

Guidelines for Developing Provision of Additional English Courses: A Case Study of Schools under the Secondary Educational Service Area Office, Nonthaburi

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Abstract

The objectives of this survey research were to: 1) study the current state of additional English course management in schools under the Secondary Educational Service Area Office Nonthaburi in Thailand; 2) study and compare the opinions of teachers and students towards the appropriateness of the current state of additional English course management; and 3) propose guidelines for the provision of additional English course management. The informants in this research included 18 heads of the foreign language learning group and 3 experts in curriculum and English language teaching. The study sample included 87 teachers and 120 high school students. The research instruments included an additional English course management form, an opinion questionnaire, and a semi-structured interview. Data analysis determining frequency, mean, standard deviation, t-test and content analysis was performed. The findings revealed: 1) overall, 60 English additional courses were offered at various schools, grouped into 5 categories according to the focus of the course, and arranged in descending order as follows: English for daily communication (33 courses), English for continuing education (10 courses), English for careers (10 courses), English for pleasure (5 courses), and others (2 courses); 2) in general, teachers and students rated each school's additional course management as appropriate at the high level and teachers and students' opinions were significantly different at the .05 level of significance; and 3) guidelines for the provision of English additional course management included support for teachers' knowledge on course development, allocation of a curriculum consultant, improvements to course management practices, and additional focus on learners' needs when developing the course.

Keywords: development of guidelines, course development, additional English courses, secondary school

1. Introduction

1.1 Background of the Study

The present B.E 2551 curriculum applied at the basic education level in Thailand is the standard-based curriculum. As such, the learning standards and indicators are set as a minimum framework of knowledge for learners to acquire and practice at each level (Ministry of Education, 2008). All students in Thailand are developed through instructional plans based on this framework which has the benefit of ensuring all learners have equal access to similar knowledge under the set standards and are facilitated to achieve these standards (Steiner, 2000). English is one of the eight subjects under the group of foreign language learning subjects set under this curriculum.

The curriculum is considered as open and focuses on the teachers' roles of curriculum developer. This has changed their role in curriculum development as they previously followed only the curriculum set by Thai academics and curriculum experts. They are now required to match the learning standards and indicators set under the core curriculum with the needs of stakeholders; namely communities, schools, teachers, and learners to develop curriculum subjects, monitor and evaluate teaching and learning, and affirm whether learners acquire the required knowledge and skills (Abhakorn, 2018). More specifically, there are two curriculum English courses the teachers can develop: 1) English core courses for developing students which follows the learning standards and indicators set under the core curriculum which all students at the basic education levels are required to learn; and 2) Additional English courses flexibly designed by each school according to its specific needs, interests, and

student competency levels and the school's vision and goals for student development. Each school may teach an additional course by setting its own learning standards and indicators or by applying some standards from the core curriculum (Ministry of Education, 2008).

Regarding the characteristics of additional courses, experts have suggested that they should be offered as an elective course and include contents: (1) not applied in the compulsory or core courses; (2) freely developed without consideration to aligning with set standards and indicators or fundamental courses; and (3) which focuses on specific topics. In addition, they should be (4) self-contained without the requirement for a pre-requisite or post-requisite course and (5) not require an equal numbers of credits for each course (Kwon, 2021; Macalister & Nation, 2020; Wotring et al., 2021). Vibulphol (2015) and Şenal and Cesur (2021) also mentioned that additional English elective courses should engage students with diverse subject matter and create a sense of being a world citizen; support critical thinking, communication, and creative thinking; and combine the development of students' problem-solving skills with the application of technology, life skills, and social responsibilities to help learners explore their own interests and develop their personality. In addition, Wenmin (2019), mentioned that the elective course should provide learning experiences and promote knowledge development in ways which are different from the required courses by responding to the individual and professional interests of students and their academic needs. Provision of elective courses can also benefit student motivation as they can learn about topics in which they are interested, leading them to be more attentive in class and potentially more academically successful (McBride, 2021). Furthermore, this can help learners to discover their talents and interests (Flutterman, 2016), and to release the stress from learning in the required courses while developing specific personal skills (Marcu, 2020). In terms of English teaching and learning, Win (2018) explained that if the course contents match the learners' interests; namely, daily routine and align with their language proficiency levels, it will increase learner motivation, attentiveness in class, and speed up the learning process because they are eager to participate in the learning activities (Spolsky, 1990). This can ultimately improve their language acquisition success (Harackiewicz et al., 2016; Reeves, 2011).

1.2 Related Studies in English Curriculum Design in Thailand

In regard to research on the concepts and practices of teacher-led curriculum development, Abhakorn (2018) studied student teachers' perspectives of curriculum and the curriculum design process in Thailand. The findings revealed that student teachers have limited knowledge of curriculum development. Student teachers understood that the course curriculum must be aligned with the core curriculum rather than responsive to the school environment and student needs. The researcher suggested that teacher training institutes organizing curriculum development courses should ensure that students have direct experience in curriculum design, implementation, and evaluation. Hence, student teachers should understand the curriculum development process to assist them in development of the school curriculum when entering the teaching profession. The study also reported that schools in the study lacked teachers who are curriculum developers and that this may cause problems to future course development.

For in-service teachers, Chayarathee and Waugh (2006) reported that the idea of a decentralized school-developed curriculum is considered as beneficial and will likely benefit English teaching in Thailand. If schools and teachers can provide instruction that meets the language learning needs of students rather than being determined by policymakers who do not know the local community context, teachers can creatively design the course, choose teaching materials, and set learning outcomes that meets the students' needs. However, the problem with implementing the curriculum in practice is that teachers tend to manage their teaching according to textbooks distributed by various publishers. This emerges from the belief that textbooks are generally designed according to learning standards and align with the indicators of the core curriculum. This ensures that teachers are practicing in accordance with the national core curriculum. Even though the designs of commercial textbooks align with the national core curriculum, they do not consider the unique learning needs, background knowledge, and English competency levels of students (Chen & Jones, 2012; Ottley, 2017; Tomlinson & Masuhara, 2018). Teachers know their students the best and need to tailor learning outcomes, teaching materials, and media, activities creatively to suit their particular needs (Darasawang et al., 2015). However, in reality, most Thai teachers speak only Thai in the English classroom and focus primarily on grammar, reading, and writing. Teachers are not really encouraged to express themselves in English or in Thai, or even to speak at all (Royal coast review, 2021). In addition, according to the results of a self-competence assessment of English teachers by the Basic Education Commission, 51.91 percent of teachers had English proficiency at the lowest level, and thus needed improvement (Anantapol et al., 2018, p. 7). Therefore, the expectation that teachers develop the school curriculum by preparing teaching plans, producing media, and managing teaching and learning as specified is not consistent with the real-world realities. Most English teachers use mainly textbooks for instruction and often

choose only those activities they feel comfortable to teach; that is, they are not confident in their teaching (Todd et al., 2021).

Regarding the existing curriculum, Wotring et al. (2021) explored the alignment between learning objectives, teaching principles, and curricular policy in the teaching syllabus in Thailand and other Asian countries. They reported that while Communicative Language Teaching (CLT) has been incorporated into the national core curriculum, misalignments remain such as those between intended objectives, lesson focus, and assessment tasks. Therefore, the study suggests the teachers adjust their instructional plans to meet the approach specified in the core curriculum in order to meet national standards, mobility, pathways and quality assurance. In addition to the compulsory courses, elective courses or additional courses were provided in schools. As indicated in the core curriculum regarding additional learning time in both primary and secondary education, additional courses or learner development activities can be organized with due consideration to the education institution's readiness and priorities, and its criteria and requirements for graduation (Ministry of Education, 2008). As a consequence, schools with different background contexts provide additional courses differently.

1.3 Previous Studies on Additional English Courses Development

Studies on the development of additional English courses can be categorized according to the course development objectives in three ways. First, a curriculum with local content developed by researchers from the point of view that learners do not regard English as important because the content of the English lessons does not reflect their real lives. Therefore, additional English courses have been developed according to school context and local culture and traditions namely: additional courses on local tourist attractions in Klaeng District, Rayong Province developed by Junpram (2022) or the development of the English for Community-Based Tourism curriculum for primary students in Wang Saphung District, Loei Province (Boonraksa et al., 2022). Second, a curriculum developed to promote language skills development. These studies focus more on developing the language skills of students to support them to pass certain standardized tests or to achieve the minimum indicators specified in the national core curriculum (Viboonphol, 2000). The examples are the development of a supplementary course in English for excellence to improve Year 6 students' listening and speaking skills using cognitive learning model (Stharat & Arjin, 2020), or the development of a local curriculum in Maeklong using the SQ4R method in a flipped classroom to develop elementary school students' reading comprehension skills (Onwongsa, 2018). Third, a curriculum developed to foster language skills development and knowledge building around contemporary social issues and interests. The examples include the development of an additional course curriculum on "ASEAN Studies" in the area of foreign language learning for Year 10 students (Srimakorn & Sittisomboon, 2021) or English courses with learning activities that place emphasis on morality (Duangngern, 2021). These curricula, mainly developed by graduate students in various higher education institutions, are designed using the same process; that is, first studying the basic information, then developing the additional courses, and finally implementing the developed courses. Regarding the additional course evaluation, research supervisors and experts in the field help the graduate students to validate their research tools and provide them with suggestions throughout the course development process. After course implementation, the studies reported that the developed courses could help develop students' language skills according to the results from their experimental study. Moreover, they reported learners are satisfied with the developed courses. The process helps the course developers gain more confidence in developing the mentioned course since there are experts help them throughout the development process. This should be an alternative way to help promoting teachers' confidence in developing additional courses so that they will have more expertise in their field (Chanpradit, 2022; Steiner, 2000).

The idea of providing independent additional courses to schools is considered interesting, especially for English as a foreign language courses. These courses, traditionally taught in alignment with the set core standards, are considered as boring because they have been developed by expert academics who do not fully understand the local contexts, schools, and learners. The developed contents, however, does not 'connect' with learners and therefore may not motivate them to learn, enable them to achieve command over the language according to the learning outcomes, or lead to satisfying English language learning experiences. The idea to change the provisioning courses mentioned earlier is, therefore, of research interest to explore: how schools are providing additional English courses; if the course contents match the learners' interests and school contexts; teachers' and students' perspective of the courses; the main problems or obstacles; and how experts in the field of English teaching and curriculum perceive the provision of additional English courses and how they should be developed.

A review of the previous studies revealed that only limited research has been conducted on the provision of additional English courses. Therefore, further investigation of this practice will both add to the research literature and benefit key stakeholders; namely, schools and English teachers who will be developing and implementing

additional English courses in the future.

1.4 Objectives of the Study

- 1) Investigate the current state of additional English course management in schools under the Secondary Educational Service Area Office in Nonthaburi, Thailand,
- 2) Study and compare the opinions of teachers and students towards the appropriateness of the current state of additional English course management, and
- 3) Propose guidelines for the provision of additional English course management.

1.5 Hypothesis of the Study

Teachers and students in the schools under the Secondary Educational Service Area Office in Nonthaburi will differ in their perceptions of the appropriateness of the current state of provision of additional English courses.

1.6 Scopes of the Study

The scope of this exploratory research is explained as follows:

2. Methods

2.1 Population and Sample

The population of this study was 18 heads of the department of foreign language at different schools under the Secondary Educational Service Area Office, Nonthaburi; 207 English teachers; and 16,553 high school students. From the population, the sample of this study was obtained by purposive sampling. The informants in this research included 18 heads of the foreign language learning group and 3 experts in curriculum and English language teaching. The study sample included 87 teachers and 120 high school students.

2.2 Variables

2.2.1 Independent Variables Were Teachers and Students

2.2.2 Dependent Variables Were

- 1) Three conditions related to the provisioning additional English courses: ① course information including the numbers of courses, course names, class levels, course categories, the skills given focus, and the textbooks or course materials for teaching; ② the provisioning course information including the types of provisioning courses, teacher management, reasons for provisioning courses, course development methods, and course evaluation and adjustment; and ③ the information about the problems derived from provisioning courses and the need to support additional English course development.
- 2) Teachers' perspectives of the appropriateness of provisioning additional English courses in terms of the course contents, teaching and learning activities, learning materials and resources, assessment methods, problems in teaching and learning, and suggestions in provisioning additional courses.
- 3) Students' perspectives of the appropriateness of provisioning additional English courses in terms of the course contents, teaching and learning activities, learning materials and resources, assessment methods, problems in teaching and learning, and suggestions in provisioning additional courses.

2.3 Limitations of the Study

Data collection was during a period of online teaching and learning at the schools following a government announcement due to the COVID-19 pandemic. Establishing contact with the schools and their heads of the foreign language departments was therefore difficult. The researchers changed the data collection method from face-to-face interviews with the foreign language department heads in schools to the administration of a questionnaire via post, conducting phone interviews, and investigating the school curriculums via the school's website. Collections of data from teachers and students were deferred until the situation changed and schools were reopened as usual. This affected the data collection procedure.

2.4 Research Exploitation

- 1) Schools under the Secondary Educational Service Area Office, Nonthaburi received information regarding organization of the additional English courses for operational development.
- 2) Results of the study include examples of the followed-up information in provisioning additional English courses for the Ministry of Education to apply to other schools in different areas.

3. Findings and Discussion

This section reports and discusses the research findings according to the following research objectives:

- 1) Study the current state of additional English course management in schools under the Secondary Educational Service Area Office in Nonthaburi, Thailand,
- 2) Study and compare the teachers' and students' perspectives of the appropriateness of the current state of additional English course management, and
- 3) Propose guidelines for the provision of additional English course management.

Part 1: Current state of additional English course management in schools under the Secondary Educational Service Area Office in Nonthaburi, Thailand

1.1 Details of additional English courses

1. Background of the schools

There are 18 schools under the Secondary Educational Service Area Office, Nonthaburi. This includes 7 extra-large schools (more than 2,500 students), 6 large schools (1,501–2,500 students), 4 medium schools (501–1,500 students), and 1 small school (less than 500 students).

2. Numbers of additional English courses

There are between 6-18 additional English courses offered in schools under the Secondary Educational Service Area Office, Nonthaburi. They vary according to the size of the school, student study programs, and the school context. The provided additional English courses are classified by course type as shown in Figure 1:

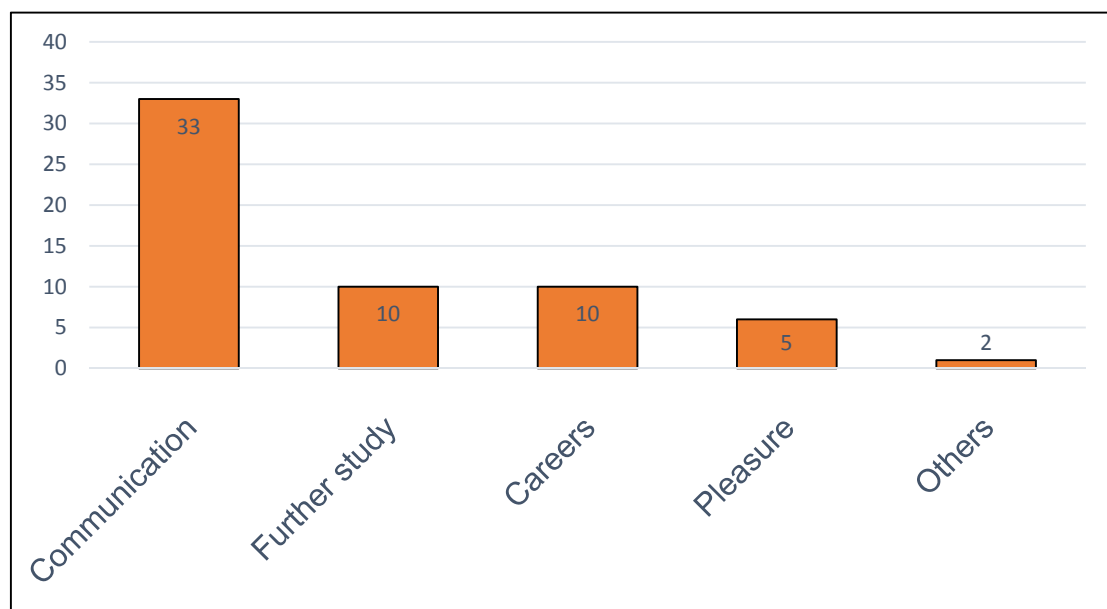


Figure 1. Course types and number of additional English courses

As seen in Figure 1, there are a total of 60 courses which can be classified into 5 groups (in descending order) according to the focus of the course and the number of courses offered. That is, there are 33 courses offered in English for Communication, 10 courses in English for Further Study, 10 courses in English for Careers, 5 courses in English for Pleasure, and 2 other types of courses.

Further details of the courses provided in each category are provided in Figure 2, and Tables 1–3:

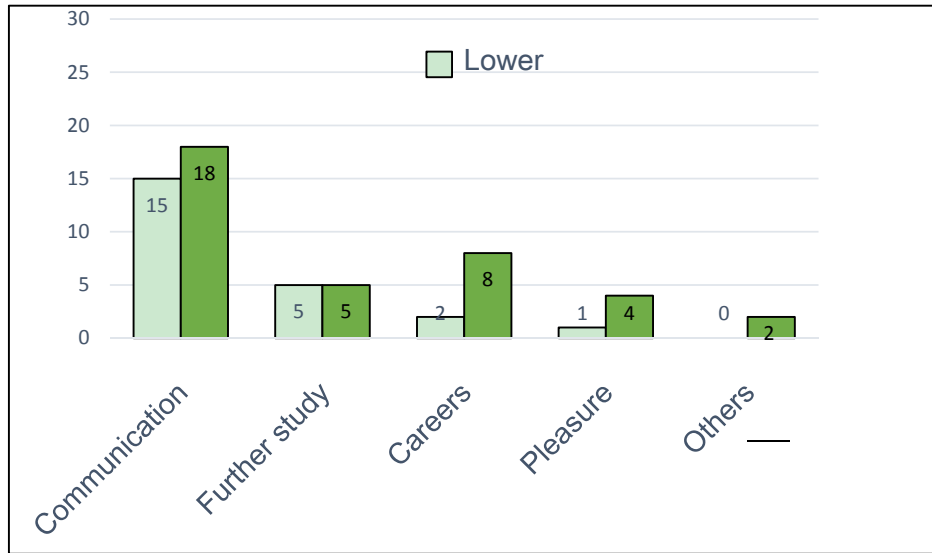


Figure 2. Comparison of types and number of additional English course provision in lower and upper secondary education level

From Figure 2, it is evident that the number of additional English courses offered at the upper secondary level is higher than the number of additional English courses offered at the lower secondary levels in all categories excepting English for Further Study. Details of the additional courses provided are shown in Tables 1–3.

Table 1. Types of additional English courses, course names, frequency of course provision, and focused skills in each course – lower secondary education level

Course	Types of additional English courses					Frequency	Focused skills				
	Communication	Further study	Careers	Pleasure	Others		Listening	Speaking	Reading	Writing	Others
1. English Listening-Speaking	✓					19	✓	✓			
2. English Creative Speaking	✓					1	✓	✓			
3. Communicative English	✓					10	✓	✓			
4. Promoting English Skills	✓					10	✓	✓			
5. English Conversation	✓					6	✓	✓			
6. Communicative English through Cultures	✓					2			✓	✓	
7. English Reading-Writing	✓					27			✓	✓	
8. Well-versed English	✓					3			✓	✓	
9. Analytical English	✓					2			✓		
10. English in Everyday Lives	✓					1			✓		
11. English Reading for Life	✓					1			✓		
12. Basic English Writing	✓					1				✓	
13. English Paragraph Writing	✓					1				✓	
14. English Creative Writing	✓					1				✓	
15. English for Project Works	✓					1	✓	✓	✓	✓	
16. English Presentation		✓				1	✓	✓			
17. English for Searching Data and Presentation		✓				2	✓	✓	✓	✓	
18. English for Further Study		✓				2			✓	✓	
19. English for Mathematics - Science		✓				1		✓	✓	✓	
20. English Listening and Speaking for Science		✓				1	✓	✓			
21. English for Tourism			✓			1	✓	✓			
22. English for Young Tour Guides			✓			1	✓	✓			
23. English for Pleasure				✓		1	✓	✓	✓	✓	
Total	15	5	2	1	0	95	12	13	11	11	-

Table 1 shows English for Communication is the most frequently offered (15) additional English course at the lower secondary level. The top 4 most popular courses offered are English Reading-Writing (27), English Listening-Speaking (19), Communicative English (10), and Promoting English Skills (10), respectively. English for Further Study was the second most frequently offered course (5), followed by English for Professional Purposes (2). English for Pleasure was the least frequently offered course (1). Lastly, for the skills given focus, speaking skills are given the most focus (13), followed by listening skills (12), and reading (11) and writing skills (11).

Table 2. Types of additional English courses, course names, frequency of course provision, and focused skills in each course – upper secondary education level

Courses	Types of additional English courses					Frequency	Focused Skills				
	Communication	Further Study	Careers	Pleasure	Others		Listening	Speaking	Reading	Writing	Others
1. English Listening-Speaking	✓					14	✓	✓			
2. English Conversation	✓					5	✓	✓			
3. English for Communication	✓					5	✓	✓			
4. Community English	✓					1	✓	✓			
5. Developing English Skills	✓					5	✓	✓			
6. Intercultural Communication	✓					1	✓	✓			
7. Developing Reading Skills	✓					1			✓		
8. Reading English for Life	✓					2			✓		
9. English Reading-Writing	✓					67			✓		✓
10. Well-versed English	✓					8			✓		✓
11. Developmental English	✓					3					✓
12. English Reading	✓					3			✓		
13. Reading English print media	✓					2			✓		
14. Reading English Newspapers	✓					1			✓		
15. Learning English form News	✓					1			✓		
16. Analytical English	✓					12			✓		
17. Creative Writing	✓					2					✓
18. English Writing	✓					1					✓
19. Writing Academic English		✓				1					✓
20. English for Presentations		✓				2	✓	✓			
21. English for Further Study		✓				2			✓		✓
22. English for Tests		✓				1					
23. Academic Reading		✓				1			✓		
24. English for Tourism			✓			7	✓	✓			
25. English for Careers			✓			6	✓	✓			
26. English for Specific Purposes (Business)/Business English			✓			8			✓		✓
27. Business English Aviation			✓			1	✓	✓			
28. English for Lawyers			✓			1			✓		✓
29. English for Hotel and Tourism			✓			1	✓	✓			
30. English for Job Interviews			✓			1	✓	✓			
31. English for Tour Guides			✓			1	✓	✓			
32. English for Pleasure				✓		1	✓	✓	✓		✓
33. English for Fun				✓		1					
34. Interesting English				✓		1	✓	✓	✓		✓
35. Introduction to English Literature				✓		1			✓		✓
36. Debating English					✓	1	✓	✓			
37. English Translation					✓	1					✓
Total	18	5	8	4	2	223	16	16	16	12	1

Table 2 shows that English for Communication was the most frequently offered (18) additional English course at the upper secondary level. The 3 most popular courses offered are English Reading-Writing (67), English Listening-Speaking (14), and Analytical Reading (12), respectively, English for Careers was the second most frequently offered course (8), followed by English for Further Study (5), English for Pleasure (4), and Other types (2). The language skills most emphasized in the courses are listening, speaking and reading skills (16), followed by writing (12). Only one course focused on English translation.

The important points to emerge from the analysis of the courses can be summarized as follows:

1) The number of courses offered at the upper secondary level is higher, and the courses are more diverse than the courses offered at the lower secondary level.

2) The types of communication courses most frequently taught in both lower secondary and upper secondary levels are related to English reading and writing and are followed by the courses that focus on English listening and speaking skills. The latter courses use similar course names such as English Listening-Speaking, English for Communication, English for Everyday Life, Additional English, English Conversation, and Promoting English skills, etc. As can be seen, the same course names were used redundantly. The finding suggests that the course content may be overlapped (Wotring et al., 2021).

3) Some schools offer courses that integrate language with other subject areas such as mathematics, science, information technology, and digital communication. This is because the school has a teaching and learning program that goes beyond the standard learning programs to include programs for students with exceptional abilities in science and mathematics and for students with innovation and technology abilities, etc.

4) Teaching materials

This study found that 8 schools used commercial textbooks produced by various publishers. In 5 schools, teachers develop the teaching materials themselves for implementation in the additional courses, whereas the other 5 schools use both commercial books and teachers-developed teaching materials based on the nature of the additional courses. Studies in the field of materials development suggest that customizing teaching materials is significant in promoting student learning. Teachers can design the materials to align with the ability levels of the students and which reflect their interests and needs (Baleghizadeh & Dargahi, 2016; Ottley, 2017). Therefore, teachers should be responsible for creating the teaching materials, particularly for the additional courses which are designed according to the students' interests and needs (Baleghizadeh & Dargahi, 2016).

5) Additional course provision

Some schools provide additional courses as an elective option. There are several courses available in each grade level and students can choose to study them according to their interests. However, 2 schools categorize these courses as compulsory subjects. There is only one course in each grade level, and the school designs the study plan for the students. In addition, most additional courses are taught by Thai teachers. Foreign and Thai teachers do team teaching in courses that focus on listening and speaking skills only, and foreign teachers will mainly teach courses that integrate language content with other subjects such as mathematics, science, technology, etc. In schools that do not provide special programs, students lack opportunities to be exposed to integrated language teaching with content knowledge. Integrated language and content subjects promote the development of students' language skills and their content knowledge. Therefore, the course should be provided thoroughly (Junpram, 2022; Lin, 2016). Moreover, preparing teachers to teach both language and content knowledge is important in promoting the integration courses in schools. This is important given the number of foreign teachers may not be sufficient to conduct all of the integrated courses in Nonthaburi area (Mejang, 2018).

6) Provision of additional English courses

Most schools determine the additional English courses during the meeting of English teachers to design courses for students in each grade level. Teachers mainly base their decisions on the national core curriculum and each student's learning achievements. Additional English courses were mainly designed in to boost student achievement scores and to help them to pass the national test. The provision is designed by teachers based on the students' performance on the knowledge tests (Darasawang et al., 2015). This is not, however, in line with the suggestion from experts (e.g., Şenal & Cesur, 2021; Vibulphol, 2015) who state that the additional course should be provided according to students' interests rather than performance. This emerges from the belief that students' interests and motivation generates, directs, and sustains what they do to learn (Ambrose et al., 2012; Dörnyei, 2020).

7) Assessment in, and improvement of, additional English courses

Most schools conduct assessments in the additional courses which focus on the achievements of students, or which require students to answer satisfaction questionnaires. In some schools, the assessment is in a form of a review of the teaching projects, instructional plans, and overall supervision. Following this, the teachers meet as a professional learning group to consider ways for improving teaching and learning activities, revising instructional plans, or to suggest teaching materials. Even though the teaching practices have been assessed and improved, the schools have not replaced the existing additional courses with the newly created ones. When revising the curriculum, courses should be revised to ensure they align with current trends, students' needs, and the school's particular context. The additional English courses should be unique and independent from the compulsory course. The contents of the course may constitute a prerequisite but it should not be repeated in, or redundant to, the compulsory courses (Duangngern, 2021; Reeves, 2011).

8) Problems in providing additional English courses

Problems in providing additional courses include lack of teachers and lack of media including books, materials, equipment, and modern technology. The redundancy of some content taught in each grade level due to continuation of the same course and the lack of teacher expertise in implementing integrated courses results in teachers relying on commercial textbooks for the course contents. In addition, the assessment methods in some courses are not practical and are subsequently ineffective. Furthermore, some administrators and teachers do not have the requisite knowledge of how to develop effective language courses for EFL learners leading to the development of ineffective courses which are not suitable for the EFL contexts. This emphasizes the need for teachers to have access to professional development opportunities on how to design and revise a language curriculum so that the challenges can be mitigated and the additional courses can be more beneficial to students (Macalister & Nation, 2020; Viboonphol, 2000).

Part 2 Comparison of teachers' and students' opinions about the appropriateness of providing additional English courses.

The results from a comparison of teachers' and students' opinions on the appropriateness of providing additional English courses are shown in Table 3 below;

Table 3. Comparison of teachers' and students' opinions about the appropriateness of additional English courses provision

Items	Teachers		Students		t
	\bar{X}	S.D.	\bar{X}	S.D.	
Course	4.01	.69	3.89	.78	.246
1 Courses are modern.	3.98	.84	3.99	.91	.936
2 Courses correspond to students' interests.	3.85	.83	3.87	.95	.896
3 Courses correspond to the focus in the school's policy	4.08	.81	3.83	.96	.034*
4 There are a variety of courses students can choose from according to their interests.	3.83	.83	3.58	.93	.035*
5 Courses are useful to students.	4.30	.80	4.19	.93	.377
Content	3.99	.61	3.86	.67	.000*
6 The course content is appropriate to the knowledge background of the students.	3.91	.77	3.77	.96	.239
7 The course content can stimulate students' interests.	3.86	.84	3.79	.91	.529
8 The course content is not redundant with the compulsory courses.	4.05	.82	3.81	.93	.047*
9 The course content has integrated cultural world citizenship	3.92	.74	3.60	.65	.034*
10 The course content is applicable to students.	4.21	.75	4.11	.94	.094
Teaching and learning activities	4.03	.61	3.84	.76	.043
11 Activities are interesting and make students enthusiastic about learning.	3.89	.74	3.68	.97	.069
12 The activities relate to the previous knowledge and new knowledge of students.	4.01	.79	3.88	1.01	.266
13 Activities encourage students to participate in learning.	4.15	.82	3.93	1.04	.088
14 There is a variety of teaching and learning activities.	4.11	.83	3.96	.94	.203
15 Activities allow students to practice the language inside and outside the classroom.	4.00	.84	3.94	.91	.614
16 Activities encourage students to continue to research and seek knowledge about language.	4.01	.74	3.85	.97	.142
17 Students are given the opportunity to practice their language skills appropriately.	3.94	.74	3.83	.67	.329
18 Students are encouraged to work together as a team.	3.97	.75	3.71	1.09	.033*
19 Students are encouraged to think, discuss, ask questions and express opinions.	4.07	.81	3.88	1.00	.137
20 Students are allowed to work individually, in pairs, and in groups.	4.10	.72	3.76	1.12	.004*
Media and learning resources	3.98	.68	3.84	.82	.177
21 Various and interesting media resources are used.	3.92	.81	3.82	.94	.408
22 Teaching resources promote students' interests in learning.	4.02	.73	3.81	.97	.053
23 Materials are suitable for the lessons.	4.06	.77	3.95	.99	.369
24 Learning resources are used both inside and outside the school.	3.72	.89	3.69	1.00	.812
25 Technology media is used to promote appropriate student learning.	4.20	.88	3.95	1.00	.056
Assessment and evaluation	4.14	.66	3.91	.79	.019*
26 Various assessment and evaluation methods are used.	4.08	.75	3.75	.96	.004*
27 The assessment method is consistent with the learning activities.	4.02	.75	3.89	.87	.204
28 Answers or suggestion of the answer are provided to students.	4.26	.78	3.97	1.02	.015*
29 There are assessments and evaluations for the actual performance of the students.	4.23	.76	3.95	.99	.022*
30 Feedback is provided to students to lead to self-improvement.	4.11	.77	4.03	.93	.456
Total	4.03	.58	3.85	.71	.021*

Note. *P < .05.

Table 3 shows that in general, the opinions of teachers and students towards the appropriateness of the additional English courses were significantly different ($P < .05$). Course content, teaching activities and assessment and evaluation were significantly different at the .05 level. After considering each item individually, it was found that teachers and students had significantly different opinions on the appropriateness of the additional English courses at the .05 level, totaling 9 items: 1. Courses correspond to the focus of the school's policy; 2. There are a variety of courses students can choose from according to their interests; 3. The course content is not redundant with the compulsory courses; 4. The course content has integrated cultural world citizenship; 5. Students are encouraged to work together as a team; 6. Students are allowed to work individually, in pairs, and in groups; 7. Various assessment and evaluation methods are used; 8. Answers or suggestion of the answer are provided to students; and 9. There are assessments and evaluations for the actual performance of the students. The result suggests that teachers and students who were engaged in the additional course management differently. Administrators can gain insights into how teachers and students preserved towards the course provided and use this set of information to for future course development (Dörnyei, 2020; Harackiewicz et al., 2016)

Part 3 Interview results regarding the provision of guidelines for organizing additional English courses in schools under the Office of Secondary Education Service Area, Nonthaburi

The researcher interviewed the English language teaching specialists and a person from the Office of the Basic Education Commission previously responsible for overseeing English teaching and learning. The following, is a summary of the recommendations of experts as a guideline for developing additional English courses:

1) Teachers should be supported to develop their knowledge of curriculum development. This study of the current state of additional English course management revealed the teachers believed that English teachers had insufficient knowledge in this domain. This affects the ability of teachers to manage the additional course, and government sectors related to teacher development should therefore prioritize the development of teachers' knowledge of the curriculum, processes/methods of curriculum development, and how to revise the curriculum. In terms of classroom practices, teachers should focus on practical training, starting with the acquisition of basic information about effective instruction plans. This can be achieved by studying the descriptions of learning outcomes, teaching and learning activities, measurement and evaluation, course implementation, and course evaluation. This will assist student teachers to gain the right knowledge, practice, and hands-on experience to design a curriculum when entering the teaching profession. For in-service English teachers, government sectors such as the educational supervision unit or Human Capital Excellence Center (HCEC) should promote teacher acquisition of knowledge around curriculum development, provide a consultant to advise on curriculum development, and follow up on teachers' curriculum performance.

2) Course provision and management should be improved as follows;

(2.1) Teachers in the same subject areas should cross-check the content of the additional English courses with other courses, both the compulsory English courses and all additional English courses offered. This is to avoid repetition of the contents of the courses as a result of: (1) organizing additional 'continuous' courses such as listening-speaking courses or reading-writing courses which are taught in grades 1-3, or grades 1-6 at some schools, etc.; and (2) teachers not determining the content of the course themselves, but rather using the contents from selected textbooks from various publishers. At times, some textbooks are not published as a continuous series and teachers must choose textbooks from different publishers which may result in the course contents being redundant. Therefore, teachers should be more careful when selecting teaching materials from commercial publishers.

(2.2) Schools should undertake an assessment of the additional English courses taught annually with the aim to improve course outcomes. This may involve making slight adjustments such as modifying the content of some lessons, adjusting the teaching and learning activities, or updating the content to align with the students' interests. In addition, to alleviate the burden of course development, teachers in schools with similar contexts within the same sector should be encouraged to develop an additional English curriculum to share among themselves.

(2.3) Teachers should adjust their perspectives towards developing additional courses by considering the diverse needs of students. As can be seen from the types of additional English courses provided, schools focus most on developing students' conversational (everyday life) language skills and the skills that will benefit them when undertaking further study. However, in addition to focusing on the academic achievements of students, teachers can develop other types of additional courses that develop students' language skills and content knowledge through project work, drama/play/song, short story reading/writing, novels, films, etc. Moreover, teachers may design additional courses that enable students to gain and apply new knowledge towards achieving their future career goals. However, related sectors should be more involved in the provision of additional English courses by

providing suggestions on the course type and examples of different courses available to help teachers broaden their perspectives of course development. This will lead to the development of various types of additional courses which will be beneficial to both schools and students.

(2.4) Schools should designate additional courses as elective courses. Each school does not need to offer a lot of elective courses for students to choose from, but rather should aim to provide students with the opportunity to choose courses that correspond to their needs and interests.

(2.5) An advantage associated with schools in Nonthaburi is that they have foreign teachers to teach English. Foreign teachers are hired from either the school's own budget or with support from the Nonthaburi Provincial Administrative Organization in collaboration with Chulalongkorn University. Most of these teachers are assigned to courses on listening-speaking skills development or to integrated courses. Even though foreign teachers may be able to teach more additional course, schools should be aware that most of these teachers did not graduate with a degree in education. Therefore, there should be a process for promoting and assessing the teaching and learning management of foreign teachers.

3) Related government sectors at the national and territorial levels should prioritize the continuous professional development of English teachers in terms of knowledge language ability, and teaching practices. This is based on the finding that the head of the subject group, teachers, and students all reported problems related to teachers' content knowledge and competencies, and subsequently provided suggestions for improvement. As a result, focusing on teacher development may increase the potential of teachers to implement more diverse courses and support them to develop the ability to manage teaching and learning.

To investigate the current state of additional English course management in schools under the Secondary Educational Service Area Office in Nonthaburi, Thailand, this study compared the opinions of teachers and students towards the appropriateness of the current state of additional English course management. The key findings to emerge from the interviews with experts were synthesized and guidelines were proposed for the provision of additional English course management. It is this researcher's belief that government sectors, school administrators, course developers, and teachers may now have a clearer picture of the additional English courses currently available for students and their particular areas of focus. Teacher can utilize the guidelines proposed in this study to further develop additional English courses that will be more beneficial to students in the future by aligning more closely to their learning needs and interests.

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