of English teachers and English language teaching and learning in the future.

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Appendices

Appendices for Chapter 2

Appendix 2-1 Observation of a full class

Data: Recordings of the full classes
Purpose: To investigate the implementation of the curricula

Focuses:

- Teaching instructions, content, and activities that would reflect how the curricula have been implemented.
- Actual content, types of activities, and teaching philosophy.

Name of Rajabhat:

Date and time of the observation:

Observer:

General information (if applicable):

Course:

Lesson:

Topic and content:

Objectives:

Number of pre-service teachers:

Describe the following issues:

1. Actual content taught in the class (e.g., subject matter knowledge, materials design, assessment literacy, collaboration, networking, reflection, etc.)
2. Types of activities / participation structures (e.g., teacher monologue, IRF, student-initiated whole class, group work, individual work, etc.)
3. Teaching philosophy (e.g., transmission of knowledge vs. transformation of understanding)

Appendix 2-2 Reflective commentaries

Purpose: To investigate the implementation of the curricula

Focuses:

- Teaching instructions, content, and activities that would reflect how the curricula have been implemented
- Actual content, types of activities, and teaching philosophy
- Applications in practice, participation and interaction, and opportunities for student expression

Instructions:

For this task, you will speak to reflect on your classroom practices (using the same class as in your full-class recording) and save your reflection as an MP3 file.

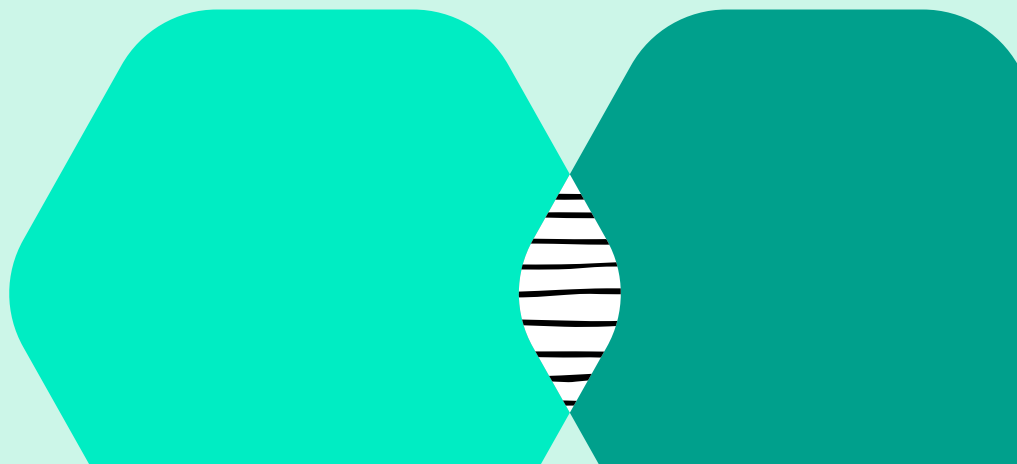
To describe your classroom practices, you can describe the following or other related issues focusing on the implementation of the curriculum.

- Lesson information (course, lesson, topic and content, objectives, number of students)

- Teaching instructions, content and activities that would reflect how the curricula have been implemented
- Actual content (subject matter knowledge, materials design, assessment literacy, collaboration, networking, reflection, etc.), types of activities (e.g., teacher monologue, IRF, student-initiated whole-class, group work, individual work, etc.), teaching philosophy (transmission of knowledge vs. transformation of understanding)
- Applications in practice, participation and interaction, and opportunities for student expression within the specific activities

To record your voice, you can use any device or an online voice recorder at your convenience, but please ensure you save it as an MP3 file. Some easy-to-use tools are below.

- Rev
<https://www.rev.com/onlinevoicerecorder>
- Bearrecord
<https://voice-recorder-online.com/>
- tself
<https://voice-recorder.io/>



Appendix 2-3 Observations of selected extracts from full-class recordings

Data: Short stretch of the full classes selected by the teacher

Purpose: To investigate the implementation of the curricula

Focuses:

- Teaching instructions, content, and activities that would reflect how the curricula have been implemented
- Applications in practice, participation and interaction, and opportunities for student expression

Name of Rajabhat:

Date and time of the observation:

Observer:

General information (if applicable):

Course:

Lesson:

Topic and content:

Objectives:

Number of pre-service teachers:

Describe the following issues:

1. Applications in practice
2. Participation and interaction
3. Opportunities for student expression (e.g., rough proportion of display vs. referential questions)
4. The extent of the open-endedness within the activities (e.g., students expressing their opinions vs. students finding the correct answer in group work)

Appendix 2-4 Focus group with teacher trainers

Questions for the focus group discussions

Participants: Rajabhat teacher trainers

Purpose: To investigate the implementation of the curricula

Pre-focus group task:

Instruction

Think about the qualities of a good teacher, the characteristics of effective teaching, and some examples of effective teaching based on your experience. In the focus group discussions, you will be discussing these issues in relation to the curriculum implemented at your institution and the courses offered for pre-service English teachers.

Categories of questions for focus group discussions:

Key issue for the discussions

Based on your belief about the qualities of a good teacher and experiences of effective teaching, to what extent does the curriculum (and teaching profession courses) prepare pre-service teachers to become good teachers?

Other related issues:

Background and applications

- Key components/contents of the curriculum
- Applications of the curriculum
- Significant modifications made from the curriculum guidelines
- Factors influencing the applications of the curriculum

Successes and constraints

- Positive and negative experiences when implementing the curriculum
- Concerns or problems when implementing the curriculum
- Factors that facilitate or hinder effective curriculum implementation

Support

- Support or help that you receive when implementing the curriculum
- Support or resources that would facilitate effective curriculum implementation

Suggestions

- Any additional information or relevant issues we have not discussed that you would like to add

Appendix 2-5 Focus groups with pre-service teachers

Questions for the focus group discussions

Participants: Pre-service teachers in their final year

Purpose: To investigate the implementation of the curricula
(To identify issues to cover in the questionnaire)

Pre-focus group task:

Instruction

Think about the qualities of a good teacher, the characteristics of effective teaching, and some examples of effective teaching based on your experience. In the focus group discussions, you will be discussing these issues in relation to your learning experience in Rajabhat.

Categories of questions for focus group discussions:

Key issue for the discussions

Based on your belief about the qualities of a good teacher and experiences of effective teaching, to what extent have the courses you have taken helped you become a good teacher?

Other related issues:

Perspectives on courses provided for pre-service teachers

- The core courses related to teaching that you completed
- The main contents of these courses
- Aspects of these courses that you feel have helped you become an effective teacher

Successes and constraints

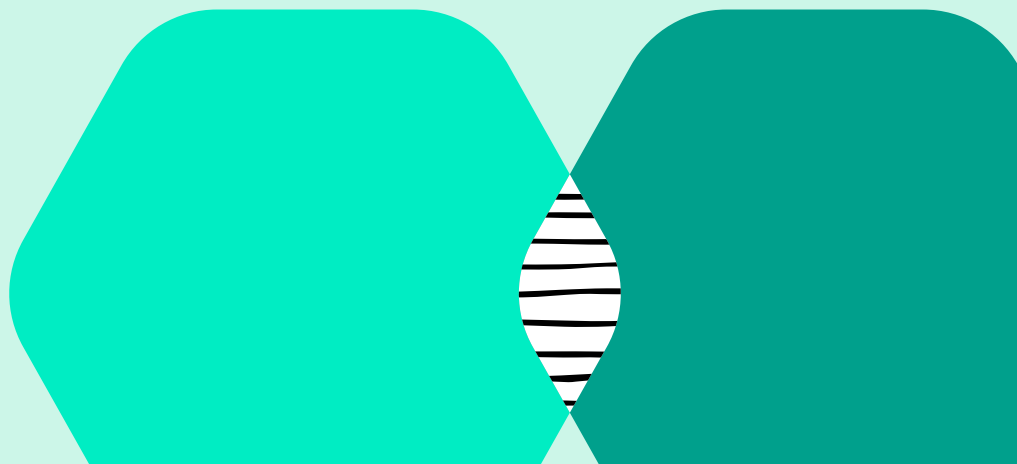
- Aspects of the curriculum and courses you have implemented successfully in your teaching practicum
- Aspects that were unsuccessful or not applicable
- Aspects of the practicum that you were not prepared for
- Feedback that you have received on the teaching practicum
- Factors that facilitate or hinder an effective practicum
- Concerns or problems with teaching practicum experiences

Perceptions of the value of individual curricula

- The extent to which the curriculum is relevant to your teaching practicum
- The extent to which the curriculum prepared you for school teaching

Suggestions

Aspects that have not been covered in the curriculum



Appendix 2-6 Interviews with teacher trainers

Questions for interviews with Rajabhat teacher trainers

Participants: Rajabhat teacher trainers

Purpose: To investigate the implementation of the curriculum (To get a detailed follow-up on interesting points made by the teachers in the FG-TT1)

Categories of questions (Note: The possible issues for interviews will be refined based on interesting points made by the teacher trainers in the focus group discussions (FG-TT1)):

Background and applications

- Key components/contents of the curriculum
- Applications of the curriculum
- Significant modifications made from the curriculum guidelines
- Factors influencing the applications of the curriculum
- Examples of courses in the curriculum
- Criteria for assigning courses for students in each grade/year to take

Successes and constraints

- Positive and negative experiences when implementing the curriculum
- Concerns or problems when implementing the curriculum
- Factors that facilitate and hinder the effective curriculum implementation
- Pros and cons of implementing the existing curriculum
- Effects on students from the revamp of the curriculum (five-year programme to four-year programme)

Support

- Support or help that you receive when implementing the curriculum
- Support or resources that would facilitate curriculum implementation on effective curriculum implementation
- Support or help from the faculty/university that would compensate for the deficiency of English language subjects in the new curriculum

Suggestions

- Any additional information or relevant issues we have not discussed that you would like to add
- What could have been done to improve the curriculum?

Appendix 2-7 Interviews with programme administrators

Questions for interviews with Rajabhat administrators

Participants: Rajabhat administrators

Purpose: To investigate the implementation of the curriculum

Categories of questions:

Roles and responsibilities concerning the curriculum

- Current roles and responsibilities in relation to curriculum planning and implementation
- Help and support that you provide for teachers in implementing the curriculum

Successes and constraints

- Successes and constraints you have faced with curriculum planning and implementation
- Factors that facilitate or hinder successful implementation

Support and resources

- Support you have received in planning and implementing the curriculum
- Resources provided to support curriculum planning and implementation

Suggestions

- Factors or issues that the curriculum designer/policymakers should be aware of when implementing any new curriculum in RUs

Appendix 2-8 Interviews with novice teachers

Questions for interviews with schoolteachers who have graduated from Rajabhats (novice teachers)

Participants: School teachers who have graduated from Rajabhats (novice teachers)

Purpose: To investigate the impact of the curriculum

Categories of questions:

Background and experience in Rajabhat

- Programme and courses you studied in Rajabhat
- Main contents of these courses

Perceptions of the value of the individual curricula

- The extent to which the curriculum is relevant to your teaching practices at the beginning of your career
- Courses that are most/least relevant to your development as a teacher
- Aspects of the curriculum you have implemented successfully in your teaching (if any)
- Aspects that were unsuccessful or not applicable (if any)

Support

- Support you have received in your teaching
- Suggestions and advice you have received in your teaching

Suggestions

- Suggestions for aspects that have not been covered in the curriculum

Has your class been observed recently? Would you be willing for us to contact the person who observed your class about the impacts of the current curriculum? The interview will not focus on or have an effect on your teaching evaluation. (Contact information of mentors/supervisors/department heads for interviews.)

Appendix 2-9 Interviews with mentors

Questions for interviews with mentors/supervisors/department heads/peers

Participants: mentors/supervisors/department heads/peers

Purpose: To investigate the impact of the curricula

Categories of questions:

Roles and responsibilities

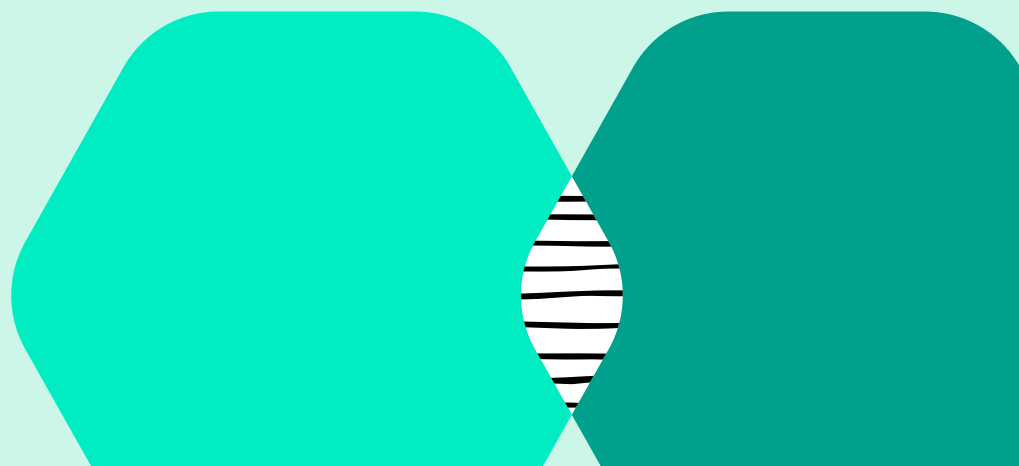
- Roles and responsibilities as a teacher mentor

Perceptions of the value of the individual curricula

- Views on the value of the curriculum on novice teachers' teaching
- Positive and negative impacts of the curriculum on their teaching
- Support which novice teachers need the most

Suggestions

- Suggestions and recommendations to promote positive impacts from the curriculum



Appendix 2-10 Questionnaire to pre-service teachers

Questionnaire: Questionnaire to pre-service teachers in their final year (PST2)

Purpose: To investigate the implementation of the curricula

Focus: Perspectives on the curriculum, suggestions for aspects that have not been covered in the curriculum. Details on successes and constraints.

Questionnaire: Reflections of pre-service teachers on the pre-service English teacher education curriculum of Rajabhat Universities in Thailand

This questionnaire is a part of the research project “Pre-service teacher education curricula of Rajabhat Universities in Thailand”, which is conducted under the UK-Thailand HEI (Higher Education Institution) Partnership Research Grant: Pre-Service English Language Teacher Education in Thailand by the British Council Foundation.

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Purpose of the questionnaire:

This questionnaire aims to investigate the reflections of pre-service English teachers studying at Rajabhat Universities in Thailand on the value of education programmes in English, focusing on how well the programmes prepare the pre-service teachers for their careers. The reflections of these participants will provide useful information for the development of the curriculum and the training programmes for pre-service English language teachers in Thailand.

Participants:

The target participants of this questionnaire are final-year students currently enrolled in a Bachelor of Education programme in English at Rajabhat Universities in Thailand. These participants have been teaching in schools as part of their internship for a few months. They will, therefore, be able to reflect on the value of the education curriculum, whether they feel they are well prepared for a teaching career by the curriculum based on their internship experience.

About the questionnaire:

There are three parts to this questionnaire.

Part I: Basic information (7 items)

Part II: Reflections on the curriculum and the courses offered by education programmes in English, based on pre-service teachers’ teaching experience during their internship.

- Section 1: Evaluating courses offered by education programmes in English (9 items: ranking)
- Section 2: Rating the level of agreement or disagreement about the programmes (16 items: rating scale)

Part III: Aspects that pre-service teachers were/were not prepared for in-school teaching based on their internship experience, suggestions, and recommendations for changes. (6 items: short-answer question)

Consent and researcher guarantee:

The participants should take about 20–30 minutes to complete the questionnaire. Completion and return of the questionnaire will be taken as consent to participate in the study. Participation is voluntary. Data collected through this questionnaire will be used primarily for this research project. Confidentiality will be respected, and no information that discloses the identity of the participant will be published without consent. Your individual responses will not be shared with your university and will have no impact on your studies.

Certificate of research ethics approval: 'KMUTT-IRB-COA-2022-040.', issued by KMUTT-IRB committee on August 4, 2022.

--- Please send us your response by November 30, 2022. Thank you for your contribution. ---

Part I: Basic information

1. Rajabhat University (please type your full name)
2. Programme: Bachelor of Education/other (drop-down menu)
3. Major (please type a full name)
4. Year of study: 4th, 5th (drop-down menu)
5. Duration of the internship required by the university: 0 to 12 months (drop-down menu)

6. Duration of internship experience up until now: 0 to 12 months (drop-down menu)
7. Are there any classwork or activities you have to complete at the university after an internship? If yes, please specify.

Part II: Reflections on the curriculum and the courses offered by education programmes in English based on pre-service teachers' teaching experience during their internship.

Section 1: Please evaluate the listed courses you have taken in the past few years at Rajabhat in terms of how well these courses prepared you for school teaching. (Rate the items that are applicable to you.)

A list of teaching profession courses offered by education programmes in English

01. Self-Actualization for Teachers ความเป็นครู	02. Philosophy of Education ปรัชญาการศึกษา	03. Language and Culture for Teachers ภาษาและวัฒนธรรมสำหรับครู	04. English for Teachers ภาษาอังกฤษสำหรับครู	05. Principle of Learning Management and Classroom Management การจัดการเรียนรู้และการบริหารจัดการในห้องเรียน
06. Psychology for Teachers จิตวิทยาสำหรับครู	07. Curriculum Development การพัฒนาหลักสูตร	08. Learning Management Science วิทยาการจัดการเรียนรู้	09. Innovation and Digital Technology for Education and Learning นวัตกรรมและเทคโนโลยีดิจิทัลเพื่อการศึกษาและการเรียนรู้	10. Learning Measurement, Assessment in Education การวัดประเมินผลการเรียนรู้
11. Educational Quality Assurance การประกันคุณภาพการศึกษา	12. Research and Development in Innovation and Learning Management การวิจัยและพัฒนาวัตกรรมการจัดการเรียนรู้	13. Research for Learning Development การวิจัยเพื่อพัฒนาการเรียนรู้	14. Language for Communication for Teachers ภาษาเพื่อการสื่อสารสำหรับครู	15. Self-Development Report คุรุณพนธ์
16. Practicum การฝึกปฏิบัติวิชาชีพครูระหว่างเรียน	17. Internship ปฏิบัติการสอนในสถานศึกษา	18. Other course (please specify) หลักสูตรอื่น ๆ (โปรดระบุ)		

Teaching profession courses in the curriculum

1. From the list of courses presented above, please rank 3 courses you considered most useful for preparing you to become an effective teacher.
 - 1.1. The most useful course: (type course ID)
 - 1.2. The second most useful course: (type course ID)
 - 1.3. The third most useful course: (type course ID)
2. From the list of courses presented above, please rank 3 courses you considered not useful for preparing you to become an effective teacher.
 - 2.1 The least useful course: (type course ID)
 - 2.2 The second least useful course: (type course ID)
 - 2.3 The third least useful course: (type course ID)

3. Add up to 3 courses that are not included in the list, but you think should be added to the curriculum.

- 3.1 Additional course 1: (type)
- 3.2 Additional course 2: (type)
- 3.3 Additional course 3: (type)

Section 2: Please rate the degree to which you agree or disagree with each of the following statements related to the education programme in English and courses you have completed in the past few years in Rajabhat Universities.

- 5 = Strongly agree**
4 = Moderately agree
3 = Neutral
2 = Moderately disagree
1 = Disagree

Statements related to the education programme in English and the courses you have completed in the past few years in Rajabhat Universities

Items	Statements	5	4	3	2	1
1	The programme gave me adequate training in English language knowledge (e.g., English structure, grammar, phonology).					
2	The programme gave me adequate training in English language skills and use (e.g., four basic skills, communication skills).					
3	The programme gave me adequate training in teaching skills.					
4	The programme gave me adequate training in classroom management skills.					
5	The programme prepared me to function in the school context in which I worked during my internship, for example, school management system and culture.					
6	The programme has a good balance between training in English, teaching skills, and classroom management skills.					
7	The courses offered by Education in English programme are in an appropriate sequence. (For example, Philosophy in Education course in year 1 and Psychology course in year 2).					
8	The content taught in the courses is up to date.					
9	The content in the courses is taught based on course descriptions.					
10	The courses promote flexibility in using different teaching practices for different situations.					
11	The courses which I have taken in the past few years prepared me to design and write a lesson plan.					
12	The courses which I have taken in the past few years prepared me well for non-teaching work and administrative work (e.g., ceremonials and formal events, camps, financial management).					
13	I received feedback on my teaching performance from the supervisor during the internship.					
14	The supervisor provided me with opportunities to reflect on my teaching practice during the internship.					
15	I received adequate support from the supervisor during the internship.					
16	Overall, the programme met my needs.					

Part III: Aspects that pre-service teachers were/were not prepared for in their school teaching based on their internship experience.

Based on your internship experience both your teaching work and your non-teaching work, please give a short answer to the following items related to aspects that you were/were not prepared for in your school teaching.

In the following items, please indicate and/or specify:

Aspects of the courses:

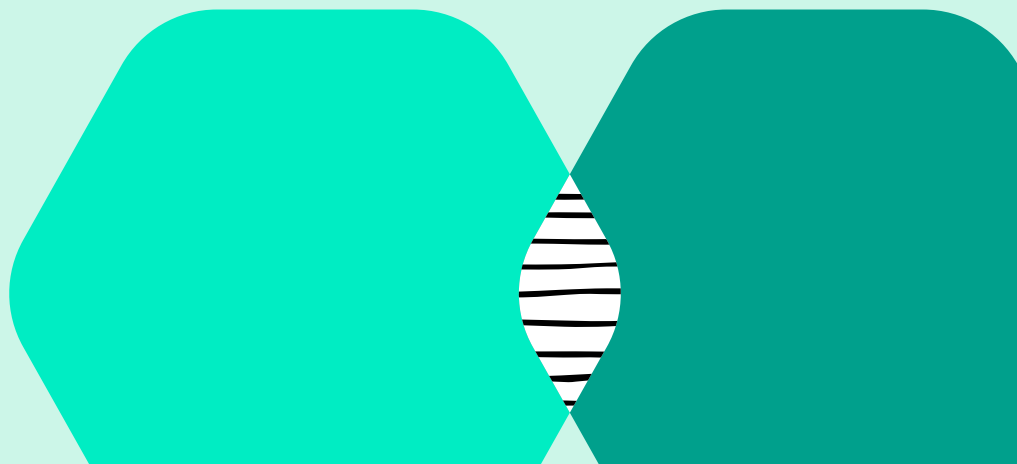
1. Which elements of the courses you took helped you during your internship? Did some courses help more than others?
2. Which elements of the courses you took did not help you during your internship?
3. Overall, did you feel well prepared for your internship? Why/why not?

Aspects of the internship:

4. Aspects of the internship for which the courses you had passed prepared you well.
5. Aspects of the internship for which you had received no preparation.

Suggestions and recommendations

6. Suggestions and recommendations to improve the Education programmes for pre-service English teachers (e.g., in terms of a sequence of courses studied in years 1–4 or 5, content, university lecturers, a mentoring system for pre-service teachers during their internship, and other forms of support).



Appendices for Chapter 3

Appendix 3-1: All content knowledge courses offered by Rajabhat Universities (RUs)

All courses in linguistics

Courses in Linguistics	No. of RUs
Phonetics and Phonology for Teachers of English	11
English Structure for Teachers of English	8
Advanced Grammar	7
Morphology and Syntax	5
Linguistics and Digital Technology for English Language Teaching	5
Linguistics for English Language Teaching	3
Semantics and Pragmatics	2
Grammar for Communication	1
English Language Principles for English Language Teachers	1

All courses in culture

Courses in Culture	No. of RUs
World Culture for Teachers of English	8
Intercultural Communication for Teachers of English	2
Global Culture for English Language Learning Management	1
Cultures of Speakers of English	1

All courses in literature

Courses in Literature	No. of RUs
Learning Management for Thinking Skills Development through Children's Literature	10
Literary works for English Language Teaching	7
Introduction to English Literature	3
Asian Literature	2
Prose Fiction	1
English Prose	1
Short Stories	1

Appendix 3-2: Courses in linguistics (1)

Phonetics and Phonology for Teachers of English

Sound systems, phonetics and phonology, phonological rules, phonetic symbols and pronunciation, conducting activities concerning English pronunciation.
(Rajabhat Phranakorn, p. 28)

English Structure for Teachers of English

Sentence structures and grammar, focus on organising learning activities in educational simulations.
(Rajabhat Phranakorn, p. 25)

Appendix 3-3: Courses in linguistics (2)

Linguistics for English Language Teaching

Study about theories and characteristics in linguistics, phonology, phonemes, morphology, semantics, and applied linguistics, focus on organising learning activities with digital technology in educational simulations.
(Kamphaeng Phet RU, p. 88)

Linguistics for English Language Teaching

Nature, functions and roles of human language including language variation in terms of social role relationship, changing of languages and the factors of change, phonology, morphology, syntax, semantics, language acquisition and language learning.
(Rajabhat Phranakorn, p. 25)

Appendix 3-4: Course in culture

World Cultures for Teachers of English

Analyze, compare local cultures and the world society, collaborate with guardians and community to promote and publish local cultures through project implementation and participate in exchanging professional experiences and establishing English teacher professional networks based on the world change and cultural differences.
(Rajabhat Suan Sunantha, p. 60)

Appendix 3-5: Course in literature (1)

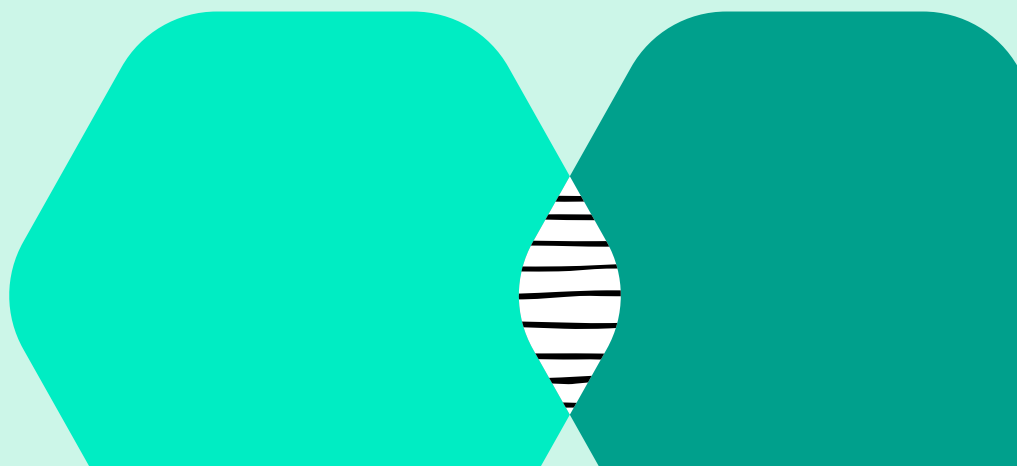
Learning Management for Thinking Skill Development through Children Literature

Children's literature, identifying and explaining elements, types, and characteristics of children's literature, use of children's literature in teaching English to develop thinking skills.
(Rajabhat Phranakorn, p. 29)

Appendix 3-6: Course in literature (2)

Literary Works for English Language Teaching

Study patterns and elements of prose and poetry, interpret, analyze and criticize literary works, conduct learning activities, relating to literature reading.
(Phetchaburi RU, p. 112)



Appendix 3-7: All content knowledge courses for English language development

Courses for English Language Proficiency Development	No. of RUs
Listening skills	
Listening and Speaking for Teachers of English	11
Reading skills	
Critical Reading	10
Academic Reading	9
English Reading Strategies	2
Basic English Reading	1
Research Critique on English Language Learning	1
Reading for Pedagogical Purposes	1
Reading and Summarising	1
Discourse Approach in Reading	1
Analytical and Critical Reading	1
Academic Writing for Teachers of English	11
Essay Writing	4
Paragraph Writing	2
Basic Writing for Teachers of English	1
Fundamental Writing	1
Format Writing	1
Writing for Communication	1
Creative English Writing	1
Presentation and Public Speaking	4
Speeches for Teachers of English	2
Speeches in Various Situations	1
English Discussion and Debate	1
English for Communication of Thai Culture	1
English for Communication in Different Cultures	1
Other courses	
English for Proficiency Tests	9
English for Business Purposes	2
English in the Mass Media for Teachers of English	1
English for School Secretarial and Administration Duties (Ubon)	1
English in Thai Socio-cultural Context	1

Appendix 3-8: Content knowledge course to develop students' English language proficiency of English language

Listening and Speaking Skills for Teachers of English

English listening and speaking for communication, listening and speaking learning activities, reflect on various educational simulations.
(Suan Sunanatha RU, p. 60)

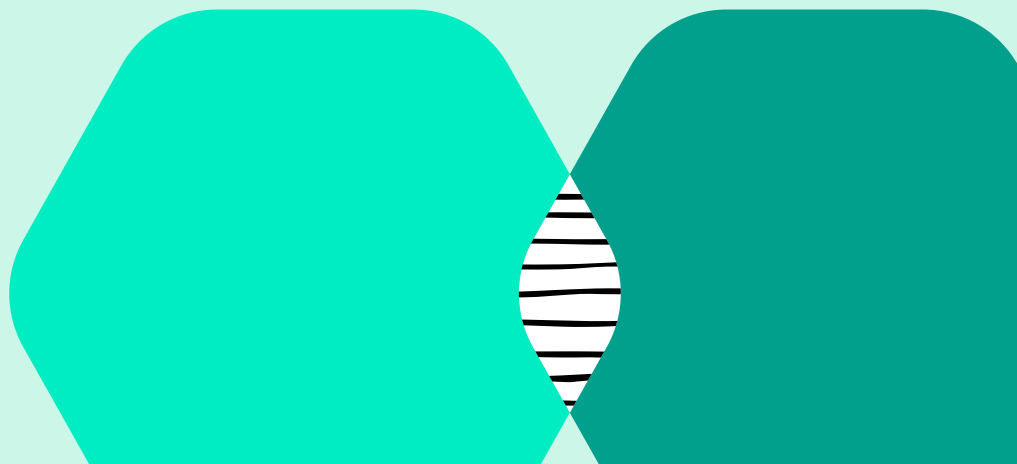
Critical reading for Teachers of English

Study and practice a wide range of reading texts for comprehension and use reading strategies for enhancing reading ability, analyze text types and reading texts, conduct reading activities.
(Valaya Alongkorn RU, p. 45)

Appendix 3-9: General pedagogy course in teaching methodology

Instructional Science

Instructional plan and management in nature of major to develop learners to be an intellectual and innovator, enhancing student learning, attending and accepting individual differences among students, creating activities and learning atmosphere for promoting students happiness in learning; awareness in learners' well-being, integrating knowledge, content, curriculum, teaching science and digital technology in instruction by using learning theories, instructional innovation for skills development in the 21st century, integrated instruction, integrated instruction on sufficiency economy philosophy, content and language integrated learning, integrated instruction on media and learning resources in local community, digital technology media, inclusive education, coaching, classroom management, designing and lesson plan writing, microteaching, practicum in real situation; to be a responsible and committed person in developing learners fulfil their potential.
(Rajabhat Suan Sunantha, p. 48)



Appendix 3-10: Courses in methodology of English language teaching

English Language Learning Management for the 21st Century Learners

Theories, principles, and approaches of English language learning management for the 21st century learners, learn various techniques for active learning management and organising English camps. (Rajabhat Phranakorn, p.43)

Curriculum and English Learning Activities

General principles, concepts, and essential issues behind the Basic Education Core Curriculum and English curriculum in different levels, develop and create various activities developing learners to meet the core standards, practice lesson planning and English language learning management strategies. (Rajabhat Suan Sunantha, p.63)

Integrated English Language Learning Management

Integrated English language learning management on listening, speaking, reading and writing skills; English language learning management associated with a variety of situational contexts; trends of the current English language learning and teaching management; and English language activities conducted for social services. (Rajabhat Phuket, p.31)

Appendix 3-11: Courses that integrate English teaching methodology as one part of the course

English Structure for English Teacher

Study about sentence structures and grammar, focus on organising learning activities in educational simulations. (Rajabhat Phetchaburi, p.109)

Listening and Speaking for Teachers of English

English listening and speaking for communication, listening and speaking learning activities, reflect on various educational simulations. (Suan Sunantha RU, p.66)

Phonetics and Phonology for Teachers of English

Study sound systems, phonetics and phonology, phonological rules, phonetic symbols and pronunciation, be able to conduct activities concerning English pronunciation. (Rajabhat Valai Alongkorn, p.45)

Translation for English Teacher

Study and explore the principles and procedures of translation, practice translation and text adaption from English to Thai and Thai to English, apply translation into English learning management. (Rajabhat Phetchaburi, p. 112)

Critical Reading for English Teachers

Study, practice a wide range of reading texts for comprehension, use reading strategies to enhance reading ability, analyze text types and reading texts, differentiate fact and opinion, identify writer's purposes, find implied meaning, understand figure of speech and conduct reading activities. (Rajabhat Chaiyaphum, p.87)

Literary Works for English Language Teaching

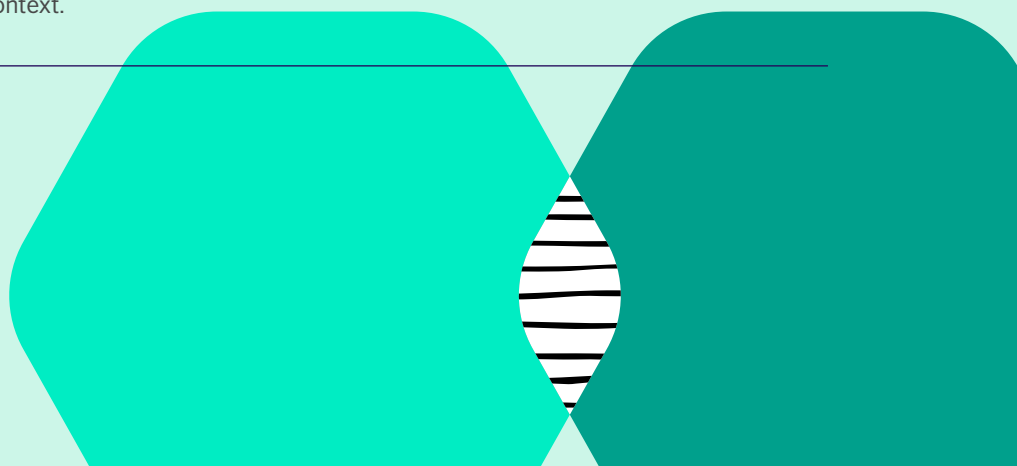
Study patterns and elements of prose and poetry, interpret, analyze and criticize literary works, conduct learning activities, relating to literature reading. (Rajabhat Kamphaeng Phet, p.88)

Appendix 3-12: Curriculum development courses

General pedagogy	English language pedagogy
<p>Competency Based Curriculum Development Develop a school-based curriculum and subjects curriculum in nature of major by Competency Based and related to school and community context, implement and evaluate curriculum through application of curriculum basic knowledge, curriculum evolution, curriculum theories and development model, backgrounds of curriculum development in educational philosophy, psychology, social, culture, technology and other factors; basic education curriculum, school-based curriculum development, curriculum implementation, curriculum evaluation, problems and trends in curriculum development; and to be a person who know broadly, be up-to-date, and keep up with changes (Rajabhat Phetchaburi, p. 100)</p>	<p>Curriculum and English Learning Activities Analyze general principles, concepts, and essential issues behind the Basic Education Core Curriculum and English curriculum in different levels, develop and create various activities developing learners to meet the core standards, practice lesson planning and English language learning management strategies. (Rajabhat Phetchaburi, p. 113)</p>

Appendix 3-13: Assessment courses

General pedagogy	English language pedagogy
<p>Learning Measurement and Evaluation Measure and evaluate through methods which are practical and appropriate to the subject matter, context, individual difference of learners, and learners with special needs, reflect the evaluation result for learner development and quality development of learning management under the concepts and theories of measurement and evaluation, authentic assessment, measurement and evaluation instrument design, feedback giving for learning promotion in learners, guideline of using measurement and evaluation result in learner development, proper and creative measurement and evaluation, and use the reflective practice for self-development to be a good teacher who is proficient, smart, and up to date context. (Rajabhat Suan Sunantha, p. 47)</p>	<p>English language assessment Theories in language testing and assessment, new approaches to language testing and assessment, test design and their validation, advances in language testing technology, develop skills in designing, trialing and analyzing assessment instruments in English learning context. (Rajabhat Suan Sunantha, p. 63)</p>



Appendix 3-14: Information technology courses

General pedagogy	English language pedagogy
Innovation and Information Technology for Education Concepts, theories, introduction to innovation and information technology for education, principles of learning environment analyzed in schools; designing, constructing, and evaluating media and instructional innovation related to major contexts; innovation presentation and exhibition; creativity of digital technology for instruction; regulations of using instructional digital technology. (Phuket RU, pp. 21-22)	Media and Digital Technology for English Language Learning Management Definitions and media genres and digital technology, principles of selecting design, media and digital technology evaluation in English language learning management, digital media and multi-media production in the form of games and applications for English language learning management, online social media selection for English language learning development. (Phuket RU, p. 32)

Appendix 3-15: General pedagogy core courses in psychology (1)

Psychology of Learning

Introduction to psychology of learning; development of the learners; learning theories; individual differences with learning; the influence factors of learning; perception; motivation to learn; arrangement of environment for learning.
 (Rajabhat Suan Sunantha, p. 58)

Psychology of Learning and Instruction

Introduction to psychology of learning and instruction; development of the learners; learning theories; individual differences in intelligence and learning styles; motivation to learn; learning activities; learning management to develop thinking skills; classroom management.
 (Rajabhat Suan Sunantha, p. 58)

Appendix 3-16: General pedagogy core courses in psychology (2)

Principles of English Language Learning Management

Concepts, principles, theories, methods for English language teaching, roles of English language teachers and students, and behavioural and psychological theories of language learning.
 (Rajabhat Phuket, p. 31)

Methodology of English Language Teaching

An introduction to major trends in approaches, methods, assumptions and issues on the nature of language and how languages can be acquired and taught. Study essentials of teaching English as an international language. Analysis of general principle, concepts, and essential issues behind the basic Education Core Curriculum. The fundamentals of lesson planning, classroom management and learning assessment. Investigate principles for selecting and applying various techniques and procedures of developing language skills. A microteaching and learning to be a reflective practitioner by observing and providing constructive feedback to their peers on teaching experience.
 (Rajabhat Phranakorn, p.43)

Appendix 3-17: Courses that provide contextual knowledge in the general pedagogy

Educational Administration and Quality Assurance

Analyze the context of the strategic policy for the preparation of plans and educational development programs and communities; design, implement quality assurance in education work that is consistent with educational institutions. Have knowledge of educational administration, information system for school administration, quality assurance education, and the philosophy of sufficiency economy to create immunity for learners, educational management of educational institutions at each level and type of education by using a variety of learning management processes to develop oneself to have a good attitude, right base on country, stable life, work, career, good citizenship, understand the world context wisely, modern society and keeping pace with changes. Observe educational administration and quality assurance in school.
(Rajabhat Valai Alongkorn, pp. 34-35)

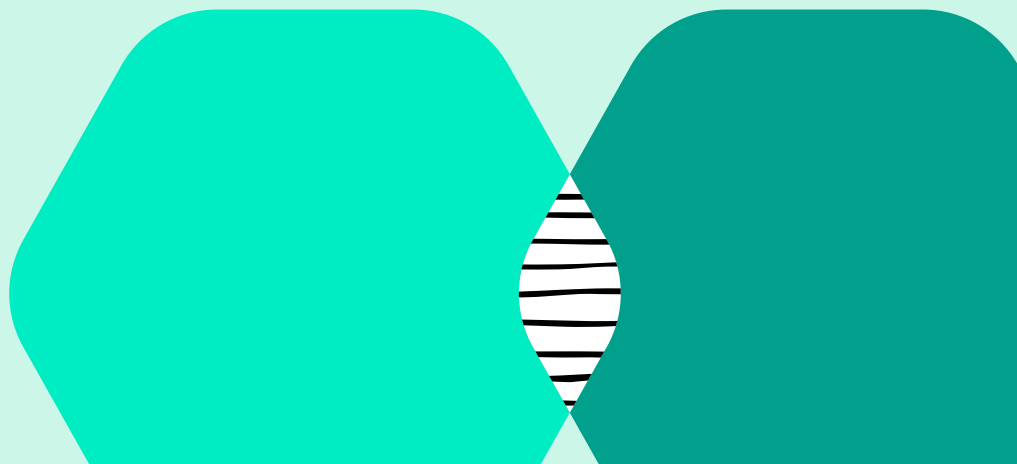
Appendix 3-18: Courses that provide process knowledge in general pedagogy

Logical Thinking

Definition, concept, importance and component of logical thinking; process of logical thinking; development and application of logical thinking for daily life; and case study.
(Rajabhat Nakhon Pathom, p. 26)

Thinking and Decision Making

The principle and process of human thinking, creativity, systematic thinking, information analysis, logic and reasoning, decision processes, the process of scientific knowledge acquisition, linear programming and its application in solving problems in their daily life, focus on the integrated practice from a variety of relevant case studies.
(Rajabhat Phetchaburi, p.90)



Appendix 3-19: Course that provides thinking skills

Creativity for Teachers

Concepts, theories and process in creative thinking; factors affecting creative thinking; learning management for promoting creative thinking; techniques and skills for teachers in promoting creative thinking; arranging atmosphere and activities for developing creative thinking.
(Rajabhat Suan Sunantha, p. 59)

Creative Thinking development

Concept, theory related to creative thinking, creative thinking learning management and measurement through the process of study, research, and analysis factors influencing creative thinking and learning management techniques. Practice doing creative thinking projects for developing Thai youth. Apply theories to develop creative thinking youths to keep up with the changes.
(Rajabhat Phranakorn, p.37)

Thinking Process Skill Development

Study meaning and importance of thinking and development of intelligence, concepts, theories and principles of thinking process skill development, types of thinking process, characteristics of thinking, presentation of thinking and thinking map, promotion and development of basic and higher thinking skills: analysis thinking skill, creative thinking skill, critical thinking skill, and problem-solving skill. Plan and design learning management to develop thinking process skill, instruments and evaluation of thinking process skill, practice planning learning management to develop thinking process skill.
(Rajabhat Valai Alongkorn, p.31)

Analytical Thinking for Problem Solving

Thinking, analyzing, and synthesizing systematically; use of reasons for decision-making; problems and problem-solving in daily life.

Appendix 3-20: Courses related to classroom research

Research and Development for learning Innovation and Learning

Research, solve problems to develop learners, and create innovation to develop learners' learning in accordance with individual major, context of learner individual differences, and learners with special needs by studying, analyzing problem conditions and needs in learner development in classrooms, design research by applying principals, concepts, research theories, researchers' ethics, research instrumentation, apply digital technologies for creating innovation in research to solve problems and develop learners, relevant innovation in community in order to be able to implement research results in developing learning management and learners, and use reflection to apply for self-development to become good and up-to-date teachers.
(Phetchaburi RU, p.103)

Research and Innovational Learning Development

Principles, concepts, research methodology, learning innovations, and ethics of research. Design, build, use research tools, and innovations to develop learners. Analyze research results, present research reports, apply research results to improve learning management and solve classroom problems.
(Lampang RU, p. 142)

Research Development in Learning Innovation

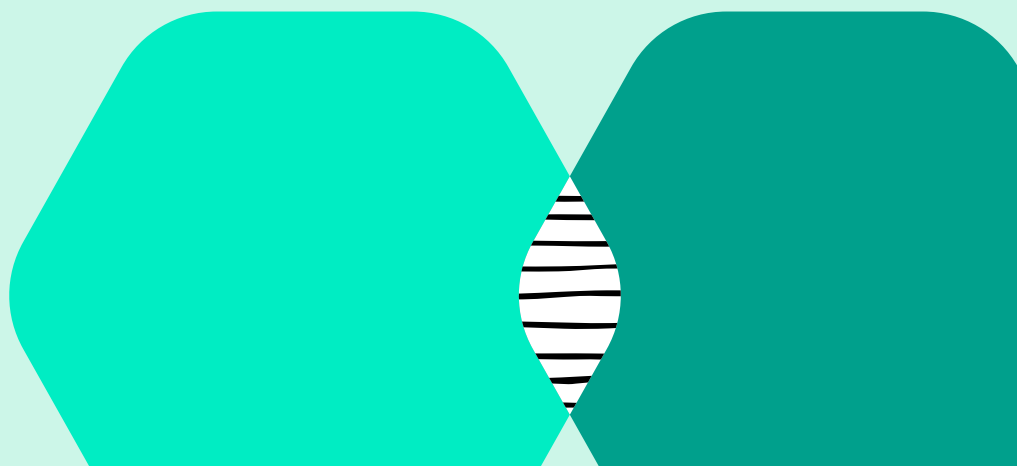
Principles, concepts, practices in research, research methodology, and educational research, applying research process in problem solving and learning development, design classroom research, applying the digital technology into research for solving and developing the learners, practicing and producing the research for developing learning and teaching in school context, presenting and evaluating the research.
(Phranakorn RU, p. 34)

Appendix 3-21: Similarities of courses across the curricula (1)

Suan Sunanatha RU	Valaya Alongkorn RU
Learning measurement and evaluation Measure and evaluate through methods which are practical and appropriate to the subject matter, context, individual difference of learners, and learners with special needs, reflect the evaluation result for learner development and quality development of learning management under the concepts and theories of measurement and evaluation, authentic assessment, measurement and evaluation instrument design, feedback giving for learning promotion in learners, guideline of using measurement and evaluation result in learner development, proper and creative measurement and evaluation, and use the reflective practice for self-development to be a good teacher who is proficient, smart, and up to date.	Learning measurement and evaluation Measure and evaluate through methods which are practical and appropriate to the subject matter, context, individual difference of learners, and learners with special needs, reflect the evaluation result for learner development and quality development of learning management under the concepts and theories of measurement and evaluation, authentic assessment, measurement and evaluation instrument design, feedback giving for learning promotion in learners, guideline of using measurement and evaluation result in learner development, proper and creative measurement and evaluation, and use the reflective practice for self-development to be a good teacher who is proficient, smart, and up to date.

Appendix 3-22: Similarities of courses across the curricula (2)

Kamphaeng Phet RU	Valaya Alongkorn RU	Nakhon Si Thammarat RU
Curriculum and English learning activities Study and analyze principles, concepts, and focus on Basic Education Core Curriculum English learning in different levels, develop and create various activities developing learners to achieve the core standards, practice lesson planning and English learning management. (p.89)	Curriculum and English learning activities Analyze general principles, concepts, and essential issues behind the Basic Education Core Curriculum and English curriculum in different levels, develop and create various activities developing learners to meet the core standards, practice lesson planning and English language learning management strategies. (p.47)	Curriculum and English learning activities Analyze general principles, concepts, and essential issues according to the Basic Education Core Curriculum and English curriculum in different levels. Develop and create various learning activities to develop learners to achieve the goal of the core standards. Practice lesson planning and English language learning management strategies. (p.148)



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