

Research Article

DEVELOPMENT OF ENGLISH LANGUAGE SKILLS TRAINING CURRICULUM FOR NON-ENGLISH MAJOR TEACHERS IN ONGKHARAK SCHOOL IN NAKHON NAYOK PROVINCE

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ABSTRACT

The implications of English as a global language play a significant role in the context of English language teaching and learning in the present. It is crucial for teachers, not only those who are majoring in English but also those in other fields, to be able to use English and encourage students to learn English within their specific disciplines. This present study aims to investigate the problems and needs for developing an English language skills training curriculum. Additionally, it seeks to examine and compare the learning achievements and satisfaction of 71 non-English major teachers in Ongkharak School, Nakhon Nayok Province, concerning the application of the training curriculum. A mixed-methods approach involving both qualitative and quantitative data analysis was employed. The results revealed that the respondents/participants had moderate levels of difficulty in all English language skills overall, and the highest mean average score was found in listening skills. Regarding the need to develop English language skills, the respondents expressed a high average level of desire to improve their listening skills, while they revealed neutral average levels of need to improve their speaking, reading, and writing skills in different ways. However, their post-test results demonstrated a significant

improvement compared to the pre-test, with a significance level of 0.05. Moreover, the participants expressed high levels of satisfaction with the training conducted.

Keywords: Curriculum development, Training curriculum, English language skills, English language skills improvement, Non-English major teachers

INTRODUCTION

English is an international language used for global communication in many countries around the world, and it plays an important role in education. Proficiency in English enables individuals to express their thoughts, attitudes, and cultures of others while also staying updated with scientific, economic, and societal advancements (Penkingan, 1988; Asavabhokin, 2011).

English plays a significant role globally and in Thailand as an international language used for international communication (Onwimol, 2011). To raise the quality and standards of education to meet international standards, Thailand's Ministry of Education (MOE) has prioritized the development of the Thai population, particularly Thai children and adolescents, to equip them with the ability to communicate effectively in English in their daily lives. (Office of the Basic Education Commission, n.d.). However, various studies have revealed that the assessment results of English subject achievements among Thai students in grade 3 and grade 6, as measured by exams such as

O-Net and GAT, have consistently been among the lowest compared to achievements in other subjects (Boonnak, 2018).

Charoenwongsak (2007) revealed that one of the primary challenges that hinder the development of English language skills in Thai children is the lack of quality and quantity of English-proficient teachers. Many English teachers have been found to struggle with precise pronunciation and grammar. Their teaching methods often prioritize rote memorization rather than fostering a deep understanding of the language itself. Additionally, Charoenwongsak (2007) emphasized that it becomes challenging for teachers to effectively instruct students in the language without sufficient knowledge of English. Therefore, teachers must engage in self-development of their English language skills in listening, speaking, reading, and writing. This proficiency should enable them to communicate effectively and impart knowledge to their students, while also being able to apply English in everyday life.

Ongkharak School is a secondary educational institution supervised by the Secondary Educational Service Area Office Prachinburi, located in Nakhon Nayok province, Thailand. It falls within the academic service area of the Faculty of Humanities and Social Sciences at Phranakhon Rajabhat University. During the visits by the faculty members to the area to discuss academic matters, awareness was raised regarding the challenges faced by non-English major teachers in achieving a high level of English proficiency and the need for English language development. These teachers expressed their desire to enhance their English communication skills both in their professional roles and everyday life, as they play a crucial role in developing and preparing Thai students to pursue higher education in specialized fields of study.

Therefore, to fill this void in research, the main objective of this study is to develop a training curriculum for enhancing English language skills in communication, including listening, speaking, reading, and writing, specifically designed for secondary school non-English major teachers. By examining their specific problems and needs as the target group,

the study aims to create a new training curriculum and develop a curriculum manual for English language skill training. The ultimate goal is to motivate teachers to apply their English knowledge, improve their language proficiency, and enhance the English skills of their students. The results of the study might show the effectiveness of an English Language Skills Training Curriculum for Non-English Major Teachers in Ongkharak School in Nakhon Nayok Province and help the educators apply the generalizability to other secondary school non-English major teachers in different areas in Thailand.

RESEARCH OBJECTIVES

1. To study the problems and needs for developing English language skills of non-English major teachers in Ongkharak School.
2. To develop an English Language Skills Training Curriculum for Non-English Major Teachers in Ongkharak School in Nakhon Nayok Province.
3. To study and compare the learning achievements in English skills from pre-and post-tests of non-English major teachers in Ongkharak School.
4. To study the satisfaction with the English Language Skills Training

Curriculum for Non-English Major Teachers in Ongkharak School in Nakhon Nayok Province.

RESEARCH SCOPE

The study is conducted at Ongkharak School, located in Nakhon Nayok Province, Thailand. This setting is selected for its relevance and potential impact on the educational community within the academic service area of the Faculty of Humanities and Social Sciences at Phranakhon Rajabhat University. The focus of the study is on a specific group of secondary teachers: a non-random sample of 71 teachers at Ongkharak School who are not English majors and have not specialized in English in their academic or professional careers. Their selection is deliberate, using purposive sampling. Participation in the study was entirely voluntary, with teachers choosing to join based on their interests and the research conditions laid out.

The core of the study revolves around the development and application of an English Language Skills Training Curriculum tailored for non-English major teachers at Ongkharak School. This training curriculum is designed following a thorough needs analysis, utilizing Taba's

(1962) framework and the principles of Communicative Language Teaching (CLT). The curriculum encompasses four key components of language learning: listening, speaking, reading, and writing. Each of these components is divided into three lessons, aligning with the curriculum's training schedule, culminating in a comprehensive manual consisting of 12 lessons in total. Implementation of this training curriculum takes place for three days, equivalent to 18 hours of intensive training.

LITERATURE REVIEW

The curriculum, a collection of knowledge, skills, and experiences, is important for teachers as a guiding tool and guideline for teaching and learning management. The curriculum lets teachers know the aims and teaching and learning management, including measurement and evaluation, to develop the students to have quality as specified. Besides, the curriculum helps the teachers make useful decisions for the students to promote their learning quality to meet the aims (Pattaphol, 2019).

Curriculum development had two meanings: improving the existing curriculum for better or completeness and creating

a new curriculum without the original course basis (Utranan, 1989). Taba (1962) claimed that curriculum development is to improve the existing curriculum to be more efficient or better both in terms of setting goals, teaching content arrangement, measurement, and evaluation to achieve the new goals set by using a grass-roots approach to curriculum development. Taba believed that curriculum should be designed by instructors rather than developed by higher-level organizations. Moreover, the concept of systematic curriculum development has three main interrelated steps: 1) curriculum drafting system, 2) curriculum administration system or curriculum implementation system, and 3) curriculum evaluation system. The importance of investing in curriculum development improves learner-learning outcomes, engagement, and alignment with educational standards (Wongyai, 2011; Pattaphol, 2019; and Nithitwaraphakun, 2016)

Training is an important approach to making people in the organization have the quality to change because training allows them to gain new knowledge, increase skills, and have a positive attitude (Mouknuam, 2017). In the context of education, teacher training can increase

student learning. When teachers receive training that improves their instructional practices, students are more likely to learn and achieve academic success. Teacher professional development positively affects student learning outcomes (Yoon et al., 2007). Furthermore, teacher training can promote teacher retention. Teachers who receive ongoing professional development and support are more likely to stay in the teaching profession. Teacher professional development was positively associated with teacher retention (Li et al., 2019).

The English language is a vital aspect of global communication, education, career, culture, and technology. At present, Thailand recognizes the importance of using English for Thai people including students, employees, staff, and workers from all walks of life. Thai people need to have the knowledge and ability to use English, which consists of all four skills: listening, speaking, reading, and writing (Chaiya et al., 2013). Regarding the context of the teaching profession, English proficiency allows teachers to be more easily integrated into the global educational community (Bax & Morris, 2016). Teachers should engage in self-development in all four English language skills. They need

to attain a level of proficiency that enables effective communication and instruction with students, as well as everyday language use. This requirement applies not only to English teachers but also to teachers of other subjects. A solid foundation in English language skills among teachers will undoubtedly positively impact their personal development and contribute to their students' language proficiency (Charoenwongsak, 2007).

Regarding the previous studies, some researchers have developed English training curriculums to enhance specific groups of people's English language proficiency based on their needs. For instance, Chen (2019) created a blended professional development curriculum for English as foreign language teachers or EFL teachers in Taiwan. The researcher conducted a needs analysis to determine the professional development needs and preferences of EFL teachers. The curriculum was then tested and evaluated by a group of EFL teachers, who reported positive results in terms of their knowledge, skills, and attitudes toward teaching English. Wang and Guo (2018) developed a task-based curriculum to support the professional development of English language teachers in China.

The curriculum was designed to improve teachers' English communication skills and their pedagogical abilities through task-based language teaching. The findings showed that the teachers had positive outcomes in terms of their English proficiency and teaching effectiveness.

Moreover, Darasawang and Reinders (2019) described the process of designing a professional development curriculum for English teachers in a Thai university. The study was conducted using a participatory approach, in which the researchers collaborated with English teachers to identify their professional development needs and design a curriculum to meet those needs. The curriculum was designed using a task-based approach, which emphasized the development of both language skills and pedagogical skills. The study found that the participatory approach was effective in engaging English teachers in the curriculum design process and ensuring that the curriculum met their specific needs. The task-based approach was also found to be effective in developing both language and pedagogical skills.

As can be seen, improving English language proficiency is crucial for teachers. Creating and implementing English training

curriculums tailored to their specific needs becomes imperative. In the context of non-English major teachers in secondary schools in Thailand, no research has been found on the development of an English training curriculum to enhance their proficiency in all four language skills: listening, speaking, reading, and writing, for effective communication in the past few years.

HYPOTHESES

1. The learning achievement in the post-test for English skills will be significantly higher than in the pre-test after implementing the English Language Skills Training Curriculum for Non-English Major Teachers in Ongkharak School in Nakhon Nayok Province with a statistical significance level of 0.05.

2. The non-English major teachers in Ongkharak School will express high levels of satisfaction with the English Language Skills Training Curriculum for Non-English

Major Teachers in Ongkharak School in Nakhon Nayok Province. This satisfaction was evident in both the overall average score and each aspect, with a total average of 3.51 or higher.

CONCEPTUAL FRAMEWORK

In this current research, titled 'Development of an English Language Skills Training Curriculum for Non-English Major Teachers in Ongkharak School in Nakhon Nayok Province,' the researcher constructed a conceptual framework based on Taba's (1962) concepts. Taba's (1962) concepts provide a comprehensive overview of the curriculum development process, from the identification of educational needs to the evaluation of curriculum outcomes, and they are still widely used today. The research procedure used in previous studies conducted by Nithitwaraphakun (2016), Suriphan et al. (2018), and Insuwan (2018) was also applied.

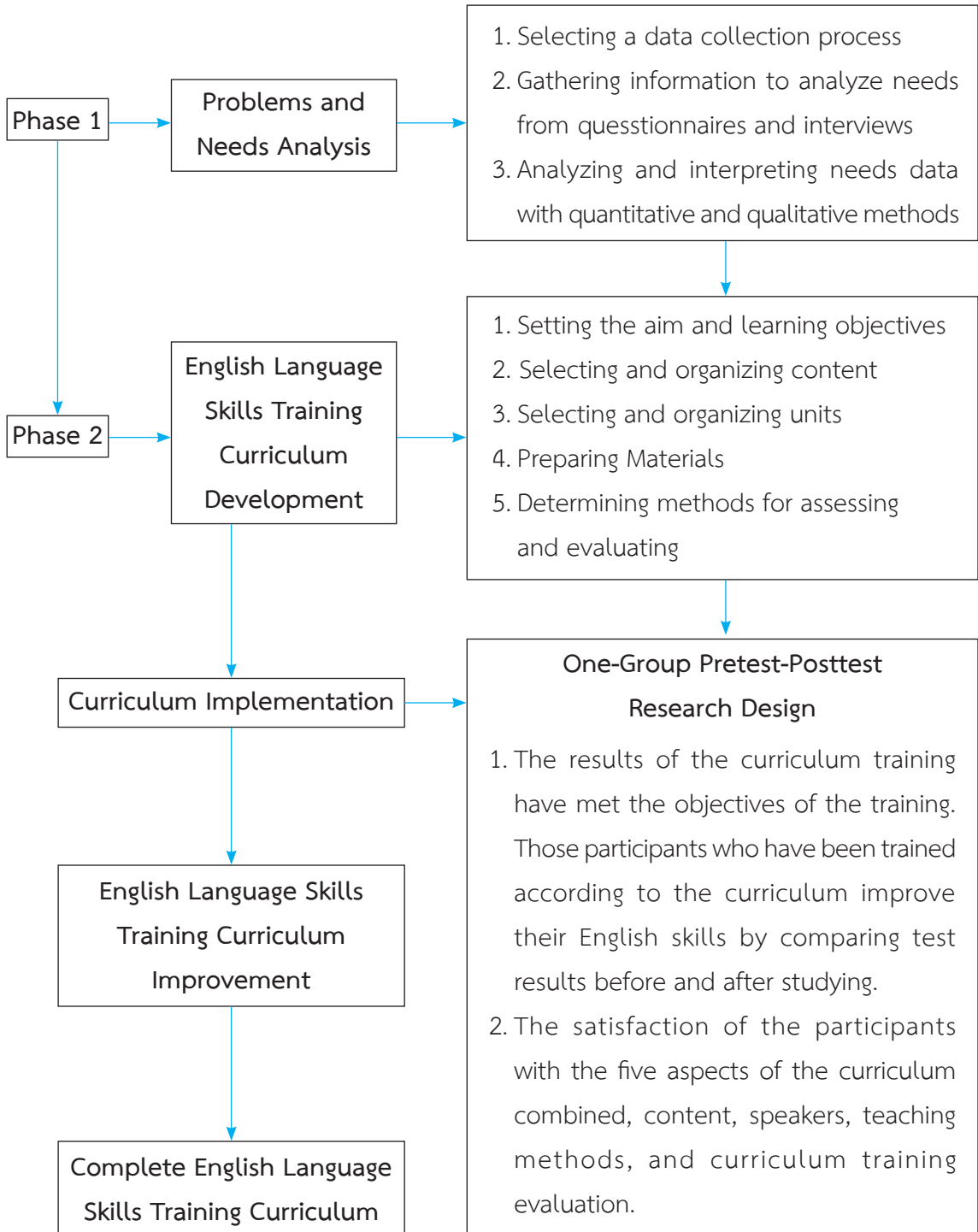


Figure 1 conceptual framework

METHODOLOGY

Context and Participants

The study involved 71 non-English major teachers from Ongkharak School in Nakhon Nayok Province. The participants were selected as a target group using a purposive sampling method and completed pre-and post-tests. A mixed-methods approach was used, integrating quantitative and qualitative data analyses. The first phase, need analysis, involved gathering information on participants' English language skills development problems using questionnaires and interviews. The second phase, English language skills training curriculum development, focused on designing, implementing, and evaluating the curriculum's effectiveness. The study specifically examined the English Language Skills Training Curriculum for Non-English Major Teachers in Ongkharak School.

Research Instruments

(1) Survey Questionnaire and Semi-Structured Interview

The study utilized a survey questionnaire and a semi-structured interview to gather participants' concerns and information on English language skills problems. The questionnaire, written in Thai, focused on the necessary content for developing the English language skills training

curriculum. The semi-structured interview method, which combined structured and open-ended questions, was used to collect qualitative data.

The questionnaire and structured interview questions were assessed using the index of item-objective congruence (IOC) criteria and adjusted before piloting. The Cronbach alpha coefficient was used for the pilot test, and the questionnaire was tested using a questionnaire confidence test program for reliability. The data collected from the questionnaire was analyzed using the arithmetic mean, and statistical analysis was conducted to examine the means, standard deviations, and levels of the gathered data. Moreover, to determine the reliability of the interview questions, five secondary teachers, who were not part of the actual sample group, were interviewed to assess whether the questions effectively conveyed the intended meaning and were appropriate.

(2) An English Language Skills Training Curriculum

The English language training curriculum was developed primarily based on the primary results of the needs analysis, employing the principles of Taba (1962) and those of communicative language teaching (CLT). The curriculum was organized

according to the CEFR framework and CLT principles, dividing it into four parts: listening, speaking, reading, and writing. Each unit was further divided into three learning units, each with objectives related to the curriculum's aims. The curriculum manual or course book was drafted, incorporating pre-, while-, and post-teaching approaches.

The course structure and preliminary version were evaluated by five experts using IOC criteria. After validation, adjustments and revisions were made to create the final coursebook. The coursebook underwent peer reviews by experts in English and Business English teaching to assess the accuracy of the English language and ensure its overall quality. The research's instructional materials, including the coursebook and a PowerPoint presentation file, were prepared as required for the English language skills training curriculum. The curriculum's consistency and suitability for curriculum validity were assessed using IOC criteria.

(3) An English Language Skills Test (pre-test and post-test)

The IOC conducted a validation process on English language skills tests to assess participants' communication abilities. The test consisted of 40 multiple-

choice items, each rated by five experts. After the evaluation, invalid items were revised. The data collected from the pre-test and post-test were analyzed using means, standard deviations, and t-tests to answer the research's third objective of assessing participants' English language skills.

(4) A Satisfactory Survey Questionnaire

The study utilized a satisfaction survey questionnaire designed in Thai, focusing on five aspects of satisfaction: Training Curriculum Content, Speakers (Trainers), Teaching, Teaching Material and Training Location, and Evaluation and Assessment. The questionnaire was evaluated by five English teaching experts using the IOC criteria. After validation, the questionnaire was revised based on their comments, ensuring content validity and enhancing the overall satisfaction of the participants.

RESULTS CONCLUSION AND DISCUSSION

Results Conclusion

The study results are presented in four distinct sections based on the four objectives of the study, as outlined below.

Objective 1: To study the problems and needs for developing the English

skills of non-English major teachers in Ongkharak School in Nakhon Nayok province.

This section consists of three parts: demographic data, identified English language skills problems and needs, and contributing factors, along with guidelines for effective training. Based on the demographic data, only 31 out of the total 71 participants responded to the survey questionnaire, representing approximately 43.66% of the total. Despite follow-up efforts, the remaining 40 teachers did not provide their responses.

The survey surveyed 77.4% of respondents, with 51.6% aged 26-35. Most held bachelor's and master's degrees. The majority of respondents specialized in science, while some taught mathematics and foreign languages. Most had 6-10 years of experience, while some had 1-5 years and more than 10 years. The majority used English at work once a week, with 74.2% using it only once. The data also showed that a smaller percentage used it between two to five times per week.

Regarding the problems encountered by the respondents in their English language skills, they faced challenges with a total average score (\bar{X}) of 3.27 and a standard deviation (S.D.) of 1.31, which suggested

a neutral level. The respondents encountered challenges in English listening skills, with an average score (\bar{X}) of 3.42 and a standard deviation (S.D.) of 1.31. Upon examining the individual items, it was found that their primary difficulty lay in understanding messages delivered at a fast speaking speed by English speakers, which received the highest mean score ($\bar{X} = 3.52$). The second most prominent challenge was attributed to their struggle to comprehend various English accents used by speakers ($\bar{X} = 3.45$). Additionally, respondents faced difficulties due to their limited knowledge or restrictions in English vocabulary, phrases, slang, and expressions ($\bar{X} = 3.42$). The lowest mean scores were associated with their struggle to understand messages due to a lack of knowledge or limitations in English sentence structures and grammar ($\bar{X} = 3.29$).

Secondly, the respondents encountered difficulties in speaking English, with an average score (\bar{X}) of 3.36 and a standard deviation (S.D.) of 1.32. The non-English major teachers indicated several reasons for their inability to speak English proficiently. The primary contributing factor was their lack of knowledge or limitations in English vocabulary, phrases, slang, or expressions, which received

the highest mean score ($\bar{X} = 3.45$). Following closely was their struggle with English grammar when constructing sentences for conversations ($\bar{X} = 3.32$). Besides, the non-English major teachers highlighted challenges in accurately pronouncing English words ($\bar{X} = 3.26$) and demonstrating proper word stress and intonation patterns in English speech, resulting in the lowest mean scores ($\bar{X} = 3.31$).

Next, the findings revealed that the respondents faced challenges in English reading, with an average score (\bar{X}) of 3.00 and a standard deviation (S.D.) of 1.29. The non-English major teachers encountered difficulties in comprehending English texts. The most prominent issue was their limited knowledge or constraints in English vocabulary within the content they were reading, which received the highest mean score ($\bar{X} = 3.16$). Following closely was their struggle with English sentence structures and grammar in the stories or reading materials they encountered ($\bar{X} = 2.97$). Additionally, they faced difficulties in capturing the main ideas or understanding the content of the stories or readings ($\bar{X} = 2.94$). Furthermore, comprehension was hampered when the content was not within

their familiar context, resulting in the lowest mean scores ($\bar{X} = 2.94$).

Lastly, the findings indicated that the respondents encountered challenges in English writing, with an average score (\bar{X}) of 3.29 and a standard deviation (S.D.) of 1.30. The non-English major teachers struggled with expressing themselves effectively in written English. The most significant issue was their inability to arrange sentences correctly, which received the highest mean score ($\bar{X} = 2.32$). They faced difficulties structuring sentences in a coherent and grammatically accurate manner. Additionally, they encountered obstacles in selecting appropriate vocabulary and words to convey the intended meaning, as well as a lack of understanding or knowledge of English grammar ($\bar{X} = 2.32$). Furthermore, they struggled with using punctuation marks correctly in the English language, resulting in the lowest mean scores ($\bar{X} = 2.16$).

In terms of needs, the respondents expressed a neutral level of requirement for developing English language skills in various aspects. The total average score (\bar{X}) was 3.45, with a standard deviation (S.D.) of 1.41. The respondents expressed a high need to improve their listening

skills, with an average score at a high level ($\bar{X} = 3.59$, S.D. = 1.34). The non-English major teachers in Ongkharak School specifically expressed their desire to enhance their listening abilities by engaging in activities such as practicing listening to conversations on everyday topics like family, housing, shopping, and work, as indicated by the highest mean scores ($\bar{X} = 3.71$). Additionally, they expressed the need to listen to basic descriptions of people, objects, and encounters in daily life, public announcements, instructions, and recommendations, as well as conversations related to movies, books, TV shows, programs related to teaching English, and news about current events, with equal mean scores ($\bar{X} = 3.55$).

Secondly, the results indicated that the respondents, or the non-English major teachers, expressed a need to improve their speaking skills, with an average score at a neutral level ($\bar{X} = 3.46$, S.D. = 1.40). The non-English major teachers expressed their desire to learn and practice speaking by engaging in activities such as storytelling, responding to and discussing everyday topics like movies, work, teaching tasks, and tourism, as indicated by the highest mean scores ($\bar{X} = 3.52$). They also expressed

the need to speak on topics related to greetings, self-introductions, and brief descriptions of people, animals, and things, with a descending order of mean scores ($\bar{X} = 3.48$). Moreover, the non-English major teachers requested to develop their speaking skills by engaging in conversations with foreigners, expressing opinions, and discussing complex events such as work plans or teaching tasks using English, as well as discussing current news and events, with a mean score of ($\bar{X} = 3.45$). They also expressed the need to ask questions and express opinions or needs regarding essential everyday topics like family, housing, and shopping, with the lowest mean scores ($\bar{X} = 3.39$).

Thirdly, the results revealed that the respondents expressed a need to improve their reading skills in various ways, with an average score at a neutral level ($\bar{X} = 3.27$, S.D. = 1.49). The most engaging reading practice for the participants was reading messages displayed on signs, announcements, magazines, emails, and instruction manuals in English, as indicated by the highest mean score ($\bar{X} = 3.29$). They also expressed the need to learn and practice reading sentences and short passages on basic topics related to people, things, and places. This included

reading descriptions or statements about people, objects, and images encountered in everyday life, as well as reading information from academic textbooks, newspaper articles on current events, English teaching manuals, or English resources for teaching research, all with the same mean score ($\bar{X} = 3.26$).

Finally, the findings indicate that the respondents expressed a need to improve their writing skills, with an average score at a neutral level ($\bar{X} = 3.47$, S.D. = 1.40). They expressed a strong desire to write formal letters and emails, as well as to describe events and various plans or teaching tasks using English, resulting in the highest mean scores ($\bar{X} = 3.58$). Additionally, the respondents revealed a need to construct sentences that accurately use conjunctions such as 'and', 'because', and 'but', to describe themselves or others, including personal information such as nationality and work location, with equal mean scores ($\bar{X} = 3.45$). Moreover, they expressed a request to practice writing simple sentences about themselves, people, animals, things, places, or images, resulting in the lowest mean scores ($\bar{X} = 3.39$).

According to contributing factors, along with guidelines for effective training,

the study involved semi-structured interviews with six heads of non-English learning areas and the head of the Foreign Languages Learning Area at Ongkharak School to understand factors causing English language skills problems and develop effective training guidelines. The interviews focused on listening, speaking, reading, and writing skills.

The factors or causes of problems in English listening and speaking skills as identified by the seven teachers. The findings indicated that the use of English and individuals' varying background knowledge of English are the primary causes of listening and speaking skill difficulties (42.8%). A lack of confidence in English hinders non-English major teachers from engaging in listening and speaking activities (28.5%). Furthermore, the head teachers expressed difficulties in understanding the English accents produced by different speakers (28.5%). Additionally, one of them expressed that his attitudes toward English impacted his English learning (28.5%).

In terms of English reading and writing skills, the use of English was the primary cause of these problems (57.1%). The factor of differing background knowledge of English among individuals ranked second (28.5%). Additionally, the findings

revealed that attitude towards English, lack of confidence in English, and anxiety were identified as contributing factors (14.2%).

Regarding the guidelines for effective training, Ongkharak School's head teachers expressed their preference for group activities as a means to encourage English learning during the training (57.1%). Many of them also emphasized the importance of using authentic English communication content in daily life for their English development (42.8%). Additionally, suggestions were made for the use of placement tests (14.2%) and the need to change mindsets (14.2%) during the training. Moreover, the head teachers of different learning areas expressed a strong preference for engaging in activities during the training (71.4%). Additionally, they highlighted the importance of incorporating real-life situation examples into lectures to enhance English learning (28.5%). Furthermore, one of the teachers mentioned the need for private consultations with speakers (14.2%).

According to the preferred teaching methods for developing English language skills, the head teachers of different learning areas expressed a strong preference for engaging in activities during the training

(71.4%). Additionally, they highlighted the importance of incorporating real-life situation examples into lectures to enhance English learning (28.5%). Furthermore, one of the teachers mentioned the need for private consultations with speakers (14.2%).

Objective 2: to develop an English language skills training curriculum for non-English major teachers in Ongkharak School

The main objective of this research is to develop an English Language Skills Training Curriculum for Non-English Major Teachers in Ongkharak, Nakhon Nayok Province. The development process involved two phases: the needs analysis phase, which focused on investigating the participants' problems and needs, and the curriculum development phase. The approach to curriculum development was based on the Taba theory (1962) and the research procedures of Nithitwaraphakun (2016), Suriphan et al. (2018), and Insuwan (2018). Following these approaches, the researcher successfully developed the English Language Skills Training Curriculum for Non-English Major Teachers in Ongkharak School, Nakhon Nayok Province. The training curriculum included key elements such as the curriculum

aims and learning objectives, content and activities, and materials.

The researcher carefully defined the purposes of the curriculum, with a focus on the specific changes expected in the learners. The curriculum has two main aims: 1) to improve learners' four English language skills: listening, speaking, reading, and writing; and 2) to encourage learners to use and apply their English knowledge and skills for communication in both their work and daily lives. The objectives formulated for the curriculum accurately describe the desired learning outcomes of the learners, aligning with the set aims. As a result, the learning objectives for each unit correspond to the curriculum's overarching goal of developing and enhancing learners' English language skills for effective communication.

The English Language Skills Training Curriculum for Non-English Major Teachers in Ongkharak School was developed by considering the learners' needs and applying communicative language teaching (CLT) methods. The development process began with an exploration and review of relevant documents, as well as an analysis of the needs data, to select appropriate content and topics. The selected content and topics were then

organized based on the principles of CLT to design the curriculum structure, followed by the development of instructional blocks or units.

The English training curriculum was divided into four parts: listening, speaking, reading, and writing. Each part consisted of three learning units, which systematically progressed from easy to difficult topics. Each unit included specific learning objectives, activities to enhance knowledge, and evaluations to assess progress. Teaching and learning activities in the English Language Skills Training Curriculum followed a structured approach, involving pre-, while-, and post-teaching stages. During the pre-teaching stage, learners/participants were prepared for the upcoming lesson. This stage aimed to establish a foundation of knowledge and skills necessary for successful learning. It involved introducing new vocabulary, reviewing prior knowledge, providing background information, and setting learning goals.

In the while-teaching stage, active teaching took place while learners were engaged in the learning process. Clear and concise explanations were provided to help learners understand specific or new content. Visual

aids and hands-on activities were used to enhance comprehension. Questions were asked to assess understanding, and learners were given opportunities to practice what they had learned. In the post-teaching stage, learners were encouraged to review and reinforce the lesson after it had been taught. This stage focused on the retention of information and its application to new situations. Activities included learning reflection, reviewing key concepts and vocabulary, providing feedback on learners' work, and offering opportunities for extension activities. Overall, these segmenting units and teaching approaches were employed to facilitate effective learning and ensure learners' engagement and comprehension throughout the curriculum.

The materials utilized in the English Language Skills Training Curriculum for Non-English Major Teachers in Ongkharak School included a coursebook and a PowerPoint presentation file containing audio sounds.

Prior to implementing the curriculum, the coursebook underwent several processes. These materials, comprising the coursebook and the PowerPoint presentation, effectively catered to the learners' needs for developing their English language skills for everyday communication purposes.

Objective 3: To study and compare the learning achievements in English skills for communication from pre-posttests of non-English major teachers in Ongkharak School

To examine and compare the learning achievements in English skills among 71 non-English major teachers at Ongkharak School, both pre-test and post-test assessments were conducted. The findings demonstrated that the 71 participants' English language skills in the post-test showed a significant improvement compared to the pre-test, with a significance level of 0.05.

Table 1 The Participants' English Language Skills for Communication

Skill	Test	Mean	S.D.	t	Sig.
Listening	Pretest	5.09	1.77	-15.35	0.00
	Posttest	8.78	1.15		
Speaking	Pretest	7.92	2.00	-6.77	0.00
	Posttest	9.48	0.59		
Reading	Pretest	5.64	2.09	-13.47	0.00
	Posttest	8.61	0.95		
Writing	Pretest	5.10	2.13	-14.45	0.00
	Posttest	8.70	1.16		

As depicted in Table 1, the mean score of the listening posttest ($\bar{X} = 8.78$) was 3.69 higher than that of the pretest ($\bar{X} = 5.09$). The mean score of the speaking posttest ($\bar{X} = 9.48$) was 1.56 higher than that of the pretest ($\bar{X} = 7.92$). Likewise, the mean score of the reading posttest ($\bar{X} = 8.61$) was 2.97 higher than that of the pretest ($\bar{X} = 5.64$). Additionally, the mean score of the writing posttest ($\bar{X} = 8.70$) was 3.60 higher than that of the pretest ($\bar{X} = 5.10$).

Objective 4: To study the satisfaction with an English Language Skills Training Curriculum of Non-English Major Teachers in Ongkharak School in Nakhon Nayok Province.

In this section, the study aimed to assess the satisfaction levels of non-English major teachers at Ongkharak School in Nakhon Nayok Province with an English Language Skills Training Curriculum. The participants were 71 teachers, and 65 questionnaires were submitted,

representing 91.54% of the total. The survey focused on five primary aspects: training curriculum content, speakers, teaching methods, teaching materials, training location, and evaluation and assessment.

The satisfaction levels of participants who took part in the English Language Skills Training Curriculum for Non-English Major Teachers at Ongkharak School in Nakhon Nayok Province were assessed. The results indicated a total average score (\bar{X}) of 4.54, with a standard deviation (S.D.) of 0.63, suggesting the highest level of satisfaction. Based on the created training curriculum content, the participants expressed a high level of satisfaction with an average rating of $\bar{X} = 4.43$ and S.D. = 0.75. The participants reported that the content of the training curriculum effectively enhanced their English language skills and abilities. They found it to be continuous, up-to-date, and relevant to current events. Furthermore, the theoretical and practical content of the training curriculum was highly aligned with their expectations ($\bar{X} = 4.47$). Additionally, the participants noted that the content of the training curriculum addressed their specific problem areas and needs, enabling them to apply their English knowledge in real-life situations ($\bar{X} = 4.43$).

During the English language skills training for communication, a total of seven speakers specializing in English and English teaching fields from Phranakhon Rajabhat University were responsible for training the participants in various skills and sections. The participants expressed a high level of satisfaction with the speakers, with the highest average rating recorded at $\bar{X} = 4.56$ and S.D. = 0.66. They observed that the speakers displayed dedication, determination, and attentiveness toward the participants, earning the highest mean scores ($\bar{X} = 4.73$). The participants also noted that the speakers effectively aligned their coaching with the content of the training curriculum ($\bar{X} = 4.60$) and consistently adhered to the training schedule, arriving on time and conducting sessions as scheduled ($\bar{X} = 4.56$). Moreover, the participants agreed that the speakers consistently motivated them to participate in activities ($\bar{X} = 4.49$) and were available to address any doubts or queries ($\bar{X} = 4.46$).

The participants expressed a high level of satisfaction with the teaching methods employed during the training, with the highest average rating recorded at $\bar{X} = 4.57$ and S.D. = 0.66. They noted that the speakers effectively motivated them to recognize the importance

of English language training ($\bar{X} = 4.67$). The participants also expressed satisfaction with the speakers' adequate preparation before teaching or training sessions ($\bar{X} = 4.63$) and their ability to clearly articulate and explain the course content ($\bar{X} = 4.56$). Furthermore, the participants mentioned that the speakers initiated each lesson by engaging in conversations or Q&A sessions, and they summarized the key points before concluding each training session ($\bar{X} = 4.52$). Additionally, the participants appreciated the speakers' ability to organize activities that encouraged them to have fun and feel comfortable expressing themselves ($\bar{X} = 4.50$).

Furthermore, the participants expressed a high level of satisfaction with the teaching materials and the training location for the English language skills training, with the highest average rating recorded at $\bar{X} = 4.59$ and S.D. = 0.55. They unanimously agreed that the training location was highly suitable, earning the highest mean scores ($\bar{X} = 4.81$). The participants also rated the atmosphere and learning environment during the training as conducive to their learning experience ($\bar{X} = 4.67$). They further disclosed that the instructional materials and equipment utilized during the training were appropriate

($\bar{X} = 4.61$). Additionally, the participants appreciated the speakers' efforts in arranging suitable media for delivering the content ($\bar{X} = 4.61$). However, they expressed a slightly lower level of satisfaction regarding the duration of the training, indicating that they found it to be appropriate but felt it could have been more sufficient, with the lowest mean scores recorded at $\bar{X} = 4.35$.

In terms of evaluation and assessment, the results indicated that the participants expressed a high level of satisfaction, with the highest average rating recorded at $\bar{X} = 4.57$ and S.D. = 0.52. The participants highlighted that their learning outcomes were thoroughly evaluated both before and after studying, receiving the highest mean scores ($\bar{X} = 4.76$). They also agreed that the evaluation and assessment methods employed were consistent with the objectives and content covered in the training, ranking second in terms of mean scores ($\bar{X} = 4.61$). Moreover, the participants noted the provision of clear criteria for evaluation and assessment ($\bar{X} = 4.53$), and they appreciated that their learning outcomes were assessed during the lessons ($\bar{X} = 4.50$). However, the participants indicated a slightly lower level of satisfaction

with the evaluation and assessment, citing that while they were deemed appropriate, accurate, and fair, they still received the lowest mean scores ($\bar{X} = 4.49$).

Regarding the additional comments and recommendations provided by the participants in the final section of the satisfactory survey questionnaires, findings indicated that the participants frequently expressed positive feedback regarding the speakers ($f=10$) and spoke highly of the English language skills training ($f=6$). Additionally, some participants desired more training of this nature ($f=5$). A few participants felt that the three-day training period was insufficient for significantly improving their English communication skills ($f=3$). Furthermore, they acknowledged that the provided activities during the training were valuable and appropriate ($f=3$), but they also requested a wider variety of activities ($f=3$). Moreover, a few participants mentioned that the training material was too difficult and overwhelming ($f=2$), and one participant recommended adjusting certain exercises in the coursebook ($f=1$).

Discussion

The study's findings answer four main objectives, leading to a discussion on each aspect of these objectives.

According to the study on the problems and needs for developing the English language skills of non-English major teachers in Ongkharak School, the needs analysis process identifies the target population and sample, gathers data through questionnaires and interviews, and determines curriculum content. Out of 71 participants, only 31 non-English major teachers submitted questionnaires, indicating a low response rate compared to the acceptable response rate of 50% of Berdie et al. (1986).

Non-English major teachers at Ongkharak School showed average proficiency levels in all English skills, suggesting they have some prior knowledge or do not face significant challenges. These findings align with the studies conducted by Ratchatasri (2016), Visarathanonth and Phangphon (2019), and Inprasitha and Wattanatorn (2019), which demonstrate that English proficiency among teachers in Thailand varies, with some exhibiting high proficiency while others face difficulties with the language. The research also shows that respondents in Ongkharak School most need to improve their listening skills, despite not having significant listening problems. This could help non-English major teachers enhance

their English language proficiency, support students' learning needs, and broaden their professional and personal horizons.

The semi-structured interviews revealed that the primary factors affecting respondents' English proficiency were the opportunities to use English in everyday life and variations in their background knowledge of English. This was also consistent with the study of Ratchasri (2016), Visarathanonth and Phangphon (2019), and Inprasitha and Wattanatorn (2019), which claimed that educational background, teaching experience, and exposure to English significantly impact English proficiency levels. Effectiveness depends on exposure quality, frequency, and individual motivation. With appropriate support, learners can achieve proficiency.

Moreover, non-English major teachers at Ongkharak School have emphasized the need for effective English language skills training through group activities and various teaching approaches. According to Othman and Razak (2020), learning English through group activities creates a supportive and motivating learning environment. Learners can support and inspire each other, resulting in increased engagement, active participation, and

a positive learning atmosphere. Additionally, Nunan (2017) emphasized that engaging in diverse activities, such as reading, writing, listening, and speaking, helps develop and improve different language skills. These varied activities provide learners with opportunities to practice and reinforce specific language components, ultimately leading to overall language proficiency. In conclusion, only 31 out of 71 questionnaires were returned, indicating insufficient data. Interviews with 7 learning area heads provided valuable insights for developing and implementing the English Language Skills Training Curriculum for Non-English Major Teachers at Ongkharak School.

According to the English Language Skills Training Curriculum for Non-English Major Teachers at Ongkharak School in Nakhon Nayok Province, Thailand, the researcher set the essence of the curriculum into 3 parts: 1) the aims of the curriculum for a three-day training; 2) training content; and 3) training evaluation and assessment. To implement the CLT approach, which focuses on using language in real-life situations to convey meaning and achieve communication goals, the training content was divided into four parts: listening, speaking, reading,

and writing. By incorporating all these language skills, learners can develop a well-rounded proficiency in English, enabling them to communicate effectively and interact in real-life situations. The CLT approach helps learners enhance their fluency, accuracy, and confidence in using the target language (Richards & Rodgers, 2014).

The training content was divided into three parts, with each part consisting of three equally distributed units, each lasting for three hours. Each unit followed a structure based on the pre-teaching, while-teaching, and post-teaching methods. The researcher decided to use these methods to enhance the effectiveness of language instruction and promote student engagement since Richards (2015) and Scrivener (2011) have shown that pre-teaching helps learners better understand and engage by introducing important vocabulary, concepts, or skills beforehand. While-teaching encourages active learning and student participation through interactive tasks, discussions, and group work. Lastly, post-teaching facilitates reflection and consolidation of learning, allowing learners to internalize and apply their knowledge or skills.

As can be seen, the training content was carefully planned and designed to address the specific needs of learners and promote improvement in their English language skills. However, the speakers emerged as a crucial factor that greatly influenced the training outcomes. They played a vital role in helping learners achieve their learning goals. This aligns with the comment made by an expert who validated the curriculum structure, acknowledging its effectiveness and usefulness. Nonetheless, it was observed that some of the content focused on business, which may not be familiar to all students. The speakers were responsible for presenting the information in diverse and appropriate ways, ensuring that students could successfully reach their goals.

The quality evaluation of the English Language Skills Training Curriculum for Non-English Major Teachers at Ongkharak School in Nakhon Nayok Province, Thailand, following the research objectives, can be considered in two parts. First, according to the learning achievement, the English Language Skills Training Curriculum for Non-English Major Teachers at Ongkharak School in Thailand successfully improved the English language

skills of 71 non-English major teachers, with post-test results showing a statistically significant improvement in their English proficiency compared to pre-test scores.

The research findings align with the studies conducted by Nithitwaraphakun (2016) and Insuwan (2018), which demonstrated that the English training curriculums they developed effectively enhanced the English proficiency of their respective learners. This improvement was assessed through pre-posttests, indicating that the learners' English skills showed significant progress as a result of the implemented curriculums. The consistency between these findings and the previous studies strengthens the evidence supporting the notion that English training curriculums positively impact learners' English proficiency. As can be seen, the English Language Skills Training Curriculum for Non-English Major Teachers at Ongkharak School in Thailand successfully improved the English language skills of 71 non-English major teachers, with post-test results showing a statistically significant improvement in their English proficiency compared to pre-test scores.

Second, regarding the participants' satisfaction, the study at Ongkharak School in Thailand found that non-English

major teachers expressed high satisfaction with the English language skills training curriculum, particularly in areas such as speakers, teaching methods, materials, location, and evaluation and assessment. These findings were the same as the study of Nithitwaraphakun (2016), which revealed that their learners were extremely satisfied with the training curriculum conducted in all aspects. Finally, the study found high satisfaction among participants with the English Language Skills Training Curriculum for Non-English Major Teachers at Ongkharak School in Thailand. However, some participants found the content too challenging and extensive. This suggests the curriculum was effective in meeting the learners' needs.

SUGGESTIONS AND RECOMMENDATIONS

In future research endeavors, several key recommendations can enhance the quality and effectiveness of studies in the field of English language training for non-English major teachers. Firstly, it is advisable to establish a predefined response rate for questionnaires to attain the desired acceptance percentage. Additionally, implementing a systematic tracking process for questionnaire

completion within the sample group can further improve data collection. Secondly, conducting pilot or trial processes for both tests and English training curricula before full-scale implementation is recommended to ensure the reliability of these instruments. Thirdly, future studies should focus on ongoing evaluations of the English proficiency of non-English major teachers in institutions like Ongkharak School. Fourthly, investigating the various factors that impact non-English major teachers in such settings can contribute to the development of more effective English training curricula.

Furthermore, expanding research efforts to encompass secondary Thai teachers in schools and provinces across Thailand, beyond Nakhon Nayok province, can provide valuable insights into diverse educational contexts. Lastly, future studies should explore the creation and development of diverse media and specialized materials tailored to the needs of Thai secondary teachers, empowering them to engage in self-study for sustained and up-to-date learning purposes. These recommendations aim to advance the field and enhance the quality of English language education for non-English major teachers in Thailand.

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