

การพัฒนาสื่อเรียนรู้ด้วยตนเองเพื่อเพิ่มพูนความสามารถภาษาอังกฤษเพื่อการสื่อสารของครูประถมศึกษาในบริบทการใช้ภาษาอังกฤษเป็นภาษาต่างประเทศ

The Development of a Self-Instructional Package to Enhance English Communicative Competence of Primary School Teachers in an EFL Context

ปัทมรัศมี นาคนิษฐนนต์

Pathamarat Nakanitanon

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏเชียงใหม่

Faculty of Humanities and Social Sciences, Chiang Mai Rajabhat University

E-mail: pathamarat_nak@cmru.ac.th

(Received : June 22, 2020 Revised : November 24, 2020 Accepted : December 30, 2020)

บทคัดย่อ

ในบริบทของประเทศไทยซึ่งมีการใช้ภาษาอังกฤษเป็นภาษาต่างประเทศนั้น ครูประถมศึกษาที่ต้องสอนภาษาอังกฤษต้องพึ่งพาสื่อการเรียนรู้ด้วยตนเองบ่อยครั้ง แต่สื่อที่สามารถตอบสนองความจำเป็นและความต้องการของครูประถมศึกษากลับหายาก การวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาชุดสื่อการเรียนรู้ด้วยตนเองเพื่อพัฒนาความสามารถทางภาษาอังกฤษเพื่อการสื่อสารของครูผู้สอนภาษาอังกฤษระดับประถมศึกษาเพื่อศึกษาผลของการใช้ชุดสื่อการเรียนรู้ด้วยตนเองดังกล่าว และเพื่อศึกษาความคิดเห็นของครูผู้สอนภาษาอังกฤษระดับประถมศึกษาต่อชุดสื่อการเรียนรู้ด้วยตนเองเพื่อพัฒนาภาษาอังกฤษเพื่อการสื่อสารด้วยตนเองสำหรับครูผู้สอนภาษาอังกฤษระดับประถมศึกษา การวิจัยนี้ดำเนินการในสองระยะ คือ การศึกษาข้อมูลเบื้องต้นและการวิจัยหลัก ประชากร ได้แก่ ครูผู้สอนภาษาอังกฤษระดับประถมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาแห่งหนึ่งในภาคเหนือของประเทศไทย จำนวน 1,499 คน กลุ่มตัวอย่าง ได้แก่ ครูประถมศึกษา จำนวน 157 คน ซึ่งได้จากการสุ่มหลายชั้น โดยเป็นกลุ่มตัวอย่างที่เข้าร่วมการศึกษาข้อมูลเบื้องต้น จำนวน 118 คน และกลุ่มตัวอย่างในการวิจัยหลัก จำนวน 39 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม คำถามสำหรับการสัมภาษณ์ แบบทดสอบก่อนและหลังการทดลอง และแบบบันทึกการเรียนรู้วิเคราะห์ข้อมูลโดยใช้สถิติพรรณนา และการวิเคราะห์เนื้อหา ผลการวิจัยมีดังนี้ ชุดฝึกทักษะภาษาอังกฤษเพื่อการสื่อสารสำหรับครูระดับประถมศึกษาที่ได้จากการวิจัยนี้ เป็นแบบสื่อประสมสิ่งพิมพ์หนังสือและสื่อเสียงที่เน้นการพัฒนาการฟังและการพูดภาษาอังกฤษเพื่อการสื่อสารในชีวิตประจำวันและภาษาอังกฤษในชั้นเรียนสำหรับครู ประกอบด้วยภาษาอังกฤษสำหรับการสื่อสารในชีวิตประจำวันจำนวน 4 บท และภาษาอังกฤษในชั้นเรียน จำนวน 1 บท แต่ละบทประกอบด้วยบทเรียน แบบฝึก และมีเฉลยท้ายเล่ม และพบว่าคะแนนสอบหลังเรียนสูงกว่าคะแนนสอบก่อนเรียนอย่างมีนัยสำคัญที่ระดับ 0.05 ซึ่งชี้ให้เห็นว่าชุดฝึกทักษะดังกล่าวทำให้

ทักษะภาษาอังกฤษเป้าหมายของครูดีขึ้น นอกจากนี้ ครูผู้ใช้ส่วนใหญ่เห็นว่าชุดสื่อการเรียนรู้ด้วยตนเองนี้มีประโยชน์และเหมาะสมมากใน ทุกด้าน ชุดสื่อการเรียนรู้ด้วยตนเองและข้อมูลที่ได้จากการวิจัยครั้งนี้จะเป็นประโยชน์สำหรับการวิจัยและพัฒนาต่อยอดสื่อการเรียนรู้ด้วยตนเองของครูผู้สอนภาษาอังกฤษระดับประถมศึกษาที่เหมาะสมกับฐานวิถีชีวิตใหม่ที่เทคโนโลยีดิจิทัลมีบทบาทสำคัญอย่างยิ่ง

คำสำคัญ: การพัฒนา สื่อการเรียนรู้ด้วยตนเอง ครูผู้สอนระดับประถมศึกษา บริบทการใช้ภาษาอังกฤษเป็น ภาษาต่างประเทศ

Abstract

In the Thai context in which English is used as a foreign language (EFL), those primary school teachers, who are required to teach English, often rely heavily on self-instructional learning materials. However, it is often challenging to find materials that fully responding to their needs and wants. This research aimed to develop a self-instructional package to improve primary school teachers' English communicative competence, to study the effects of the aforementioned package, and to explore teachers' opinions pertaining to the package. This study consisted of two phases, namely, the preliminary study and the main study. The population of this study was 1,499 primary school teachers under a primary educational service area office in northern Thailand. The sample group obtained by multistage sampling consisted of 157 teachers; 118 teachers participated in the preliminary study, and 39 were involved in the main study. The instruments used for collecting data included questionnaires, questions for interviews, the pre-test, the post-test as well as a learning record sheet. Data analysis was conducted using descriptive statistical methods and content analysis. The results were that a obtained self-instructional package consisted of a small-sized course book and an audio file relating to English speaking and listening for daily use and for classroom communication; that the teachers' post-test scores were significantly higher than the pre-test scores at the significant level of 0.05, indicating that the package helped bettering the teachers' targeted English skills; and that the teachers exhibited very positive views towards the package. The results of this study can be useful for establishing other self-instructional materials which can be used in the context of "new normal" where digital technology plays a vital role.

Keywords: Development, Self-instructional package, Primary school teachers, EFL context

Introduction

21st century has brought about significant changes to human life, particularly those relating to ways individuals communicate with one another globally. Today, communication takes place regardless of international boundaries. One of the most important aspects of cross-border communication is the ability to exchange ideas and information. As a result, effective means are being sought to facilitate such communications. One of the most important tools in global communication is the English language, which is widely used in various areas, especially in business and for international negotiations and transactions. In the business sector, English has become the international language for communication used by multinationals, and it is the most commonly used language in the corporate world and for businesses of all sizes throughout the world (Neeley, 2012).

In Thailand, even though English is not a commonly used language in most people's daily lives, it is considered an important tool for international communication (Hiranburana, 2020) as Thailand is part of the global community and a large contributor to regional economies. The Thai Government recognizes the needs for elevating the Thais' English communicative competence. Therefore, in 2014, through efforts initiated by the Ministry of Education, new policies were launched with the objective to reform teaching and learning of the English language. These policies were designed based on the Common European Framework of Reference for Languages or CEFR, and for the use of communicative English (Ministry of Education, 2014). For effective results of teaching and learning, it is thus necessary to ensure that teachers' English communicative skills are enhanced, particularly for primary school teachers. Competent and skillful teachers are able to use effective methods to teach and to provide students with correct and appropriate communicative English.

According to the Thai basic education system, primary school teachers are required to teach almost all general subjects including English, especially communicative English, which has become the focus of the national curriculum since 2014 due to the reform pertaining to English instruction in Thailand (Ministry of Education, 2014). Most primary school teachers from other disciplines find it difficult to teach English due to their inadequate English skills (Nounlong, Intajuck & Rujimethabhas, 2015). Many primary school teachers have heavy workload as well as administrative tasks in their school and therefore have limited

time to attend a regular training course (Noom-ura, 2013). As a result, self-instruction may prove to be a feasible alternative for improving their English skills even though self-investment is much needed (Tomlinson, 1998). According to Dickenson (1987), self-instruction allows learners to study without direct control of a teacher, so this learning approach tends to be suitable for adult learners. Knowles (1980) states that adult learners need to be independent in their learning, and it is motivating for them to learn when they find what they learn fulfils their needs and is relevant to their life and experience. To reiterate, when adults learn, they can direct and shape their own learning and use their accumulated experience as a resource in the process of learning. Apart from the need for an appropriate learning approach, it is critical to have access to learning materials which are responsive to the needs and wants of this group of adult learners, who have mature characteristics and specific learning preference by nature (Tomlinson, 1988). Unfortunately, such learning materials are scarce in this context.

Consequently, this research aimed at developing a self-instructional package for primary school teachers based on available background information, needs as well as wants, and by taking into account their invaluable feedback throughout the development process in addition to theoretical premises and the national core curriculum. The objective was to ensure that the developed self-instructional package would respond to the teachers' demands and that it would motivate them to improve their English communicative skills. The respective merit of this investigation was to provide primary school teachers effective and a versatile learning resource that could be use anywhere and anytime at their convenience. More importantly, the objective was to design a resource that could be further developed in the future for creating other self-instructional packages to accommodate larger groups of primary school teachers for similar purposes.

Purposes

1. To develop a self-instructional package to improve primary school teachers' English communicative competence
2. To study the effects of the developed self-instructional package on the primary school teachers' English communicative competence
3. To explore the primary school teachers' opinions pertaining to the developed self-instructional package

Methodology

1. Population and Samples

This research was conducted in two phases, namely, the preliminary survey to collect data on primary school teachers' background information as well as their needs and wants, and the main study which was to develop a self-instructional package and also to examine effectiveness of the package. The population was 1,499 primary school teachers under a primary educational service area office in Chiang Mai, Thailand, and the sample group consisted of 157 teachers selected by multistage random sampling. The sample size determination was based on Yamane's formula, 95% of confidence level ($e \pm 10$) (Yamane, 1967 as cited in Israel, 1992), which was at least 94 teachers. In the first phase, 118 responded to a questionnaire to provide their background information as well as data on needs and wants to improve their English competencies. From this sample group, seven teachers were purposively selected for an interview in order to obtain additional data.

In the main study, in which the self-instructional package was developed and tried out, the target population was 899 primary school teachers from other disciplines, as this group of teachers were the majority of teachers in this primary educational service region and those who needed to improve their English skills the most. The sample group comprised of 80 teachers selected by multi-stage random sampling by district, schools, and teachers. They were then divided into three groups: 41 teachers to respond to a questionnaire relating to language functions, 11 teachers to give feedback on the self-instructional package for improvement, and the other 28 teachers to be involved in the experiment and gave feedback on the package at the end of the experiment. This sample size was based on Borg & Gall (1979 as cited in Cohen, Manion & Morrison, 2007) which was suggested to be at least 15.

Research Instruments

In the first phase, the preliminary study, the instruments used for collecting data included a rating-scale questionnaire (IOC= 1.0) on background information as well as needs and wants of the samples. Moreover, interview questions were utilized in order to obtain additional data (IOC=1.0), and finally, a questionnaire was used as a mean to address the language functions (IOC=1.0). The instruments used in the main study included the developed self-instructional

package (IOC = 0.89), an evaluation form for the experts (IOC = 1.0) and an evaluation form for respective three samples (IOC = 1.0). In addition, a multiple-choice pre- and post-test consisting of 45 items (IOC = 0.88; Alpha = 0.79) was utilized. Also, the learning record sheet (1.0) for the teachers was used during the experiment. Finally, a rating-scale questionnaire (IOC = 0.89) and interview questions (IOC = 1.0) were employed to assist with collecting data on the opinions towards the developed self-instructional package (IOC = 1.0) with a focus on its contents, design, audio file, and usefulness.

It should be noted that the self-instructional package designed and established by the researcher was mainly based on the Basic Core Education Curriculum B.E. 2551 (Ministry of Education, 2008), in which communicative English is also a focus, and the data from the preliminary study. The content validity was evaluated by three experts (IOC = 1.00), and the accuracy of the language was verified by a native English lecturer with extensive English language teaching experiences.

Procedure

In the preliminary study, a questionnaire was administered to 118 teachers in order to obtain background information, problems, and to determine their challenges, needs and wants regarding the development competencies in English. Furthermore, an interview was conducted with seven teachers in order to obtain additional information concerning their particular needs and wants and ways to develop their English skills.

In the main study, several major steps were undertaken. First, a questionnaire on language functions was administered to 41 teachers. Then, the first draft of the self-instructional course book was prepared and evaluated by three experts (IOC = 1.00). Subsequently, this version was evaluated by 11 teachers. An evaluation form was utilized in the process, initially with three teachers for the first round and later with the remainder eight teachers for the second round through a group review, and they suggested adding more practice exercises, pictures, and words or phrases which are generally useful, namely, in government offices, for purchasing of daily needs such as food, vegetables, and fruits. The course book was then revised before it was once again evaluated by the three experts to ensure its validity (IOC = 0.89), and then it was revised by the researcher and edited by a native speaker of English. It was then used with a group of eight teachers through a group interview. The teachers once again demanded more pictures to be added to the course book. The script of the accompanying audio file was then established based on this revised version.

After the experimental group took the pre-test, they used the self-instructional package for four weeks with a suggested learning duration of 40 hours. Subsequently, they took the post-test and responded to a questionnaire on the self-instructional package.

Data analysis

The statistical methods including frequency, percentage, mean, t-test and standard deviation were employed in order to analyze the data from the questionnaires, the pre-test, the post-test and from the learning record sheet. Content analysis was conducted with the data obtained from the interview which were conducted in the first phase of this study.

Result

Background information and needs and wants

The analysis of the data obtained from the first phase of this study revealed that most teachers were over 30 (81.36%), and the biggest age group was over 50 (44.07%). Also, the majority (72%) held a bachelor's degree, and many (60.15%) had taught English for more than five years. The majority (71.19%) graduated in the fields other than English, and only few (28.81%) had studied in the field of English. Furthermore, the outcomes pointed to the fact that they attended training courses in English listening and speaking only 1-2 times per year (35.60% and 41.50%) even though the two skills appeared to be most problematic for them and areas that they needed to improve the most. This data was in accordance with the data from the interview given to seven representative teachers. The language skills that they needed were English listening and speaking for communication and those skills required for classroom teaching.

The developed self-instructional package

The self-instructional package was developed based on the notion that this particular tool was intended for adult learners for the purpose of improving their English communicative competencies. In the process of developing this package, attention was also given to the content in order to be compliant with the Basic Education Core Curriculum BE 2551: Foreign Language (Ministry of Education, 2008), along with other relevant theories in the field of education. The teachers' needs and wants were also taken into account. In the process, the data derived from the first phase of this study as well as the contributions of the teachers and their feedback in this study along with the experts' judgments were compiled and analyzed and were subsequently used in the development of this self-instructional package in which the emphasis

was on listening and speaking skills for daily use (80%) and for classroom communication (20%). The following figure illustrates the relationship between the data from the preliminary study and the self-instructional package.

Data from the Preliminary Study	The Self-Instructional Package
1. Age of majority of teachers: 51-60 (44.07%) and 31-40 (22.88%)	Design of contents relating to adult learners' experience to boost motivation to learn; easy listening audio media; appropriate font size; easy-to-use package; convenient to use at any time and any place; contents similar to authentic context
2. Most teachers from fields other than English; poor English competency in listening and speaking in daily life and in classroom due to rare or no opportunity to speak with foreigners; teaching the English language but do not use the English language as a means for teaching; receiving English language training only once or twice a year	The contents of the package to focus on English speaking and listening for everyday communication and for classroom, incorporating language functions for necessary Communication, including important vocabulary, expressions, and phrases from easy to complex
3. English language development through the Internet and watching films English version, which are often costly and unreliable due to unstable Internet signal	Design of the package in the form of multi-media: small-sized course book and audio CD which can be copied to a flash drive or mobile phone to allow convenient use at any time and any place without additional cost and which can be used with or without the book allowing users to interact with the audio media

Figure 1 Linkage between the data from the preliminary study and the self-instructional package

The instruction pertaining to the use of the package was provided at the beginning of the course book. Each of the five chapters consisted of four parts, namely, presentation of language functions which also provided the users with cultural knowledge which were beneficial for international communication, useful vocabulary as well as expressions, practices and appendices. The English sentences appeared in the lessons and practices showcased Thai subtitles so that the language was not a learning barrier. The contents of the first four chapters were about English functions which were generally needed for daily use in various situations from simple to complex. The last chapter covered the classroom English intended for primary school teachers. The language functions included three main sections: beginning, during and concluding. Figure 2 shows the details of each section.

Chapters	Language Functions
One	Language used in greeting, introducing oneself, introducing another person, responding to introduction, and ending a conversation
Two	Language used in expressing gratitude, for apologizing, congratulating, wishing others on some occasions, admiring, regretting and responding to regrets
Three	Language used in asking and responding to questions on day, date, and time, and for giving common instructions and requesting help
Four	Language used in asking and giving directions, travelling, purchasing, and speaking on the phone
Five	<i>Language used at the beginning of the lessons:</i> greetings, self-introduction, registering, being late to class, contextualization, preparation for lessons <i>During the lessons:</i> asking about homework, class activities, admiration and complaints, asking about understanding, and common instructions <i>Concluding the lessons:</i> summarizing core points of the lessons, giving feedback, homework, and ending the class

Figure 2 Language functions in the self-instructional package

For effective results, it was recommended that the primary school teachers learn Chapter One first as it provided the basic situational language which could be used in other situations and throughout other chapters of the self-instructional package. The other four chapters could be studied inconsecutively depending on the needs of the teachers. As for the design, based on the samples' needs and wants, this self-instructional package was developed to

be convenient for use at any time and any place with or without the need to access the Internet or use other advanced technologies. The self-instructional package was limited to a small-sized practice-book and an audio file which could be copied to a flash drive or a computer for convenient use with audio equipment. In this study, the recommendation to participants was to complete all chapters in 40 hours within four weeks.

The effects of the self-instructional package on the teachers' English competence

This section presents the impact of the self-instructional package on the participants' English communicative (listening and speaking) competence examined by using the post-test, and interpreting scores in relation to levels of English competency: "high" for scores at or above 70%, "average" for scores from 50% to 69%, and "low" for scores below 50%. The statistical data is illustrated in Table 1 and Table 2.

Table 1 Interpretation of the pre-test and the post-test scores

Scores (%)	Interpretation of scores	Pre-test		Total	Post-test		Total
		Frequency	%		Frequency	%	
80-100	High	3	10.71	32.14	4	14.29	35.72
70-79		6	21.43		6	21.43	
60-69	Average	8	28.57	32.14	9	32.14	35.71
50-59		1	3.57		1	3.57	
40-49	Low	5	17.86	35.71	4	14.29	28.57
30-39		3	10.71		3	10.71	
20-29		2	7.14		1	3.57	

N = 28

According to Table 1, overall, most teachers (64.28% in the pre-test and 71.43% in the post-test) received average to high scores ($\geq 50\%$). The largest group (32.14% in the pre-test and 35.72% in the post-test) received high scores ($\geq 70\%$). A small number of teachers (10.71% in the pre-test and 14.29% in the post-test) received scores at or above 80% in both the pre-test and the post-test. Quite a bigger number of teachers (35.71%) received low pre-test scores ($< 50\%$) when compared to those in the post-test (28.57%). The following table shows the difference between the pre- and post-test scores.

Table 2 Comparison of the pre-test and the post-test mean scores

Scores	N	\bar{x}	S.D.	t	df	sig
Pre-test	28	25.39	6.27	3.25	27	0.00
Post-test	28	28.00	7.62			

$P \leq 0.05$

The statistical data in Table 2 shows that the mean score of the pre-test was 25.39 (S.D.=6.25) while that of the post-test was 28.00 (S.D.=7.62). The calculated significance value was 0.00, meaning that the mean scores of the post-test were significantly higher than the pre-test scores at the significance level of 0.05.

Data from the learning record sheet

During the experiment, the participating teachers were asked to record the chapters, the topics, and the number of hours they spent on learning through the package. The results indicated that the majority spent less than 20 hours for learning using the package. Eight teachers (28.57%) studied only 1-5 hours; same was true for those who studied 11-15 hours. Ten teachers (35.71%) studied 6-10 hours. Only one teacher (3.57%) spent 16-20 hours and one other studied for 21-25 hours. Interestingly, even though they had used the package only half or less than half of the recommended time (40 hours), their English skills appeared to have improved significantly according to the t-test result.

Teachers' opinions on the self-instructional package

The data obtained from the questionnaire which inquired about the teachers' opinions towards the five aspects of the developed self-instructional package was analyzed using descriptive statistic methods. The results of the data analysis are shown in the following table.

Table 3: Teachers' opinions towards the self-instructional package

Descriptions	\bar{x}	S.D.	Interpretation
1. Contents: corresponding to objectives, useful, appropriate sequence, relating prior knowledge to the new one, interesting, providing useful culture	4.55	0.53	Most agreeable
2. Language: clear and accurate	4.67	0.50	Most agreeable
3. Audio media: corresponding to the contents of the book, presenting various accents, clear lessons and practices, suitable background music, and convenient for use	4.19	0.83	Very agreeable
4. Design: covers relating to contents, appropriate picture on covers, appropriate font and font size, and content pictures	4.25	0.60	Very agreeable
5. Usefulness: useful to teaching and learning, useful for use in daily life, improving English skills, convenient for use, and introducible	4.59	0.50	Most agreeable

Table 3 reveals the teachers' opinions pertaining to the self-instructional English package. Overall, the teachers had very positive opinions towards the self-instructional package. They mostly agreed that the contents and the language used in the package suitable ($\bar{x}= 4.55$; $\bar{x}= 4.67$), and they very much agreed that the design appeared to be suitable ($\bar{x}= 4.25$). They also mostly agreed that the self-instructional package was useful ($\bar{x}=4.59$).

According to the data from the open-ended questions of the questionnaire, some of the teachers suggested more pictures and practices to be added to the package. The questionnaire also indicated that they found the self-instructional package indeed useful; however, they stated that they did not have sufficient time to use it because of their heavy workload. In addition, they demanded the self-instructional package to be further developed so that it could be used with the students in classroom. Finally, some

participants suggested adding a motion picture DVD file in order to make learning more exciting and interesting.

Discussion

In the process of developing a self-instructional package to enhance the primary school teachers' English communicative competence, it is necessary for developers to study the background, needs and wants of the users of the package prior to developing the package itself so to respond to their demands. In this study, a survey through a questionnaire and an interview was conducted and the results indicated that due to the fact that the primary school teachers in this study graduated from fields other than English, they lacked or had inadequate English knowledge and skills for teaching. According to a number of studies, which have been conducted over two decades (e.g. Songsri, 1999; Kulavanich et al., 2007; Siriwat, 2009), this problem, inadequacy of knowledge in English, appears to be one of the top listed problems of primary school teachers in Thailand. In terms of English skills, this study found that listening and speaking skills for everyday communication were very problematic. This finding is aligned with Kulvanich et al. (2007) who also found that Thai primary school teachers' most problematic skills were listening and speaking. Therefore, the self-instructional package developed in this study primarily focused on enhancing the participants' communicative skills in listening and speaking.

The self-instructional package in the present study was designed to be a small-sized course book accompanied by an audio file which could be copied to flash drive and used in combination or separate from the book, with the objective to offer flexibility and convenience, and to fit the users' lifestyles. This was to respond to adult learners' needs and wants according to assumptions of the characteristics of mature learners introduced by Knowles (1980). The self-instructional package contained the functional language necessary for adult learners to use in various real-life situations so that they are more motivated to learn. It can thus be concluded that this self-instructional package has achieved the first objective of this study.

As for effectiveness of the self-instructional package, even though only a small number of teachers received scores according to the criterion (80%), it was found that the scores of the post-test were significantly higher than those of the pre-test at a 0.05 significance level whereas the time they spent on the learning tool was about half or less than half of the recommended time (<40 hours). A possible conclusion is to assume that the

self-instructional package was effective for use to improve teachers' English listening and speaking.

Regarding the positive statistical data pertaining to the t-test results discussed in the previous section, it is interesting to investigate the impact of using the package over and beyond the number of hours that the teachers studied using this material. A major factor which might have affected the results of this study was the time each teacher spent on the self-instructional package. According to the responses to the open-ended questions from the questionnaire, the samples stated that they could not spend 40 hours within four weeks, which was 10 hours per week, on learning as planned due to their daily workload and family responsibilities. Since the learners' performance very much related to their self-investment in their learning (Tomlinson, 1998), daily workload and other responsibilities could have reduced the time that they had invested to learn independently. In this study, teachers could not spend much time on the self-instructional package due to their workload despite their positive views of the package, and this could be a determining factor which affected their post-test scores.

Conclusion, Limitations and Recommendations

This research aimed at developing a self-instructional package for the primary school teachers in a Thai context in order to enhance their English communicative competence, particularly listening and speaking. Furthermore, this research intended to study the effectiveness of the use of such package, and to explore the teachers' opinions concerning this tool. This self-instructional package consisted of a small-sized course book and an audio CD, and the contents covered lessons on English listening and speaking for daily communication and for English class instruction. The t-test results and the teachers' positive opinions on the self-instructional package pointed to the fact that it was indeed possible to improve the users' English communicative listening and speaking competence through this self-instructional package. A limitation of this study was that due to time constraint, the speaking test section of the pre-test and the post-test did not allow to evaluate skills such as pronunciation and fluency. The focus of the speaking test items was only on the teachers' approximate ability in giving responses to verbal statements or questions in daily and classroom communication.

Therefore, a further study with multiple assessment methods and direct testing for speaking skills should be used for more effective results. Also, the sample size should be larger so that they can be further divided into the experimental group and the control group in order to compare the improvements between groups. In addition, as the context for learning could change over time due to factors such as digital disruption, and national education policies and others, it is imperative to conduct a needs analysis before developing such a self-instructional package.

It is recommended for the primary school teachers to regularly practice their English listening and speaking through the self-instructional package developed in this study. The range of vocabulary, idioms, language structures and the cultural knowledge provided in the lessons and practices will enhance the teachers' English communicative skills, specifically listening and speaking which are necessary for use in daily life and in a classroom setting.

For those interested in developing such self-instructional package, it is important to seek an inductive approach when developing such tool. This may seem to be a time consuming task; however, it is a worthwhile effort as available commercial materials are unable to serve learners' needs in particular circumstances similar to the learning context of this study where the learners demand convenient-to-use self-instructional tools containing the specific functional language necessary for their needs and wants. While today advanced technologies are widely used for learning purposes, basic learning technologies and tools should not be ignored as they may prove to be the most appropriate in a particular context. Thus, basic and advanced technologies and tools could be combined and used for developing self-instructional materials, as it was the case in this particular study to accommodate the primary school teachers.

The Common European Framework of Reference (CEFR) has been an element of the Thai education system, which also incorporates policies pertaining to learning and teaching of English. Therefore, it is imperative that policymakers provide incentives and resources to motivate primary school teachers, especially those who are from fields other than English. Policies should be put in place to provide greater support in terms of enhancing this group's English communicative skills through various channels, for instance, by including self-instructional materials or tools similar to one which was developed in this study. This will enable teachers to have enough knowledge and skills to transfer to their primary school learners and will allow teachers to become more confident when it comes to communicating in and outside the classroom.

New knowledge and the effects on society local and communities

The development of this self-instructional package to enhance the primary school teachers' communicative listening and speaking was innovative in the sense that this tool was developed through a bottom-up process, instead of a top-down only. It appears that developing this package through a bottom-up process was indeed a more effective and productive approach and led to a higher level of motivation amongst participants (the primary school teachers), as they were part of the process and played a visible role by providing feedback concerning their needs and wants. A “glocalized” design of contents creates a connection between the global and local knowledge and culture, which is significant for international communication. Following the completion of this study, the package was further improved so that the teachers could use it at their convenience any time and any place they desired. The merit of this study was that, in addition to the participating teachers, approximately 250 primary school teachers, mainly under the primary educational service area office contributing to this investigation, gained access to the useful and practical self-instructional tool which helped in enhancing their English communicative skills. Apart from effective teaching methods, it is expected that teachers' stronger competencies in English contribute to improving students' better learning performances, which as a result will lead to skilled students who are well equipped to function as effective workforce in the future. This impact should be investigated in the future. In addition, the research results from this study including the data gained and the self-instructional package can be useful for policy makers as a basis for developing primary school teachers' English competencies, which can be then implemented on a larger scale, nationally.

References

- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education*. New York: Routledge.
- Dickenson, L. (1987). *Self-instruction in language learning*. Cambridge: Cambridge University Press.
- Hiranburana, K. (2020). FRELE-TH: Springboard for Holistic English Education Reform. *LEARN Journal : Language Education and Acquisition Research Network Journal*, 13(1), 62-75. Retrieved from <https://so04.tci-thaijo.org/index.php/LEARN/article/view/237826/162843> (in Thai)
- Israel, G.D. (1992). *Determining sample size*. Retrieved from <https://www.tarleton.edu/academicassessment/documents/samplesize.pdf>

- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, NJ: Cambridge Adult Education.
- Kulavanich, K., Kimsuwan, A., Kannawakul, P., Apichatvallop, Y. & Surasiangsang, S. (2007). *The basic information of the learning- and teaching-management and the needs of foreign languages in Thailand*. Bangkok: Chulalongkorn University Press. (in Thai)
- Ministry of Education. (2008). *The basic education core curriculum BE 2551: Foreign language*. Retrieved from <http://www.act.ac.th/document/1741.pdf> (in Thai)
- Neeley, T. (2012). *Global business speaks English*. Retrieved from <https://hbr.org/2012/05/global-business-speaks-english>
- Noom-ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching*, 6(11), 139-147.
DOI:10.5539/elt.v6n11p139
- Nounlong, T., Intajuck, Y. & Rujimethabhas, S. (2015). The scenarios and problems of English learning and teaching for Prathomsuksa 4-6 in Daraajchawit School Group under the Uttaradit Primary Education Service Area Office 1. In B. Insombat (Ed.), *Proceedings of the 15th National and International Conference* (pp. 491-502). Nakhonsawan: Office of Graduate School, Nakhonsawan. Retrieved from <https://www.gs.neru.ac.th/gnru/gnrufile> (in Thai)
- Office of Basic Education Commission, Ministry of Education. (2014). *Guidelines for implementation according to the Notification of the Ministry of Education Regarding the English Teaching and Learning Reform Policy*. Bangkok: Chamjuree Products. (in Thai)
- Siriwat, P. (2009). *State and characteristics of English teachers at basic education level under the Office of Tak Educational Region 2*. (Master's thesis, Uttaradit Rajabhat University, Uttaradit, Thailand). (in Thai)
- Songsri, P. (1999). *State and problems in English teaching of Prathomsuksa One teachers in Changwat Songkhla*. SongKha: Songkhlanakarin University. Retrieved from <http://kb.psu.ac.th/psukb/handle/2016/6401> (in Thai)
- Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge: Cambridge University Press.