

Full Length Research Paper

The development desire of Non-English major teachers in small rural primary schools in Thailand: Participatory action research

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The purpose of this study was to explore some problems and desires of developing self-confidence in teaching English of non-English major teachers in rural small primary schools in Thailand with participatory action research. This study also aims to develop teacher's confidence in teaching English, enhance communicative competence and to assess effectiveness of teaching English of non-English major teachers in the rural small primary schools in Thailand with participatory action research. 5-step procedure of the research included; pre-research phase, planning phase, research phase, verification and reflection phase and monitoring and evaluation phase. There were 6 methods for developing teachers this include; direct training, self-direct learning, teacher networks, coaching and mentoring, informal meeting and, and school visit. The results revealed that the operation through a semester lead the development of the 6 approaches to elevate non-English major teachers' confidence in teaching English, and also enhance their communicative competence in order to makes teaching *more* effective. The results were: Non-English major teachers had self confidence in teaching at high level ($\bar{X}=4.41$); Non-English major teachers had communicative competence at a higher level ($\bar{X}=3.54$), the pre-test score was 28.33% and the post-test score was 67.08%; in order to assess the effectiveness of teaching, non-English major teachers who graduated from major field finished their tasks with observations, both participatory and non-participatory research throughout the one year assessment of students' achievement. The students' achievement showed higher effectiveness including 2013 and 2014 English achievement. It showed that students at Ban Khok Klang School gained higher achievement approximately 3.47% with 4.41 standard deviation. Those students at Ban Lao-ngong School gained 3.72% higher than pre-test average with 1.60 standard deviation. It showed that the effectiveness of teaching was higher. All 6 approaches could be supported to elevate self-confidence for non-English major teachers in small primary schools in teaching and communicative competence, and also to improve effective teaching.

Key words: Self-confidence in teaching, communicative competence, effectiveness.

INTRODUCTION

The development of English language is not possible because most English teachers in small primary school in

distant area of Thailand did not graduate from English major and they were poor at English (Sinlarat et al.,

2013). Thai students did not use English language outside classroom. They had very few opportunities to take English course and never used it in real lives. Due to the students with non-English communication, it was difficult to encourage students to learn and use English effectively (Chaikiattidham et al., 2010). Moreover, teachers did not have enough teaching skills, and could not use English for communication in the classroom. Therefore, the teaching and learning process focused on the understanding of language more than the communicative approach. The context of Thai students was that they learn vocabularies from books but grammar cannot be used in the same way (Hongsachart, 2010).

Teaching English was a consequence from imperialism of the British Empire until The United States became powerful country (Foley, 2005). Thai people believed that the British and American English were different but the ways of teaching English like "English is a common language for communication" or "English is the language of the world" could be compromised between the two (Talebinezhad and Aliakbari, 2002). Most Thai student used English only in classroom but not in their daily life communication. Majority of English language was used as capability evaluation, achievement assessment for lessons learning only (Boriboon, 2011). In addition, the pronunciation was different from native speakers.

In former time, we had a lot of problems and challenges of teaching English. It was found that the students could not speak English and did not realize the importance of learning English, too (Tongaht, 2012). Thai student did not use English in daily life but only in a classroom or test. So many problems occurred in small primary schools in rural area, for example, there was not enough budget, resources, media, no internet connection for class or even staff to help out.

Wongsothorn (2005) said that Thai English teachers were not satisfy because of lack of promotion. Some teachers were so poor at English proficiency. The amount of English teachers majoring in English decreased everyday (Tulasuk, 2012). Office of Policy and Planning Education (2008) said that the study reported that those small schools were in a troubled situations as they are located in small and poor communities. So they could not manage quality education. Nomnian (2009) said, "Most teachers did not have a good attitude in teaching English, lacked confidence because they did not major in English". The National Institute of Educational Testing Service (Public Organization, 2010) said that "The teachers in a small primary school were not English major, lacked both quantity and quality teaching."

The development of English language in the present does not properly progress in small primary school in

Thailand because there is not enough English-major teacher especially in the distant schools under the office of the basic education (Sinlarat, 2014). In addition, some of the English teachers have insufficient effective aptitude on teaching English. There are so many problems in small primary schools in remote area (Tulasuk, 2013). The Office of Policy and Plans Basic Education (2006) has reported that almost all small primary schools in Thailand had a lot of problem in quality of Education.

The problems came from the teachers who cannot use English to communicate so there is need to help them gain higher skills in order to build up practice, accuracy and ability to teach effectively like as Canale and Swain (Wiriyachittra, 2013) noted 5 indicators which aims to help teachers in higher English communication they are:

1. Linguistic competency
2. Sociolinguistic competency
3. Discourse competence
4. Strategic competence and
- 5 Intercultural competence

Hedge (2008) mentioned 5 factors of capability on communicative competence this include (Table 2):

1. Linguistic competence
2. Pragmatic competence
3. Discourse competence
4. Strategic competence and
5. Fluency.

Hoy and Miskel (1991) presented the criteria for effectiveness evaluation containing adaptation, attainment approach or goal attainment, integration, and latency; used in both time and multiple constituencies.

With the establishment of self-confidence for teaching and communicative competence of the teachers, Office of the Education Council (2013), recommended that the implementation of teacher and educator development were: self-learning, training, learning, work shop or academic activity and exchanging teachers among institutions or schools. Furthermore, Loucks-Horsley (2003) suggested that the best way to develop teachers were to make teacher gain more knowledge, understand curriculum and apply to different context, school network, including training and technology. To develop teachers from other countries, EU for example, OECD (2010) said that those countries used so many methods to develop teachers this include:

1. Informal talks
2. Courses and workshops

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3. Reading professional development literature
4. Education conferences and seminars
5. Professional development network
6. Individual and collaborative research or collective research on a topic of professional interest
7. Peer observation
8. Observation visit to other schools and
9. Qualification programs.

Improving professional learning for educators in USA is a crucial step in transforming schools and improving academic achievement (Tangchaung, 2012) these were:

1. Internet network
2. Professional development
3. Visiting classroom.

The teachers who fail should:

1. Formulate an employee improvement plan
2. Peer assistance
3. Seminar and
4. Other resources.

The improvement of school teachers in Australia (Department of Education and Training and Tang Chaung, 2012) were:

1. Ongoing
2. School-based
3. Daily work of teacher and
4. Individual and self-improvement task such as seminar, conference, workshops etc.

The different forms to develop teachers in part could help researcher take dissimilar styles for usage in a good practice and highest benefit for them. 6 methods that help teachers include;

1. Direct training
2. Self-direct learning
3. Teacher networks
4. Coaching and mentoring
5. Information meeting and
6. Visit school.

All of these methods could help support the non -English major teachers in a small primary school who had self-confidence for teaching and communicative competence to make an effective teaching. Every teacher must acquire this in order to increase his/her chances of goal achievement and to apply knowledge to instill better character in their students. The aim of this study is to develop methods and practices to obtain effective principle and quality (Kemmis and McTaggart, 1988). Chantavanich (2012) said, "it is a method that helps community to do research". Kemmis and Wilkinson (Creswell, 2002) said, "this research could help man participate actively". Iemjinda (2005) and Atay (2006)

said, "the short workshop changes teaching behavior by 5 to 10%" and Iemjinda (2005) said that 9 months' workshop can help teachers to acquire knowledge for their classroom activities.

OBJECTIVES OF THE RESEARCH

The current study aims to:

1. Develop the self-confidence of non-English major teachers in small primary schools with participatory action research.
2. Develop the communicative competence of non-English major teachers in small primary schools with participatory action research.
- 3) Evaluate the effectiveness of non-English major teachers in small primary schools with participatory action research.

METHODOLOGY

Researchers used participatory action research. There were so many methods to work with the participants to achieve the objectives of this study. Sudprasert (2012) presented that the research was conducted as a part of research activities pursuits. The purpose of the research was

1. To do scientific research to help the society, to use effectively participatory action research to resolve the problems of the community, and to avoid waste of money.
2. To resolve problems with participation. At the end of the research project, the participants will have the knowledge of learning. They will have enough power to fix their own problems alone effectively without waiting for help outside.

The research suggested that the participatory action research model was the most appropriate professional development for teachers who completed a straight branch in small schools with limited resources, but they are ready to enhance themselves and learn their mean high quality.

Participation is a method used to allocate and utilize the involvement of the public's right to provide policy that would benefit the people in the community. The involvement of the public makes them to express themselves. However, in the theoretical part, multi-dimensional could be classified into different dimensions containing

1. The first dimension joint study and analysis for the prioritization of needs for information in the preparation of preliminary consideration and planning research.
2. The second dimension is a joint plan developed after the introduction.
3. The third dimension is community co-operation; the participation of the population in the development process or the execution of the research plan.
4. The fourth dimension shares the benefits equally.
5. The fifth dimension involves monitoring the research and development of actions to achieve the goal. There were obstacles and limitations.

The participants in this research were 3 teachers from Ban Khokkang school and 5 teachers from Ban Lao-ngong school under the office of Mahasarakham primary education service area 1. The

participants were collected by purposive sampling.

The form in this research

Participatory action research involves 5 steps:

1. Pre-research phase
2. Research phase
3. Planning phase
4. Implementation phase and
5. Monitoring and evaluation phase.

This is a simulation model or conceptual research for developing teachers (Figure 1).

The instruments in the research

This study used:

1. Observation
2. Interviewing student
3. Interviewing director
4. Interviewing participants
5. Pre-post test
6. Self-assessment
7. Informal meeting
8. Focus group
9. Other instruments such as video, record and students' achievement

Analysis

Induction approach was used for the qualitative research. Researcher solved problem using inductive holistic perspective and focused on contextual, empathy and insight means from the field. The reliability was verified with triangulation by Denis as:

1. Data triangulation
2. Multiple observer triangulation and
3. Empirical materials triangulation.

FINDINGS

This research was a qualitative research (Chantavanich, 2011). The procedures entails:

1. Data determination and
2. Data comparison for finding new relationship.

The findings were;

1. The research problem was that there was no English-major teacher and 8 non-English major teachers in 2 small primary schools. The interview was conducted on principals and those English teachers. It was found that they desired to enhance their English communicative competence and self-confidence in teaching English language (Figure 2).
2. Group discussion was provided to develop the two-school teachers. The master plan of 6 English teacher

development methods was discussed to elevate them simultaneously with the usual teaching hours.

3. The researcher participated in two schools one day a week each through one academic year.

The finding was that at the first phase of operation, the teacher developed very slowly because they had barely prepared to develop self confidence in teaching. After direct training and workshop with native speaker, they used English simulation to communicate daily. Even the teachers could not speak English with native speaker at the first time of the training but later on they could communicate more frequently. The atmosphere of the direct training was better when they had more time and filled up the happiness at the end of practice. The researcher assessed the participant's pleasure and found that they had highest level of pleasure and wanted more training.

Working with students, teachers used more tasks with them such as English project on daily English communication. The students could speak English to the researcher every time. The teachers had good attitude on teaching English. A school director attended and supported teachers and student by tutoring them every weekend. When teachers had self confidence in teaching, researcher used 5 approaches to develop teachers and tried to stimulate participant with "Informal Meeting" every week after that had used "Teacher Networks" and suggested "Self-direct Learning" to them. The researcher suggested to the participants how to learn on online computer or world wide web for learning English communication. He also got a good idea from English supervisors of Office of Mahasarakham primary education service area 1 who were so generous with the "Coaching and Mentoring" and with their participation was so helpful. The study was also supported by the directors and the board from other schools in mentoring teachers' practice; they could motivate teachers and develop student's achievement, too. Results from the sixth to the development objectives of the research could answer the three questions below:

1. Non-English major teachers in small primary schools have more self-confidence in teaching. The study used self-assessment from 4 factors: 48 items in total from 8 participants. All the participants had a high level score in total. The mean score was 4.41 in total. When analyzing the data, each factor had very good level, 2 factors were; Attitude and Personality and have good level 2 factors were; knowledge of English and knowledge of the English language as shown in Table 1 and Figure 1.
2. Non-English major teachers in small primary schools have more communicative competence in both self-assessment and test.
3. They assesses ability of communicative competence by themselves and found five factors and 58 items, and the mean score was 3.54 in total average. When analyzing each factor it was found out that ability in

Table 1. The self confidence in teaching English by self-assessment.

Dimensional	Average score	Standard deviation	Result
Knowledge	4.31	0.58	Good
Teaching	4.35	0.60	Good
Personality	4.48	0.63	Good
Attitude	4.62	0.56	Very good
Total / Average	4.41	0.59	Good

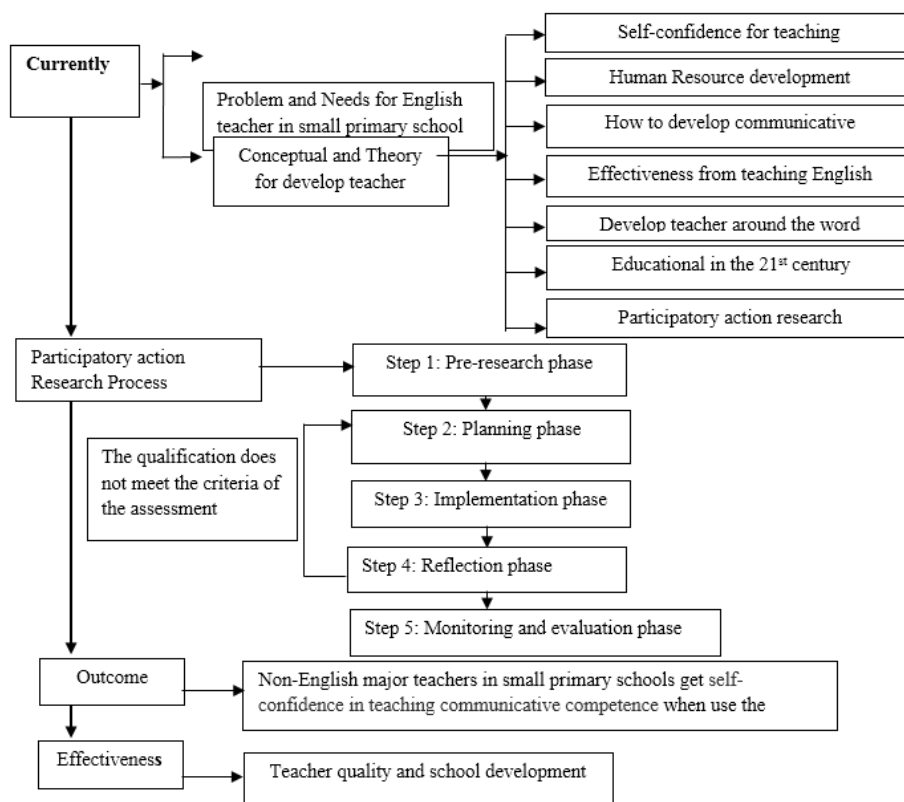


Figure 1. Conceptual research.

communicative competence has good level 2 factors which were; factor 5 and factor 3 and had a fair level 3 factors which were; factor 2, factor 4 and factor 1 (Table 2 and Figure 3).

4. When using pre-post test, It found that the participants had higher score when post-test had an average score of 67.08%, while the pre-test scores was 28.33% (Table 3 and Figure 4).

5. When the effectiveness of non-English major teachers in small primary schools in one academic year was evaluated, it was found that; 8 participants were more effective and their students had a better learning achievement, too.

The evaluation of teachers, who graduated elementary education, in teaching English at the end of the academic year with participatory action research resulted from observing both the participating and non-participating

researchers. The point to note was:

1. The use of English in the classroom communication between teachers and students
2. The English use of students
3. Assignments and practical work on the workload of English students
4. Students' work observation
5. Teaching observation and
6. The knowledge used on daily basis concluded in one academic year how teachers had more confidence in teaching and communication with students both in and out of the classroom. In addition, by comparing the academic achievement of the students in school A and school B, the results were (Figure 5);

How to develop teachers:

Table 2. Ability of communicative competence by self-assessment.

Dimensional	Average score	Standard deviation	Result
Linguistic competency	3.35	0.52	Fair
Sociolinguistic competency	3.49	0.54	Fair
Discourse competence	3.53	0.65	Good
Strategic competence	3.48	0.69	Fair
Intercultural competence	3.79	0.61	Good
Total average	3.54	0.61	Good

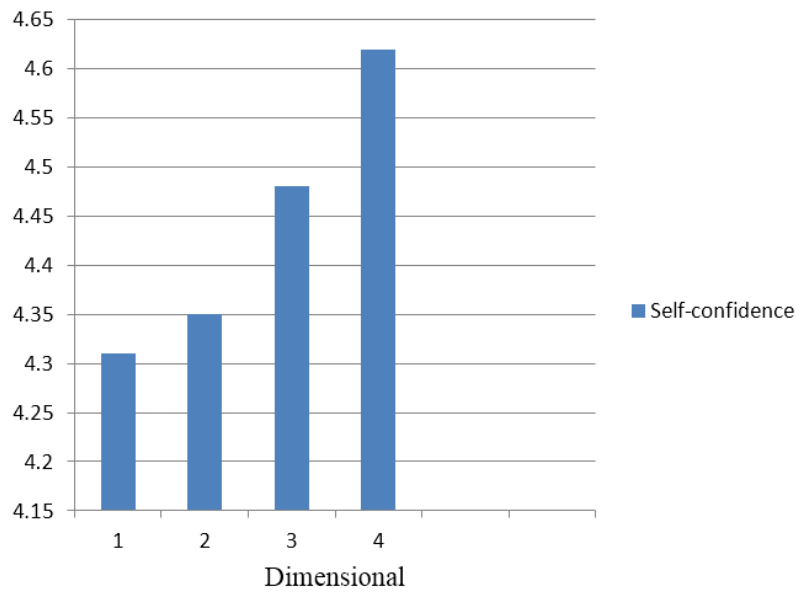


Figure 2. Self-confidence in teaching English.

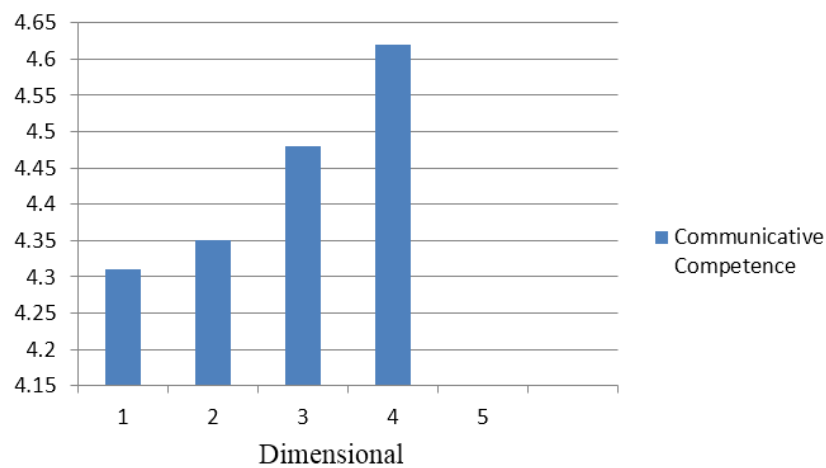


Figure 3. Communicative competence.

The participants included in the study were:

1. Researcher

Table 3. Pre-test and post-test.

Teacher	Pre-test			Post-test		
	Score	Percentage	Ability	Score	Percentage	Ability
A	9	30.00	Level 3	17	56.67	Level 5
B	4	13.33	Level 1	19	63.33	Level 6
C	12	40.00	Level 4	23	76.67	Level 8
D	5	16.67	Level 1	18	60.00	Level 6
E	4	13.33	Level 1	18	60.00	Level 6
F	7	23.33	Level 2	21	70.00	Level 7
G	17	56.67	Level 6	25	83.33	Level 9
H	10	33.33	Level 3	20	66.67	Level 6
Sum	68	226.66	-	161	536.67	-
Mean	8.5	28.33	Level 2	20.12	67.08	Level 6
S.D.	4.50	15.01	-	2.74	9.16	-

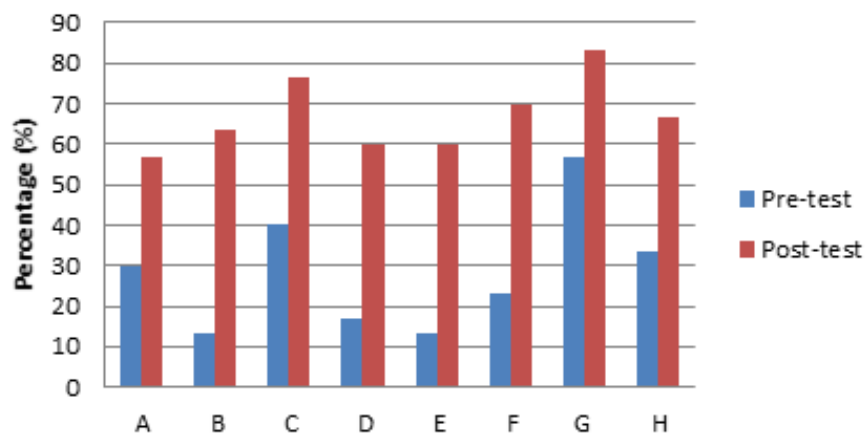


Figure 4. Communicative competence.

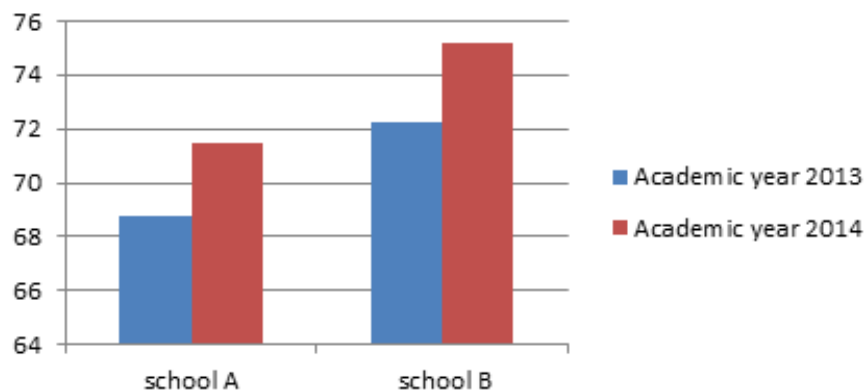


Figure 5. Student's achievement.

- 2. Participants and
- 3. Stakeholder

There were 6 approaches to develop teachers they are (Figure 6):

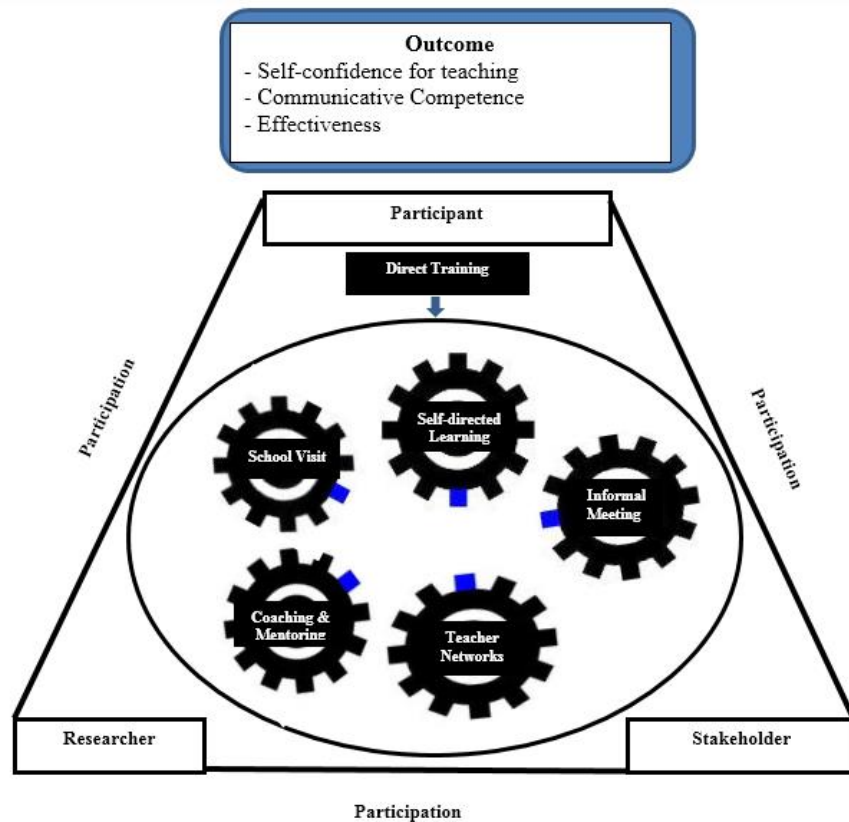


Figure 6. How to develop teachers.

1. Direct trainings:

- (a) The expert in English communication used workshop with English Teachers.
- (b) Training with other materials such as video, satellite, etc.

2. Self-directed learning:

- (a) Learning contract with participant; planning and setting guideline for learning English.
- (b) Learning by me myself but researcher or others could monitor and assess.
- (c) Learning by supporter.
- (d) Learning by peer at same school.

3. Teacher networks by researcher and participant.

4. Coaching and mentoring

- (a) Coaching and mentoring by formal approach with director, supervisor, or expert for 3 times.
- (b) Coaching and mentoring by informal approach with someone whom the participant wanted to talk with.

5. Informal meeting between participant and researcher weekly. We took times for conversation such as break

time, after lunch, before final class, took places such as classroom, canteen, library, and auditorium. We could move or change date, time and place variously.

6. School visit with English good-practice schools. Before going to school they would prepare learning technique to develop teacher's English skills. Going back to school they could take the knowledge acquired and apply it in the classroom. The study was able to monitor and assess all the teachers' performance in the first semester, and also repeated assessment for effectiveness in the second semester. The study also assessed by checking the sustainability in performance for non-English major teachers in small primary schools.

This research found that all 6 approaches could link and support the performance, and help develop non-English major teachers in small primary schools having self-confidence in teaching and communicative competence in order to make an effective teaching.

DISCUSSION

Data analysis in the first step on problems of teaching and learning and needs to develop non-English major teachers in the small primary schools. Researcher used

interview approach with directors and teachers from the both schools. Interviewer found that all the interviewees had the same corresponding to be developed as lack of confidence in teaching and teaching techniques were consistent with Copley (2004) that the problems on teaching profession development was an obstacle because the teachers had insufficient time to prepare teaching materials, and teachers did not know their work clearly. Sometimes they were worried about problems on profession development which was relevant to the study of Nomnian (2009) that teaching English language is a barrier, and that most of the teachers had a negative attitude and were not confident in teaching English because they are not English language graduate.

According to the focus group, to find the ways to improve teacher, the researcher took the draft of analysis form how to develop an English teacher and let them share expression together to find ways to develop English teachers in the small schools. The finding was that all 10 teachers need to be developed in 6 ways:

1. Direct training
2. Self-directed learning
3. Teacher networks
4. Coaching and mentoring
5. Information meeting and
6. School visit.

The participants were in agreement that the 6 ways could be held and direct training should be the first step because they wanted to be assured of English literacy. Although the process at the first part ran slowly because the teachers did not feel free and seems trouble, but after the researcher who was also part of the training was able to have one on one interaction with them, the process ran smoothly. The number of small school teachers did not match the number of classes. The teachers were limited in development and training; they needed to train teachers outside the schools, for example, hotel and central conference places. These kinds of training made students to feel neglected.

The development procedure

The researcher participated in the study with the teachers, and found that the implementation of the first phase has been barely used. The participants were not ready to get involve as possible because of the lack of confidence in teaching. But after a direct training, practicing at school, the participants were more confident. After the first phase, the researcher led 5 development methods to the participants and kept motivation through informal meeting every week, then created the network and suggested the participants should learn by themselves. This was a very good suggestion which was supported by the two school principals and the supervisor of foreign languages essence from the Maha Sarakham

educational service area 1 office (MK ESAO1). As well as those who were assigned by the director of MK ESAO1 stimulating the implementation of OBEC and MK ESAO1's learning achievement raising project with increasing totally 3% was needed. This made the amount of teachers interested in developing language skills increased. The result was relevant to NIE which explored the performance in the Ministry of Education and GESL, and found that the potential of the teachers was taking curriculum as a part of their professional development and the important strategy was demonstration, inquiry, repetition, artificiality, clinical experience, self-conduction and collaboration. The examples of implementation were small-group, school-based, problem-based, case study, electronics portfolio, multifunction and role-play (The National Institute of Education, Singapore, 2009).

This study corresponded to MTD Training and Ventus Publishing ApS (2010) which studied on the development of teacher's capacity to use communication skill in the 21st century in Singapore with changing curriculum, teaching and assessment linking to practice theory and physical-based structure: Firstly, teachers need to have the 21st century skills and secondly additional self-assessment by learning the real world. Moreover, Silanoi (2011) studied management model for teaching professional development in the upper northeast region. The purpose was to synthesize the management model of teaching professional development in upper northeast region depending on environment context. The study concluded that:

1. The synthesis from documents found 5 management model on teaching professional development including action workshop at school-based learning, learning kids, online direct learning, network group learning, and then applied the training result to transfer for post graduate degree.
2. The finding from interviewing teachers in the northeast was that most teachers agree on the school-based learning workshop model and
3. The results of the confirmatory factor analysis by the statistical tests (Chi-square) was the ratio of teachers who agreed on all of the training processes. The results of the group-based seminar of national and regional experts was that a good model of school-based learning workshop which run under the action training process should contain planning, process, supervision, evaluation and improvement process.

Saavedra and Anna Rosefsky (2012) concluded that the teaching and learning in the 21st century were necessary for humans because it would enhance capacity and built up teacher's confidence as well. Full empowerment could build up the confidence for social network of teachers. In addition, the ability of teachers were built up to the exact capacity and enhance their performance and increase the capabilities and teaching skills of the teachers in the 21st century.

Conclusion

1. Non-English major teachers in small primary schools have more self-confidence in teaching.
2. Non-English major teachers in small primary schools have more communicative competence.
3. Non-English major teachers in small primary schools have more effectiveness in English teaching.

SUGGESTIONS

Suggestions on development approach for non-English major teacher:

1. The development duration was 1 semester minimum, and this would benefit those trainees if the duration was extended.
2. Suggestion for school and relevant institute.
3. The educational service institute should take the information and the guidelines in small school to implement and expand to others including how to plan the management, provide policy on non-English teacher development and enhance learner higher communicative competence.

For maximum efficiency, the institute should supervise the training periodically in order to stimulate teacher's performance. Moreover, supervision helped trainees break the wall and this leads to solution, help and support.

Conflict of Interests

The authors have not declared any conflict of interests.

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